

GS TESOL Listening & Speaking for Young Learners

Lesson Plan Assignment Overview

<p><u>Information about final assignment</u></p> <p>For the final assignment, you will create a detailed lesson plan and materials for young learners (pre-school to elementary age).</p> <p>The lesson plan can be a listening lesson or a speaking lesson. You can choose.</p> <ul style="list-style-type: none">• A speaking lesson should follow the framework <u>Encounter-Internalize-Fluency</u>.• A listening lesson should follow the framework <u>Pre-During-Post</u>. <p>The lesson plan should have about 8 steps (slightly more or less is ok). There should be enough detail in the lesson plan so that it is clear and specific.</p> <p>For example:</p> <ul style="list-style-type: none">• how the teacher sets up each step of the lesson• how the materials/language/audio are introduced and used within the step• the student groupings• answer checking• how the each step is closed and transitioned to the next step <p>Materials can be created by you or found online. Digital materials and links are fine.</p>	<p><u>Submission details</u></p> <p>Deadline: Monday 2 June</p> <p>Use the blank template and see the example files on my website.</p> <p>The lesson plan should be approx. 3-5 pages with materials files added.</p> <p>The lesson plan and materials files can be submitted as PDF, PPT, JPG, web links, etc.</p> <p><u>Lesson plan presentations</u></p> <p>In the last few weeks of this course, you will present, share, and explain your lesson plan to the class. Presentations will be up to 10 minutes each. Note: this is a presentation, not micro-teaching demonstration.</p> <p>Your presentation can use the PPT for the lesson with explanations, or you can copy content from the lesson plan file onto a presentation to show the content.</p>
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On the next page are specific tips for each type of lesson plan (speaking and listening).

Tips to get started

Tips for a speaking lesson (EIF)

Choose the age and level of students for your lesson. Any age/level is ok.

Choose suitable target language expressions. The amount of target language and difficulty will depend on the age and level of the students.

Here are some examples of different types of target language:

- **Simple Q+A:** "What's the time? It's ___ o'clock" // "Do you like ___? Yes, I do/No, I don't"

- **Grammar:** Past tense "Where did you do? I went to the bank" // Comparative "The horse is bigger than the mouse"

(TIP: choose a context for the grammar to be used)

- **Situational:** Opening bank account // Ordering in a restaurant // Asking for directions

(TIP: find a dialogue [ask ChatGPT] to choose some good expressions and questions)

Once you choose your target language you can make your Student Learning Objective (SLO). The fluency task is the objective of the lesson. It should be free and natural language use, not reading a dialogue or drilling. The fluency task could be survey, information gap, debate, guessing game, role play, presentation, etc.

Here is the formula for writing an EIF Student Learning Objective (SLO):

"By the end of the lesson, students will be able to [...actions verbs and topic...] using "...examples of target language..." by [...speaking fluency activity]."

Once you have your target language and objective, think about how to scaffold the lesson. In the Encounter stage, students should start hearing the target language with a focus on meaning. Do this inductively, not by explicitly explaining the meaning. Inductively teaching meaning means using examples, videos, images, actions, etc. to help students to understand the meaning of the vocabulary or expressions.

Then, you can slowly scaffold the language step by step. You may start with activities to practice the vocabulary, and then slowly build up towards speaking the full target language.

Tips for a listening lesson (PDP)

PDP is for a comprehension lesson, not a speaking lesson.

Choose your listening material (this is called a "text"). A listening text can be 2~4 minutes. You can use a video clip or MP3 file.

A short story or a song (for young learners) are good choices for young learners.

Your text is your target language. You don't need to teach specific grammar and expressions in terms of speaking skills.

Think about comprehension activities, such as listen and choose, listen and match, listen and sequence, listen and summarize, listen and point, or read and order, read and underline, read and find, read and draw, read and complete a chart.

The final activity of the During stage is a comprehension activity. It could involve speaking or writing, but doing the activity needs to show that students understand the text.

Here are some good final activities for the lesson objective:

- Summarizing (perhaps with a chart or drawing)
- Evaluating (choosing or giving opinions)
- Analyzing and comparing different parts of the text
- Creating something based on the text (like a new ending)

Here is a PDP Student Learning Objective (SLO):

By the end of the lesson, students will be able to show comprehension of ...[name of text]... by [doing an activity that shows comprehension].

Tip for choosing a good text:

Don't choose texts that have content (language) that is too vague and unclear. This will make it difficult to produce a good PDP lesson. There needs to be clear content for comprehension checking. For example, a clip from a film or a pop song is often not a good choice because they usually contain unclear and vague language.

ECRIF/EIF Framework Assessment Criteria

Lesson Structure (ECRIF/EIF)

- 5: Stages are clearly defined and purposefully applied; transitions are smooth and logical.
- 4: Most stages are clear and logically ordered.
- 3: Stages are present but uneven or unclear at times.
- 2–1: Framework is unclear or incomplete; lacks logical progression.

Inductive & Meaning-Focused Start

- 5: Begins with an engaging, inductive activity that helps learners notice target language through context; strong focus on meaning.
- 4: Mostly inductive and meaning-focused, but could be more engaging or clear.
- 3: Some inductive effort, but leans too much on direct explanation.
- 2–1: Lacks inductive approach; relies heavily on explicit form-focused instruction.

Target Language (Clarity & Appropriacy)

- 5: Target language is clearly identified, age-appropriate, and meaningfully integrated.
- 4: Mostly clear and appropriate, though not fully integrated throughout.
- 3: Somewhat appropriate but lacks clarity or full support.
- 2–1: Unclear or inappropriate for learner level.

Practice & Scaffolding (Controlled to Free)

- 5: Excellent progression from controlled to freer practice; well-scaffolded.
- 4: Good balance of guided and freer practice; some scaffolding.
- 3: Practice is included but lacks clear progression or scaffolding.
- 2–1: Practice is minimal, disorganized, or lacks fluency focus.

Final Speaking Activity (Fluency / Free Use)

- 5: Meaningful, engaging task promoting spontaneous language use.
- 4: Allows for some fluency, but may be too structured or limited.
- 3: Attempts fluency, but not well-aligned with lesson goals.
- 2–1: No effective fluency task; minimal speaking opportunity.

Materials Quality & Suitability

- 5: Highly engaging, age-appropriate, well-designed materials that support objectives.
- 4: Appropriate materials with minor areas for improvement.
- 3: Somewhat suitable but may lack clarity or engagement.
- 2–1: Materials are unclear, too advanced/simple, or not well connected to lesson.

Use of Techniques (TPR, Bloom's, Multiple Intelligences, etc.)

- 5: Diverse and well-integrated techniques tailored to young learners.
- 4: Good variety with some awareness of learner styles.
- 3: Limited use of diverse strategies; over-reliant on one approach.
- 2–1: Lacks age-appropriate or varied techniques.

Student Engagement & Interaction

- 5: High level of interaction; all students actively involved.
- 4: Generally interactive; may not engage all learners.
- 3: Moderate engagement; slightly teacher-centered.
- 2–1: Learners are passive; little interaction.

Instructions & Classroom Management

- 5: Clear, age-appropriate instructions; smooth grouping and transitions.
- 4: Mostly clear instructions; minor confusion in grouping or transitions.
- 3: Instructions occasionally unclear; grouping not well managed.
- 2–1: Poor instructions; classroom flow unrealistic or ineffective.

Creativity & Overall Cohesion

- 5: Highly creative and cohesive; all activities clearly support the objective.
- 4: Mostly creative with logical flow and alignment.
- 3: Some creativity, but lesson lacks cohesion or unity.
- 2–1: Activities feel disconnected or uninspired.

PDP Framework Assessment Criteria

Lesson Structure (PDP Framework)

(5): Follows a clear Pre-During-Post structure; each phase has a clear purpose and builds logically on the last.

(4): Mostly clear structure; some phases could be more developed.

(3): All phases present but not well balanced or clearly connected.

(2–1): Unclear or incomplete structure.

2. Pre-Listening Stage

(5): Engaging lead-in activates background knowledge, previews vocabulary, and motivates.

(4): Prepares learners fairly well, but lacks full engagement or clear purpose.

(3): Limited or unclear preparation for the listening.

(2–1): No clear pre-listening or irrelevant activity.

3. During-Listening Stage

(5): Includes at least three listening tasks (e.g., gist and detail); tasks are clear, level-appropriate, and meaning-focused.

(4): Includes some listening tasks but could be better scaffolded or clarified.

(3): Tasks may be too difficult, too easy, or unclear.

(2–1): Poorly designed or missing listening activities.

4. Post-Listening Stage

(5): Follows up with a speaking or creative extension that builds on the listening.

(4): Some meaningful follow-up activity, but limited integration with the listening text.

(3): Activity is present but disconnected from the listening or too simple.

(2–1): No post-listening activity or lacks purpose.

5. Listening Text / Audio Choice

(5): Age-appropriate, clear, interesting topic; supports the lesson's objective.

(4): Mostly appropriate but could be more engaging or better suited to level.

(3): Suitable but too long, complex, or disconnected from learners' interests.

(2–1): Poor audio/text choice or unclear.

6. Comprehension Task Design

(5): Tasks are varied (e.g., matching, sequencing, drawing) and adapted for young learners.

(4): Tasks are appropriate but could use more variety or better formatting.

(3): Tasks are repetitive or only test memory.

(2–1): Tasks are confusing or not age-appropriate.

7. Use of Visuals / Techniques for Young Learners

(5): Uses visuals, actions (TPR), songs, and a range of materials to support comprehension and motivation.

(4): Includes some supportive techniques, but not consistently.

(3): Minimal support techniques; may not hold attention.

(2–1): Lacks adaptation for young learners.

8. Interaction & Grouping

(5): Lesson includes plenty of pair/group interaction and opportunities for group work.

(4): Some interaction, but could be increased or better managed.

(3): Limited student interaction.

(2–1): Mostly teacher-fronted; learners passive.

9. Instructions & Classroom Flow

(5): Instructions are simple, clear, and supported with gestures, visuals, or examples.

(4): Mostly clear but could be simplified or better staged.

(3): Sometimes unclear or overly complex.

(2–1): Confusing instructions or lack of clear transitions.

10. Creativity & Learner Engagement

(5): Activities are creative, fun, and keep students actively involved.

(4): Engaging overall, but could use more variety or energy.

(3): Learners are involved but may lose interest in parts.

(2–1): Activities are dull or teacher-centered.