Listening & Speaking for Young Learners

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

Email: edpovey@hotmail.co.uk
Website: edwardtesol.com

NF
Valuing
Manifesting universal values and valuing people

Possible

NT
Visioning
Pulling people with ideas to an optimistic future

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 invite ESFPs to your party. The most generous of all types. Warm, friendly, 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** 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.	**ESTJ** **Supervisor** Administrators, workers, pillars of strength in community. Loyal mates, parents, employees. Often promoted to management positions. Dependable, consistent, straightforward.

Personal

Logical

SF
Relating
Including and building trustworthiness

Present

ST
Directing
Action from a strategic perspective

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.

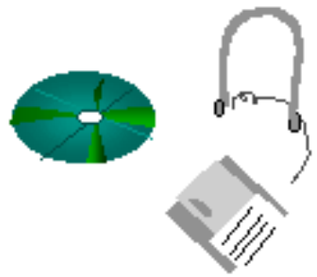
- **Communicative** are comfortable out of class and show a willingness to take risks. They are much more interested in social interaction with other speakers of the language than they are with analysis of how the language works.

Which one are you?

Multi-Modal Learning

On & Off Campus

Tutorials/Group work



Interactive
Multi-media Learning

Learning Guides

Video & audio

Texts

Student Presentations

CBL/CML

Lectures

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	Grammar	Functions	Situations
Are you…	Modals	Agreeing	Bank
Do you…	Past tense	Suggesting	Restaurant
Can you…	Superlative	Clarifying	Train station
Did you…	Prepositions	Apologising	Cinema
What's…	Adverbs	Explaining	Supermarket
Where…	Tag questions	Complaining	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

Real-time Feedback

Small Group Offline Discussion

Collaborative Offline Challenge

Personalized Practice Online or Video Lesson

Learning Stations / Station Rotation

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

Learning Stations / Station Rotation

https://www.youtube.com/watch?v=Kg38A1ggYiE

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.

2

Flip-Flop

Half the class works on anchor activity.

Other half works on a different activity.

3

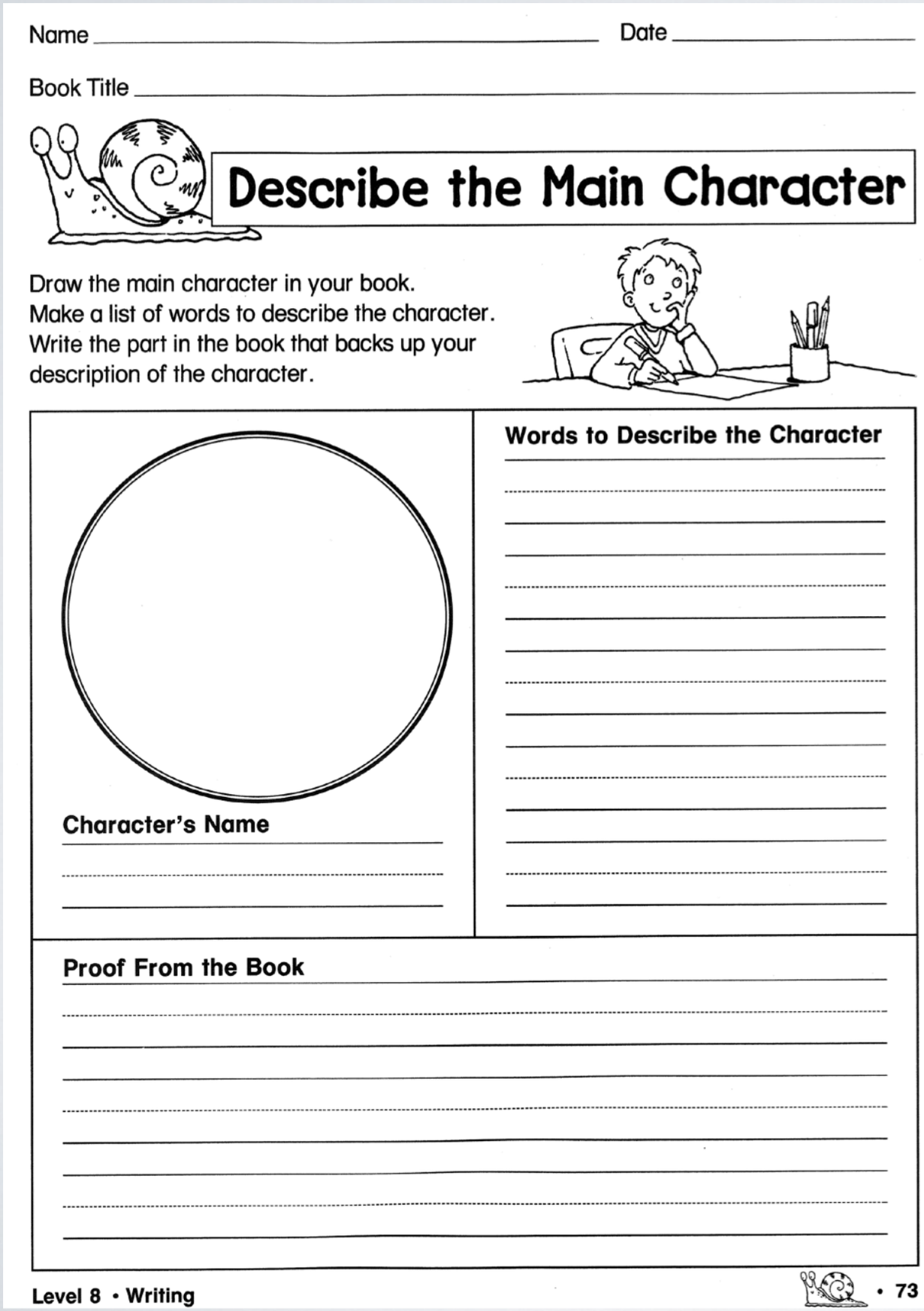
1/3 works on anchor activity.

1/3 works on a different activity.

1/3 works with teacher---direct instruction.

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

https://www.edwardtesol.com/materials-downloads.html



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.

Words to Describe the Character

Character's Name

Proof From the Book

Level 8 • Writing • 73

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

Challenging Learning ©

ST JOHN WITH ST MARK C E PRIMARY SCHOOL

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

- 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

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

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?

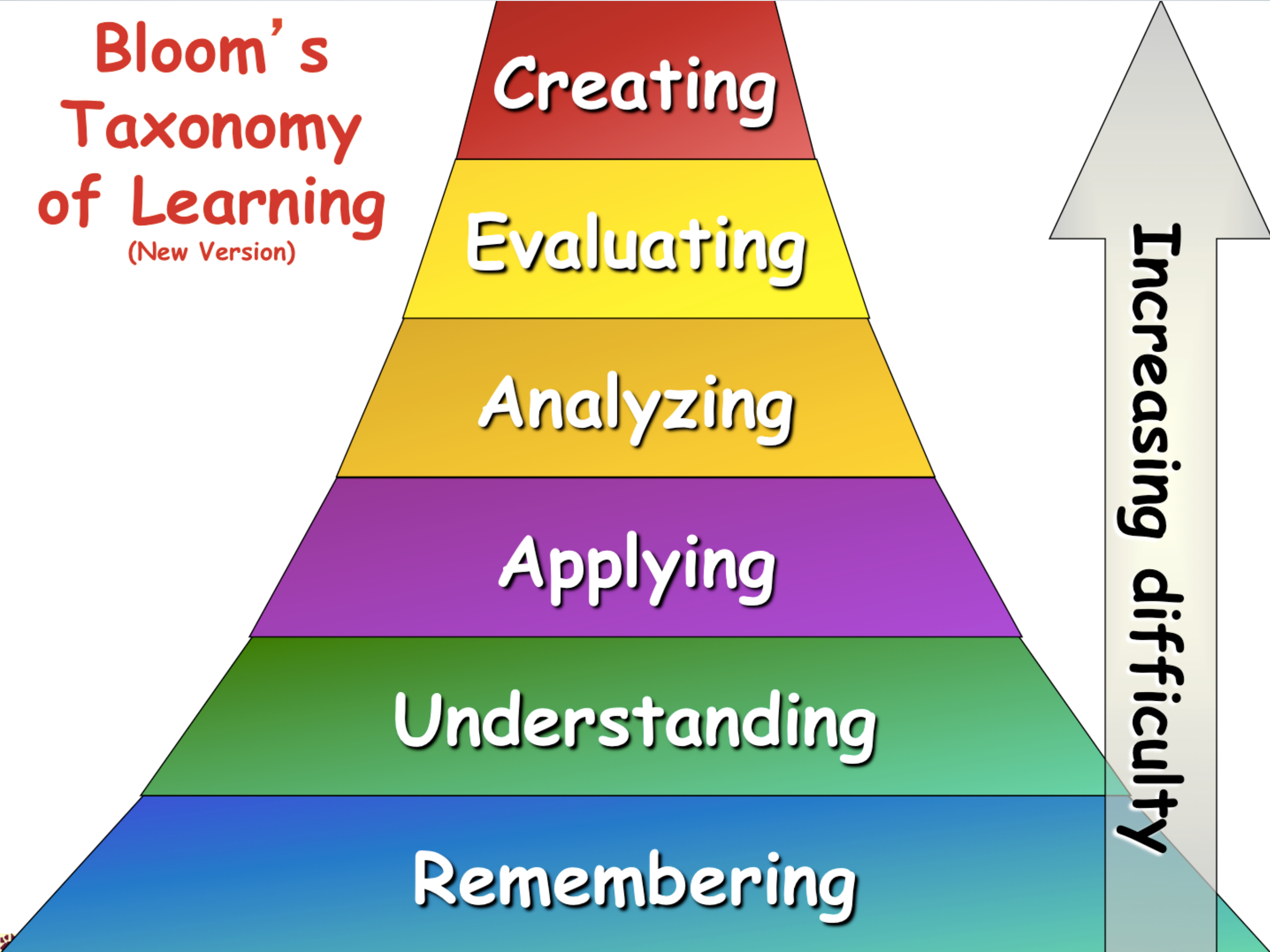
1. Remembering information or analyzing information?

2. Evaluating information or understanding information?

3. Applying (using information) or creating new information?

Bloom's Taxonomy of Learning

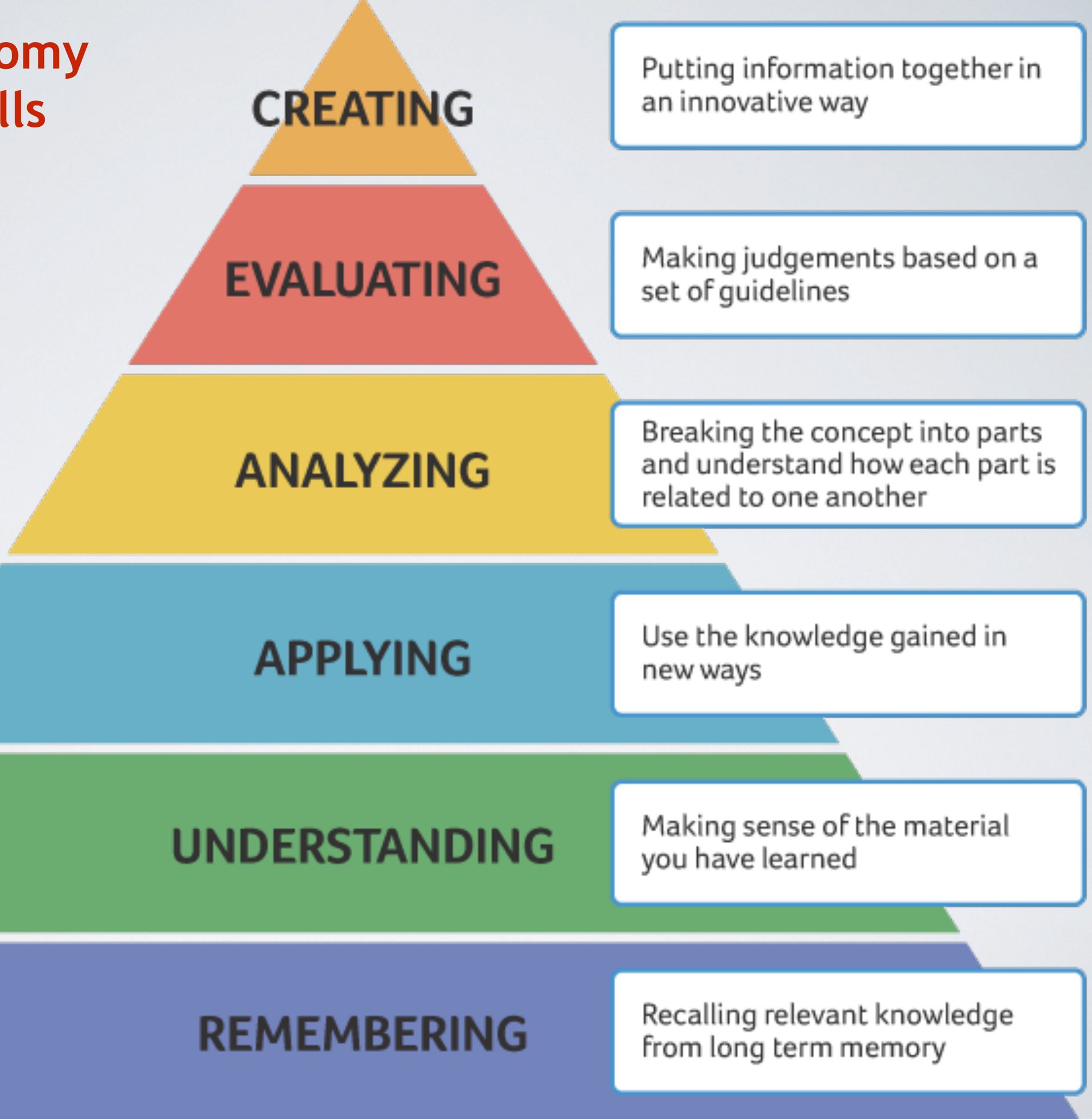
(New Version)



Bloom's taxonomy of thinking skills

Reflection (critical thinking)

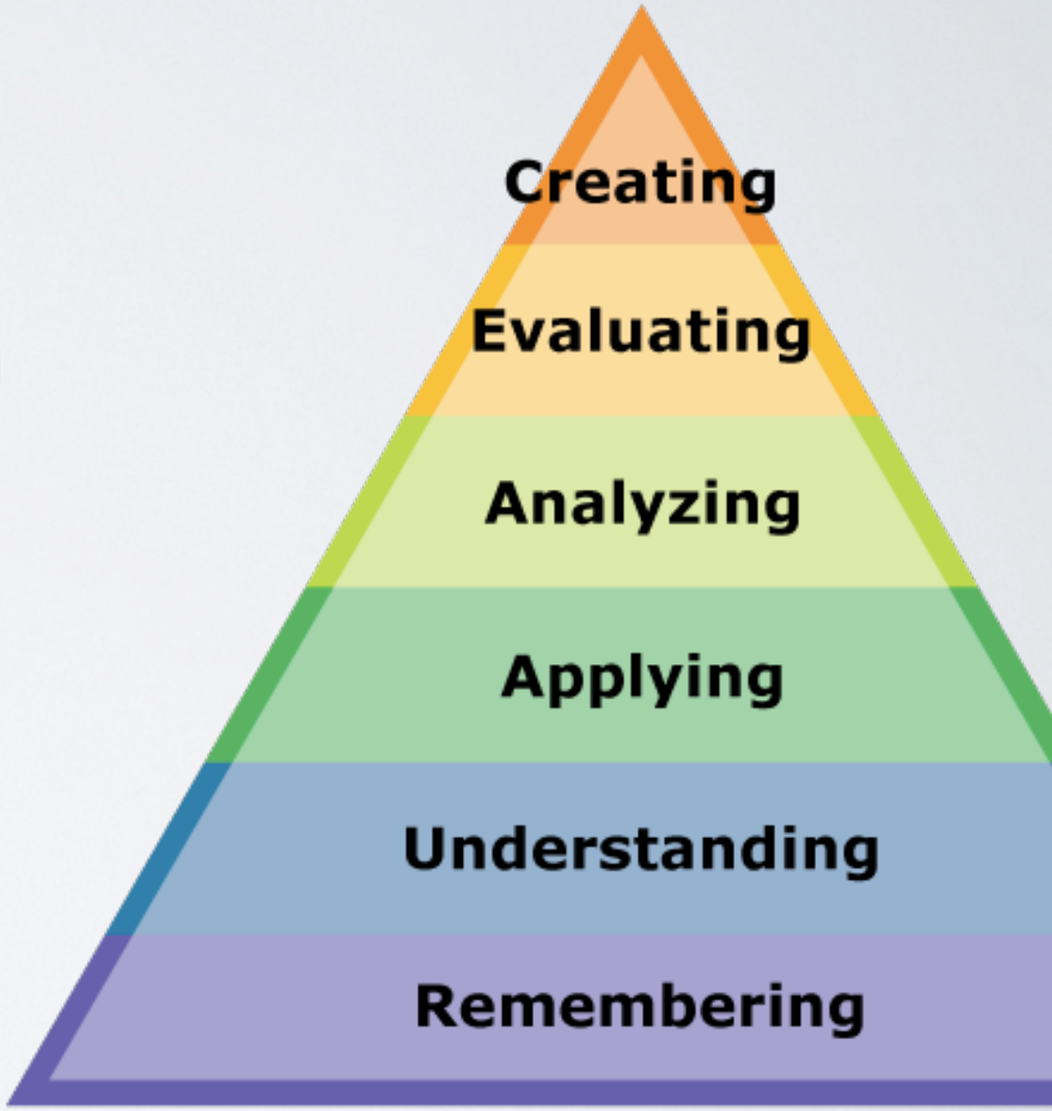
Summary



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.

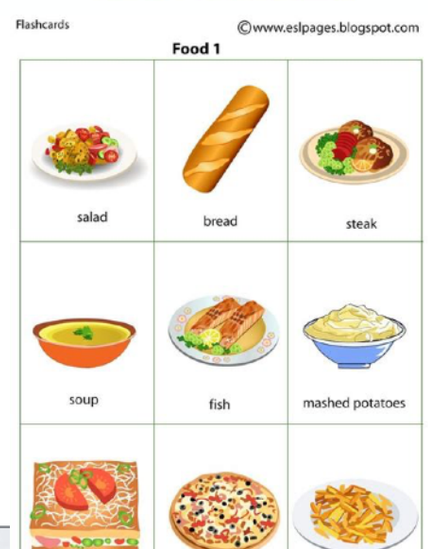
Remember > Comprehend **> Apply > Analyze** **> Evaluate > Create**

1. **Input**

A menu

- prices
- sections
- food
- ingredients
- drinks

Flashcard game



2. **Process**

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

Categorize worksheet

scrambled eggs	swordfish	french toast
taco	steak and potato	hot dog
spaghetti & meatballs	ham and cheese sandwich	seafood gumbo
hash browns	beef stew	pancakes
peanut butter sandwich	orange juice	grilled chicken and asparagus
caesar salad	stuffed manicotti	pizza
cranberry muffin	soup	cereal

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.

Bloom's Taxonomy

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

Remember > Comprehend **> Apply > Analyze** **> Evaluate > Create**

1. **Input**

's

Apostrophe (possession)

"This is Mike's book."

Listen and point.

Read a short story and circle the apostrophes.

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.

3. **Action**

Write a story about Mike's room.

Bloom's Taxonomy

TASK

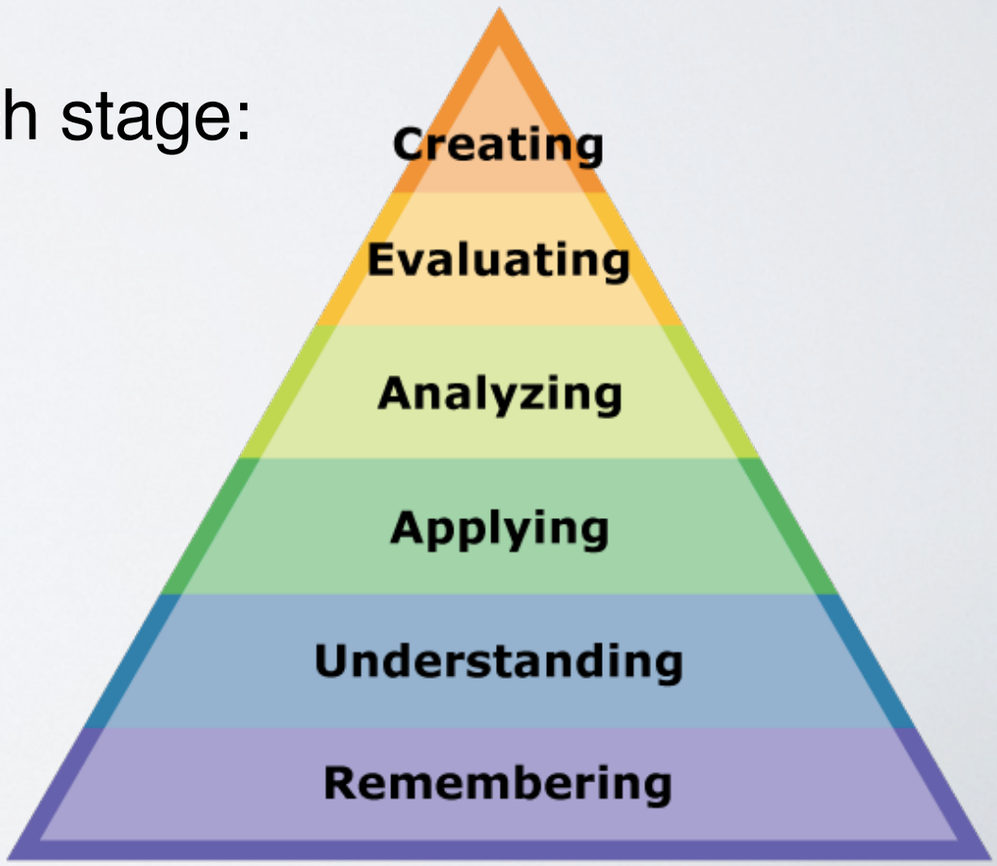
Choose a topic for your lesson. The topic could be:

- **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

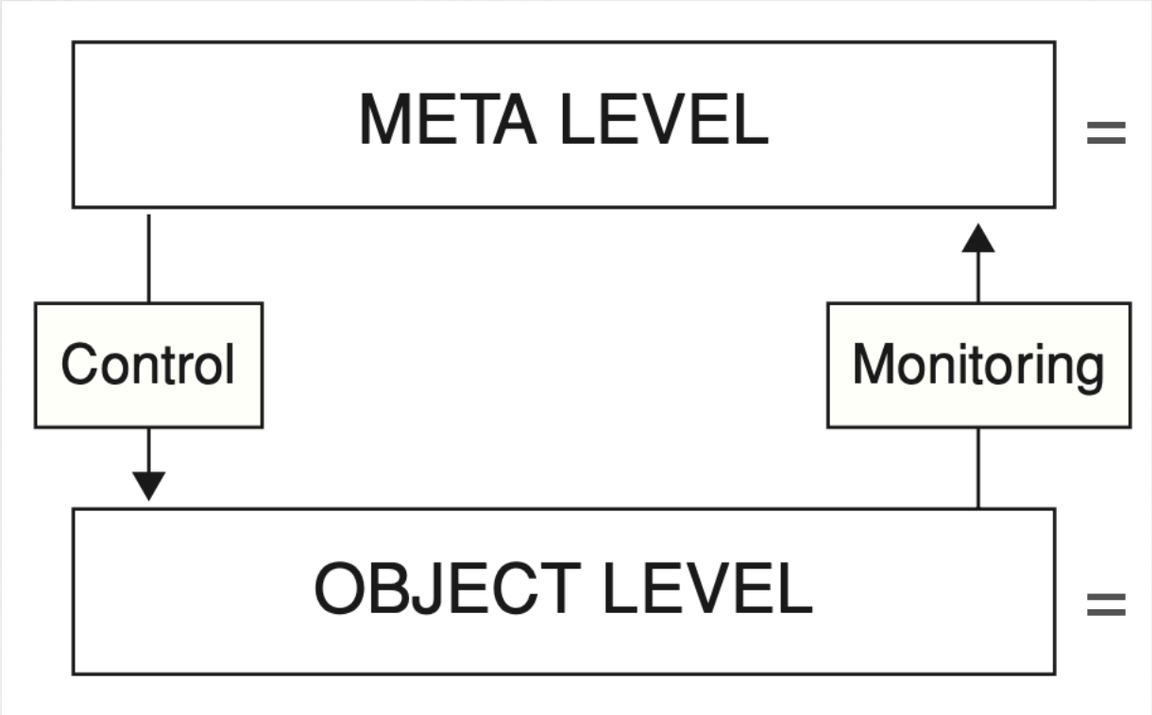
Let’s share your answers to the questions in red.

Characteristics of Effective Early Learning

HELPING YOUNG CHILDREN BECOME LEARNERS FOR LIFE

Edited by Helen Moylett

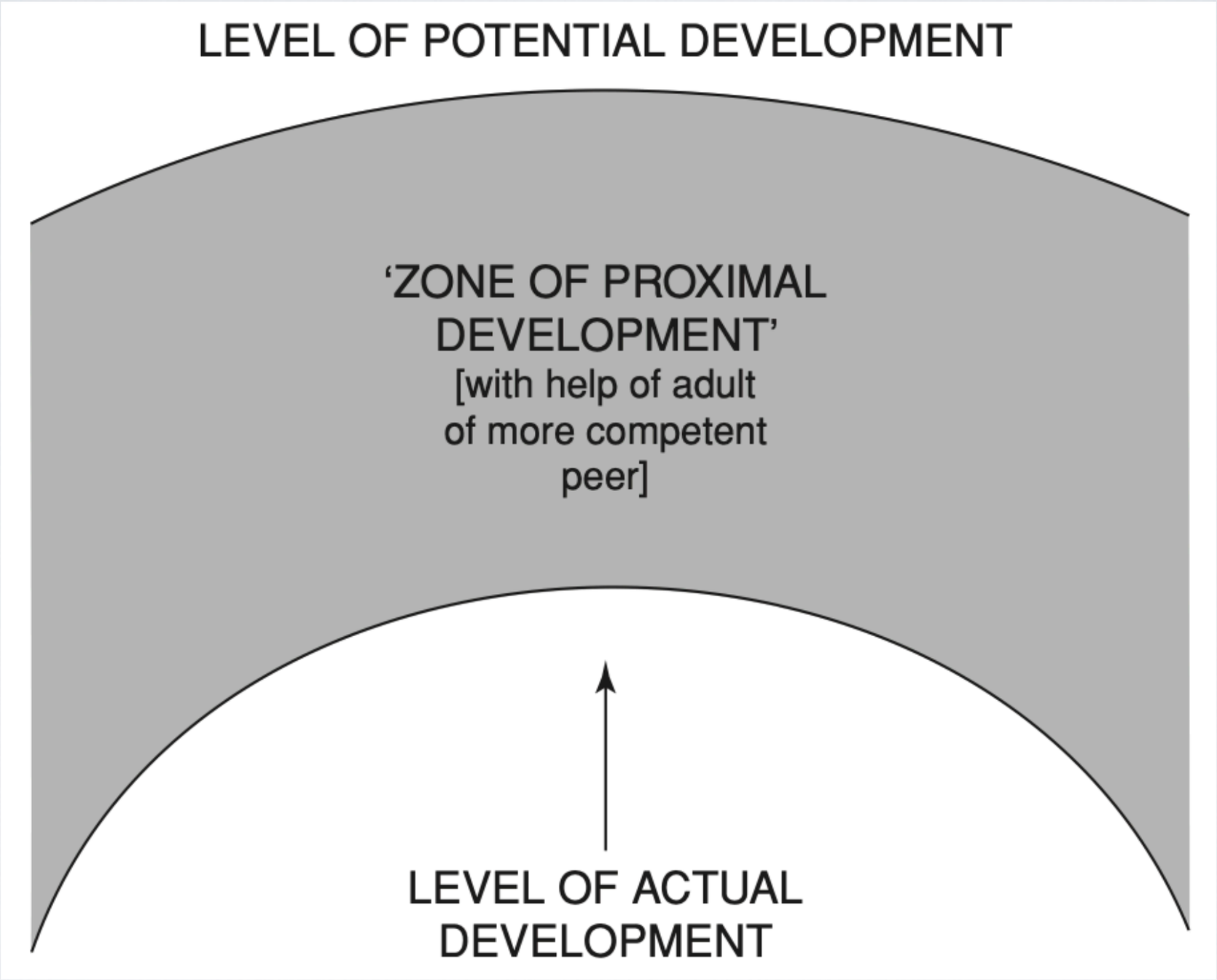
Model of metacognition



= Strategies

= Doing the task

Vygotsky's 'Zone of Proximal Development'



Gradual Release of Responsibility Model for Teachers
Creating Autonomy for Learners

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

‘Think aloud’

strategy for modeling **predicting**.

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

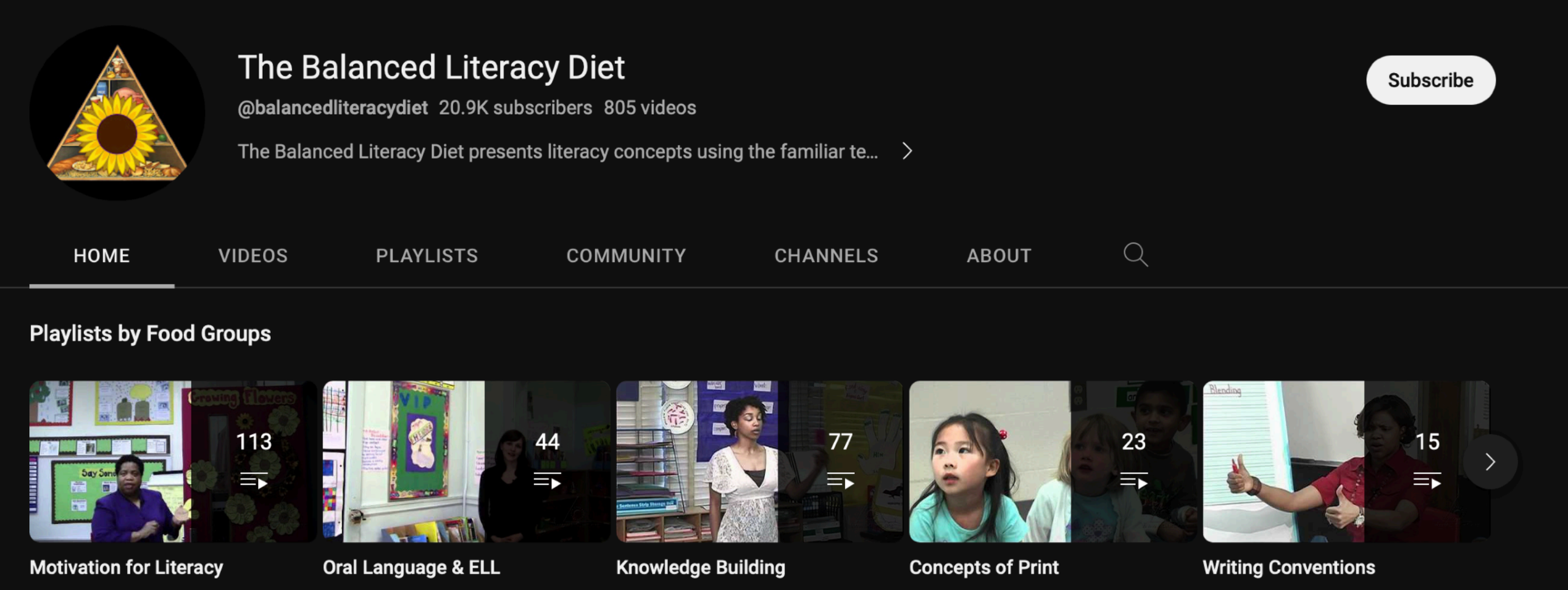
‘Think aloud’ strategy can be used for…

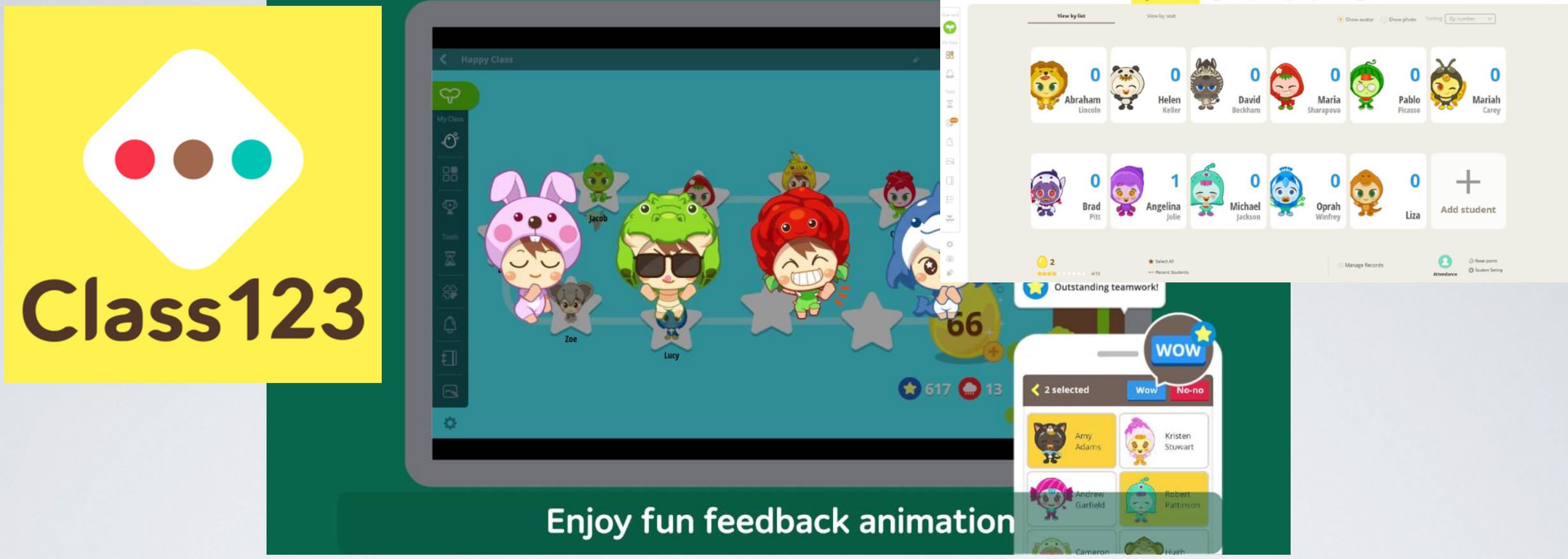
- Punctuation, spelling, phonics…
- Sentence construction, paragraph writing…
- Deciphering new vocabulary, L/R comprehension….
- And more

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.





Class123 (NHN Edu Corp.)

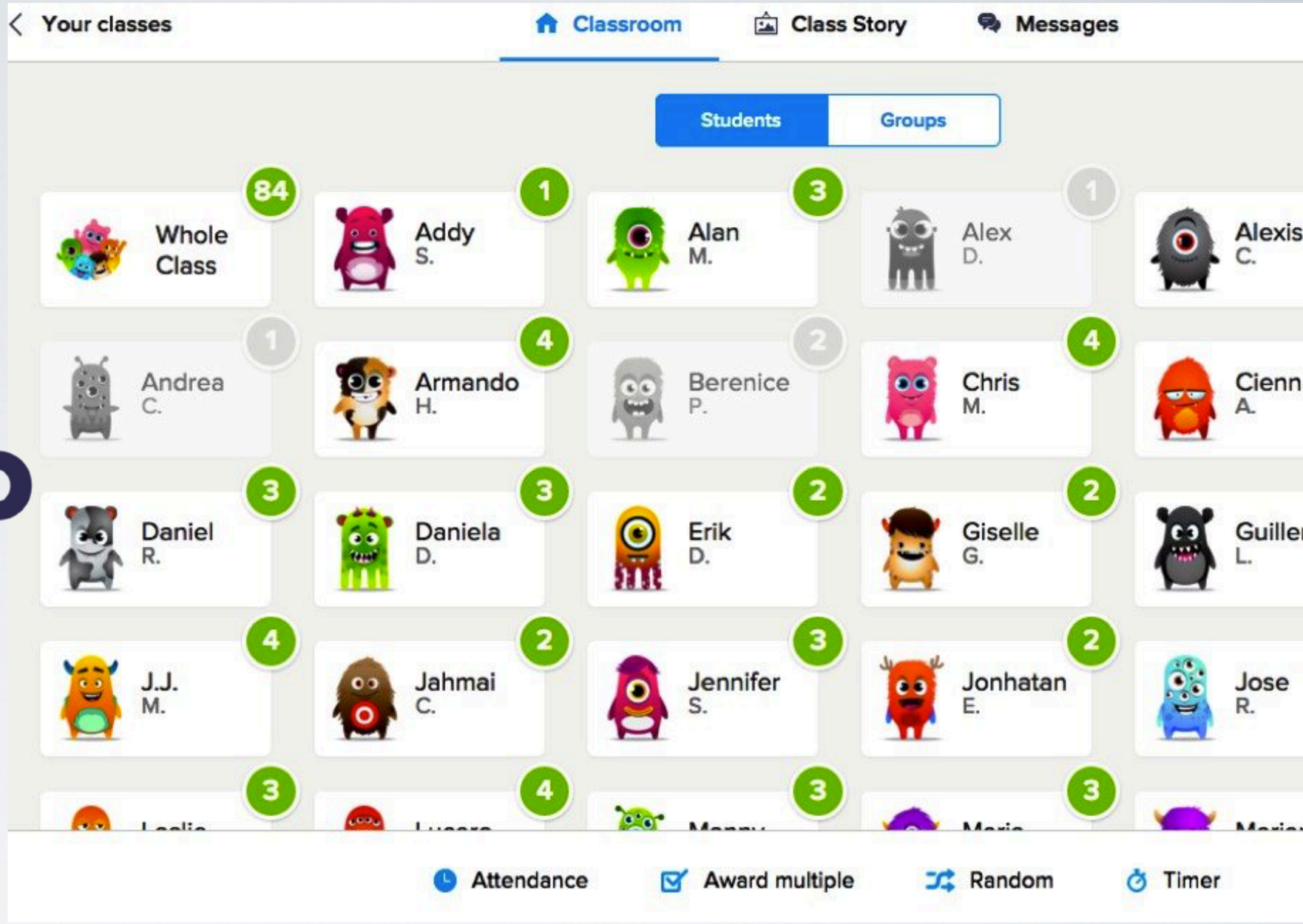
Class123 is a free behavior management tool for your class. Fill your classroom with warm praises. Start with **Class123**!

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

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

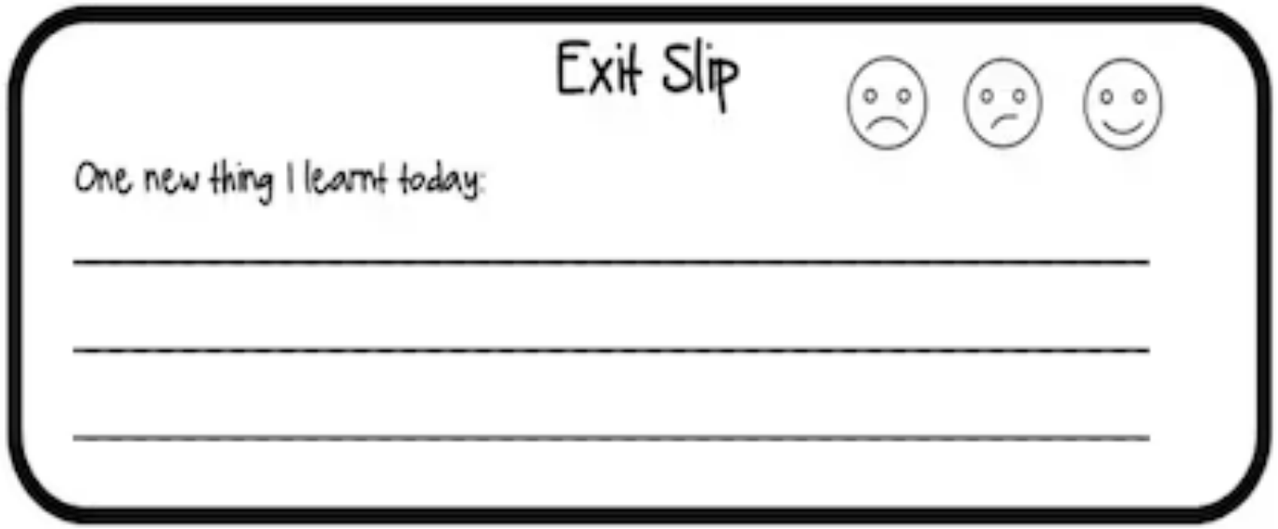
Class123

https://youtu.be/on2tqv3qu5s



Class Dojo is a similar service.

EXIT SLIPS



Name: Subject:

Exit Ticket

3 Things I learned today

2 Things I want to learn more

1 Question I have

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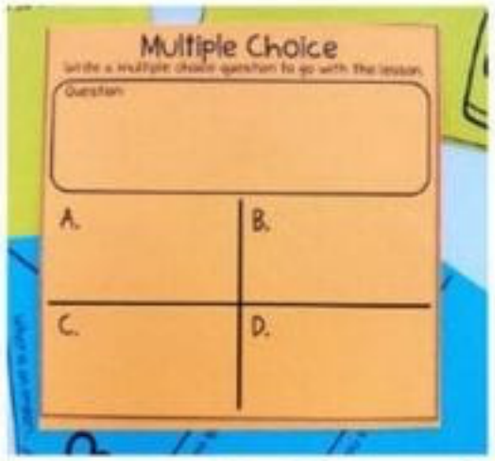
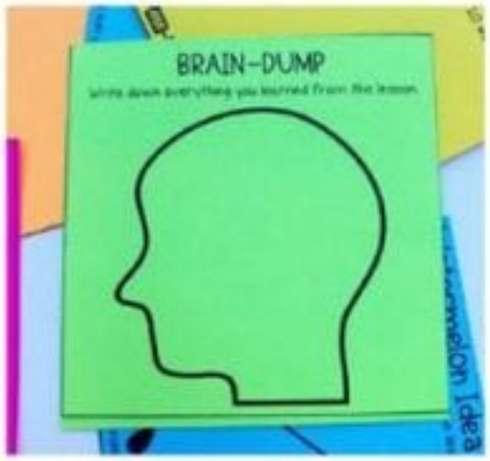
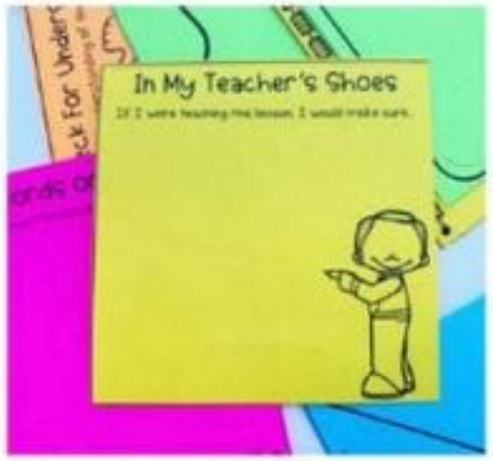
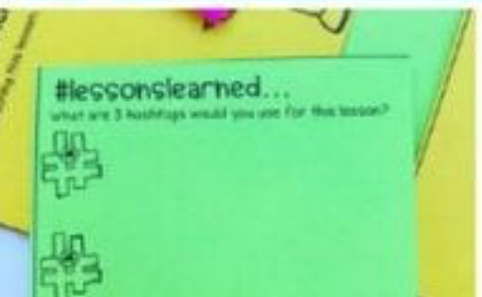
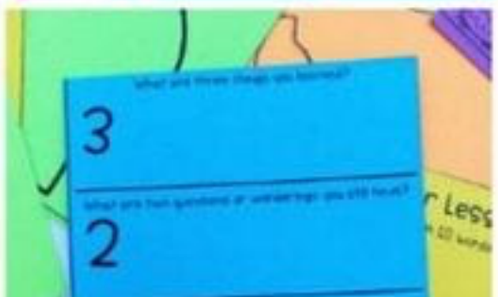
CAN BE USED FOR ALL SUBJECTS

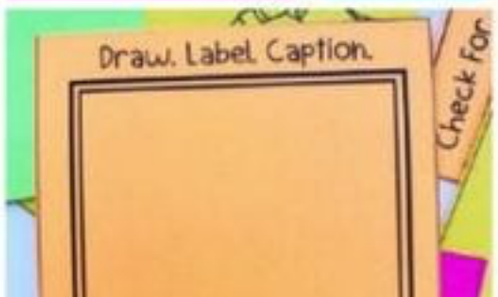












The most interesting topic today. Why?!

Reading assignment due week 5 (April 4)

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 Kırkgöz

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

What is TPR? = **Total Physical Response**

- physical movement is used to react to verbal input
- “Listen and respond”
- best with young/beginner students supported by other methods
- can be used with expressions, vocabulary, grammar, stories, songs, role plays and so on

Total Physical Response

Why is TPR effective?

- Focus on input
- Focus on comprehension
- Focus on meaning
- Listening before production
- Similar to natural acquisition
- Acquisition (unconscious) over learning (conscious)
- Reduces stress and inhibition
- Teacher can check responses

Total Physical Response

How to use in the classroom…

- T/F or guessing games (e.g. vocabulary)
- Team games (competition or cooperation)
- Speed games (time limit)
- Use with other materials (flashcards, realia…)
- Acting and retelling stories
- Checking comprehension of songs

Example with grammar focus

Clapping Game

noticing + TPR

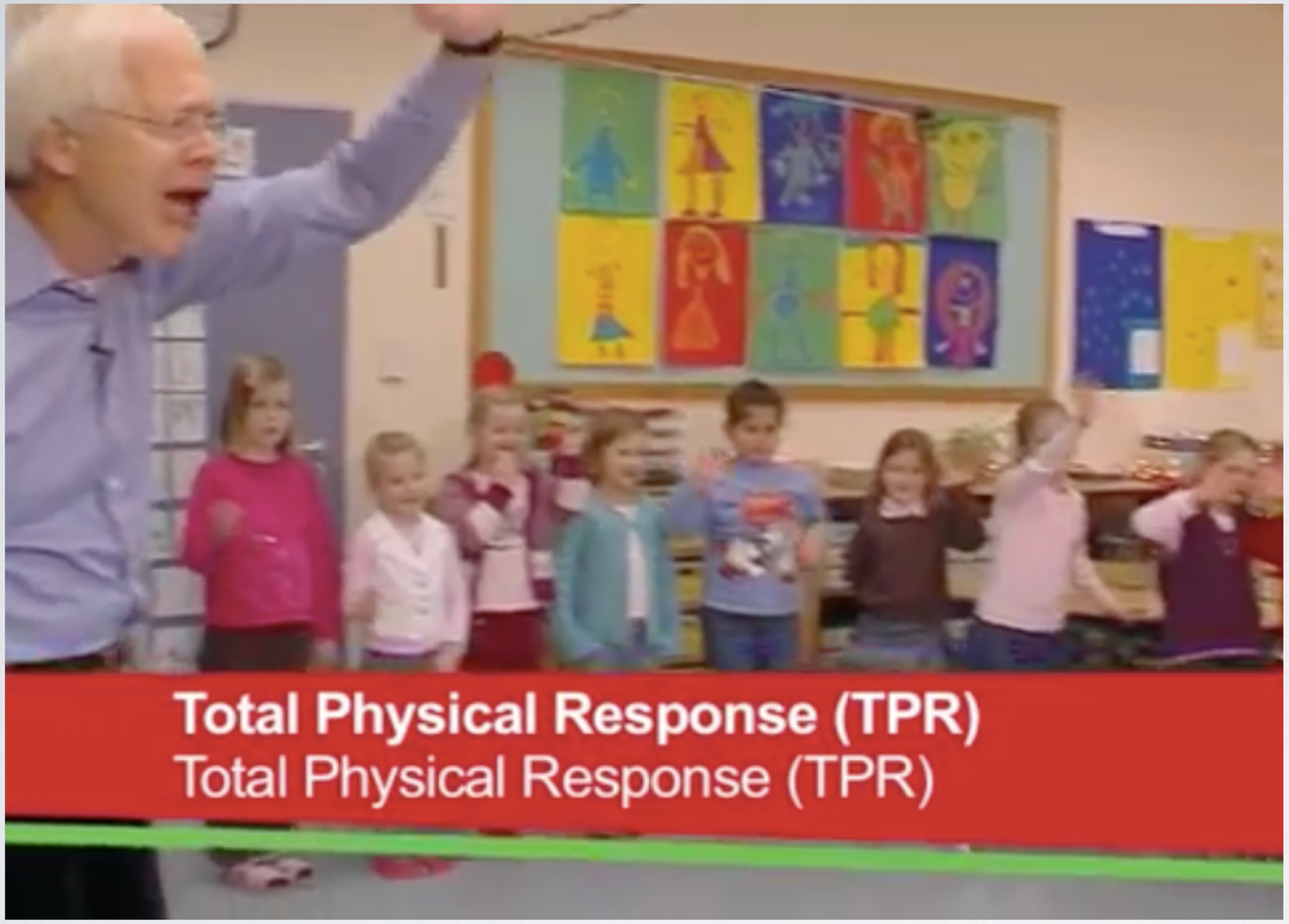
I saw a…
I saw some…
tiger
bear
bird
cow

one dog

two dogs

one cat

two cats



What does the teacher do differently at the beginning and at the end of the TPR activity?

How is TPR used as a step within the lesson?

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

1. What does the teacher do differently at the beginning and at the end of the TPR activity?
2. How is TPR used as a step within the lesson?

What does the teacher do differently at the beginning and at the end of the TPR activity?

1. Say expression and show the actions
2. Say expression without showing action (take away scaffolding)
3. Mix the order of expressions
4. (Not included) Ask a student to say the expression

How is TPR used as a step within the lesson?

TPR is a scaffolding step to introduce the textbook expressions before opening the textbook. This has the benefit of pre-teaching meaning and giving exposure before the textbook listening activity.

TPR

Let’s mime ‘Buying ice cream’ with TPR
What do we do? 1, 2, 3, 4?

How to do this action game:

1. Choose a situation and the commands
2. Make a list
3. Show the action and say the command
4. Repeat the actions several times
5. Stop doing the actions to check learners understand

www.readingrockets.org

Task: go to https://www.readingrockets.org/strategies

Choose one of the tasks you are unfamiliar with. Take a look and then describe the task to a partner.

EXIT SLIPS

Exit Slip

One new thing I learnt today:

_____

_____

_____

Name: Subject:

Exit Ticket

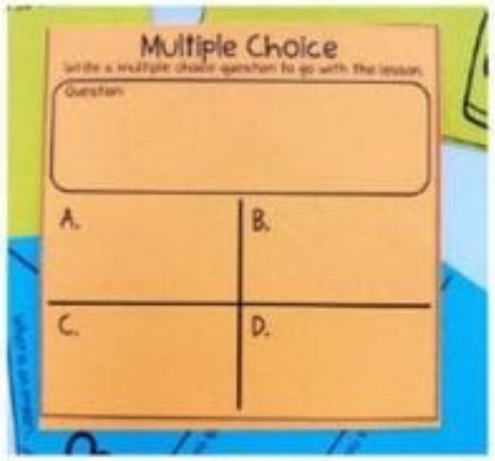
3 Things I learned today

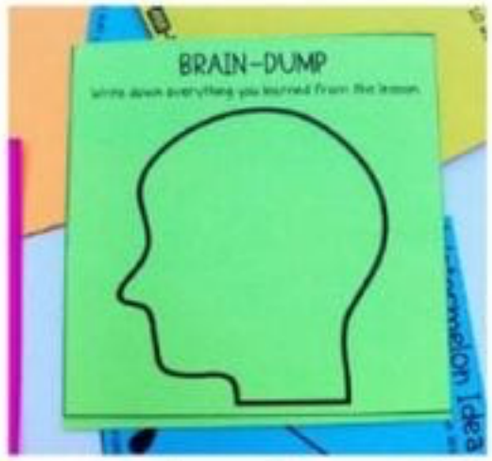
2 Things I want to learn more

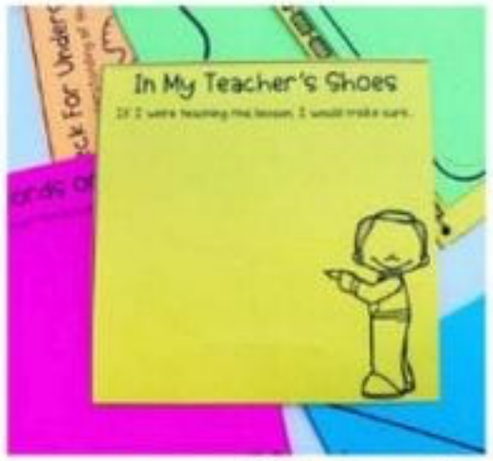
1 Question I have

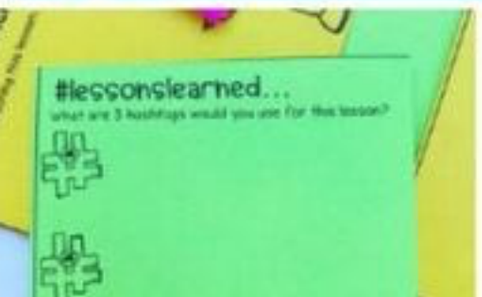
www.typecalendar.com

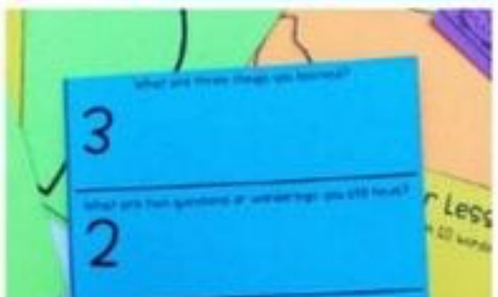
CAN BE USED FOR ALL SUBJECTS

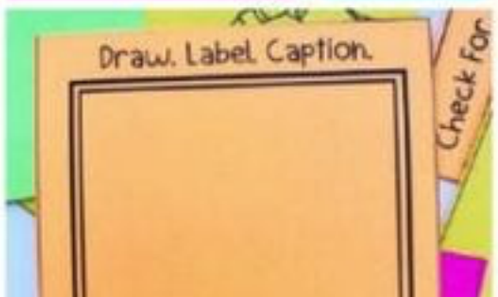












The most interesting topic so far. Why?!

Reading assignment due week 6 (April 9)

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.

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Materials for early language learning

Irma-Kaarina Ghosn

You can choose any topics in this reading (with or without added questions) to include in your discussion board post.

Introduction

Since English language teaching (ELT) was introduced into grade school curricula, the onset of instruction has usually been around age eleven or above. However, the early 1990s saw a push in Europe to lower the onset of foreign language (FL) instruction, and the same trend has since been observed in many countries outside Europe. In the early twenty-first century, ELT found its way also into pre-school and even into nursery classes. Following the European framework, Teaching English to Very Young Learners (TEVYL) refers to three- to six-year-olds and Teaching English to Young Learners (TEYL) refers to seven- to