# Listening & Speaking for Young Learners

- Review
- Bloom's Taxonomy
- Gradual release of responsibility (GRR) model
- Reading review
- TPR
- About next week

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

# Self-directed learning

# Learning Stations / Station Rotation



https://www.youtube.com/watch?v=Kg38AIggYiE

# Kagan Structures

# 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. <u>Remembering</u> information or <u>analyzing</u> information?

2. <u>Evaluating</u> information or <u>understanding</u> information?

3. <u>Applying</u> (using information) or <u>creating</u> new information?

# Bloom's Taxonomy of Learning
(New Version)
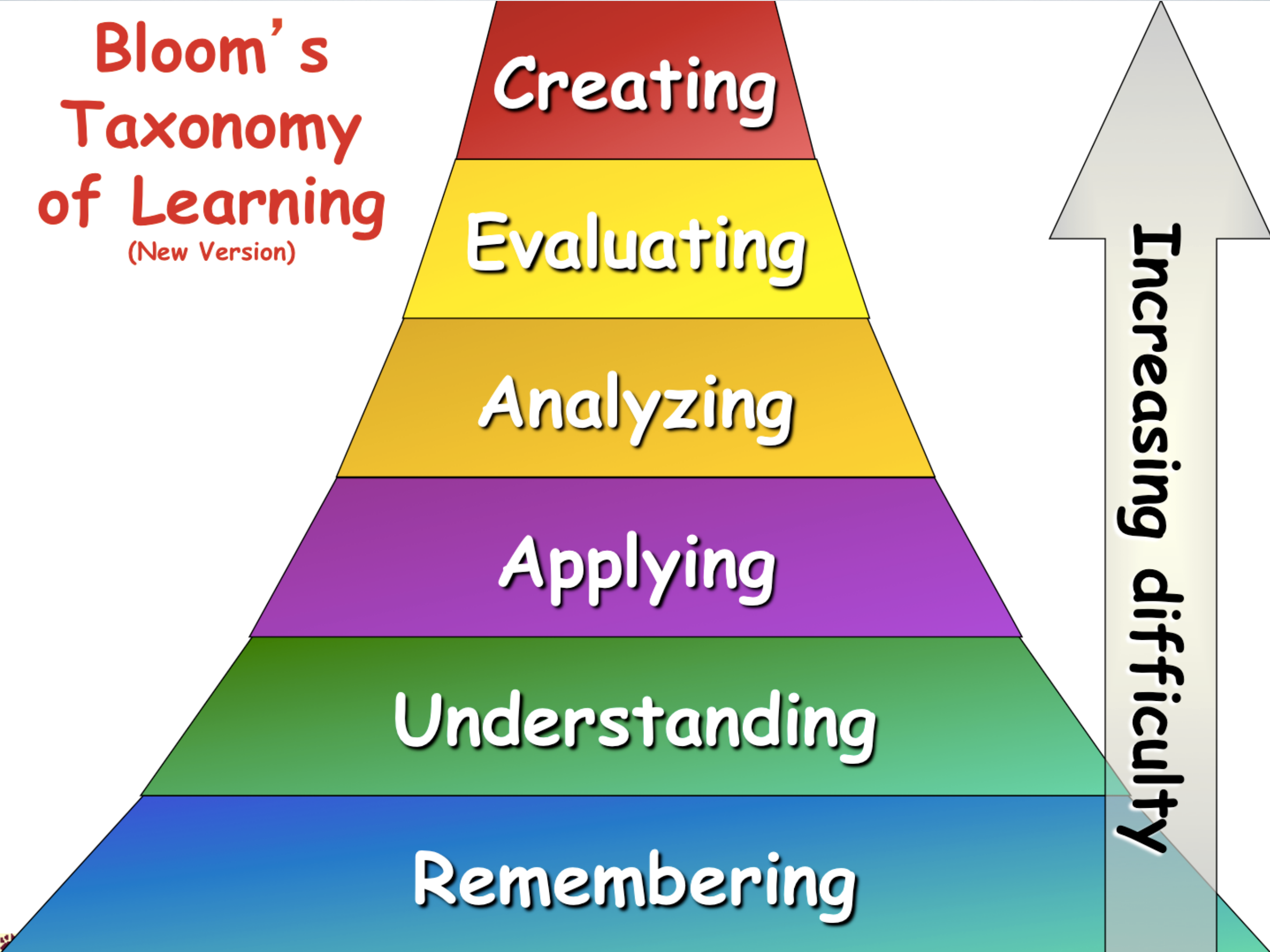
Creating

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.

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

# 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



### 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** | 2. **Process** | 3. **Action** |
|---|---|---|
| **'s** | Write 3 sentences about your friend's things. | Write a story about Mike's room. |
| **Apostrophe (possession)** | **This is Edward's book.** | |
| **"This is Mike's book."** | **-** | |
| Listen and point. | Find the differences | |
| Read a short story and circle the apostrophes. | **This is Peter's pen.**<br>**She's happy.**<br>**Mike's in the bedroom.**<br>**These are Jane's books.** | |

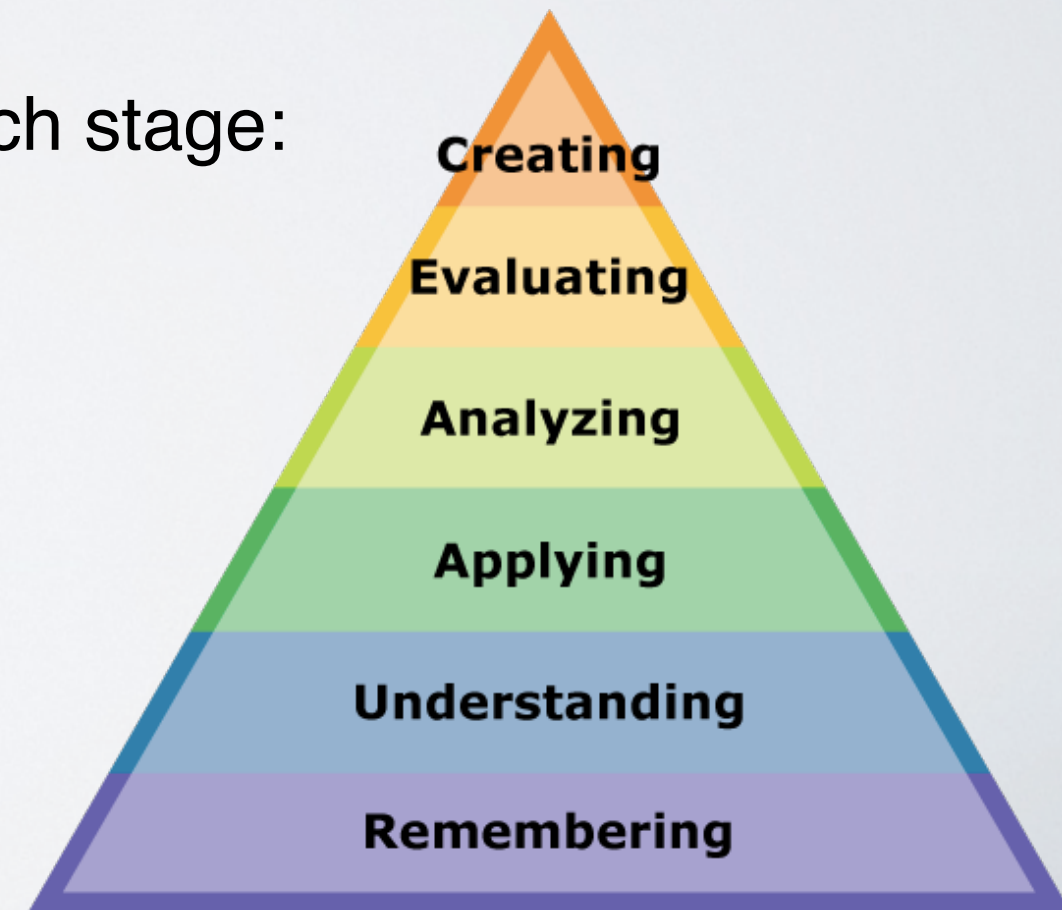# Bloom's Taxonomy

**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"…)**
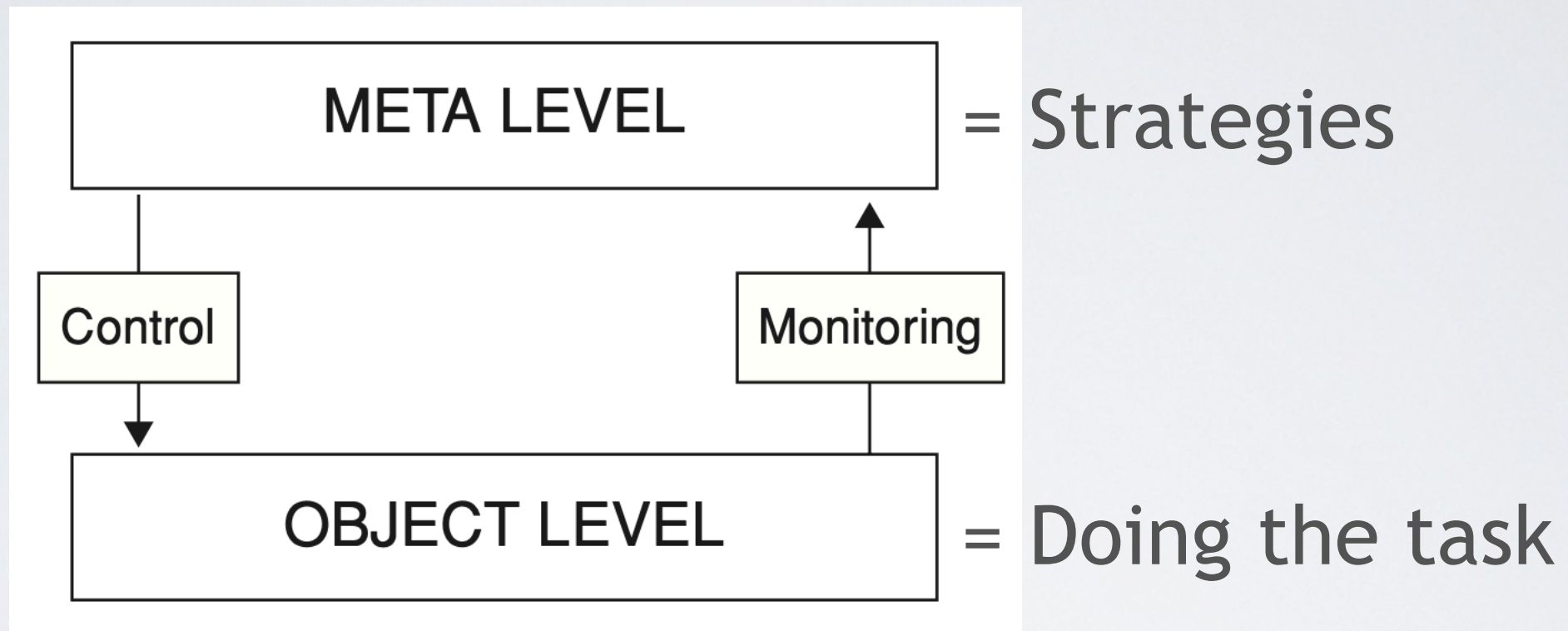
Brainstorm how you would structure a lesson using Bloom's Taxonomy.

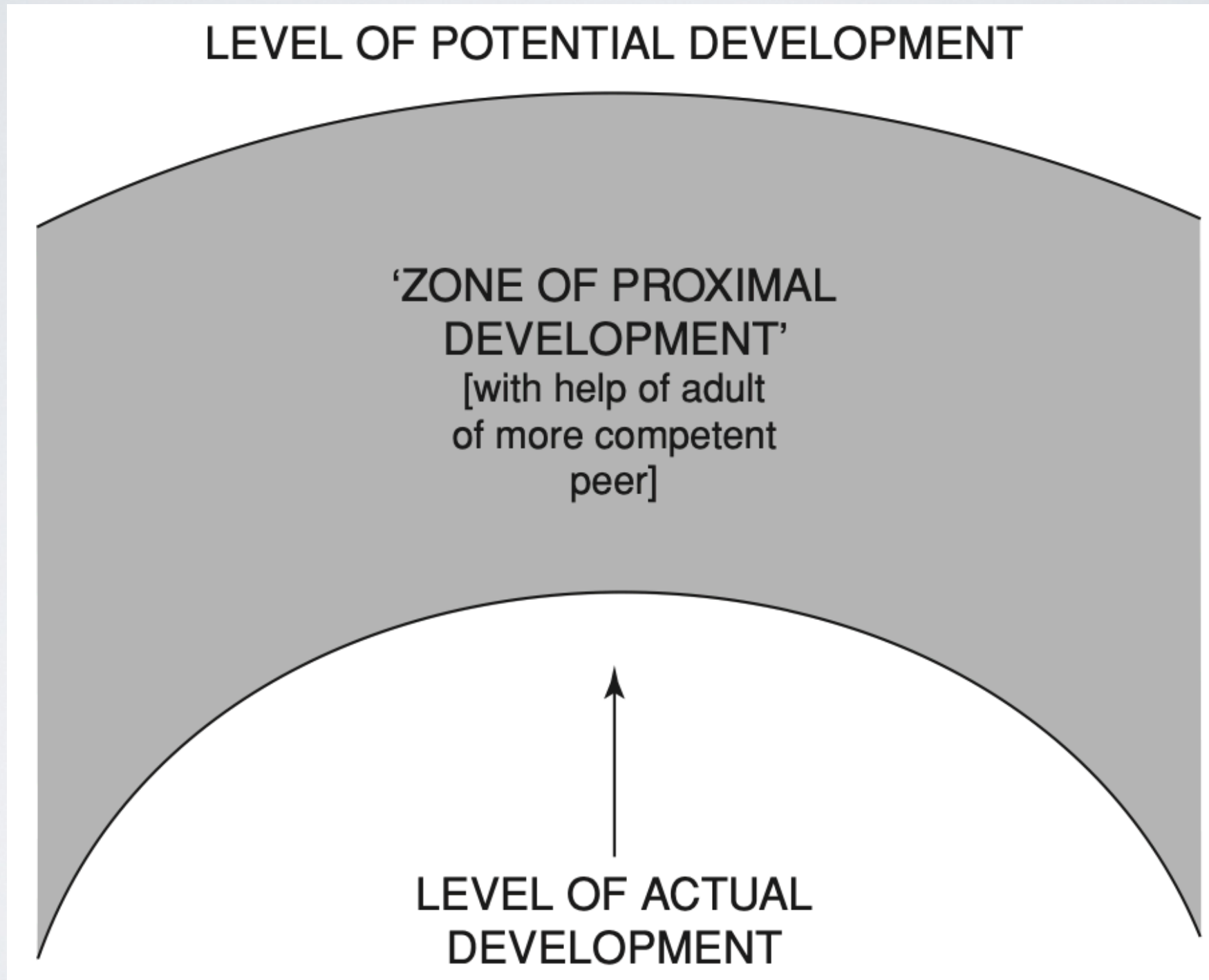Think about the 3 stages and an activity for each stage:
1. **Remember, Comprehend**
2. **Apply, Analyze**
3. **Evaluate, Create**

# Model of metacognition



META LEVEL = Strategies

Control    Monitoring

OBJECT LEVEL = Doing the task

# Vygotsky's 'Zone of Proximal Development'



LEVEL OF POTENTIAL DEVELOPMENT

'ZONE OF PROXIMAL DEVELOPMENT'
[with help of adult of more competent peer]

LEVEL OF ACTUAL DEVELOPMENT

# Gradual Release of Responsibility Model for Teachers Creating Autonomy for Learners

| Focus Lesson | Guided Instruction | Collaborative | Independent |
|---|---|---|---|
| Little/No Control | | | |
| High Support | | | Level of LEARNER Control |
| When? Explicit teaching. Whole class lessons related to Program of Studies. | Low Control | | |
| | Moderate Support | | |
| Strategies Think Aloud Direct Instruction Creation of Anchor Charts Etc. | Level of LEAD LEARNER Support | Low Support | Moderate Control |
| Modeling & Scaffolding | When? Small Group/Partners | When? Small Group/Individual | High Control |
| | Strategies Pair and Share Group Work Games Read to Someone, etc. | Strategies Pair and Share (share metacognition), Group Work Games, Read to Someone, etc. | 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

Reading assignment due week 6 (April 11)

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.

23

# Materials for early language learning
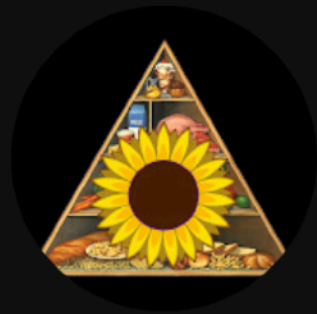
*Irma-Kaarina Ghosn*

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

# Balanced Literacy Diet

This is a fantastic Youtube channel for everything to do with literacy teaching. Lots of good techniques + strategies.
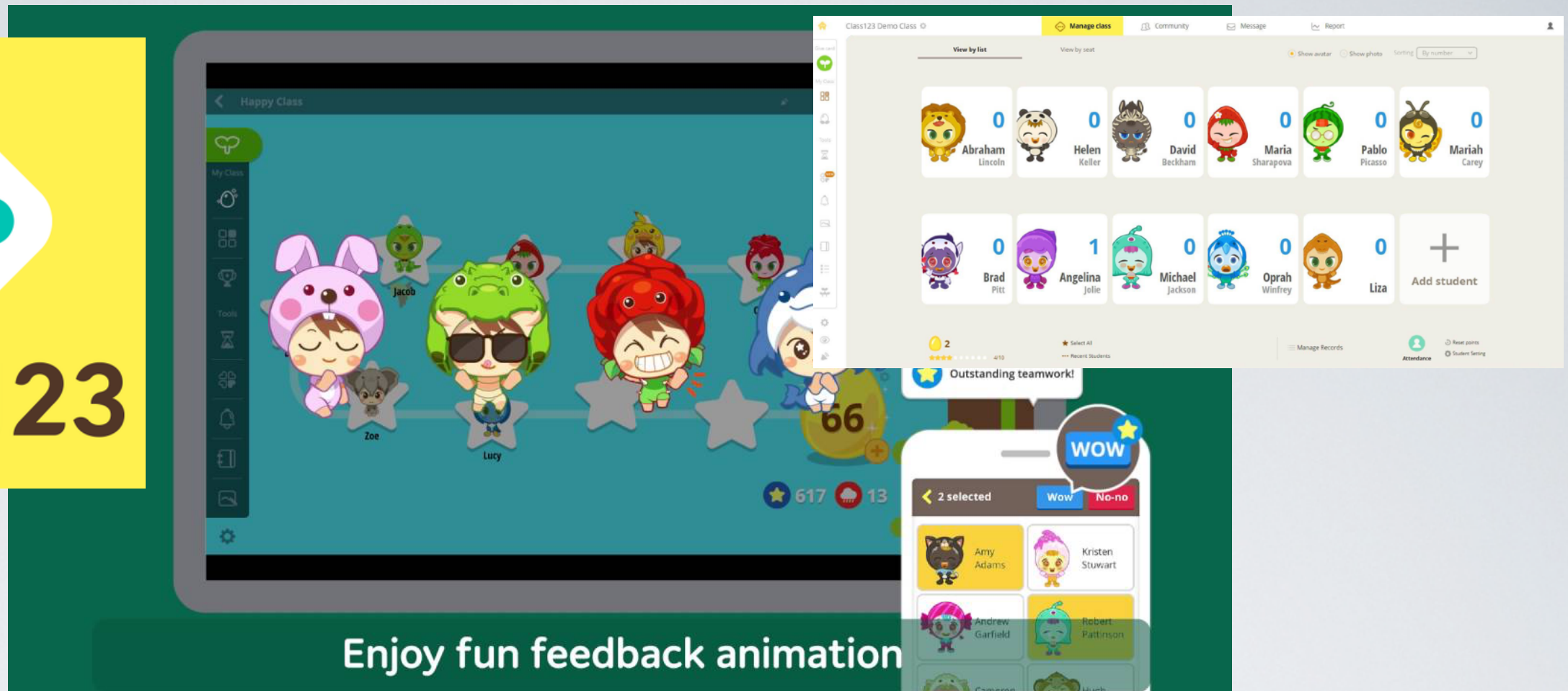
**Class123 (NHN Edu Corp.)**

**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

https://youtu.be/on2tqv3qu5s

Class Dojo is a similar service.

# EXIT SLIPS

### Exit Slip
One new thing I learnt today:

_____

_____

_____

## CAN BE USED FOR ALL SUBJECTS

**Multiple Choice**
A. | B.
C. | D.

#lessonslearned...

**BRAIN-DUMP**

3
2

**In My Teacher's Shoes**

Draw, Label, Caption.
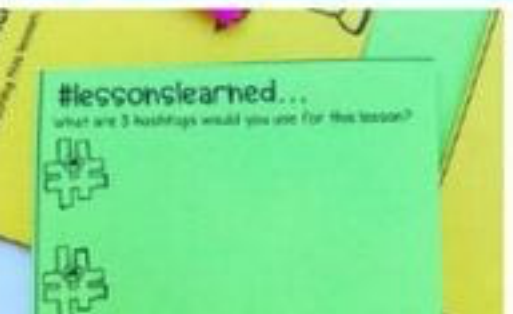
---

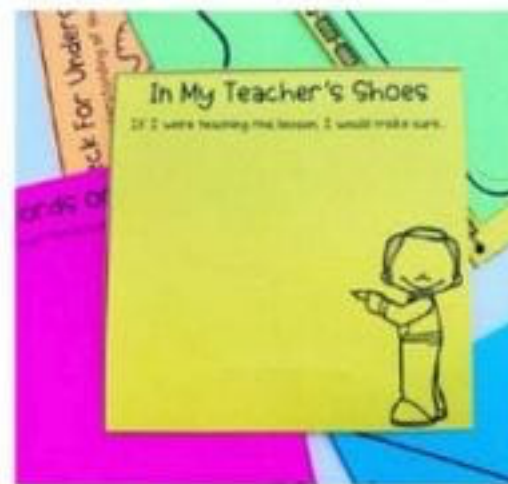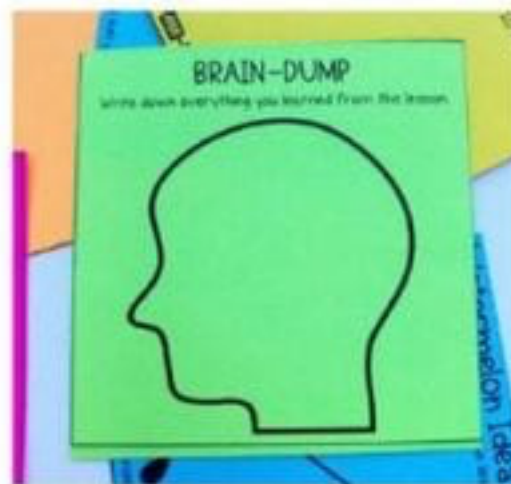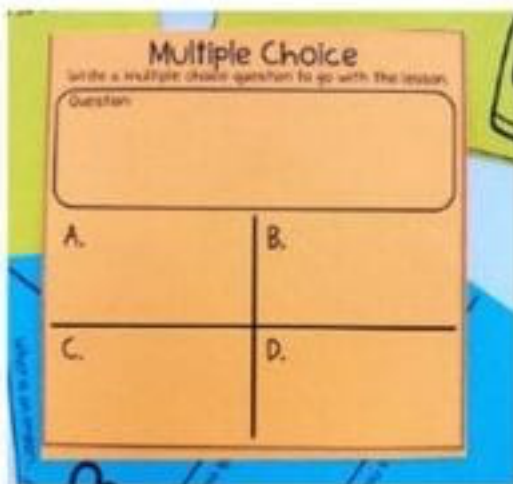Name:     Subject:

## Exit Ticket

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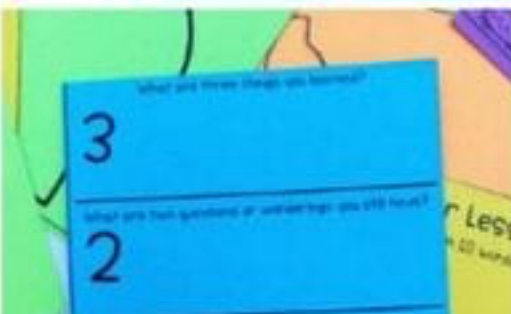
What is TPR? = **Total Physical Response**

- 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

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
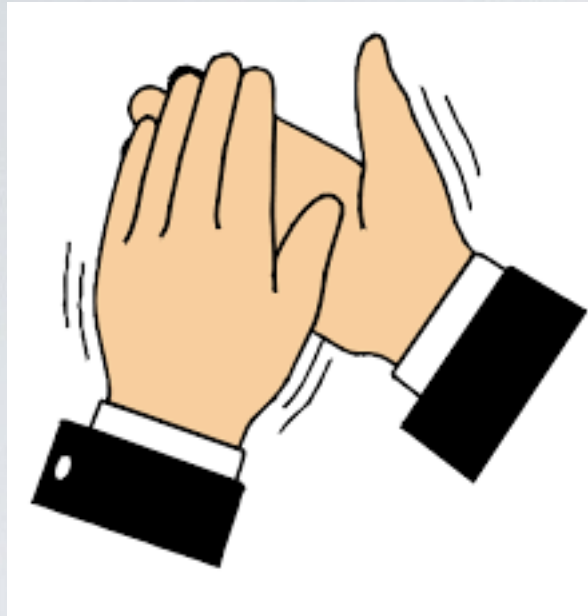


**Clapping Game**

*noticing + TPR*

*I saw a...*
*I saw some...*
*tiger*
*bear*
*bird*
*cow*


one dog


two dog**s**


one cat


two cat**s**

Total Physical Response (TPR)
Total Physical Response (TPR)
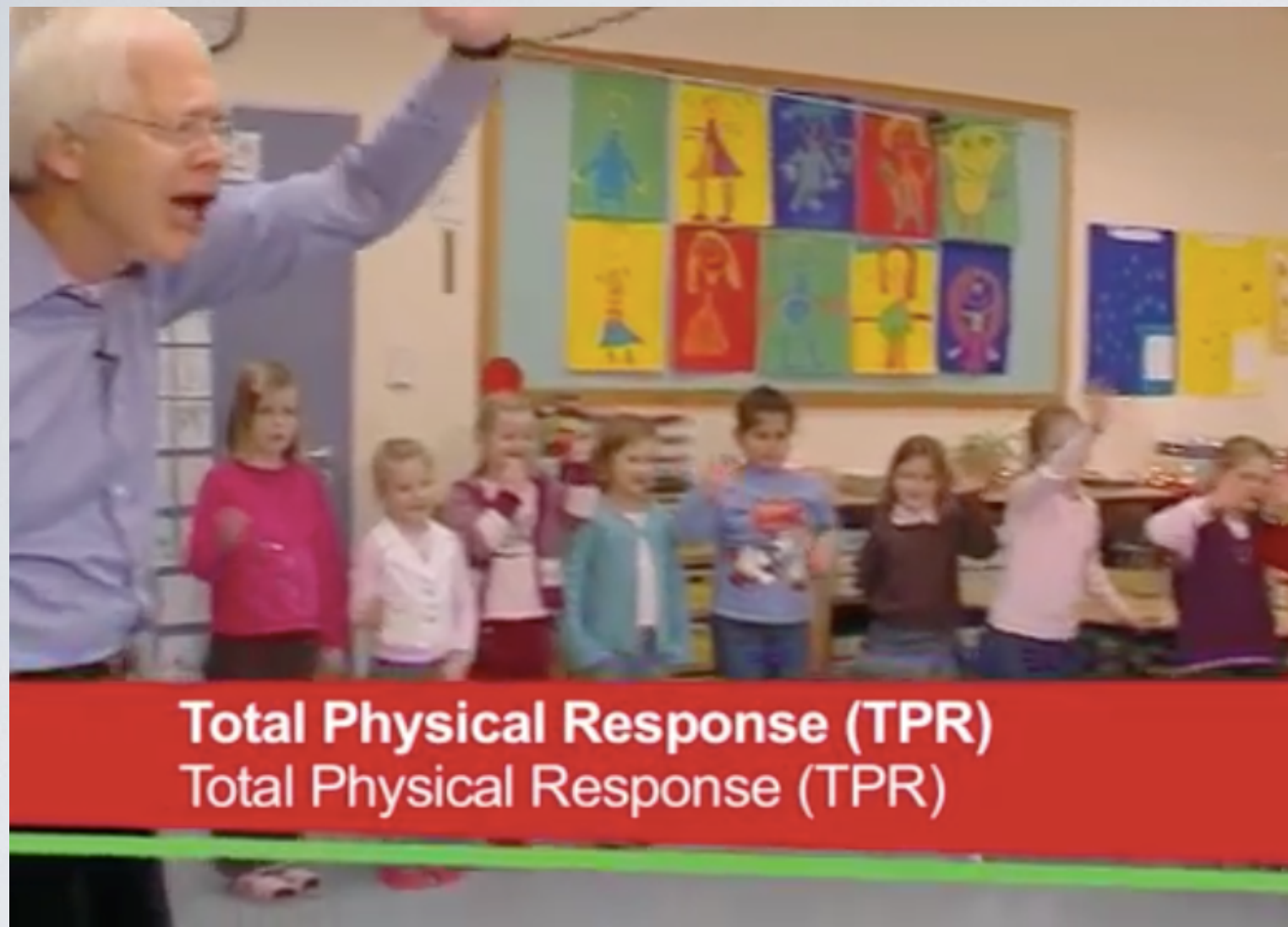
What does the teacher do differently at the beginning and at the end of the TPR activity?

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 <u>show</u> the actions
2.  Say expression <u>without</u> showing action (take away scaffolding)
3.  <u>Mix</u> 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.

Analyze a lesson by an experienced teacher

TESOL for Young Learners



Vocabulary teaching

# Analyzing an experienced teacher

We are going to watch the beginning part of a lesson by teacher trainer Raymond Kerr.

What can we learn from this video?

- **Classroom English**

- **Setting context**

- **Using flashcards**

- **Teaching vocabulary**

- **Teaching grammar**

- **Scaffolding**

- **Listening activities**

- **Organising the steps of a lesson**

https://www.youtube.com/watch?v=W8e6Ld4sQks

# Analyzing an experienced teacher

Questions to think about...

1. How does he set the context of the lesson? (contextualization)

2. How does he arouse students' curiosity?

3. How does he implicitly teach grammar?

4. How does he organize the class into groups?

5. How does he continually review the words?

6. How does he get the students to use their bodies?

7. **Any other aspects of his teaching or lesson plan that you noticed?**

# Analyzing an experienced teacher

1. How does he set the context of the lesson? (contextualization)

**"Today is a special day for me."**

**"What day is it?"**

**"How old do you think I am?"**

**"This is my birthday bag"**

Context: Birthday

Topic: Toys

# Analyzing an experienced teacher

2. How does he arouse students' curiosity?

**"Birthday bag"**

Magic bag / Magic box - Mystery bag / Mystery box

# Analyzing an experienced teacher

3. How does he implicitly teach grammar?

"In my bag I have **a** toy plane, **a** robot, **a** balloon"

= implicitly teaching indefinite articles

INDUCTIVE

# Analyzing an experienced teacher

4. How does he organize the class into groups?

"Listen and remember your number-

1, 2, 1, 2…"
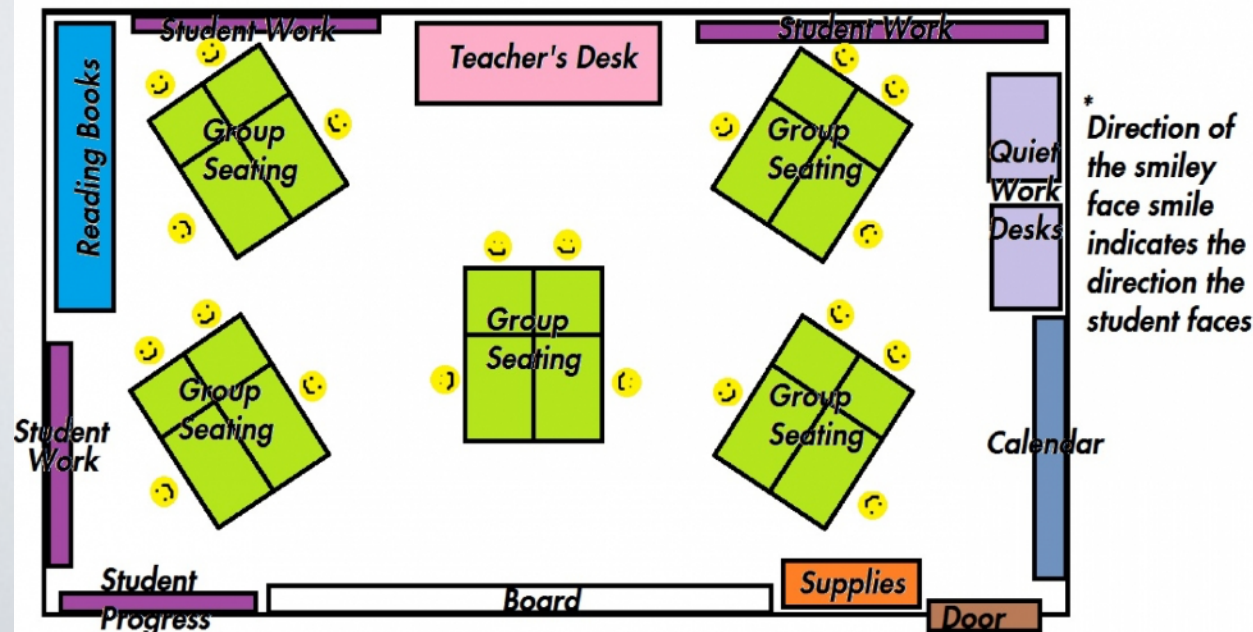




Dr. Spencer Kagan
Miguel Kagan
Laurie Kagan

# Analyzing an experienced teacher

5. How does he continually review the words?

# Analyzing an experienced teacher

6. How does he get the students to use their bodies?

**Listen and hold up**
**Listen and do a dance**

# Analyzing an experienced teacher

7. Any other aspects of his teaching or lesson plan that you noticed?

Reading assignment due week 7 (April 16)

See my website / discussion board.

Christiane Lütge
Thorsten Merse (eds.)

Digital Teaching and Learning: Perspectives for English Language Education

narr STUDIENBÜCHER

**Digital Teaching and Learning in the Primary EFL Classroom**

Annika Kolb

**Introduction**

**Abstract**

The chapter focuses on the use of digital media in the foreign language classroom at primary level. In light of the sometimes controversial debate on whether young learners can benefit from computer-mediated learning and teaching, it advocates the use of digital media for three reasons: first, with digital media playing a relevant role in primary school children's daily life the language classroom has to take account of this reality. Furthermore, media competence is established as a major goal in primary school curricula to which all subjects have to contribute. Last, digital media provide specific chances for teaching English at primary level, most importantly as a tool to produce multimedia texts for learners with limited linguistic competences and as a communication medium to provide authentic communicative situations for children who do not actively use the language outside the classroom. Illustrated by examples from the classroom, it is outlined to what extent digital media can help develop language and cultural competences at primary level in the different competence areas. The chapter ends with a discussion of the challenges the media use brings about and some consequences for the classroom.

**Warm-up**

▸ How many primary school children do you think use the internet on a weekly