

TEACHING & PRACTICUM TIPS

Giving Instructions

Giving instructions and setting up activities is a very important part of teaching. In the practicum you will be assessed on your lesson plan and the way that you teach it, including giving instructions.

There are some common components that are found in most classroom instructions. These are:

1. Get attention

“Ok everyone!” “Are you done?” “Is everybody ready?”

2. Transition

“Next we’re going to...” “Let’s look at this now...” “Here I have...”

3. Identify the materials

“On this worksheet...” “On the board...” “These flashcards...” “I have some sentence strips...”

4. Explain the class organization

“With your partner” “In pairs” “Make groups of three” “First do it by yourself”

5. Explain the activity

“I want you to match the pictures with the words” “Listen and put them in the right order”

6. Model the activity

“Can I have a volunteer to help me show you?” “Watch us do this” “Let me show you with Jihyun”

7. Checking questions

“Let me check” “Where do you write?” “Will you show your partner?” “What do you match?”

8. Time limit

“I’ll give you 1 minute” “You have 5 minutes so take your time” “Tell me when you’ve finished”

9. Execute

“Are you ready?” “Go!” “Start!”

Practice

Choose one of your activities and write a teacher script of the instructions you will give. Practice on a friend or classmate. Don’t forget to model the activity and ask checking questions.

Checking Questions with Instructions

“Do you understand?”

This is not a great question to ask when you are teaching. It doesn't really check that students understand. It's better to ask specific questions about the instructions that you have given. The responses from the students will allow you to check that students have really understood. These are often called ICQs (Instruction Checking Questions). It's good to ask a mix of right and wrong questions. Checking questions can be asked near the end of the instructions after modeling to check students remember the key points of your instructions.

Here are some examples:

“Work together with your partner.... **Ok, do you do this alone?**”

“Don't turn it over. Wait until the other team guesses... **When do you turn it over?**”

“Choose three cards... **How many cards do you choose?**”

“Think of a word but don't tell the other team... **Do you tell the other team?**”

“Read and circle the animal words... **Which words do you circle?**”

If you are teaching high level students, you may not want to ask too many checking questions because students might understand most of what you are saying. In this case you can ask the students to repeat the instructions back to you.

Checking Questions with Vocabulary

Checking questions can also be used with vocabulary to check students understand the meaning and use of a new word. The checking question should be simple but should not contain the target language in the question. When planning checking questions with vocabulary, think about what a word refers to, what it means, what it doesn't mean, related words, antonyms, synonyms, how we use it and any other ways you can use to check. Again, it's good to ask a mix of right and wrong questions to really check that students understand.

Here are some examples:

“This is sunny weather”

“Is it sunny today?”

“Is it sunny in the night time?”

“Is sunny weather hot or cold?”

“Do you wear a scarf and boots on a sunny day?”

“What do you wear on a sunny day?”

(Point to a rainy picture) “Is it sunny?”

“This is a shark”

“Where does it live?”

“Does it live in a tree?”

“Is it big or small?”

“What color is it?”

“Does it have legs?”

“How do you say this in Korean?”

(Point to a monkey) “Is it a shark?”

“Let's look at this word ‘comfortable’”

“If something is hard, like a table, is it comfortable?”

“Can you think of another word for ‘comfortable’?”

“What is comfortable in your home?”

“How do we feel when we are comfortable?”

“Shoes can also be comfortable, let's look around the room and find who has the most comfortable shoes.”

“Think about this word ‘unexpected’, what does this mean?”

“If it is unexpected, do you know it is going to happen?”

“Is your birthday unexpected?”

“Is a surprise birthday party unexpected?”

“What happened to you that was unexpected?”

Checking Questions with Grammar

Checking questions can also be used with grammar. This is a little more complex because you need to think about what kind of questions will check understanding of a grammar point.

Here are some suggestions:

- Time lines to establish tenses and changes over time.
- Truth lines to establish probability e.g. must be / could be / might be / can't be.
- Reality lines to establish degree of reality or imagination e.g. conditional sentences
- Clines to show grades or scales e.g. yellow-amber-orange, frequency adverbs
- Pictures to distinguish between similar objects e.g. cup / mug, lane / road / highway
- Discrimination to check function and register e.g. Do I say 'hey!' to my boss?
- Negative checking e.g. Do I say 'I were'?
- Translation (where appropriate and possible).

Here are some examples:

“He went to the shop on Monday.”

“Is he at the shop now?”

“Is it in the past or the future?”

“He’s too small to press the button.”

“Is he tall?”

“What does he want to do?”

“Can he press the button? Why not?”

“If it rains, she will take an umbrella?”

“Do we know what the weather will be?”

“Does she need the umbrella in sunny weather?”

“Then when she takes the umbrella, how is the weather?”

“When he was 24, he had never been to China. He has now lived in China for 6 years.”

“Did he go to China before he was 24?”

“Is he living in China now?”

“How can we change this sentence with ‘since’?”

Modeling language

It's important to model tasks for students so that they can see how a task should be done, but we should also model the language that is needed for an activity or task.

Modeling language means that the teacher uses the language so that students can hear an example of how they should use the language.

The easiest way to do this is for the teacher to answer any questions that are posed to the students.

Here is an example with a warm up question:

“We are going to talk about your favorite music. Look at the question here: What is your favorite kind of music, and why? First let me tell you my favorite music, I really like jazz because it helps me relax and focus when I study. I first heard it at high school. I like all types of jazz, old jazz and modern jazz. My favorite musicians are Miles Davis and John Coltrane. My favorite album is Kind of Blue by Mile Davis. How about you? What's your favorite type of music? Talk with your partner, and don't forget to say why!”

While the teacher is modeling the answers to the questions, students have time to think about what they are going to say.

Here is an example with some target language:

“Here is the question: How often do you eat pizza, ice cream, cake? Remember, this time you are going to say your real answers. Hmmm, let me answer first. Everybody ask me the question: How often do you eat pizza? ... Good! I eat pizza once a month. Everybody ask me the next question: How often do you eat ice cream? ... Can you guess? I never eat ice cream. Now, ask me the last question: How often do you eat cake? ... I eat cake twice a week.”

Notice how the teacher is reviewing all of the language needed for the activity and showing students that they must answer from their real life experience.

Target Language (EIF)

Target language is the specific language (vocabulary, grammar, and expressions) that is the focus of a lesson. Target language should be useful and suitable for the language level. It should include a few variations, for example Q+A, affirmative/negative, or options to change some of the words. But, it shouldn't be so broad that students are expected to learn too many new words and expressions. For younger and lower-level learners, 6~8 new words with a few sentences that use those words is a good amount. For older/advanced learners, the teacher can introduce more expressions or a dialogue including examples of the vocabulary or grammar point.

The teacher should have a clear idea of what the target language is, and organize the stages activities of the lesson around scaffolding the elements of the target language. The target language can be 'chunked' and introduced step-by-step. This could mean teaching the vocabulary first, or it could mean introducing the affirmative expressions first and practicing the negative expressions later.

Target Language for Beginners (EIF)

For younger and lower-level learners, 6~8 new words with a few sentences that use those words is a good amount. Don't try to teach too many expressions and words in one lesson.

Here are some examples from a textbook:

This is a cow.
That's a bird.
(horse, chicken, sheep...)

Are you happy?
Yes, I am. / No, I'm not.
(sad, angry, sleepy, tired...)

What's this? It's a tree.
What's that? It's a river.
(mountain, lake, cloud...)

What time is it?
It's one/two/three o'clock.
(four, five, six, seven...)

Is it a pen? Yes, it is.
Is it an eraser? No, it isn't.
(pencil, book, bag...)

Do you like salad?
Yes, I like... /No, I don't like...
(pizza, spaghetti, rice, fish...)

How many chairs?
There is one/ are two ...
(tables, windows, doors...)
(play piano, speak English...)

I can climb a tree.
I can't ride a bike.

Target Language Organized by Grammar (EIF)

Target language can be organized by grammar, but it's important with young learners that the lesson does not become an explicit grammar lesson with complicated grammar explanations. Choose simple and useful grammar like past tense, comparatives, 2nd conditional, and modals. Keep the focus on meaning and context of use, rather than the form. See a later section for more tips on teaching grammar.

Situational Target Language (EIF)

As learners advance, target language can be organized around situations. This means that several expressions and lexical sets are taught, all related to a specific situation in which those expressions are used. Situational target language works well with dialogs and role-plays, because the target language all fits into a conversation and that helps to give it context. Try to choose useful and common situations that suit the needs of your learners.

This website has a lot of situational dialogs that can provide example expressions: www.eslfast.com

Here are some examples:

Visiting the doctor:

“What’s the matter?”

“I have a stomachache”

“Why don’t you take a rest”

“You should take some medicine”

Asking for directions:

“Excuse me, where is the post office?”

“Go straight and turn right.”

“The bank is on your left.”

“It’s opposite the restaurant.”

Booking a hotel:

“Can I book a double room”

“Yes, of course. When will you arrive?”

“I can reserve that for you.”

“Will you pay by cash or card?”

Functional Target Language (EIF)

Situational target language is **where** we use the language, functional target language is **why** we use language. We use language for different purposes, and so target language can be organized around these language sets that serve different purposes.

Here are some examples:

Making Requests:

“can I, may I ask, I’d like to request...”

Apologizing:

“I’m very sorry, it was my fault, please forgive me...”

Asking for Opinions:

“in your opinion..., what’s your view on..., what do you think about...”

Scaffolding Target Language (EIF)

When you are teaching new language to learners, we can slowly practice the language part by part, so that learners can slowly and progressively internalize the language. There are different ways to scaffold the target language step by step, depending on the type of target language.

Here are some examples of how to sequence target language in a lesson:

“How old are you?” “I’m 4/5/6/7/8/9 years old”

Sequence:

1. Numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2. Answer: I’m ... years old.
3. Question: How old are you?

“Can you ride a bike / play piano / speak English?” “Yes, I can / No, I can’t”

Sequence:

1. ride a bike / play piano / speak English
2. Can you...? Yes, I can
3. Can you...? No, I can’t.

“Where is the book / pen / ruler?” “It’s on / in / under / next to the bag”

Sequence:

1. book / pen / ruler
2. It’s on / in / under / next to the bag
3. Where is the book / pen / ruler?

“Hi, my name is ... I live in ... In my free time I like to ... I’m good at / bad at ...”

1. Hi, my name is ...
2. I live in ...
3. In my free time I like to ...
4. I’m good at / bad at ...

Notice that for simple Q+A target language, it’s often better to teach the vocabulary first and the question last. However, with situational or functional target language you can chunk the expressions or dialogs into sections from beginning to end.

Teaching Grammar + Context of Use

Most learners don't like to study grammar and memorize rules. Young learners especially can't think of language as an abstract subject, and so they can't analyze language. This means that in order to teach grammar, it is better to teach inductively, implicitly, and with a focus on meaning and context of use.

Inductive means starting with a focus on examples and context of use. **Deductive** means starting with an explanation of grammar rule. Here are two examples of the beginning of a lesson. Which one is inductive?

1. "Hello everyone, today we're going to learn present perfect tense with past participle verbs. Present perfect tense is formed with a present tense form of "to have" plus the past participle of the verb (which can be either regular or irregular in form)."
2. "Hello everyone, today we're going to talk about life experiences. Here is a picture of me in Spain. I've been to Barcelona and I've seen the Sagrada Família. I've eaten paella. I've had a picnic on Park Güell."

Which of these keeps the focus on meaning and context of use? Of course, the answer is 2. The first example is very deductive with an explicit explanation of form. Students are often put off by this.

Context of use is another important aspect of planning for grammar teaching. It means where and why would we use a specific grammar point. We use present perfect to talk about life experiences, and so the example above focuses on that rather than form. Every grammar point has a context of use.

For example, when would we use comparative form? We often use it for comparing things, such as products in a shop. Therefore, a good context could be shopping for a new smartphone or computer. Expressions would be, for example:

"The G7 screen is bigger than the iPhone screen."

"The A7 chip is faster than the Galaxy chip."

"The Xperia has more memory than the H5."

Another example is modals of obligation: should, must, have to. For young learners, these could be learned in the context of classroom rules. Expression could include:

"You must do your homework."

"You should be nice to your classmates."

"You have to put away your crayons."

When you are planning to teach grammar, start with examples not rules and consider the context of use. This will help to make your lessons more meaningful.

Form-focused Activities for Teaching Grammar

Another way to teach grammar in an inductive and implicit way is to do activities that focus on aspects of language form, without explicitly stating the forms that are the focus. This allows learners to discover aspects of the language form for themselves and may be more memorable than the teacher simply explaining the rules.

For-focused activities should be student-centered. This means that the students are doing the work, not the teacher. They should also be designed so that the learners are working with the language in a way that helps them to discover grammatical features and rules.

By working with examples of language and a focus on form, students are able to discover the rules for themselves. Later, the teacher can check and clarify that the rules are understood correctly.

Here is a list of form-focused activities:

1. **Identification.** - learners underline the target language in the data.
2. **Judgement.** - they respond to the correctness or appropriateness of the data.
3. **Completion.** - they are asked to complete a text.
4. **Modification.** - they are asked to modify a text, for example by replacing one item with another.
5. **Sorting.** - they classify the data by sorting it into defined categories.
6. **Matching.** - they are asked to match two sets of data in accordance with a stated principle.
7. **Rule provision.** - they are asked to state a rule they have discovered.

Example 1: Sorting

Students could place these words in the correct part of the table (sorting):


taekwondo, basketball, swimming, hiking, badminton, yoga

do...	play...	X

Example 2: Matching

Students match to halves of sentences.

If it rains, I'll take medicine,
If there is a fire,
I'll fail the test,



if I'm sick.
I will call the fire brigade.
I'll take an umbrella.
if I don't study.

Contextualizing

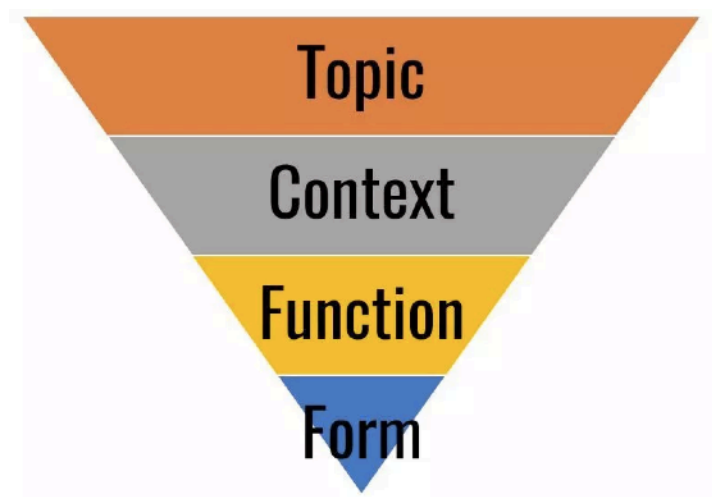
A helpful concept for lesson planning is contextualizing or ‘set the context’. This means to put the language of your lesson into a broader topic that includes the ‘what, where, why, how’ of your lesson.

- Topic – the ‘what’ of the language. Shopping, health, the internet, jobs...
- Context – the where and why of the language situation. For example talking to a friend while shopping.
- Function – the purpose (or the why) of the language used. In the above example, it could be comparing bags with a friend.
- Form – the structure of the language they’re using. It could be comparative form

Here is a practical example of the above four components:

- Topic – shopping
- Context – talking to a friend
- Function – comparing and describing bags
- Form – comparatives (more expensive, bigger, cheaper) + adjectives (pretty, leather, heavy)

Considering all four components can help with lesson planning and making your objectives clear. Think of it as a pyramid that starts at the top; topic is the overarching concept, the context is next, function is contained within the context, and the form is how the language looks or sounds like.



Localizing

Similar to contextualizing is localizing. Localizing can be used in conjunction with contextualizing to warm up a topic, activate background knowledge, and embed the lesson topic in a wider framework of knowledge that the learners understand.

Here are some examples:

Today's topic: Volcanoes

1. "Have you been to Jeju?"
2. "Let's have a look at a map of Jeju. What can you see?"
3. "What's this mountain here? Why is it special?"
4. "Have you been to Hallasan?"
5. "It's a volcano. Why is a volcano different from other mountains?"
6. "Let's learn more about volcanos."

Today's topic: Thanksgiving

1. "What do we do on Chuseok? Where did you go?"
2. "What other special holidays do you know? Let's make a list."
3. "Let's organize this list into Korean holidays and English/American holidays."
4. "Now, do you know which American holiday is similar to Chuseok?"
5. "Let's learn more about Thanksgiving."

Reading & Listening Strategies (PDP)

Considering reading and listening strategies can be very helpful in planning the activities in the During stage of a PDP lesson. These strategies are often listed in different ways and in varying amounts, however here is a useful list with some classroom expressions:

Predicting

- “What do you think she will do?”
- “Why do you think there’s a key in the box?”
- “Do you think he is going to rescue the cat?”
- “Is she going to find the treasure?”

Visualizing

- “What do you think the dragon looks like?”
- “Let’s draw a picture of the house.”
- “What do you think is in his room?”
- “Let’s draw the monster.”

Question

- “What do you want to ask him?”
- “If you could ask the writer, what would you say?”
- “Are there any questions about this?”
- “Let’s role-play an interview with the character.”

Connect

- Text-to-self: “Is this the same as your school?” “Are you the same as this character?”
- Text-to-world: “We also visited a zoo on a field trip.” “Have you seen snow?”
- Text-to-text: “Remember the other story about a spider?” “We read about this yesterday.”
- Text-to-media: “He’s a bus like Tayo.” “Do you know Pororo? He’s also a penguin.”

Identify

- “Why is he sad at the beginning?”
- “What changes in the story?”
- “How is the ending different?”
- “Why did he choose this?”

Infer

- “Why do you think he did that?”
- “Does the mother know?”
- “How do you think his friends feel?”
- “Why didn’t he choose the heavy ball?”

Evaluate

- “Who was your favorite character?”
- “Did you like the ending?”
- “What was your favorite part of the story?”
- “What would you change about the story?”