



# Listening & Speaking for Young Learners

- Review - modeling and scaffolding
- Reading review
- Differentiated instruction
- Bloom's Taxonomy
- Reading homework

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**“Modeling”** means to show or demonstrate.

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



# 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

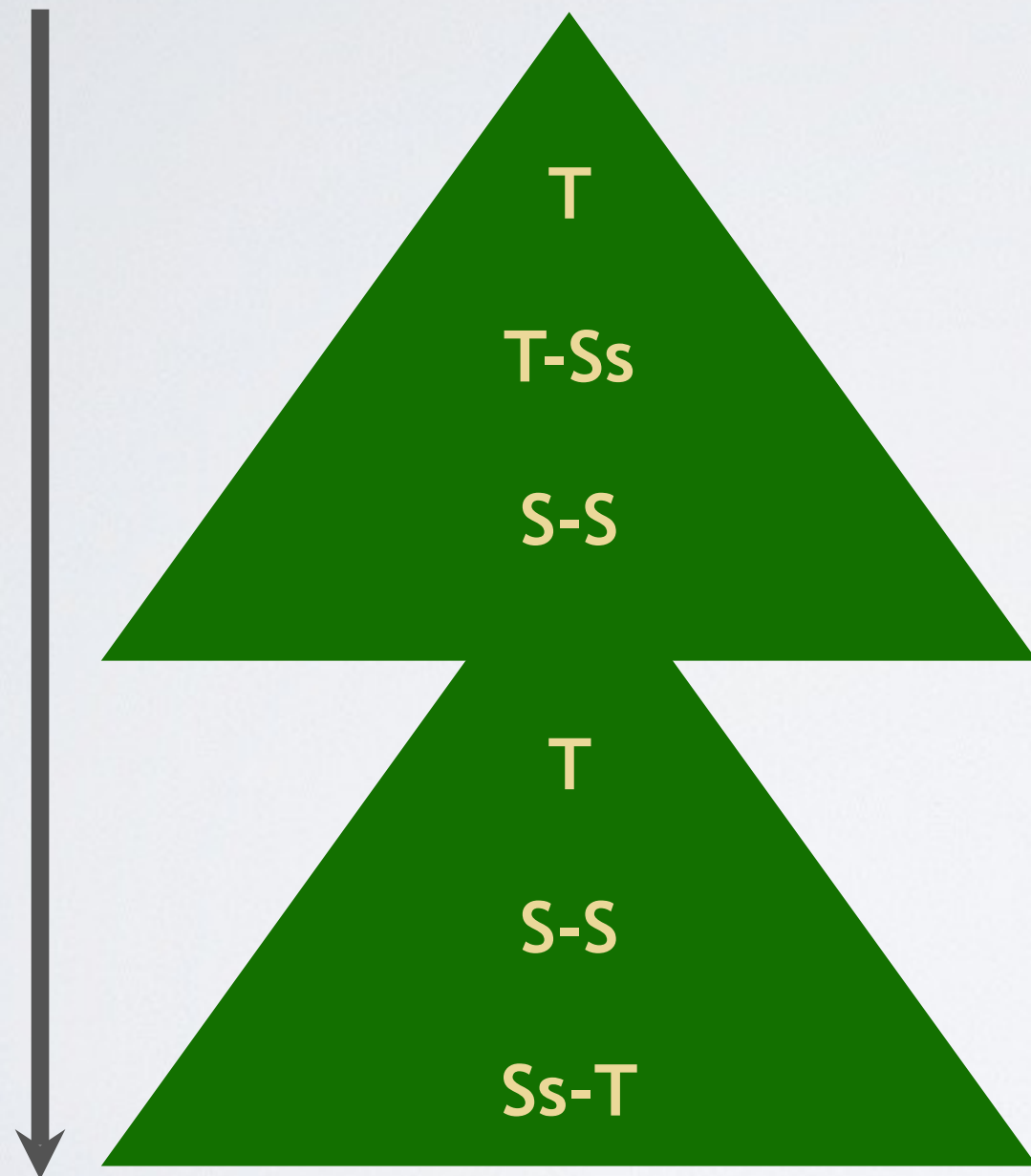
pajeon

18 years





# 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

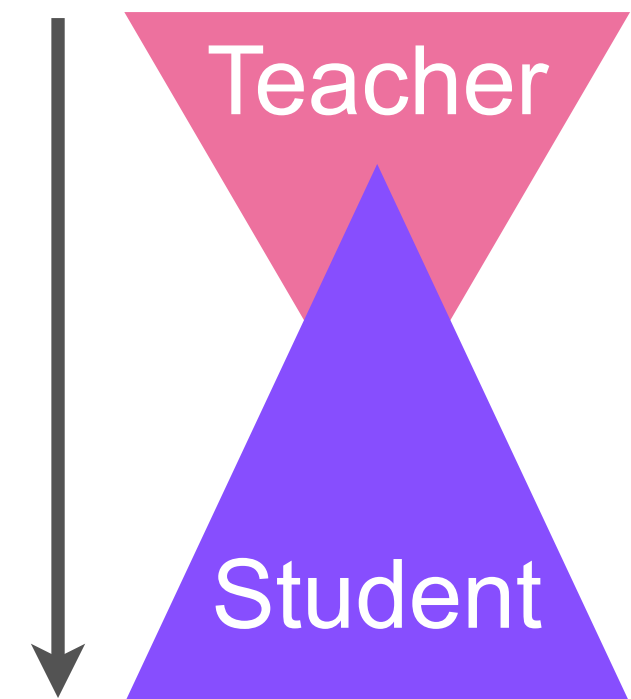
What does the triangle shape represent?



# 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

There are two things teachers need to model.

## Modeling



```
graph TD; Modeling --> Language; Modeling --> Activities;
```

### Language

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

### Activities

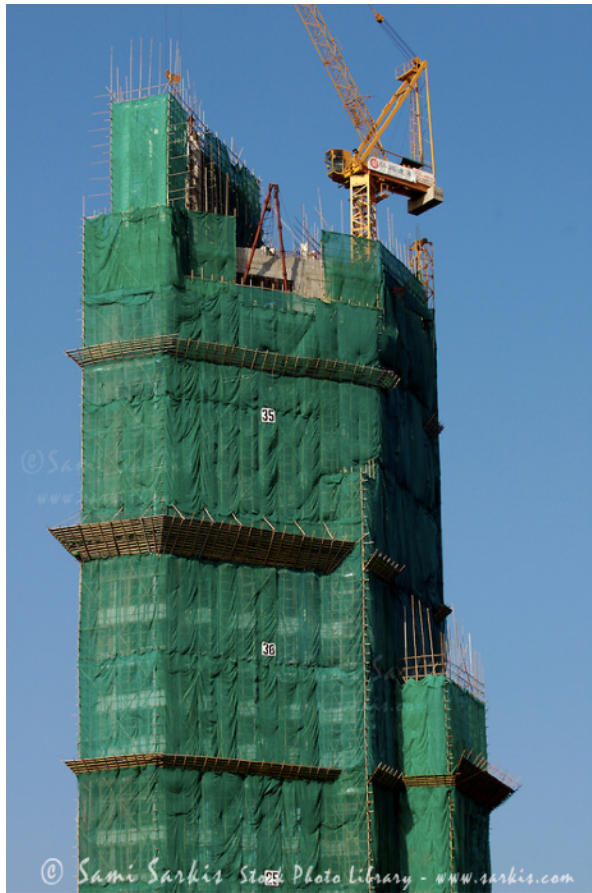
Steps  
Materials  
Instructions  
Rules  
Outcome  
Etc.



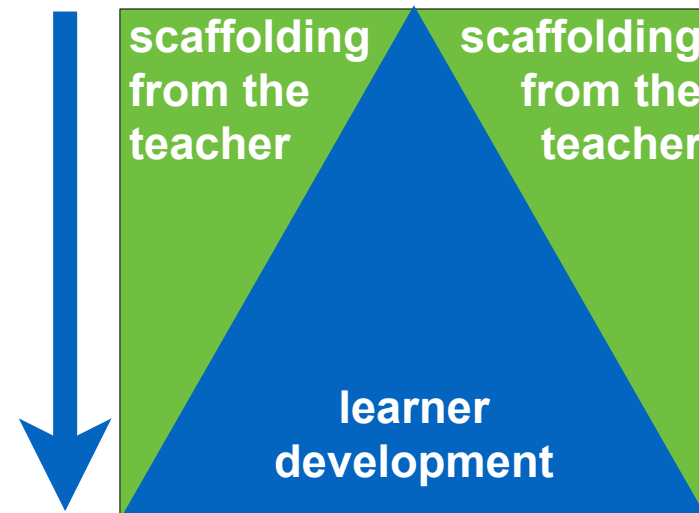


The teacher is a model (but not clothes!)

# Scaffolding = support



**Scaffolding in construction**



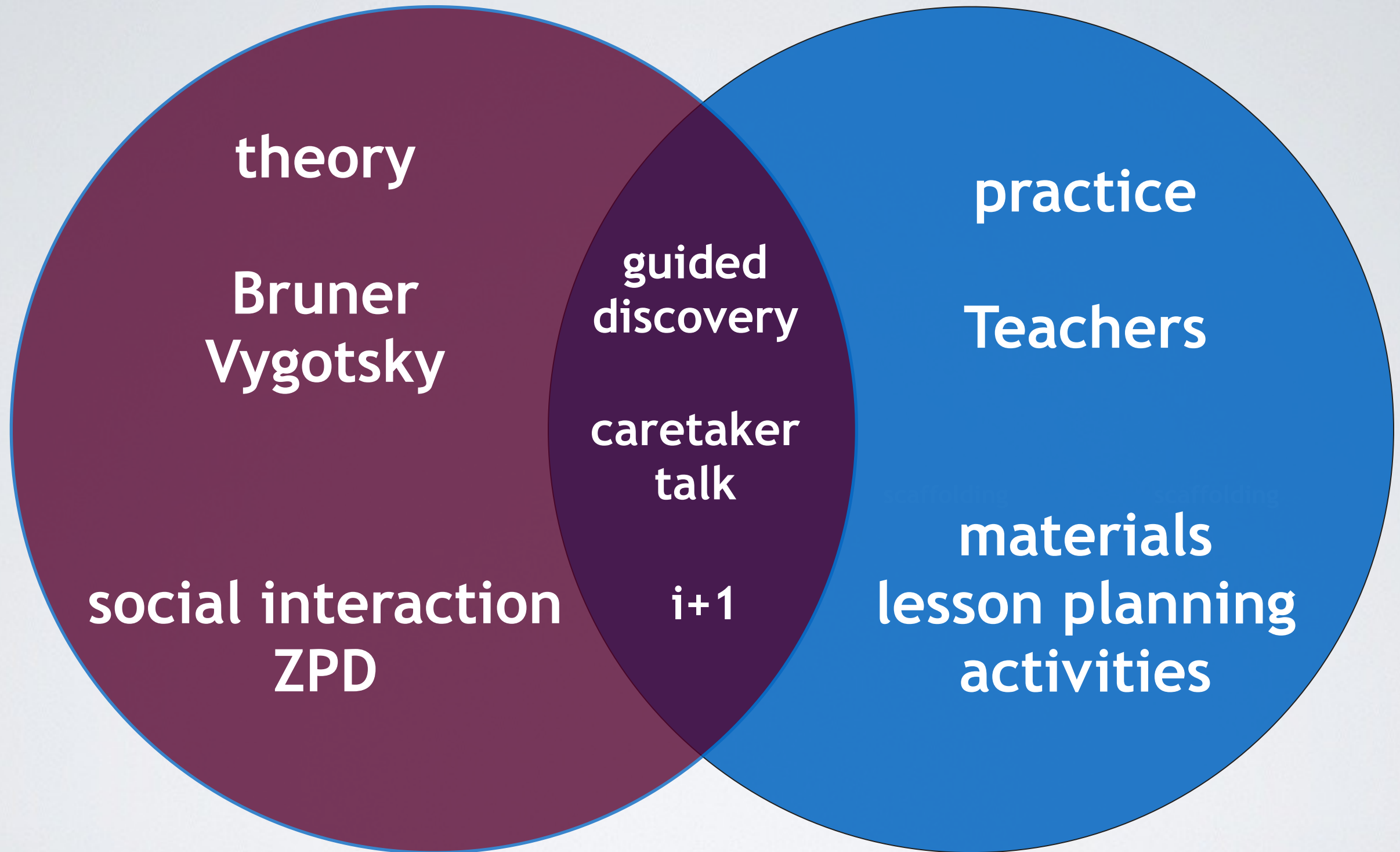
**Scaffolding in education**

**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!



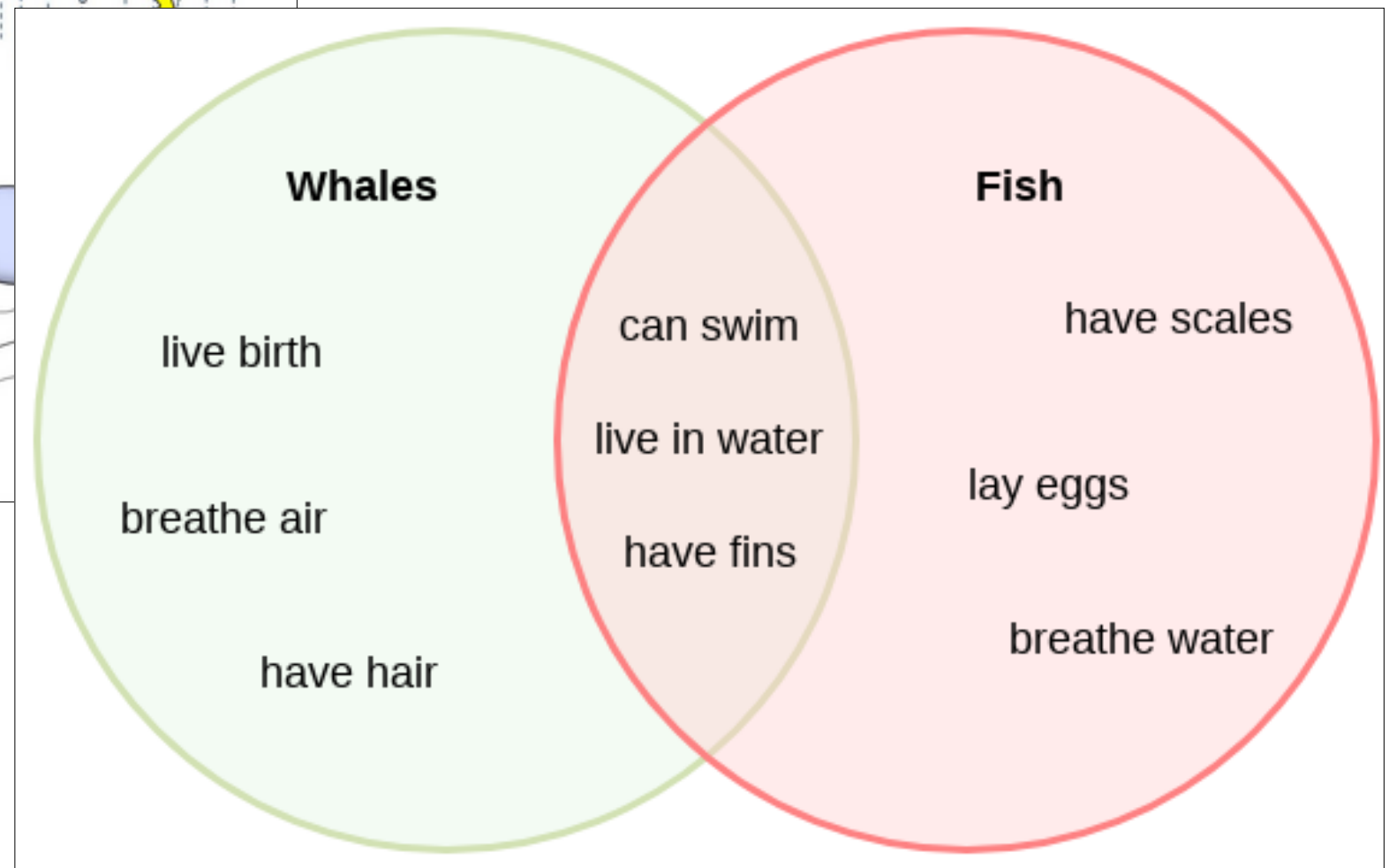
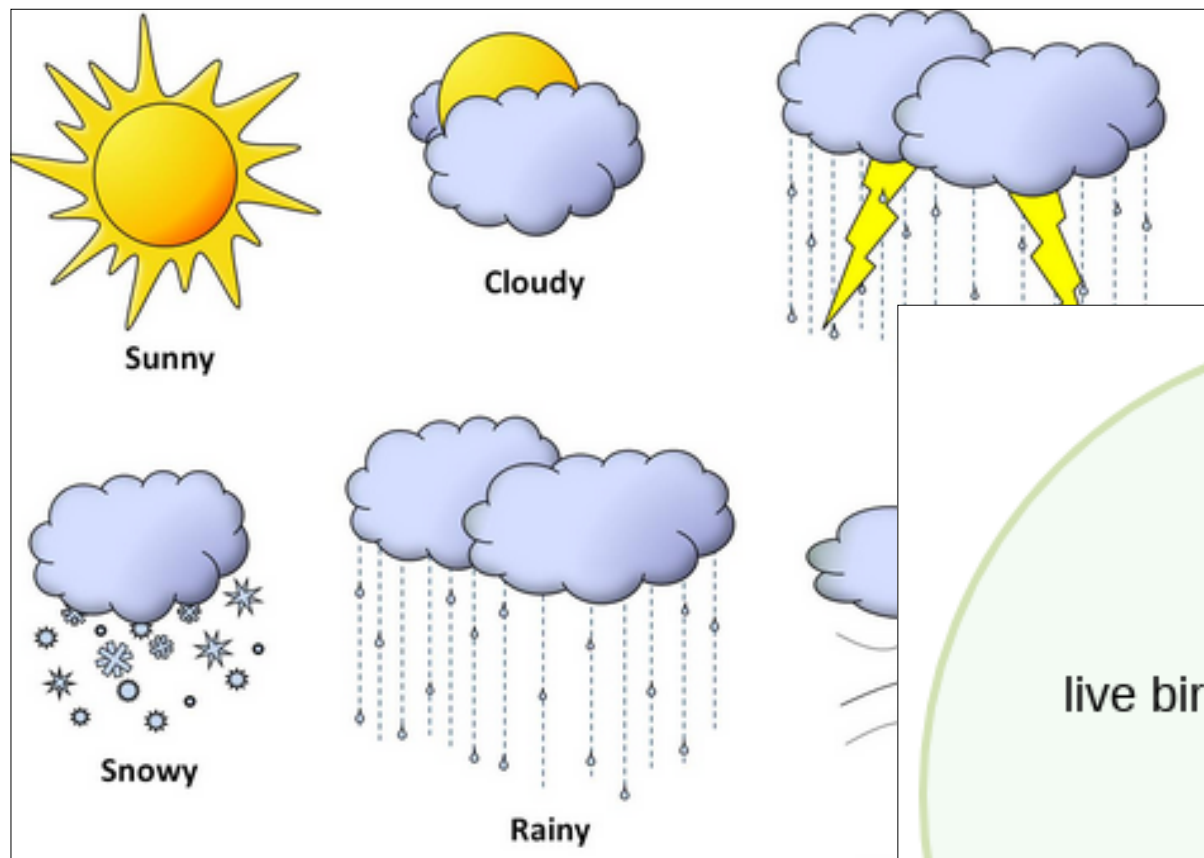
# Viewpoints of “scaffolding”



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 •

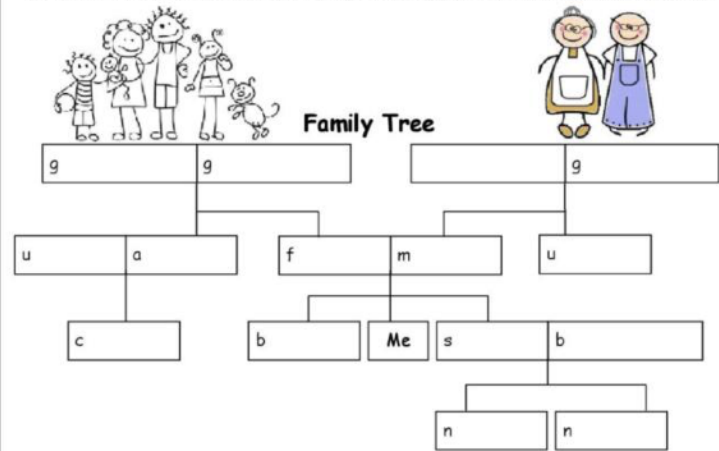


eraser •  
(rubber) 



## 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 the concept that modeling is a subset or type of scaffolding.

**Modeling**

Modeling is a type of  
scaffolding

**HOMEWORK**



ALLYN & BACON RESOURCES FOR TEACHING ENGLISH LEARNERS

Brain-Compatible  
Differentiated Instruction  
*for English Language Learners*



Marjorie H.

## 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)



**NF**  
Valuing  
Manifesting universal values  
and valuing people

Possible

**NT**  
Visioning  
Pulling people with ideas  
to an optimistic future

Personal

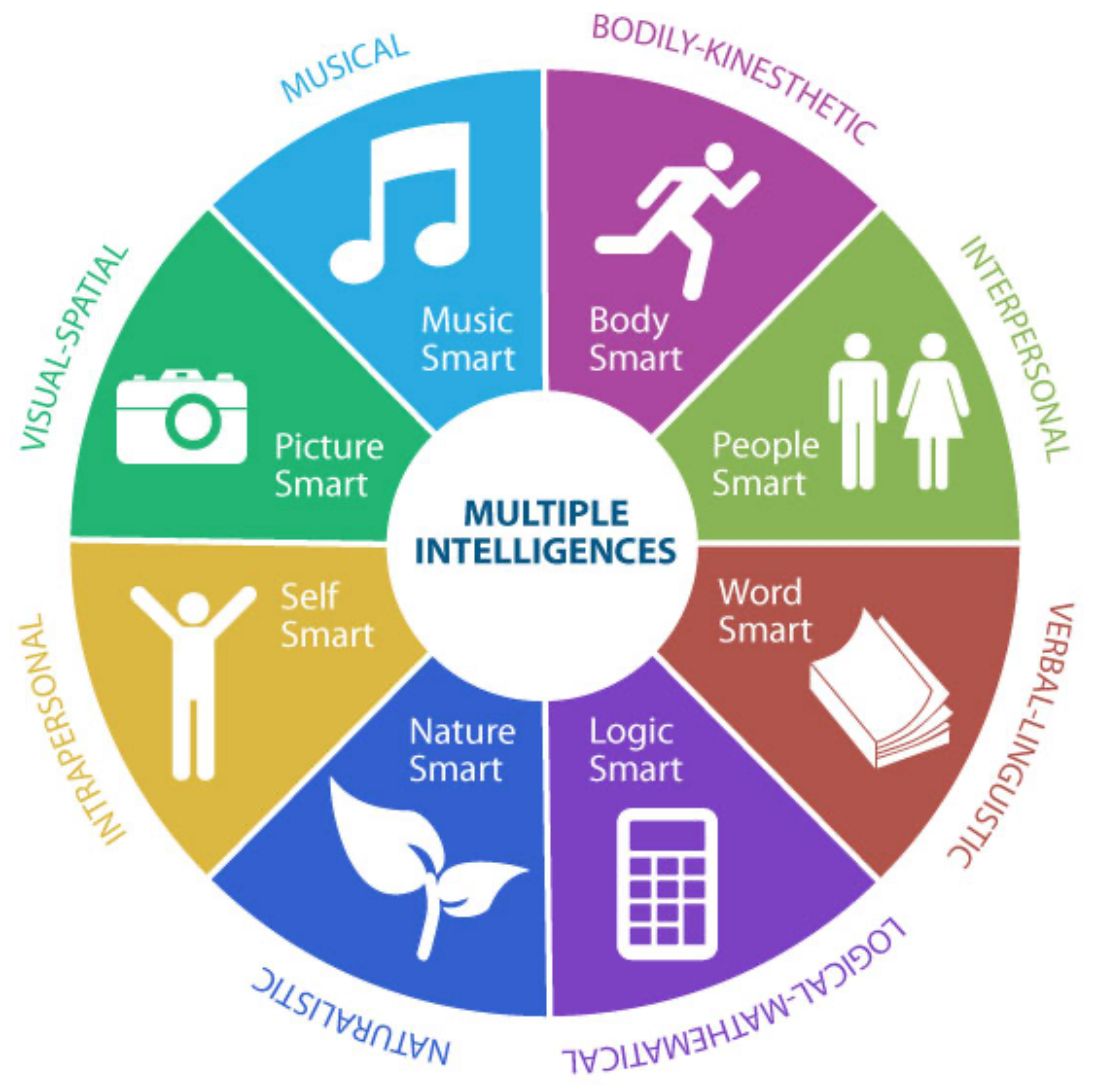
<b>ENFJ</b> Teacher Smooth talking charmers. Very inspiring & motivational. Often clergy. People leaders & persuaders. Great salespeople. Very relationship-oriented. Like to motivate groups.	<b>INFJ</b> Counselor Work is to inspire others to achieve great things. Great visionaries of human possibilities. Serious academicians. Often professors or offer themselves to a religious order.	<b>INTJ</b> Mastermind If they say they are going to do something, they do it. Likely to be corporate leaders, scientists. Believe everything has room for improvement. Superior planners and visionaries of systems.	<b>ENTJ</b> Field Marshall Very leadership-oriented. Likely to be top executives, business persons. Big on reducing inefficiency, ineffectiveness. Take charge people. Can be overwhelming to less outgoing types.
<b>ENFP</b> Champion Second only to ESFPs for fun. Want lives filled with excitement and romance. Very enthusiastic and creative. Often teachers, artists, writers. Great need for diversity and change.	<b>INFP</b> Healer Noble servants aiding society. Different from ISFPs, they try to tackle long-term problems. Often psychologists or counselors. Want to save the whales and rainforests.	<b>INTP</b> Architect Deepest analysts of problems to be solved. Often physicists, scientists. Most aloof of types. Critical thinkers.	<b>ENTP</b> Inventor Want one exciting challenge after another. Love to problem solve. Good at analysis, consider themselves full of ingenuity and ideas. Often involved in comp sci, systems analysis, design.
<b>ESFP</b> Performer Number one in fun and enthusiasm. Always invites ESFPs to your party. The most generous of all types. Warm, trendy, vibrant people. Excellent at customer service.	<b>ISFP</b> Composer Quietly harmonious with world. Very observing, benevolent. Inclined toward work with people in need. Work to solve problems of the immediate such as homeless, stopping hunger.	<b>ISTP</b> Operator Ready to try anything once. Pushed with the rush of life. Seek excitement. A love of tools and the utility they offer. Inclined toward mechanical devices, can take apart & reassemble anything.	<b>ESTP</b> Promoter Excitement seekers. Never feel more alive than when taking risks. Great negotiators on the front end. Excellent promotional & entrepreneurial capabilities if someone else follows through.
<b>ESFJ</b> Provider Hosts & hostesses. Graciousness of this type makes them excellent at entertaining, coordinating. May be teachers, nurses. Very conscious of appearances, should/shouldn'ts.	<b>ISFJ</b> Protector A high sense of duty. Upholders of family tradition. Often found in traditional helping professions including nursing, elementary education, etc.	<b>ISTJ</b> Inspector Doers of what should be done. Masters at completing practical details and adding finishing touches. Get-it-done people. Superb administrators. Duty bound & obligated, often military.	<b>ESTJ</b> Supervisor Administrators, workers, pillars of strength in community. Loyal mates, parents, employees. Often promoted to management positions. Dependable, consistent, straightforward.

Logical

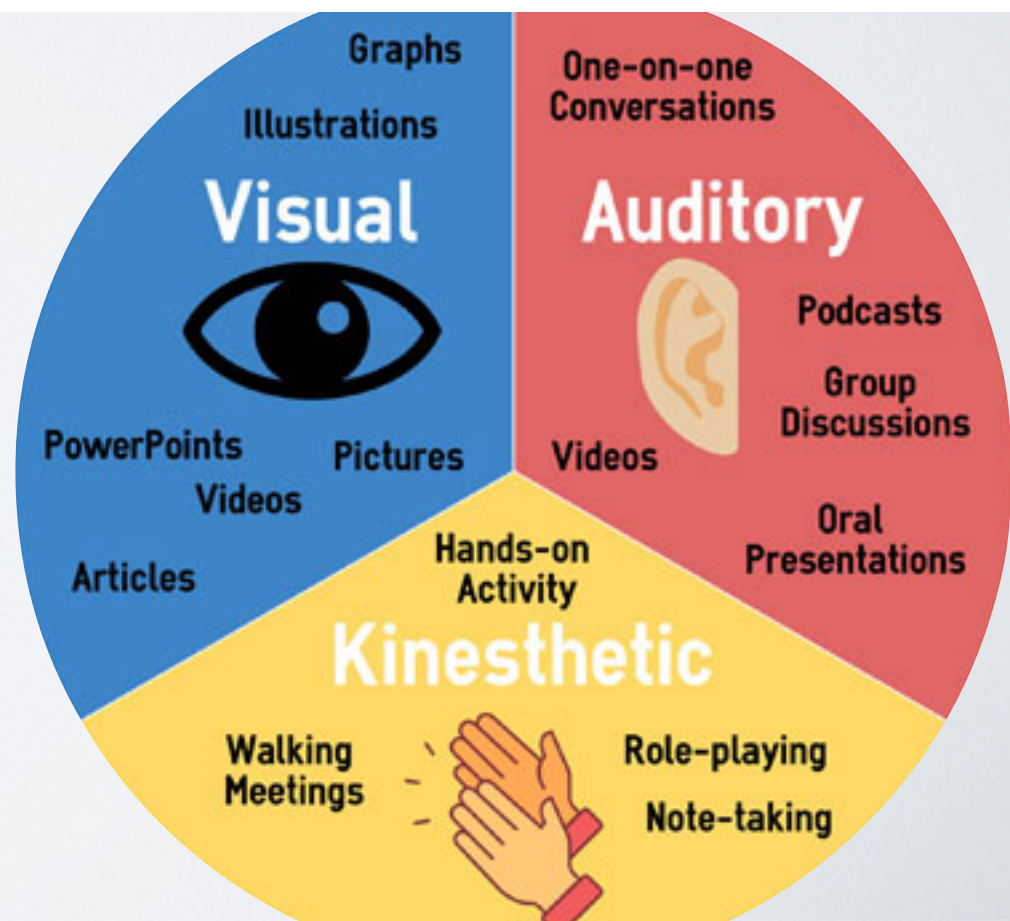
**SF**  
Relating  
Including and building trustworthiness

Present

**ST**  
Directing  
Action from a strategic perspective



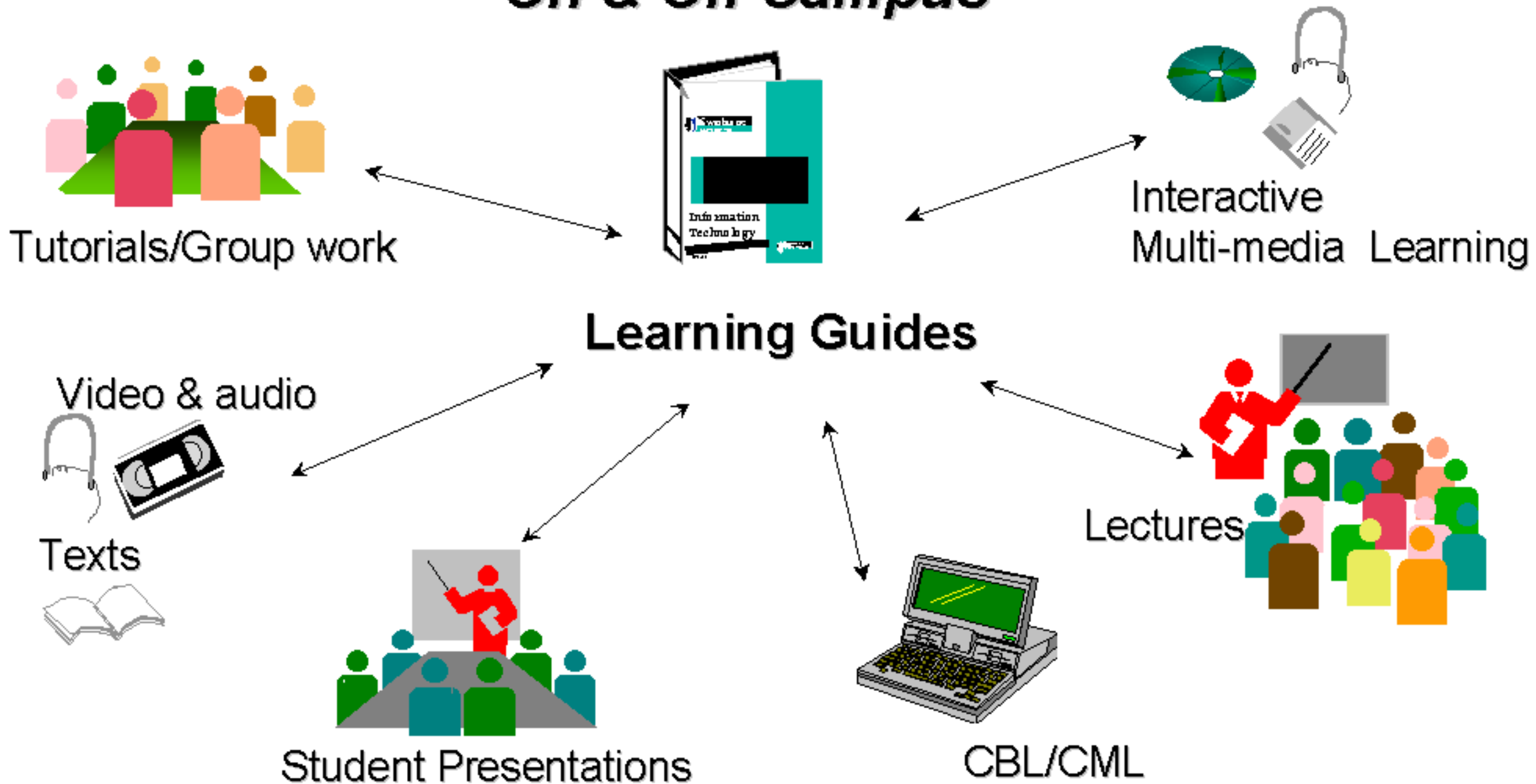
# LEARNING STYLES





# Multi-Modal Learning

## *On & Off Campus*



# Differentiating Instruction



<https://www.youtube.com/watch?v=h7-D3gi2IL8>

# Differentiating Instruction

## WHERE TO START: DIFFERENTIATION

Think about some of these when it comes to whole class differentiation.

<p><b>Content</b></p> <p>How can you differentiate the content?</p> <p>Visual cues? Verbal cues? Pictures? Written? Opportunities for extension? Opportunities for further support?</p>	<p><b>Process</b></p> <p>How can you differentiate the process?</p> <p>Online? In person? Smaller groups? 1:1? Buddy support? Visual? Hands on? Audiotory?</p>
<p><b>Product</b></p> <p>How can you differentiate the product or manipulative you are sharing?</p> <p>Suits students learning styles? Suits their interests? Ability to share their learning with a variety of products?</p>	<p><b>Environment</b></p> <p>How can you differentiate the environment?</p> <p>Quiet spaces? Flexible seating? Near the teacher? With their friends?</p>



# Four ways to differentiate instruction



## Content

- Match vocabulary words to definitions.
- Read a passage of text and answer related questions.
- Identify an author's position; provide evidence to support this viewpoint.
- Create a PowerPoint presentation summarizing the lesson.



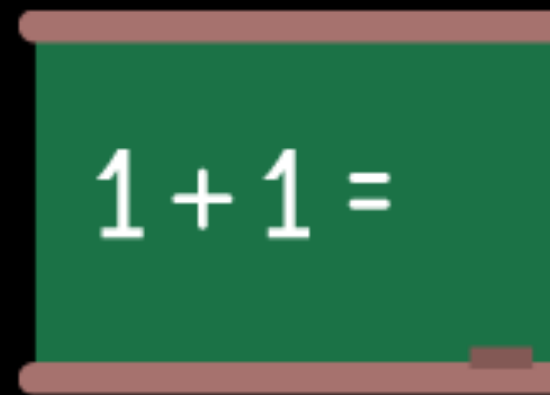
## Process

- Provide textbooks for visual and word learners.
- Allow auditory learners to listen to audio books.
- Give kinesthetic learners the opportunity to complete an interactive assignment online.



## Product

- Read and write learners write a book report.
- Visual learners create a graphic organizer of the story.
- Auditory learners give an oral report.
- Kinesthetic learners build a diorama illustrating the story.



## Environment

- Break some students into reading groups to discuss the assignment.
- Allow students to read individually if preferred.
- Create quiet spaces where there are no distractions.

# Differentiation

"Differentiation is simply a teacher attending to the learning needs of a particular student or small groups of students, rather than teaching a class as though all individuals in it were basically alike."

Carol Ann Tomlinson

①

## Content

What is to be learned



- Learner outcomes based off standards
- Student need and progress informed by formative assessment
- Student interests
- Varied resources/texts
- Build on student strengths
- Teach strategies for areas of deficiency

②

## Process

How students acquire information



- Curriculum compacting
- Scaffolding
- Gradation of skills proficiency
- Flexible grouping & pacing
- Multiple learning tools offered
- Effective questioning
- Variety of instructional strategies

③

## Product

How students demonstrate learning



- Academic and affective needs addressed
- Learner style considered
- Authentic activities & assessment
- Various opportunities and choice as to how students demonstrate their learning. They can write, speak, conduct, create, research, record, share, and more

④

## Learning Environment

Where and with whom students learn



- Room arrangements
- Learner Responsibility
- Expand walls of classroom
- Student interaction
- Student ownership

Created by: Lisa Westman  
@lisa\_westman



# Story book lesson with differentiated instruction



**Task: Choose a story book. Read it and decide the main theme or focus.**

**What are your ideas for organizing learning and giving options based on the differentiated factors we have discussed?**

**CONTENT - PROCESS - PRODUCT - LEARNING ENVIRONMENT**

# Speaking lesson - target language

## Q+A patterns

Are you...  
Do you...  
Can you...  
Did you...  
What's...  
Where...

...

...

...

## Grammar

Modals  
Past tense  
Superlative  
Prepositions  
Adverbs  
Tag questions

...

...

...

## Functions

Agreeing  
Suggesting  
Clarifying  
Apologising  
Explaining  
Complaining

...

...

...

## Situations

Bank  
Restaurant  
Train station  
Cinema  
Supermarket  
Hotel

...

...

...

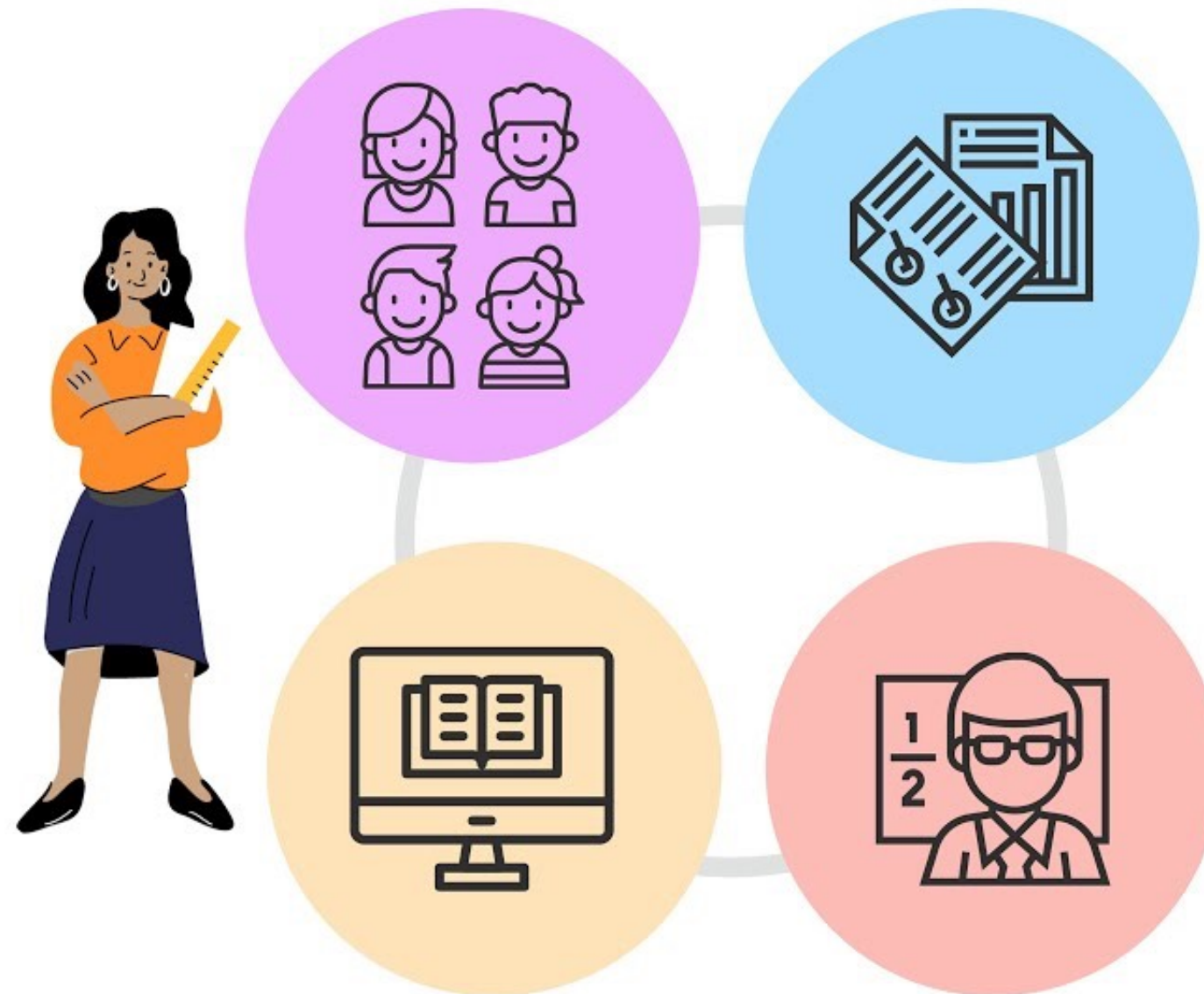
**Task: Choose target language. Brainstorm example expressions if needed.**

**What are your ideas for organizing learning and giving options based on the differentiated factors we have discussed?**

**CONTENT - PROCESS - PRODUCT - LEARNING ENVIRONMENT**



# STATION ROTATION





# Learning Stations / Station Rotation



<https://www.youtube.com/watch?v=Kg38AlggYiE>



# Kagan Structures

# Kagan

Timed Pair Share



Rally Robin



Round Table



Round Robin



All Write Round Robin



Rally Table



Pairs Compare



Paraphrase Passport

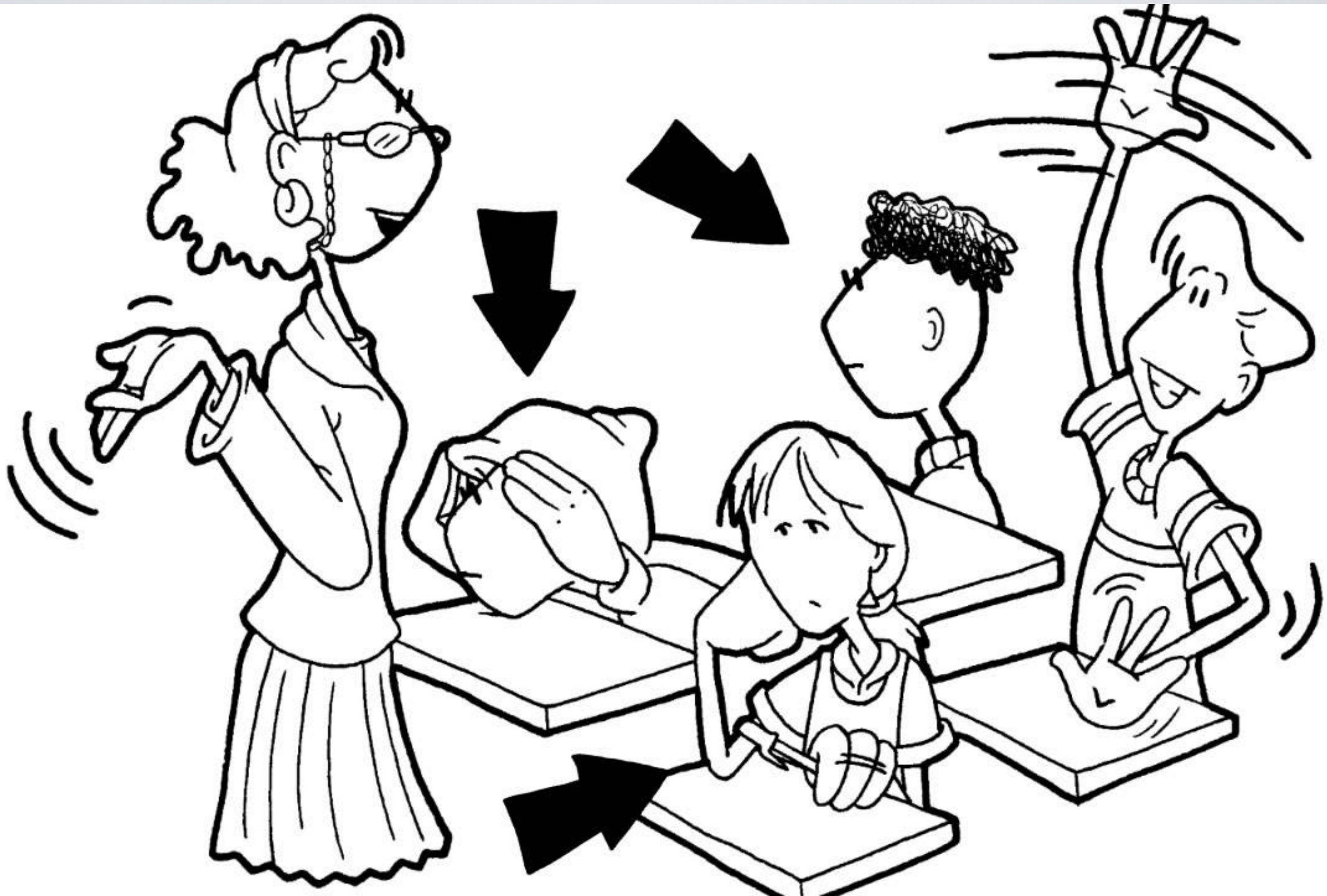


Quiz-Quiz-Trade





# Kagan Structures



<https://www.youtube.com/watch?v=D-yzgtgVrg>



# Kagan Structures



<https://youtu.be/o4n60DpwYOg?si=mpaWxHFePRwgnqrW>



# Kagan Structures



[https://www.youtube.com/watch?v=t9H\\_pVwX-xY](https://www.youtube.com/watch?v=t9H_pVwX-xY)



## Kagan Structures - Task



Go here and choose one of the included structures to read about.

Share with your partner about the structure and how you might use it in the class.

**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**

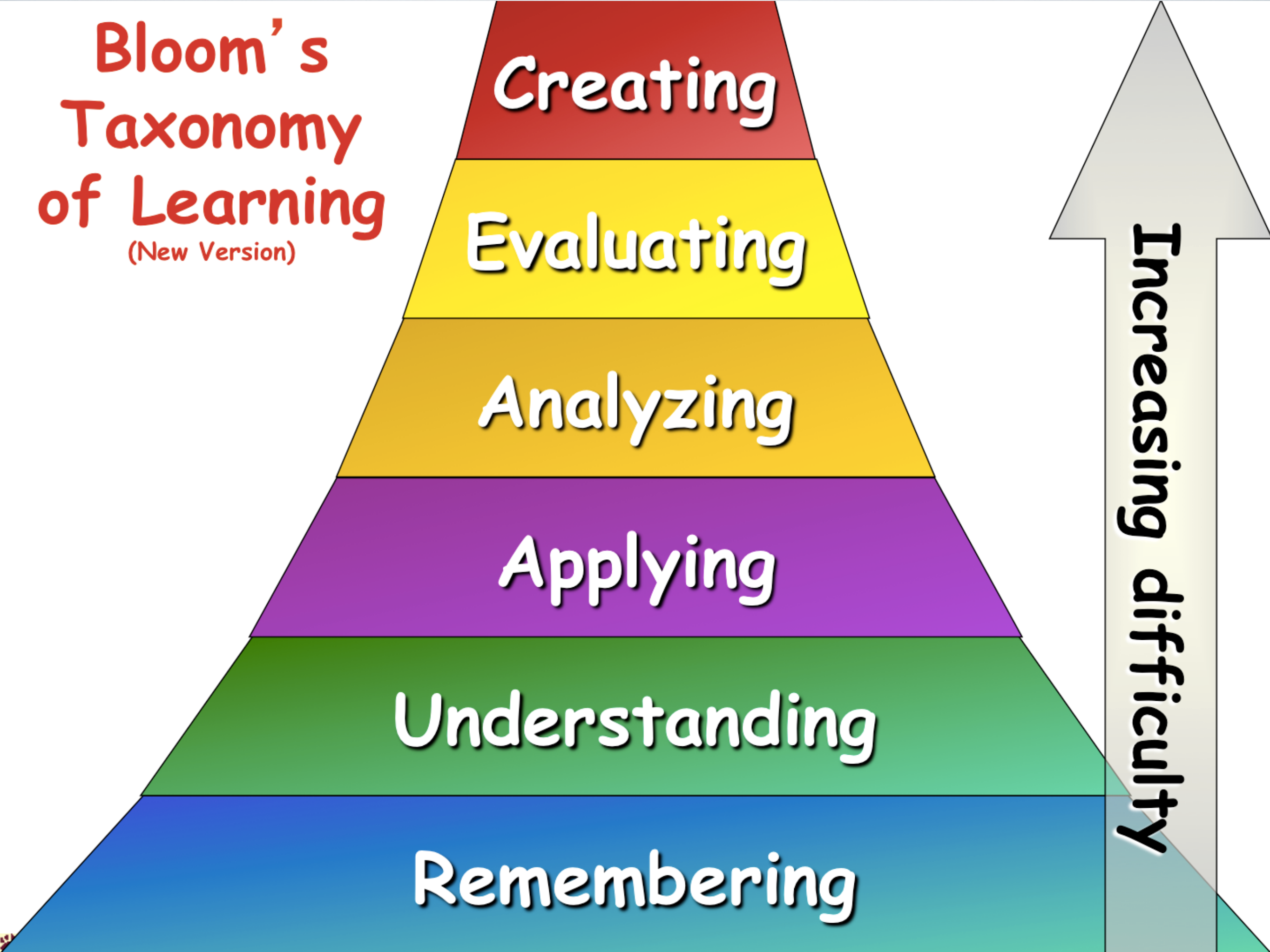
**Analyzing**

**Applying**

**Understanding**

**Remembering**

**Increasing difficulty**





# Bloom's taxonomy of thinking skills

Reflection  
(critical thinking)

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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

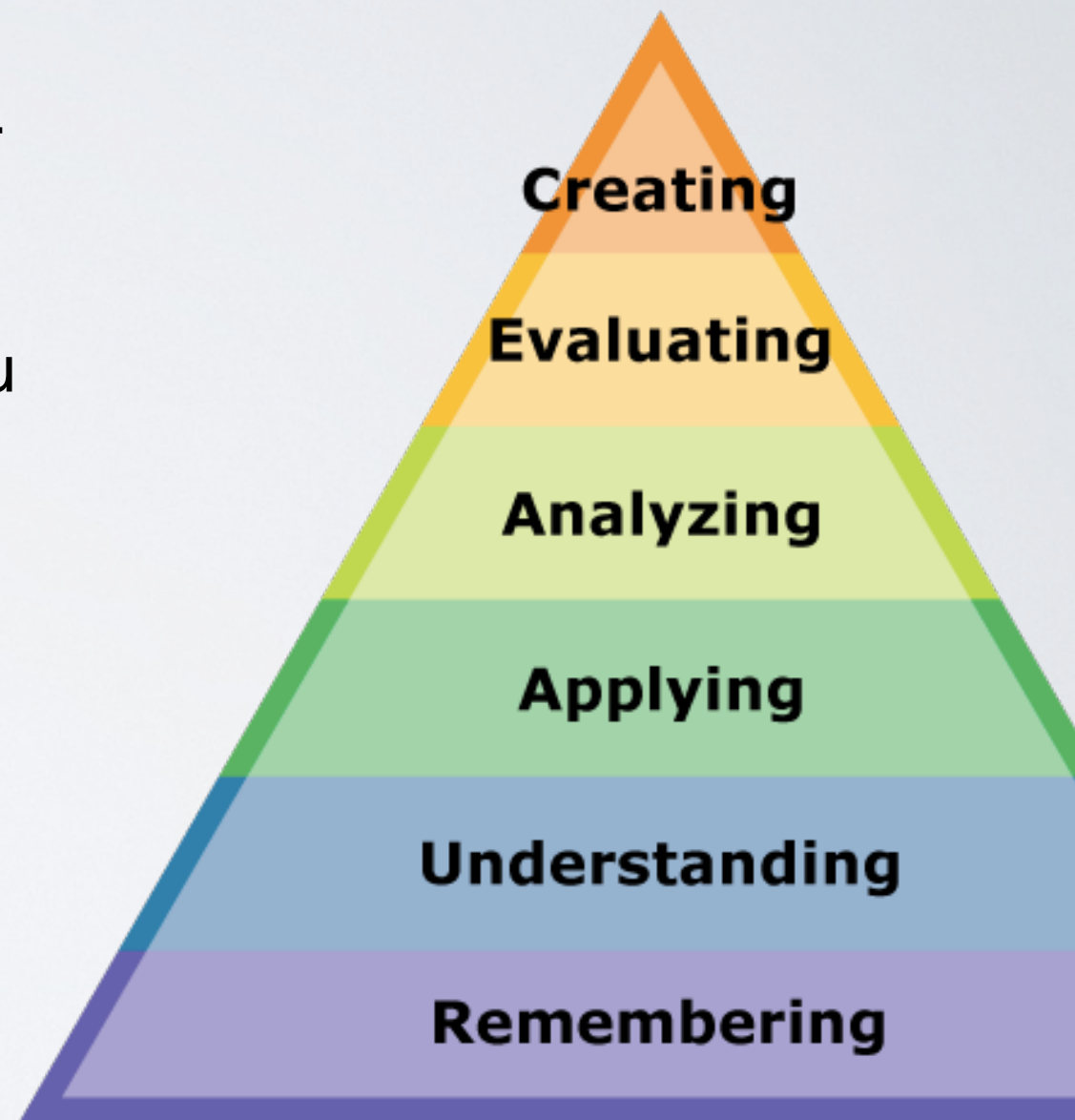
**REMEMBERING**

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 £4.60
- Four cheeses pizza £4.10
- Meat pizza £4.75
- Seafood pizza £4.75

**Desserts**

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

**Fruit**

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

**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

Name: \_\_\_\_\_

**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**

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

# 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

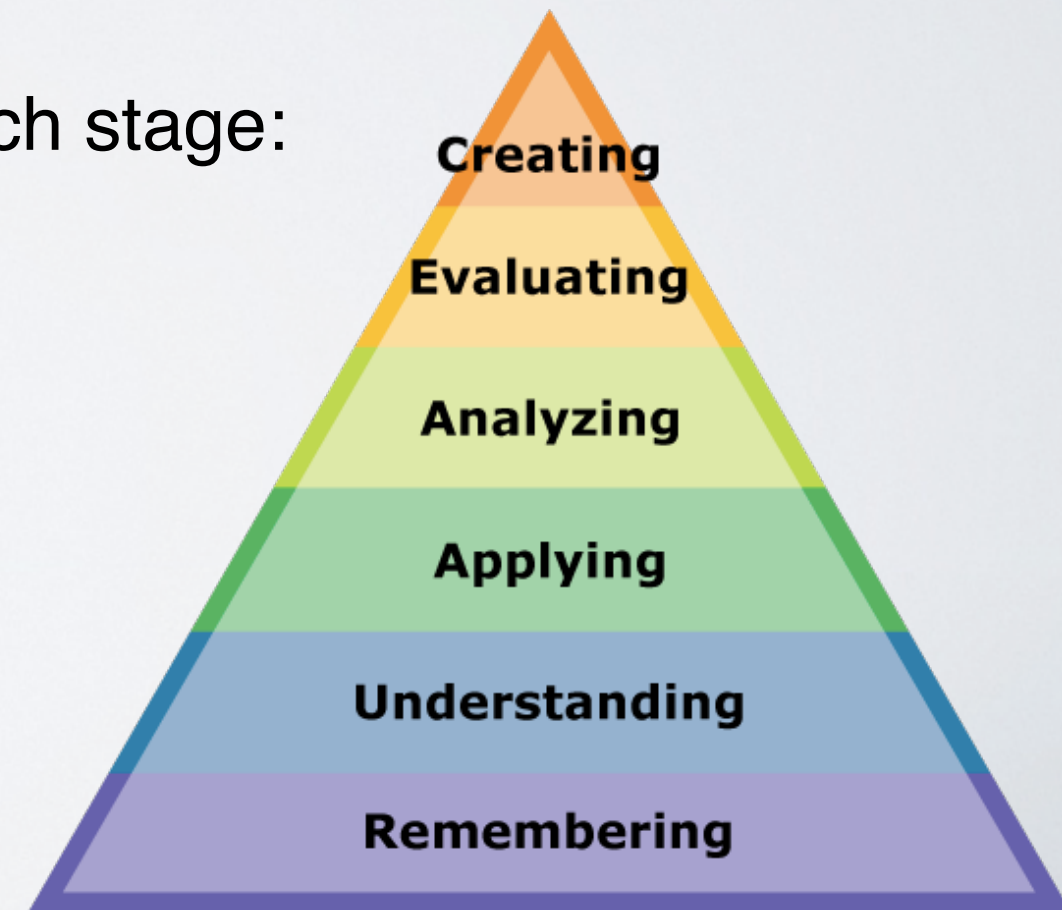
Choose a topic for your lesson. The topic could be:

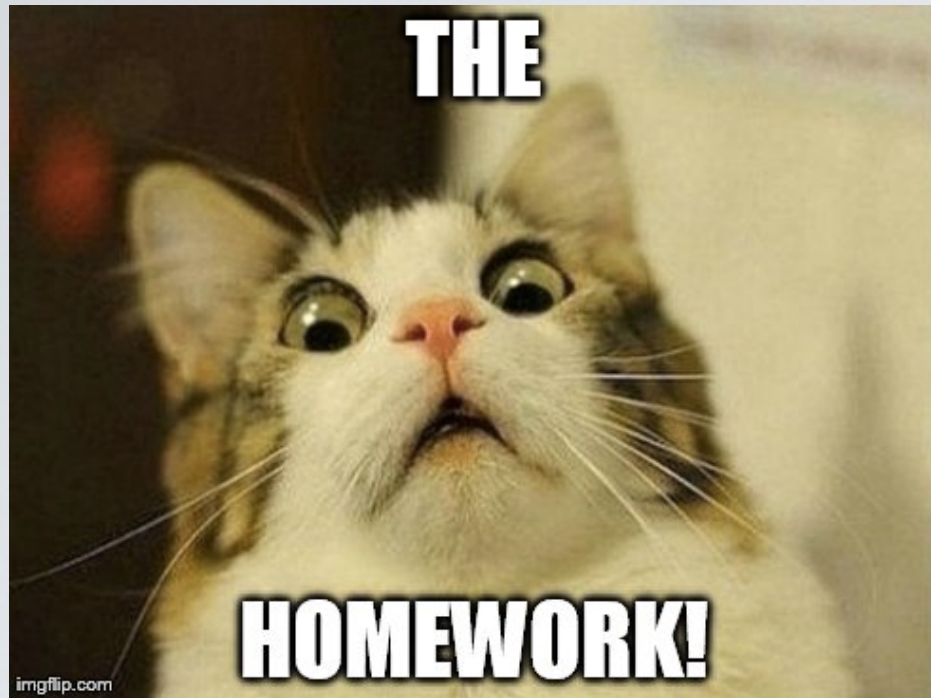
- a vocabulary set (example: colours - red, blue, yellow...)
- a grammar point (example: “to be” verb, comparative...)
- a story (example: Goldilocks, Cinderella...)
- an expression (example: “I want to be a pilot / doctor / vet”...)

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





Reading assignment due week 4 (March 26)

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.

