



Listening & Speaking for Young Learners

- Review
- Bloom's Taxonomy (concept)
- Reading review
- Gradual release of responsibility (GRR) model (concept)
- Think aloud strategy (technique)
- Class123 app (technology)
- Exit slips (technique)
- About next week

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REVIEW

ALLYN & BACON RESOURCES FOR TEACHING ENGLISH LEARNERS

Brain-Compatible Differentiated Instruction *for English Language Learners*



Marjorie Hall Haley

NF
Valuing
Manifesting universal values
and valuing people

Possible

NT
Visioning
Pulling people with ideas
to an optimistic future

Personal

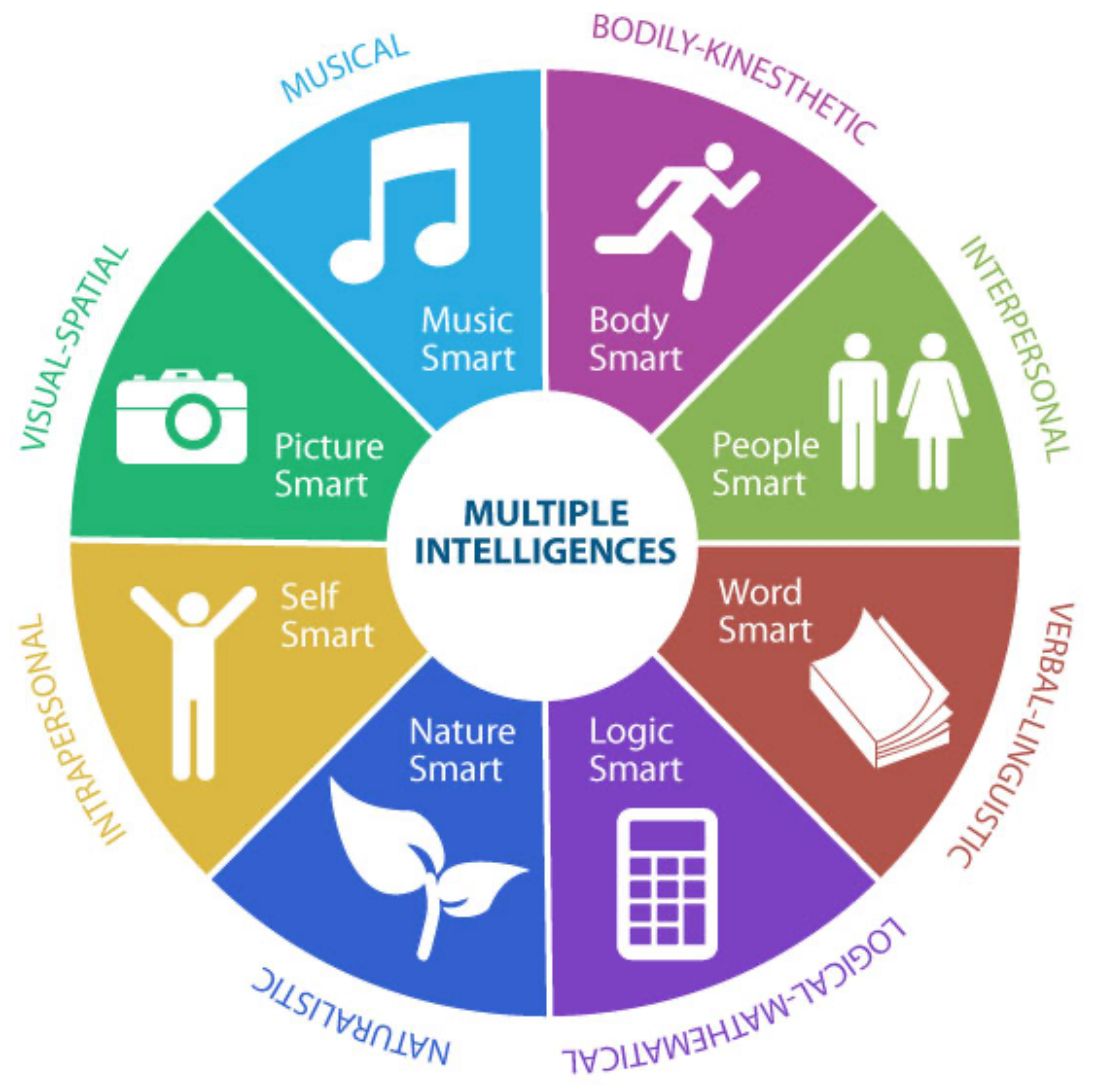
ENFJ Teacher Smooth talking charmers. Very inspiring & motivational. Often clergy. People leaders & persuaders. Great salespeople. Very relationship-oriented. Like to motivate groups.	INFJ Counselor Work is to inspire others to achieve great things. Great visionaries of human possibilities. Serious academicians. Often professors or offer themselves to a religious order.	INTJ 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.	ENTJ 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.
ENFP 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.	INFP 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.	INTP Architect Deepest analysts of problems to be solved. Often physicists, scientists. Most aloof of types. Critical thinkers.	ENTP 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.
ESFP 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.	ISFP 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.	ISTP 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.	ESTP 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.
ESFJ Provider Hosts & hostesses. Graciousness of this type makes them excellent at entertaining, coordinating. May be teachers, nurses. Very conscious of appearances, should/shouldn'ts.	ISFJ Protector A high sense of duty. Upholders of family tradition. Often found in traditional helping professions including nursing, elementary education, etc.	ISTJ Inspector Does what should be done. Masters at completing practical details and adding finishing touches. Get-it-done people. Superb administrators. Duty bound & obligated, often military.	ESTJ Supervisor Administrators, workers, pillars of strength in community. Loyal mates, parents, employees. Often promoted to management positions. Dependable, consistent, straightforward.

Logical

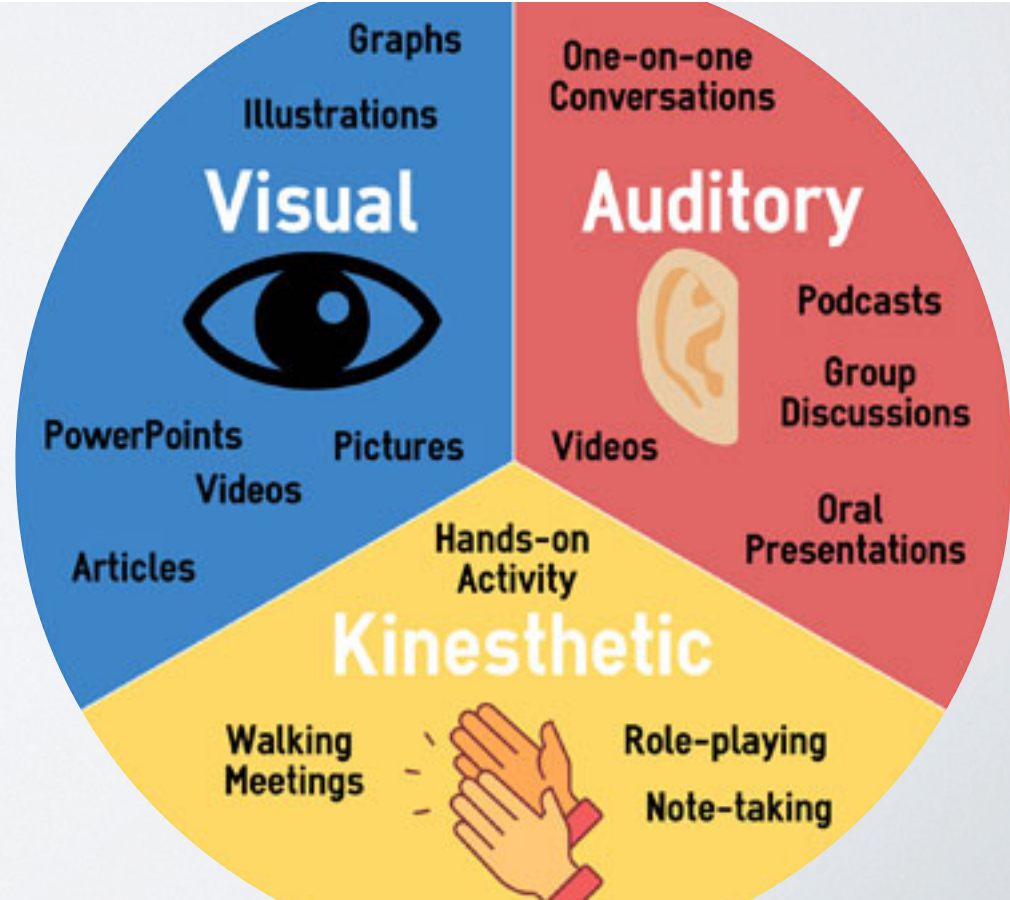
SF
Relating
Including and building trustworthiness

Present

ST
Directing
Action from a strategic perspective



LEARNING STYLES



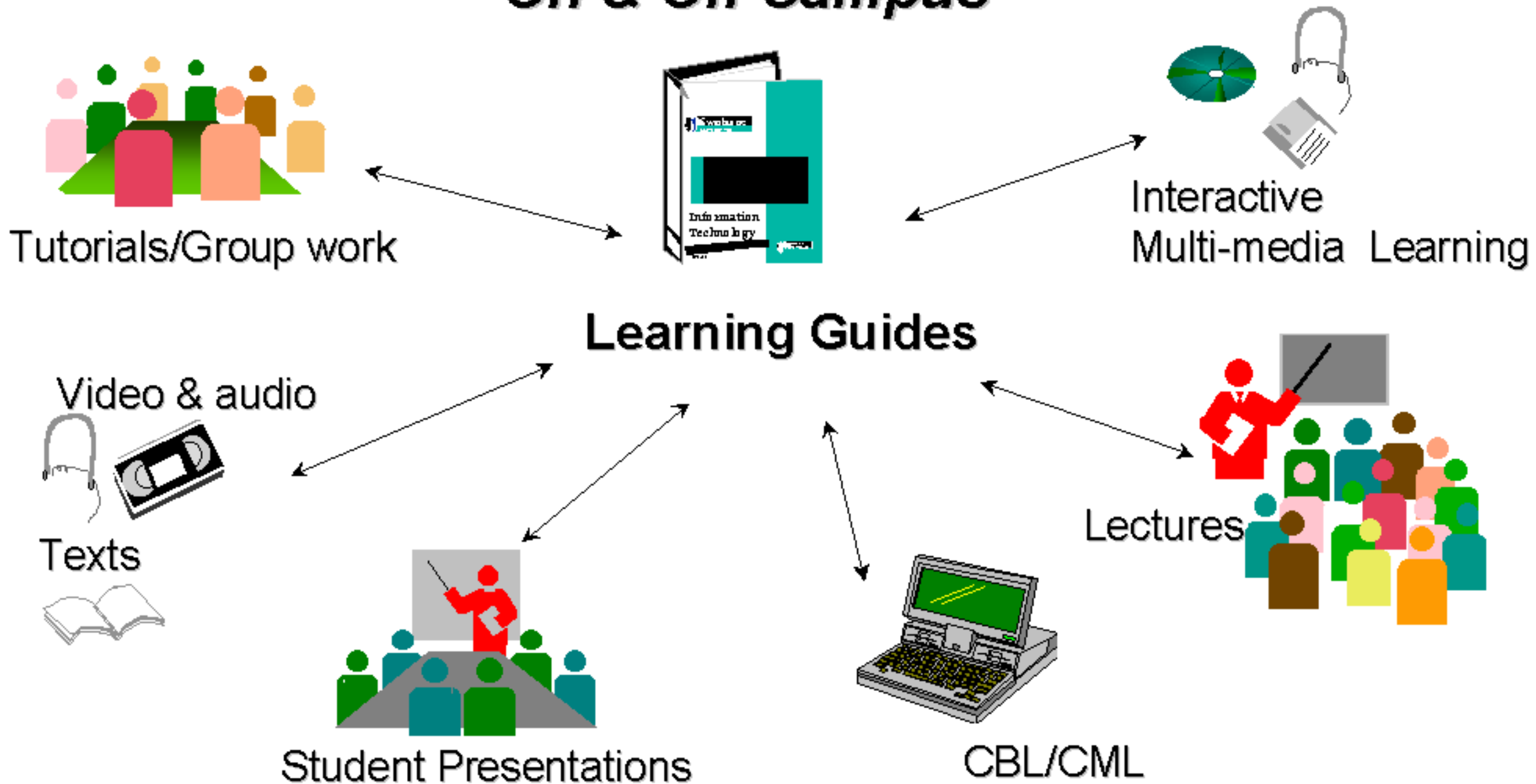
Language learner types by Keith Willing (1987):

- **Convergers** are solitary, pragmatic, independent and confident in their abilities. They avoid groups.
- **Conformists** prefer to emphasize learning about language over learning to use it. They tend to be dependent on those in authority and are perfectly happy to work in non-communicative classrooms.
- **Concrete** learners like to learn from direct experience in the classroom. They are pragmatic and value the practical use of language. They eagerly participate in group work.
- **Communicative** are comfortable out of class and show a willingness to take risks. They are much more interested in social interaction with other speakers of the language than they are with analysis of how the language works.

Which one are you?

Multi-Modal Learning

On & Off Campus



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



2

Process

How students acquire information



3

Product

How students demonstrate learning



4

Learning Environment

Where and with whom students learn



Differentiating Instruction

CONTENT - topics, materials, resources

PROCESS - activities, tasks, interactions, skills

PRODUCT - outcomes, goals, end results

LEARNING ENVIRONMENT - groups, classroom set up

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

...

...

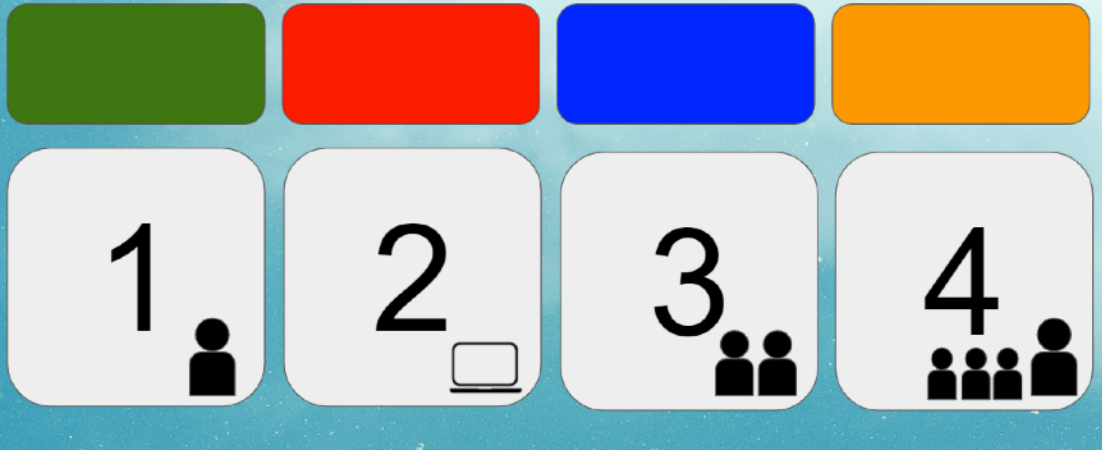
...

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

Centers/Station Work



Real-time Feedback

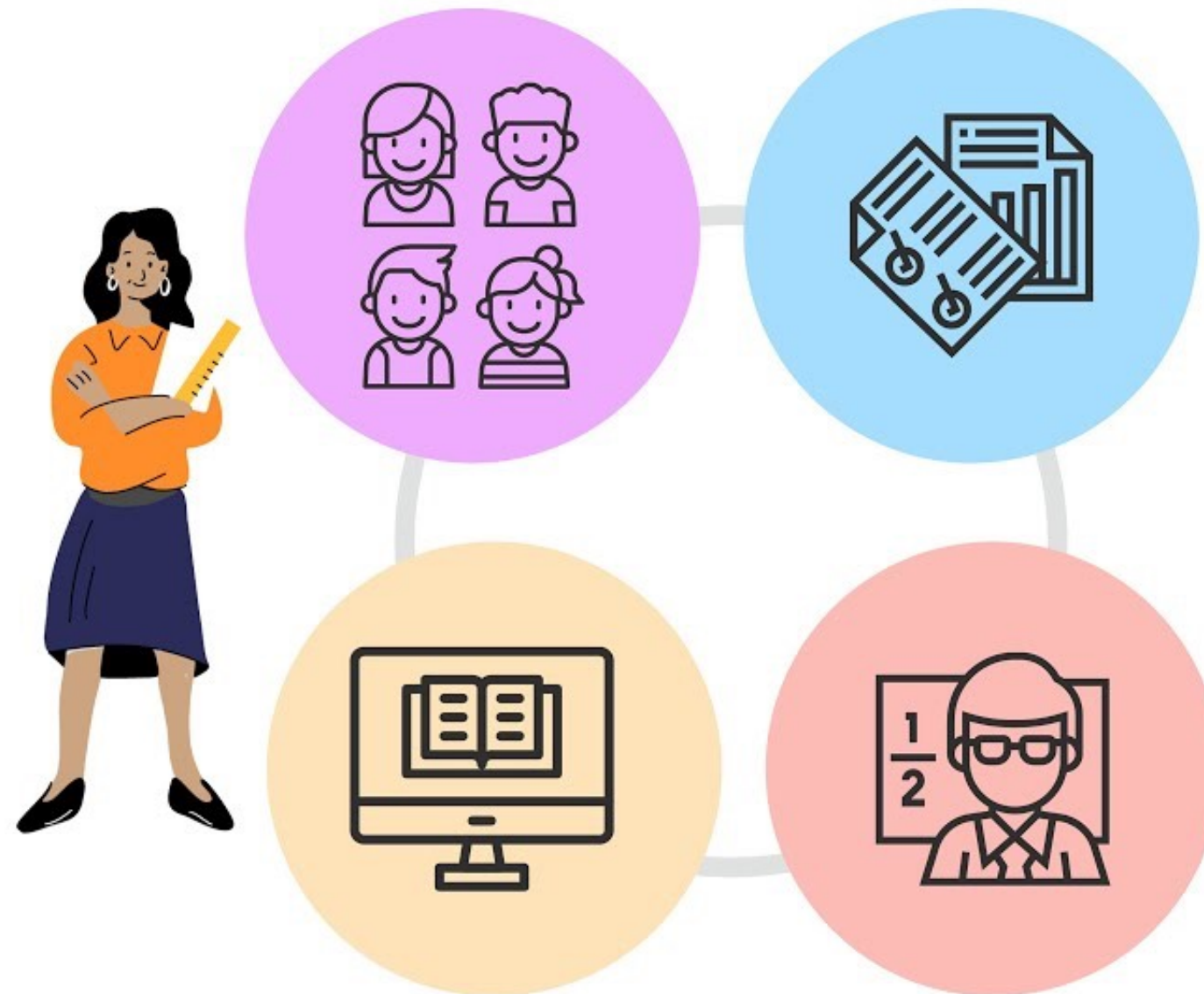
Small Group Offline Discussion

Collaborative Offline Challenge

Personalized Practice Online or Video Lesson



STATION ROTATION



Learning Stations / Station Rotation

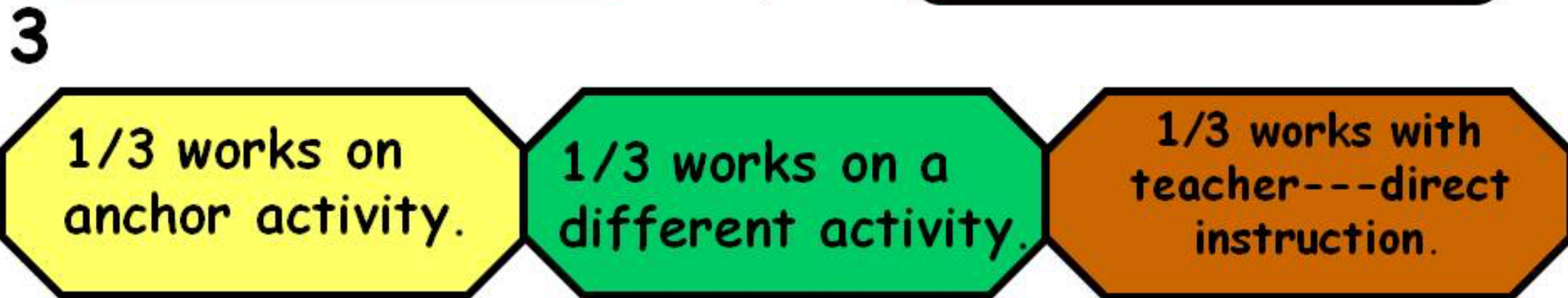
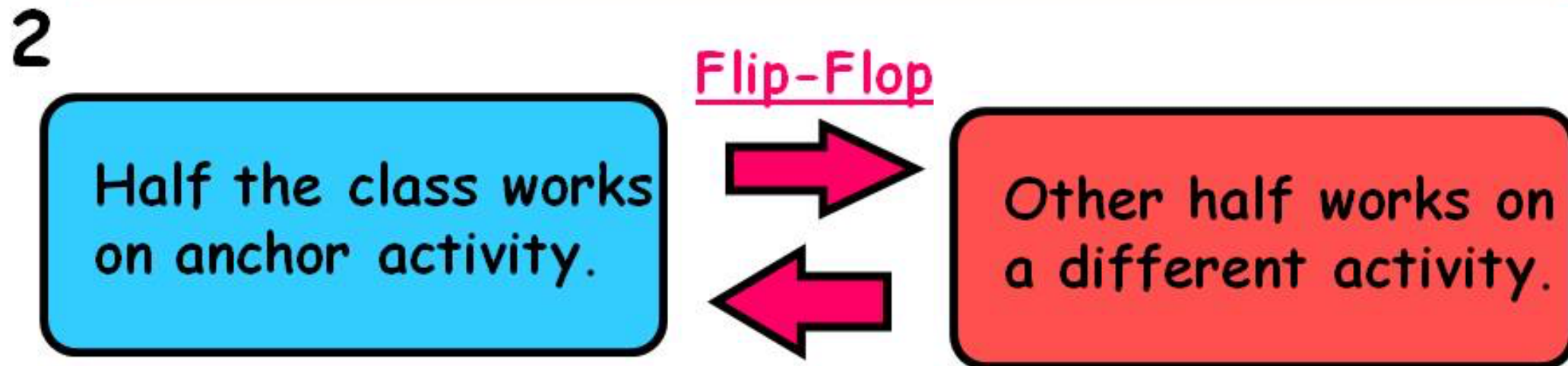


<https://www.youtube.com/watch?v=Kg38AlggYiE>

Using anchor activities to develop learning stations

Using Anchor Activities to Create Groups

1 Teach the whole class to work independently and quietly on the anchor activity.



I'm done....

Choose
from your
box

Help your
friend

Read a
library
book

Write a
story

What
will
I do
now?

Draw a
picture

Take
down
your
homework

Write
your diary



Name _____ Date _____

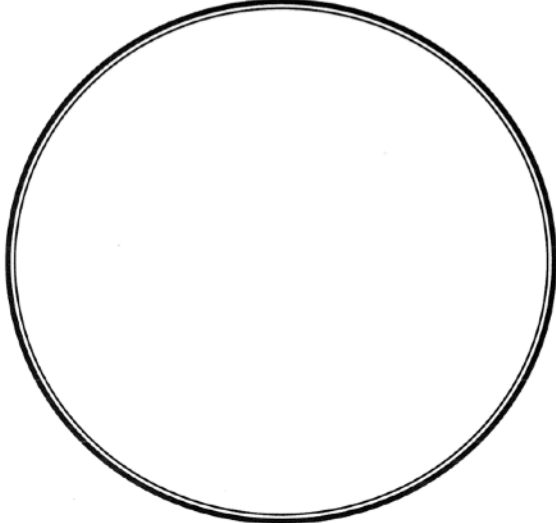
Book Title _____



Describe the Main Character

Draw the main character in your book.
Make a list of words to describe the character.
Write the part in the book that backs up your
description of the character.



 <p>Character's Name _____ _____ _____</p>	<p>Words to Describe the Character</p> <p>_____ _____</p>
<p>Proof From the Book</p> <p>_____ _____</p>	

Anchor Activities:

Extensive reading & Book reports

You can download over
100 book report
worksheets at the link
above.

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=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.

Diverse assessments

Self-Assessment



- **GREEN:** I am confident with this and ready to be challenged further.
- **YELLOW:** I understand most of this but need more support and practice.
- **RED:** I am not confident with this and need help to progress.

Purposeful Questions

Can you walk me through what you've done so far?

Can you say more about that?

What evidence did you use for that decision?

What would be an example?

Can you explain this part to me?

Who else on your team has another idea?

Check My Writing

Name: _____

	How Did I Do?
My sentences start with a capital letter.	😊 😐 😞
Every sentence ends with a period, question mark, or exclamation point.	😊 😐 😞
I did my best at spelling.	😊 😐 😞
I used my neatest handwriting.	😊 😐 😞
My story makes sense to me.	😊 😐 😞

Discreet Observation



Discreetly observe the students as they work, checking on engagement as well as achievement of the learning objective.



Formative Assessment
is part of the
instructional process

- Quizzes
- Observation
- Creating T-Charts, Venn diagrams and other student learning evidence
- Classwork/Homework
- Writings and exit tickets
- Helps professor modify future lesson planning based on learner needs



Summative Assessment
Used to determine, at a
particular time, what
students know and
do not know

- Writing
- Presentations for audiences
- Interviews and conferences
- Portfolios
- Self and peer evaluations
- Learning logs
- Journals



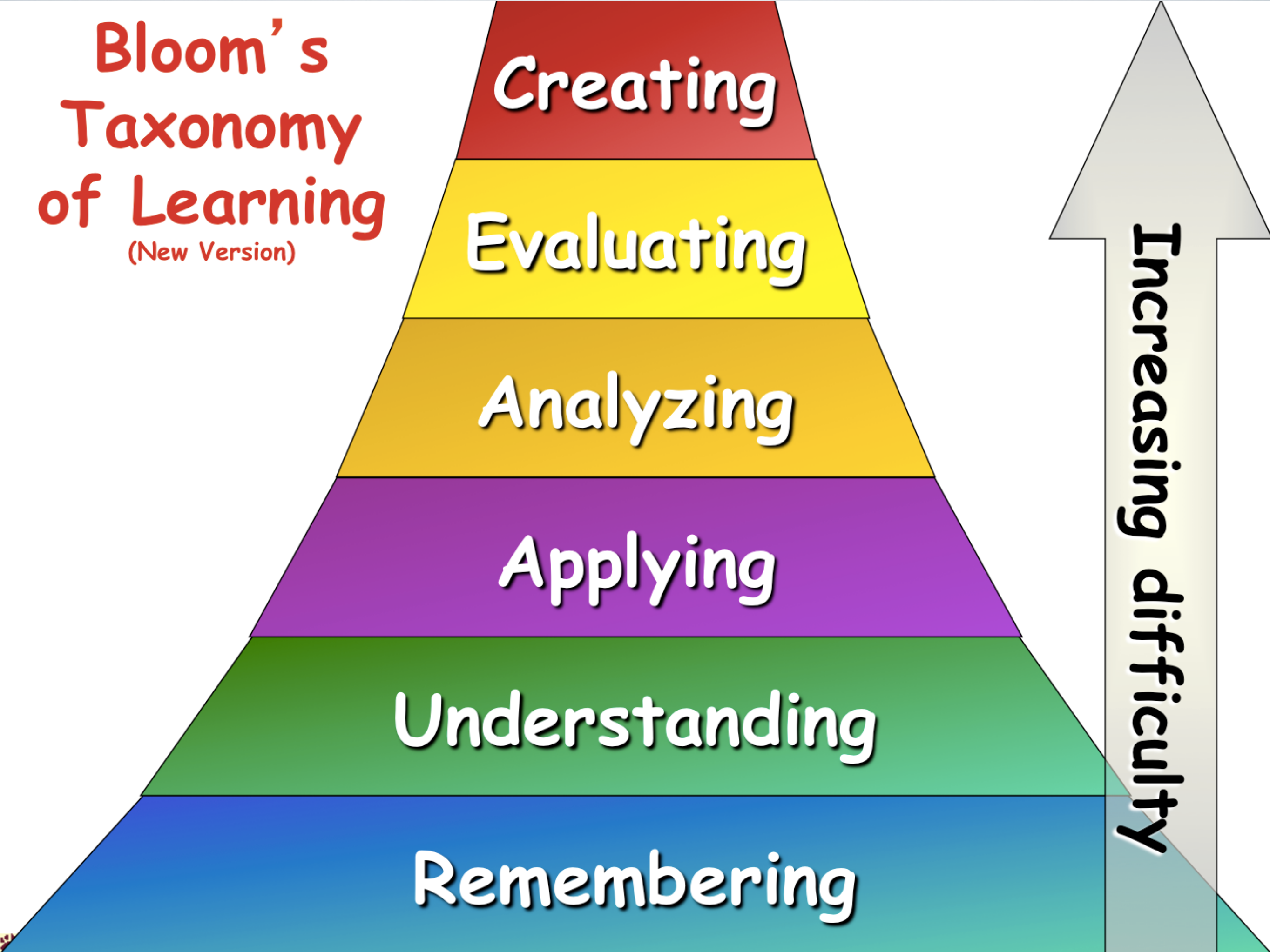
- Both are ways to assess
- Questioning strategies need to be addressed
- Both need to be used to evaluate a student effectively
- Both can be used for student feedback

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 analyzing 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

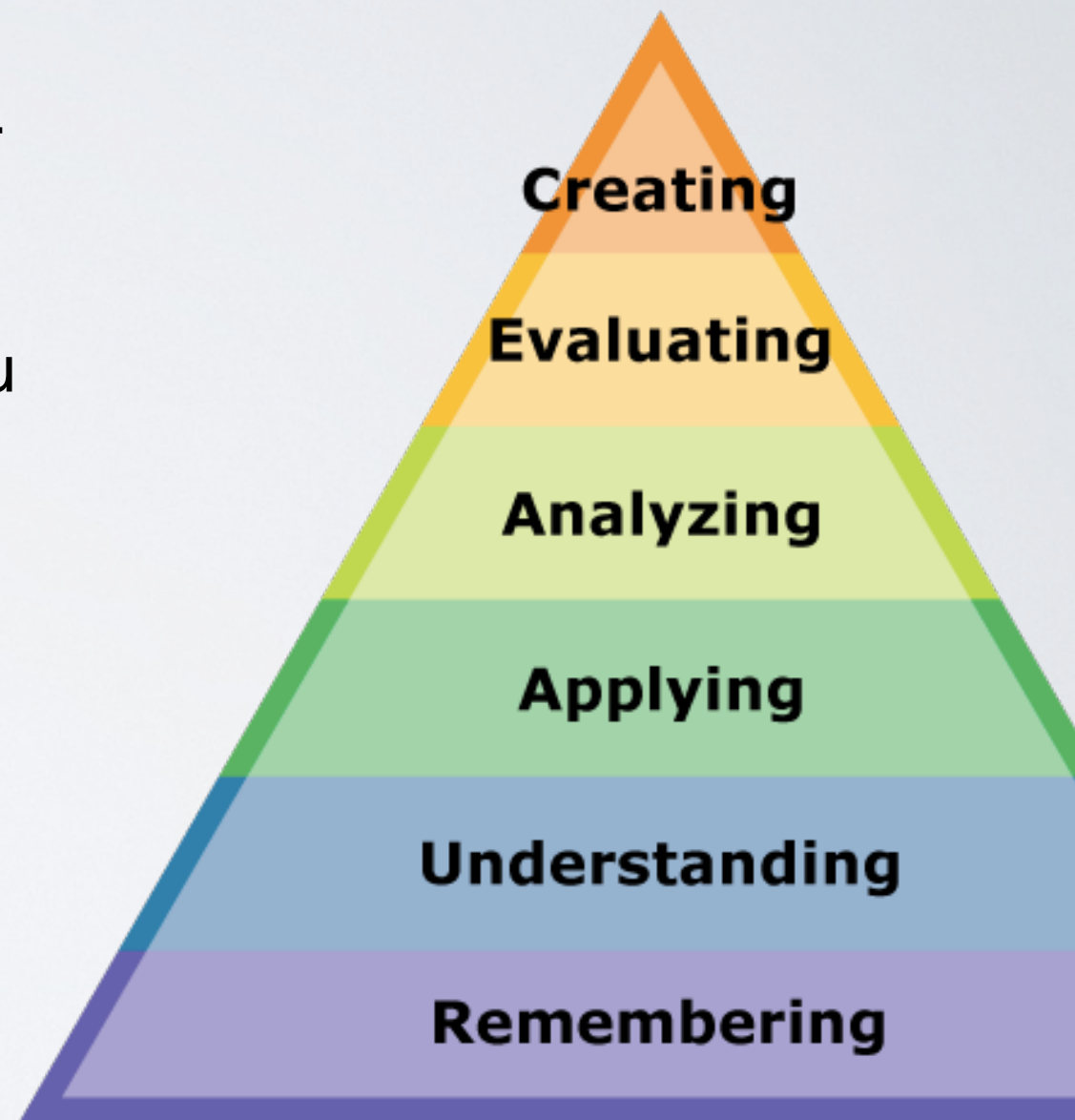
REMEMBERING

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 (v) £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 (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

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

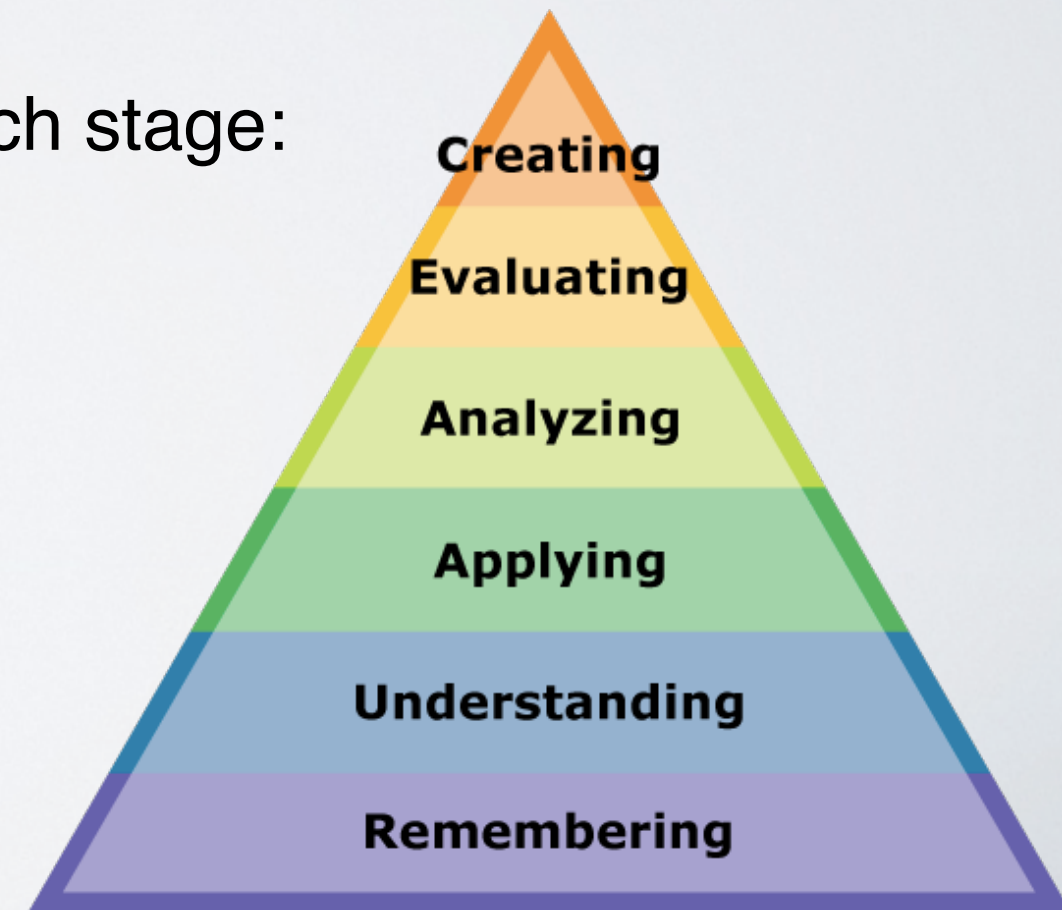
Choose a topic for your lesson. The topic could be:

- 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



Week 4 reading assignment

Let's share your
answers to the
questions in red.

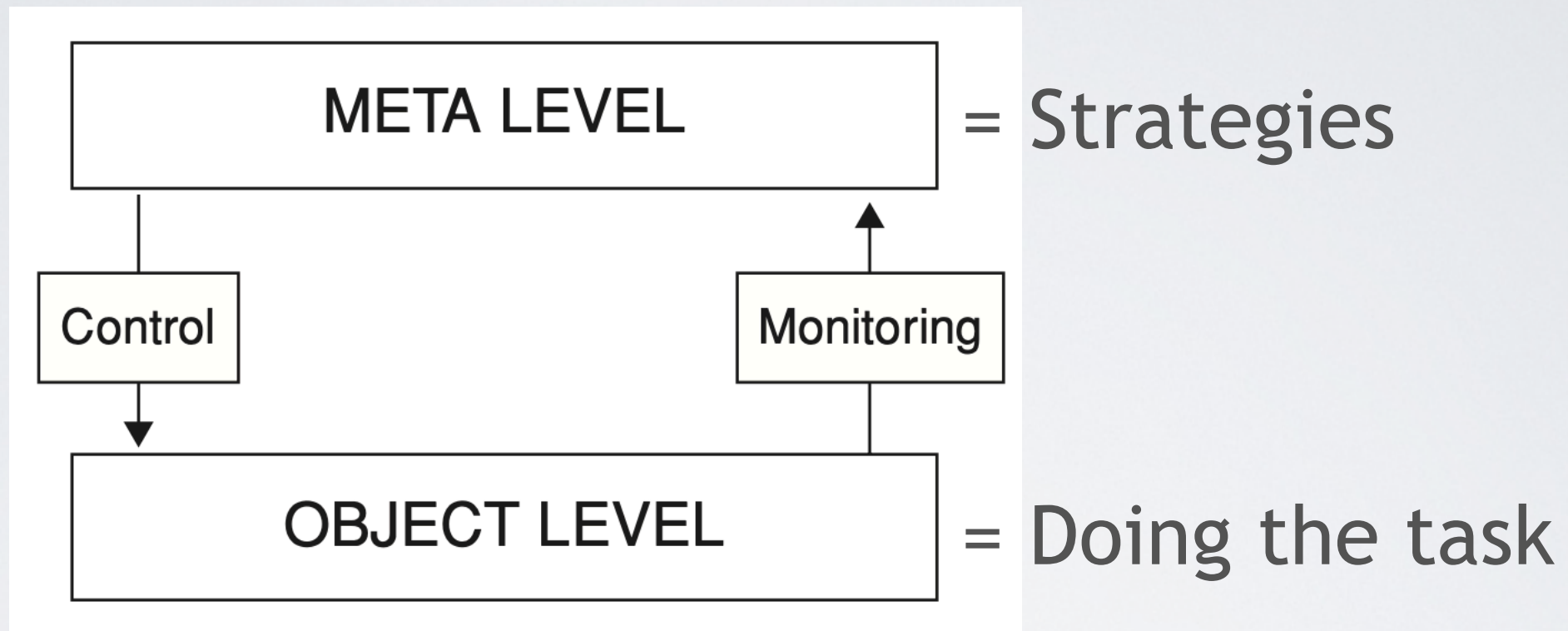


Characteristics of Effective Early Learning

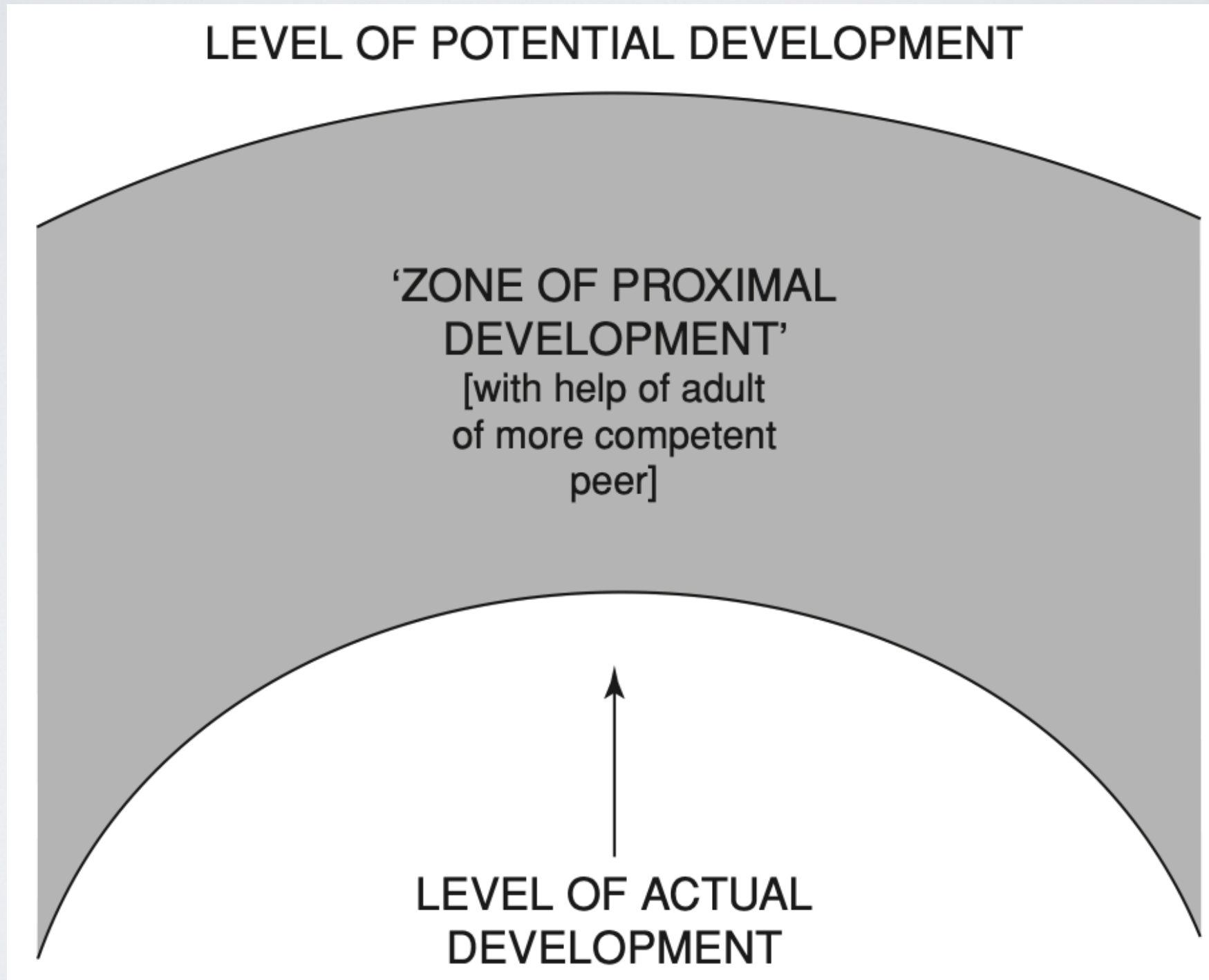
HELPING YOUNG CHILDREN
BECOME LEARNERS FOR LIFE

Edited by Helen **Moylett**

Model of metacognition



Vygotsky's 'Zone of Proximal Development'



Gradual Release of Responsibility Model for Teachers

Creating Autonomy for Learners

Focus Lesson	Guided Instruction	Collaborative	Independent
<p>Little/No Control</p> <p>High Support</p> <p>When? Explicit teaching. Whole class lessons related to Program of Studies.</p> <p>Strategies Think Aloud Direct Instruction Creation of Anchor Charts Etc.</p> <p>Modeling & Scaffolding</p>	<p>Low Control</p> <p>Moderate Support</p> <p>Level of LEARNER Support</p> <p>When? Small Group/Partners</p> <p>Strategies Pair and Share Group Work Games Read to Someone, etc.</p>	<p>Moderate Control</p> <p>Low Support</p> <p>When? Small Group/Individual</p> <p>Strategies Pair and Share (share metacognition), Group Work Games, Read to Someone, etc.</p>	<p>High Control</p> <p>Little/No Support</p> <p>Ind. reading, writing, creating, collaborating, etc.</p>
I do it.	We do it.	You do it together.	You do it alone.

Level of LEARNER Control

Level of LEARNER Support

‘Think aloud’

strategy for modeling predicting.

<https://youtu.be/5V1g1cp5PVk?t=1m42s>



‘Think aloud’ strategy can be used for...


- Punctuation, spelling, phonics...
- Sentence construction, paragraph writing...
- Deciphering new vocabulary, L/R comprehension....
- And more

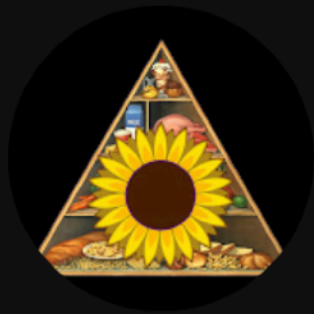
An example with reading: https://www.youtube.com/watch?v=-nkwUtPc_lQ

Balanced Literacy Diet

This is a fantastic Youtube channel for everything to do with literacy teaching. Lots of good techniques + strategies.



 The Balanced Literacy Diet



The Balanced Literacy Diet

@balancedliteracydiet 20.9K subscribers 805 videos

Subscribe

The Balanced Literacy Diet presents literacy concepts using the familiar te... >

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CHANNELS

ABOUT



Playlists by Food Groups



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Motivation for Literacy



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Oral Language & ELL



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Knowledge Building



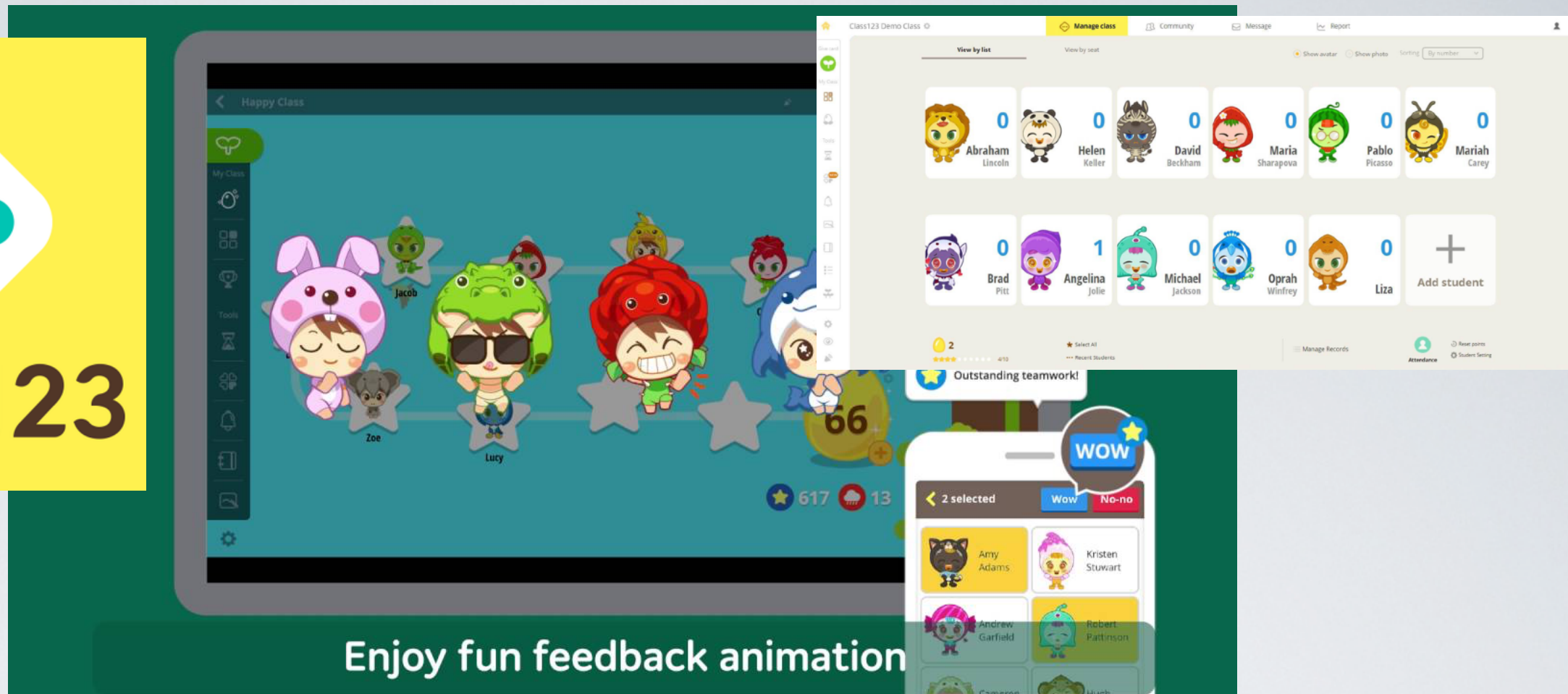
23

Concepts of Print



15

Writing Conventions



Class123 (NHN Edu Corp.)

Class123 is a free behavior management tool for your class. Fill your classroom with warm praises. Start with **Class123!**

<https://class123.ac/> (service down)

https://www.youtube.com/watch?v=G5b2_1G3LdE

Class123



<https://youtu.be/on2tqv3qu5s>



ClassDojo

The screenshot shows the 'Your classes' page in the ClassDojo app. At the top, there are navigation options: 'Classroom', 'Class Story', and 'Messages'. Below this, there are tabs for 'Students' and 'Groups'. The main area displays a grid of student profiles, each with a unique cartoon avatar, a name, and a Dojo point count in a green circle. The 'Whole Class' profile has 84 points, while individual students have 1, 2, 3, or 4 points. At the bottom, there are icons for 'Attendance', 'Award multiple', 'Random', and 'Timer'.

Student	Dojo Points
Whole Class	84
Addy S.	1
Alan M.	3
Alex D.	1
Alexis C.	1
Andrea C.	1
Armando H.	4
Berenice P.	2
Chris M.	4
Cienn A.	4
Daniel R.	3
Daniela D.	3
Erik D.	2
Giselle G.	2
Guiller L.	2
J.J. M.	4
Jahmai C.	2
Jennifer S.	3
Jonhatan E.	2
Jose R.	2
Lealia	3
Lucero	4
Manny	3
Maria	3
Maria	3

Class Dojo is a similar service.



EXIT SLIPS



Name:

Subject:

Exit Ticket

Exit Slip



One new thing I learnt today:

CAN BE USED FOR ALL SUBJECTS

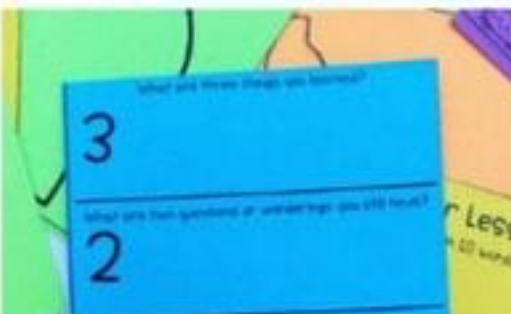
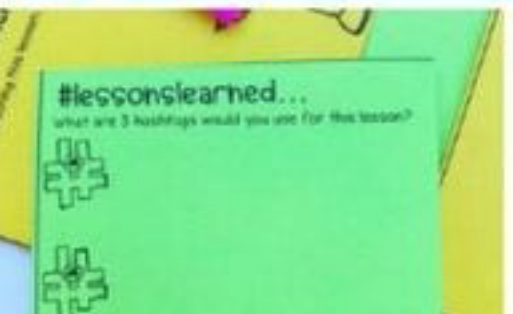
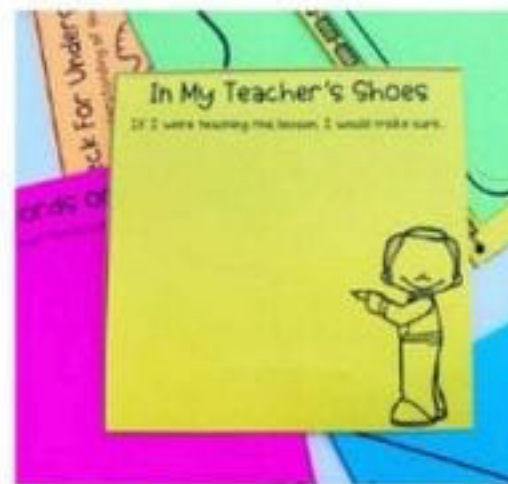
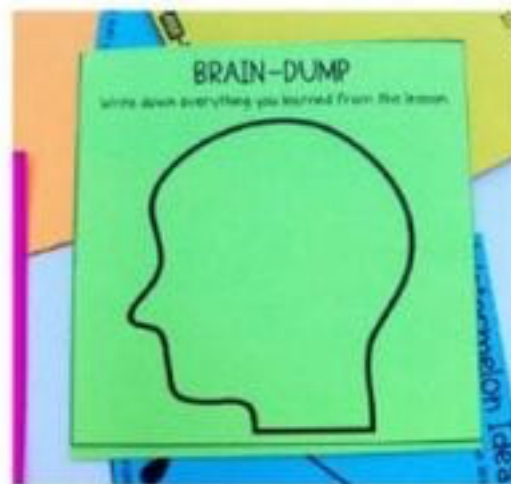
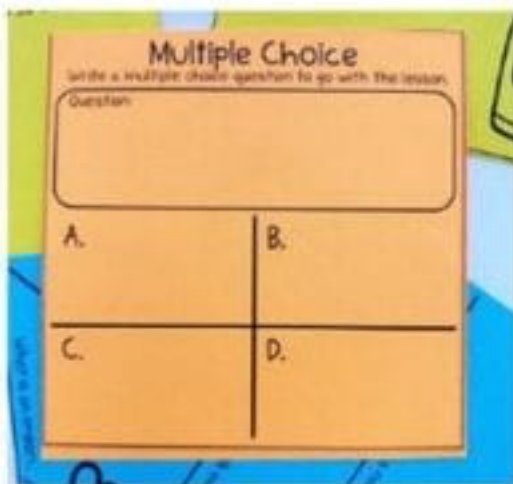
3 Things I learned today

2 Things I want to learn more

1 Question I have

www.typecalendar.com

The most interesting topic today. Why?!



Reading assignment due week 5 (April 2)

The reading includes many questions in red text. Choose any 2 questions and write your answers on the HUFS e-class discussion board. Include your opinions, ideas and experiences.

Be ready to discuss the reading next week.

11

Fostering young learners' listening and speaking skills

Yasemin Kirkgöz

Introduction

In an increasingly globalised world proficiency in English, the world's *lingua franca*, is perceived by many non-English-speaking countries as vital to professional communication, delivering long-term economic development and improving quality of opportunities for young people (Enever 2011). The response to the ever-increasing demand for English has led to pressure on governments 'to ensure there is an English speaking workforce' (Garton et al. 2011, p. 4). Along with this, there has been a growing tendency among many Asian countries to reform language education systems and introduce English at earlier ages in