



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

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Self-directed learning



<https://www.youtube.com/watch?v=5MvQoDGvG10>

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



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



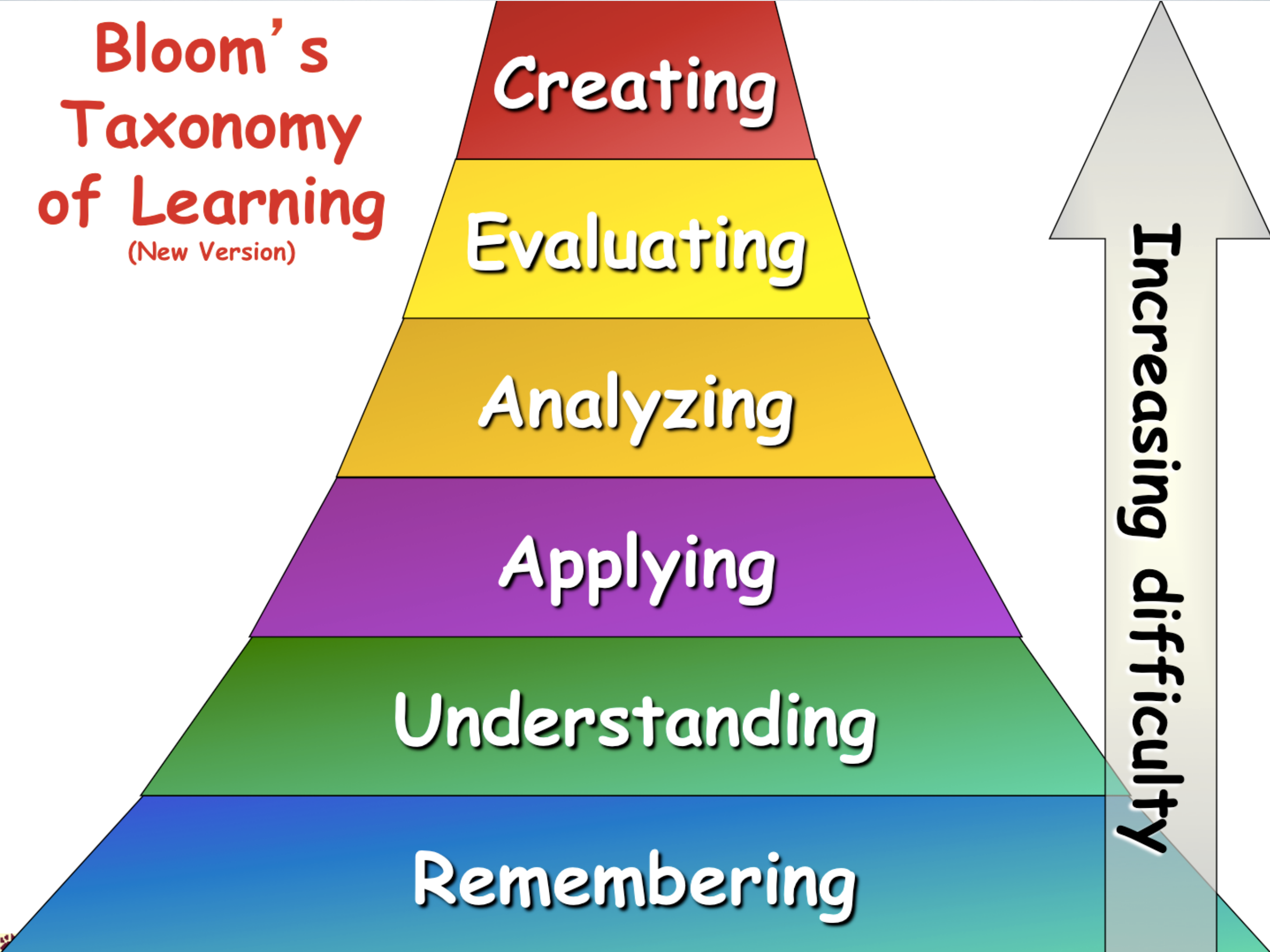
- Both are ways to assess
- Questioning strategies need to be addressed
- Both need to be used to evaluate a student effectively
- Both can be used for student feedback

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

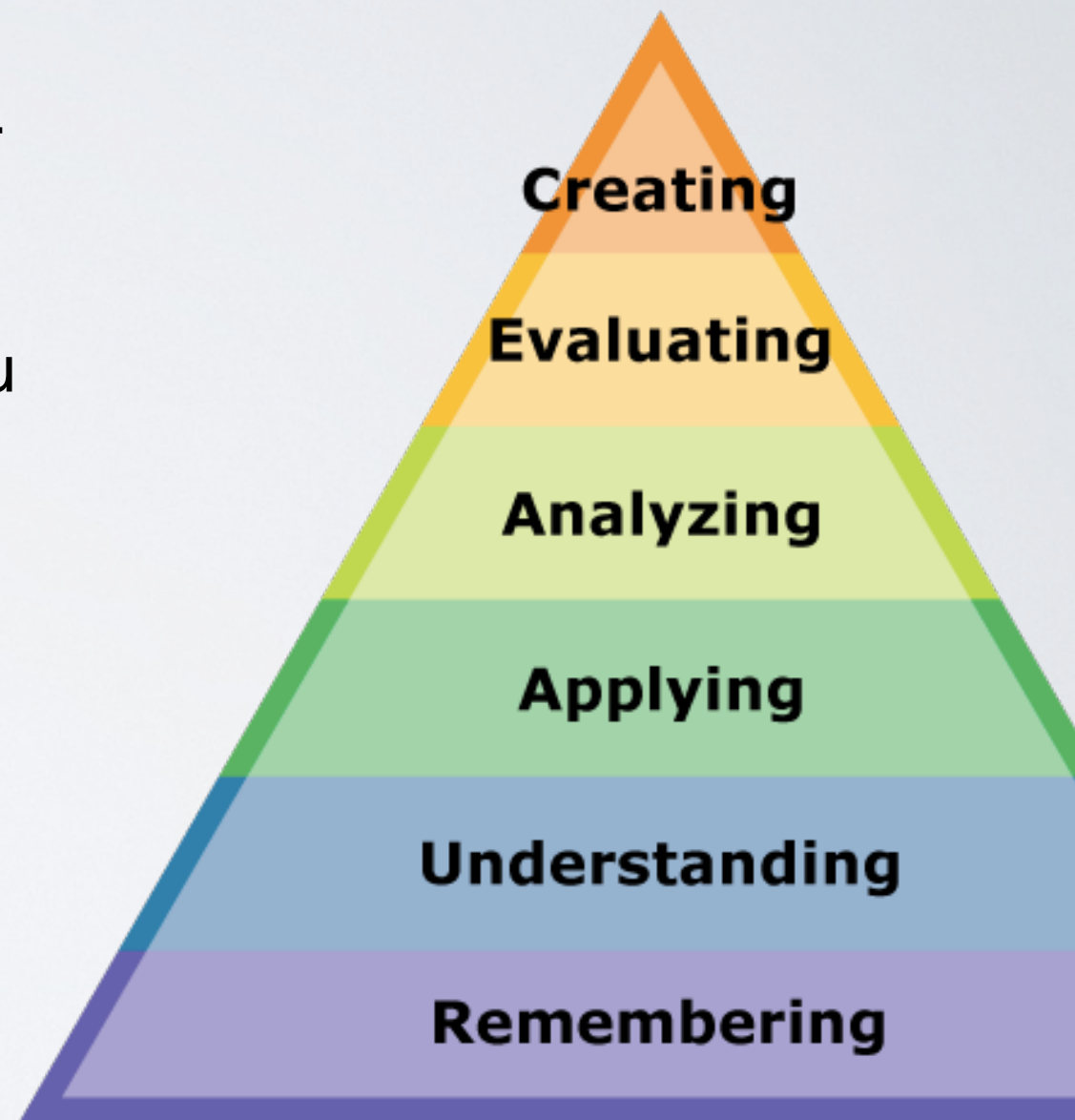
REMEMBERING

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 £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

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

> 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

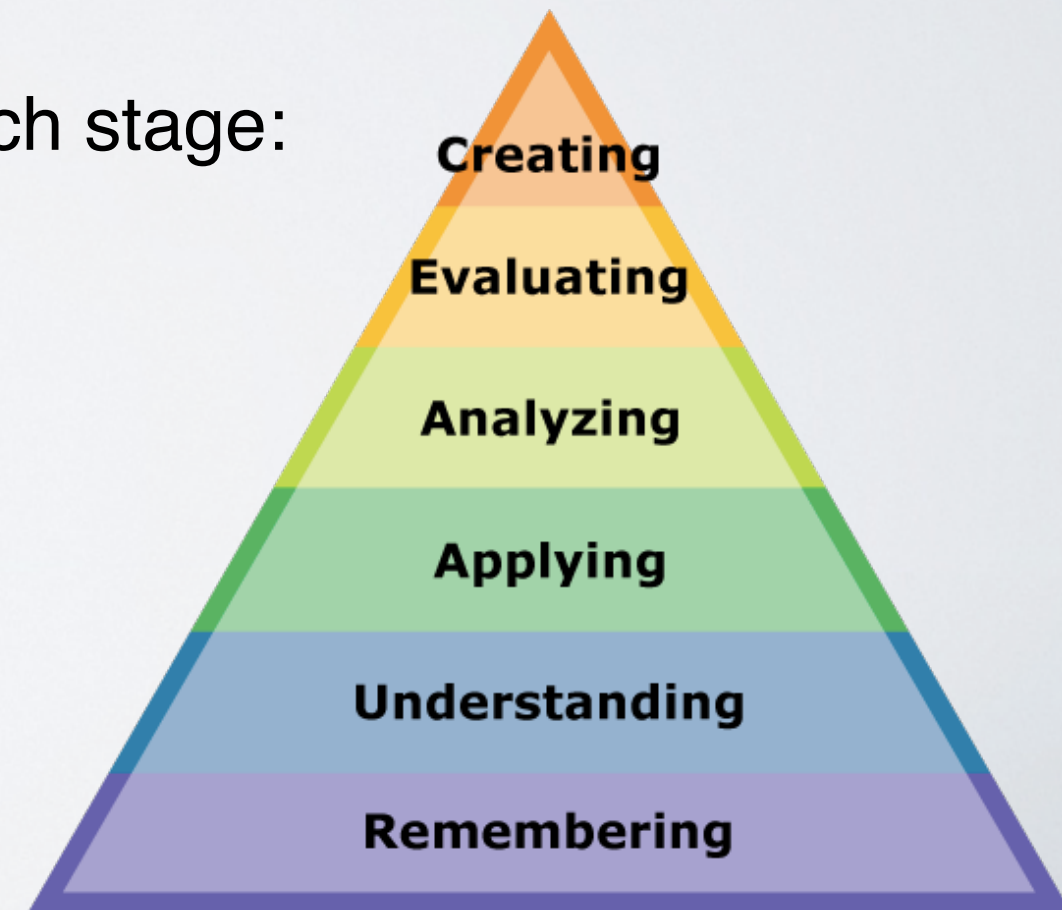
Choose a topic for your lesson. The topic could be:

- 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”...)

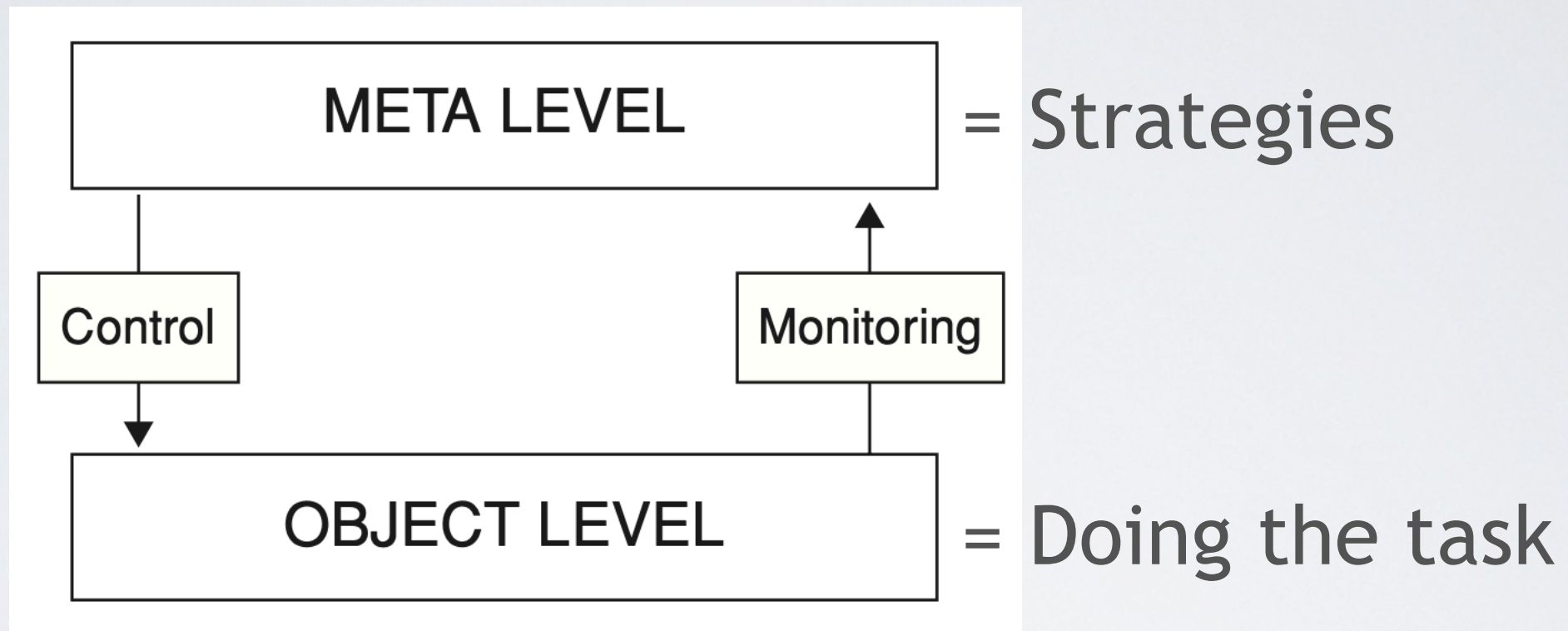
Brainstorm how you would structure a lesson using Bloom's Taxonomy.

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

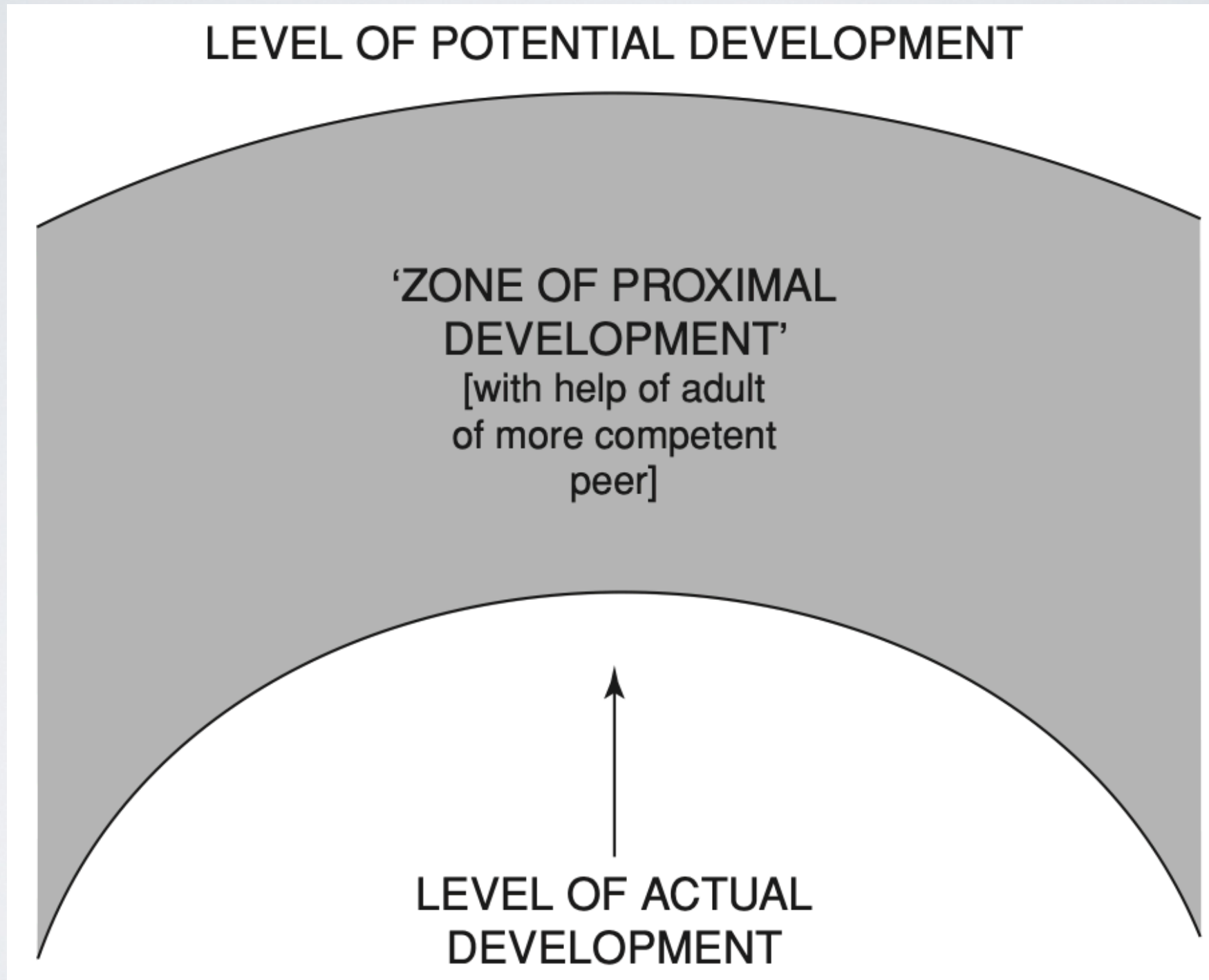
1. Remember, Comprehend
2. Apply, Analyze
3. Evaluate, Create



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>Level of LEARNER Control</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.

‘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.

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Materials for early language learning

Irma-Kaarina Ghosn

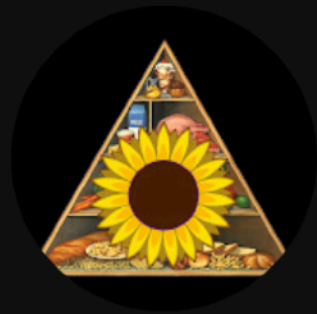
You can choose any topics in this reading (with or without added questions) to include in your discussion board post.

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

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

@balancedliteracydiet 20.9K subscribers 805 videos

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

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Playlists by Food Groups



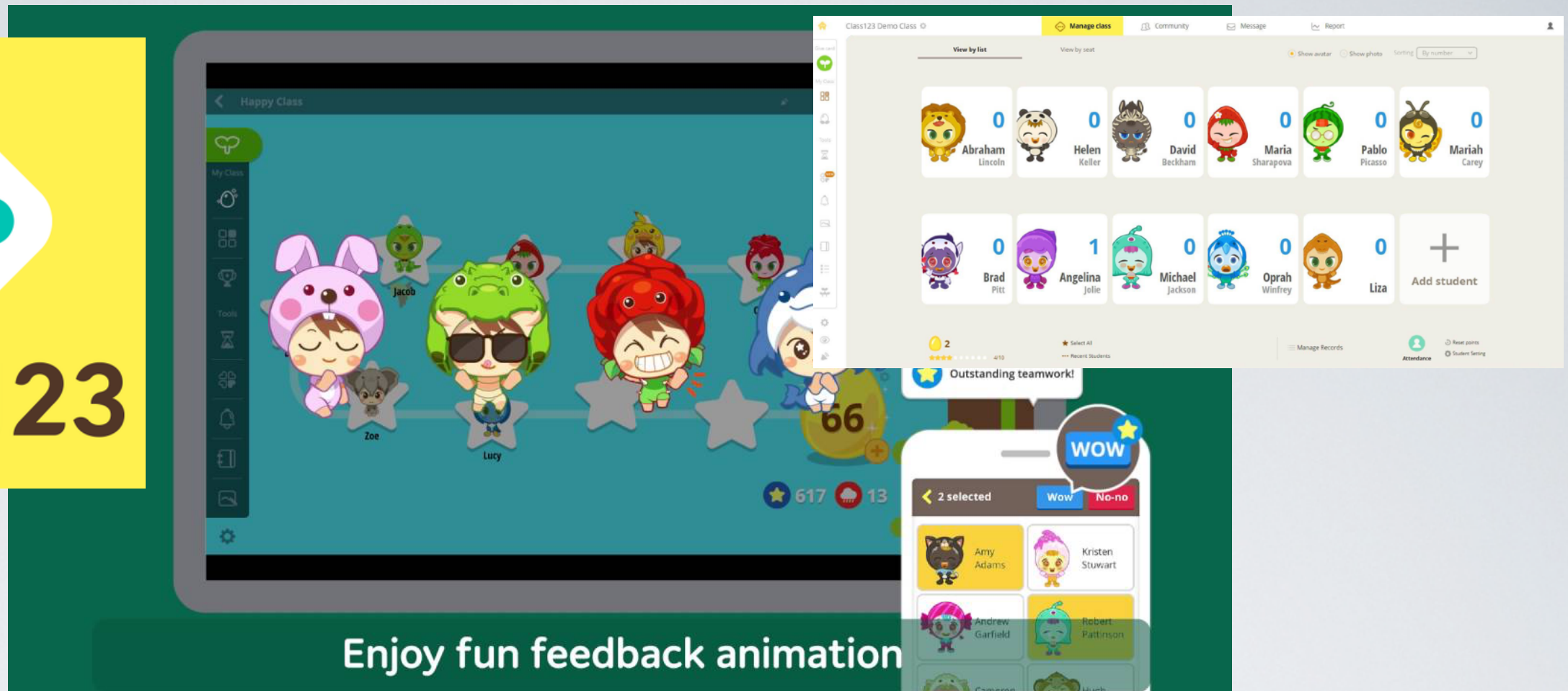
Motivation for Literacy

Oral Language & ELL

Knowledge Building

Concepts of Print

Writing Conventions



Enjoy fun feedback animation

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: 'Your classes', '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 points ranging from 1 to 4. 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
Meris	3
Meris	3

Class Dojo is a similar service.



EXIT SLIPS



Exit Slip



One new thing I learnt today:

CAN BE USED FOR ALL SUBJECTS

Name:

Subject:

Exit Ticket

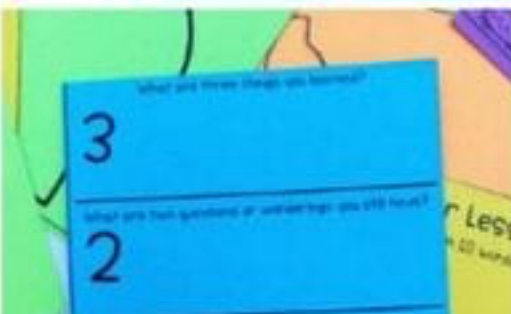
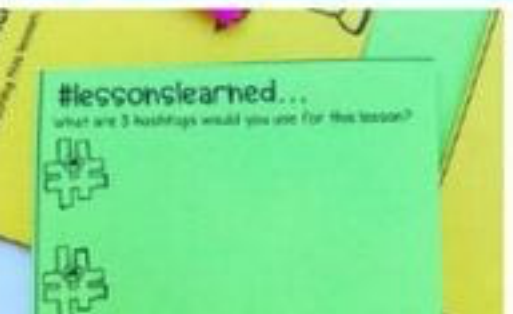
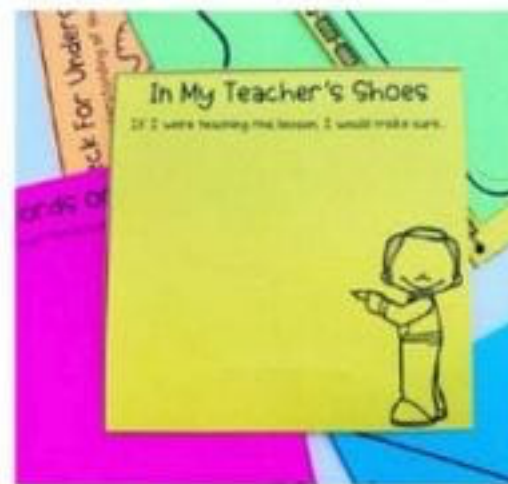
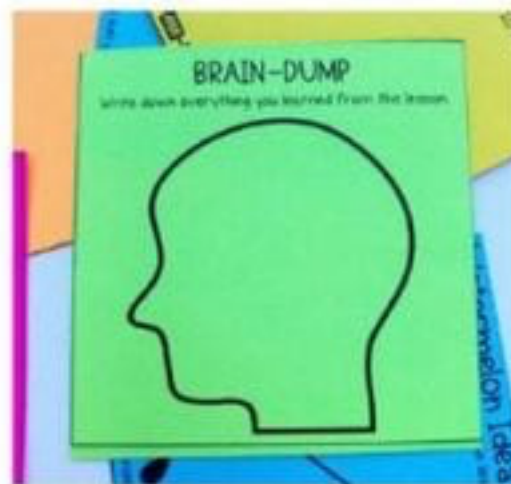
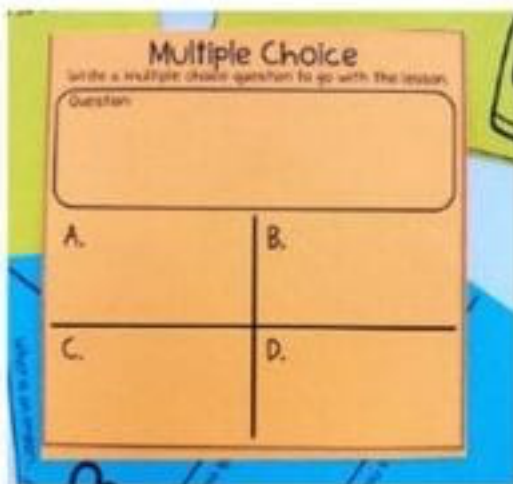
3 Things I learned today

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

Total Physical Response

Why is TPR effective?

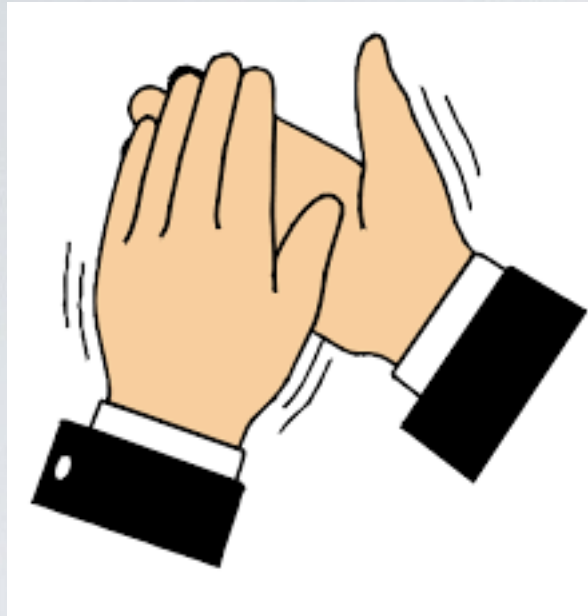
- Focus on input
- Focus on comprehension
- Focus on meaning
- Listening before production
- Similar to natural acquisition
- Acquisition (unconscious) over learning (conscious)
- Reduces stress and inhibition
- Teacher can check responses

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



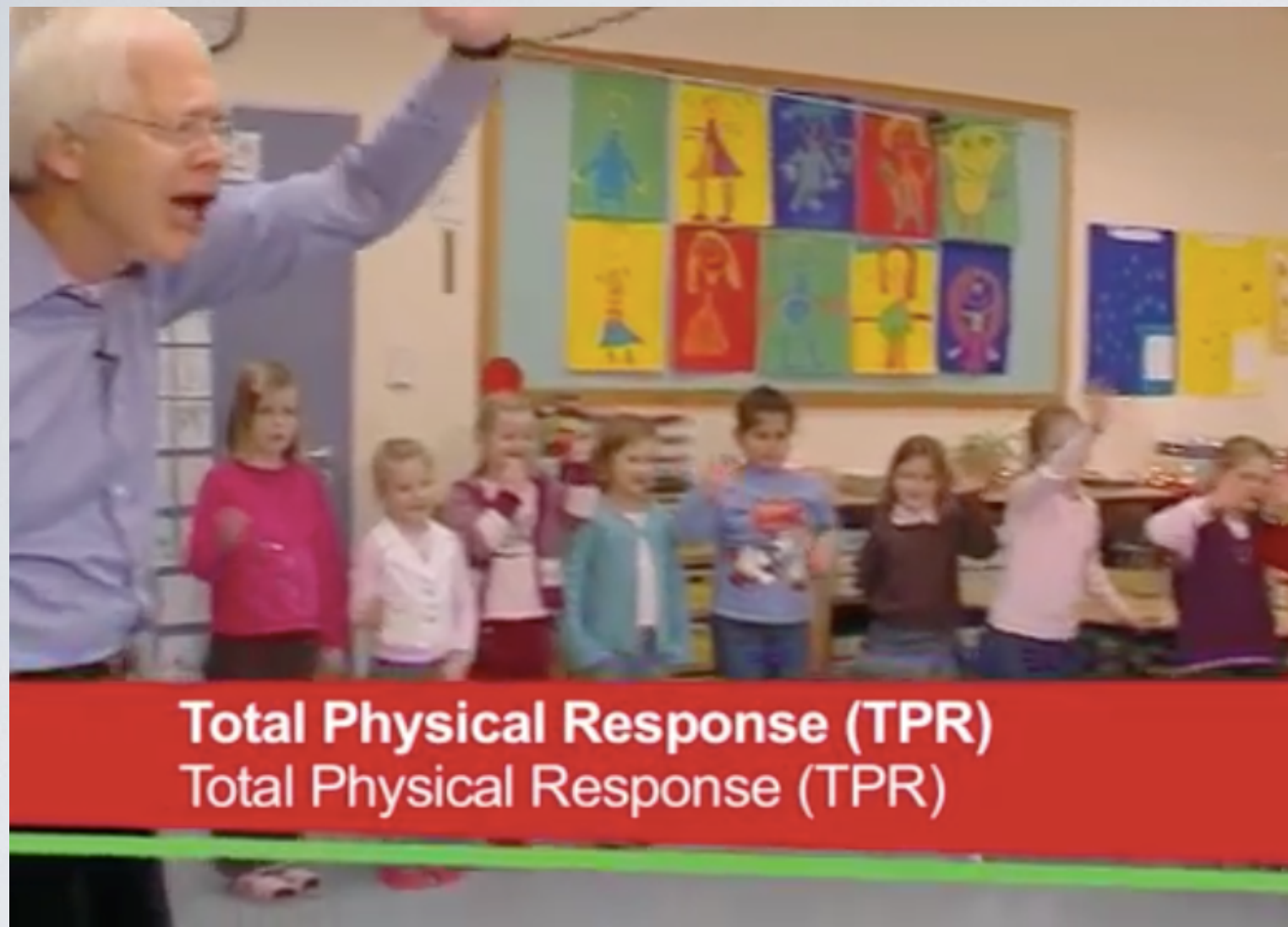
two dogs



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=bkMQXF0qyQA>

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.

The screenshot shows the Reading Rockets website homepage. At the top left, there is a cartoon illustration of a boy reading a book, with a rocket ship launching from behind him. The text "Launching young readers!" is written in a blue, sans-serif font. Below this, the "Reading Rockets" logo is displayed in a large, green, sans-serif font. To the right of the logo is a search bar with a magnifying glass icon. Further right, there are several navigation links: "Donate" (in an orange button), "About Us", and "WETA" (with a red underline). To the right of these are social media icons for Facebook, Twitter, Pinterest, RSS, and YouTube. Below the main header is a blue navigation bar with four dropdown menus: "Teaching Reading", "Helping Struggling Readers", "Reading Topics A-Z", and "Children's Books & Authors". Below this is a green navigation bar with seven links: "Research, Guides and Resources", "Our PBS Shows", "Video", "Blogs", "Fun Stuff", and "Audience". The main content area features a grid of book covers. The top row includes "HIDDEN FIGURES: The True Story of Four Black Women and the Space Race", "LATINITAS: Celebrating 10 Big Dreamers", "CLASSIFIED: The Secret Codes of MARY GOLDEN WESS, Chemist, Aerospace Engineer", and "Sonia Sotomayor: a judge grows in the Bronx / la juez que creció en el". The bottom row includes "MALALA: Activist for Girls' Education", "Remember the Ladies", "jump at the club", and "Sky". To the right of the book covers is a video player showing a teacher reading to a group of children. The video title is "Classroom Strategies" and the video content is "Choral Reading".

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

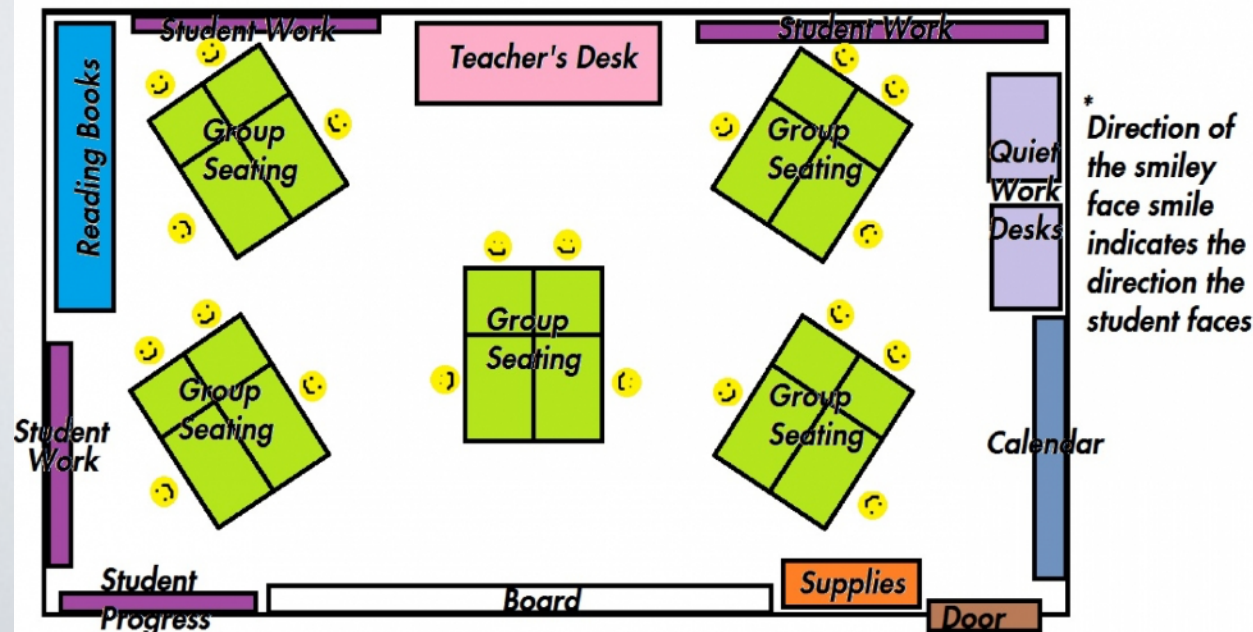
4. How does he organize the class into groups?

“Listen and remember your number-

1, 2, 1, 2...”



59 KAGAN STRUCTURES



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

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