

TESOL

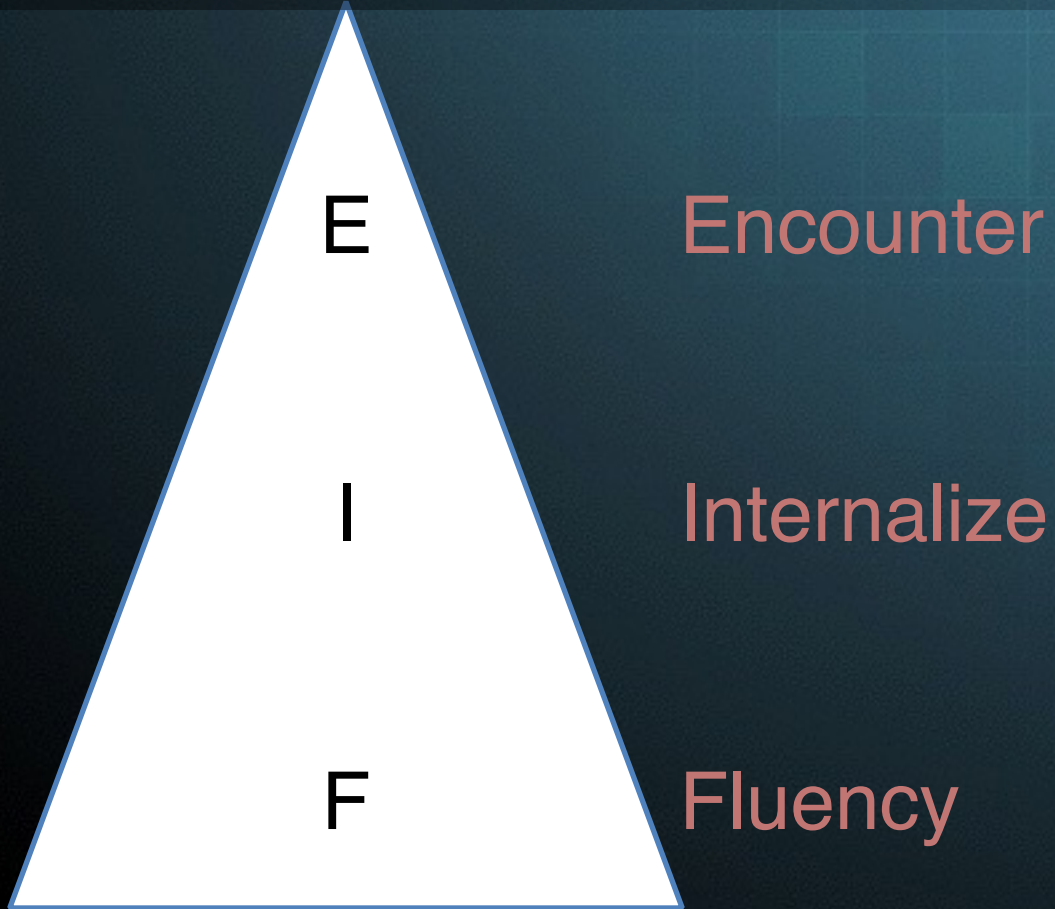
Materials Development

Week 4

- Review
- Tomlinson's Introduction

Edward Povey

E-I-F Framework for speaking lessons



Teaching a child to ride a bike



1. Show the child the bike.
2. Explain the parts and what they do.
3. Demonstrate by riding the bike.
4. Let the child sit on the bike.
5. Check they understand the brakes.
6. Let them ride slowly while you hold the bike.
7. Let them ride without you holding.
8. Ask them to ride to the tree and back.

Lesson sequence for speaking



1. Introduction.
2. Assess prior knowledge.
3. Introduce key concepts.
4. Model the task
5. Controlled practice.
6. Less controlled practice.
7. No support.
8. Give a task to show they have learned a new skill.

E-I-F Framework for speaking lessons

E = Encounter

Students 'encounter' the target language through an activity.

I = Internalize

Students 'internalize' (memorize) the target language.

F = Fluency

Students 'USE' the target language on their own. They become 'fluent' in the TL.

E-I-F Framework for speaking lessons

Target language

Q: What is he/she wearing?

A: He/She is wearing a t-shirt/a dress/pants/
shoes...



Teaching sequence

1. Vocab: a t-shirt, a dress, pants, shoes
2. A: He/She is wearing...
3. Q: What is he/she wearing?

Encounter activities

- brainstorming
- describing a picture or pictures
- using the people and things in the classroom
- learning a dialogue (choral repetition and group drilling)
- watch and follow a model

Encounter activities

- elicitation from students of vocabulary they already know
- word map
- storytelling with guiding Qs to elicit concepts, term or vocabulary
- reading/listening to sentences
- reading/listening to a text
- puzzle/games that check Ss prior knowledge

E-I-F Sample lesson

Age: Young learners / Elementary

Level: Beginner

Target language:

Body parts and describing people/monsters.

e.g. “He has big teeth.” “He has long arms.”

E-I-F Sample lesson



Can you guess the famous character?

- He has big hands.
- He has small ears.
- He has a big mouth.

E-I-F Sample lesson



Can you guess the famous character?

- He has big hands.
- He has small ears.
- He has a big mouth.
- He has green skin.
- He is from an animated movie.

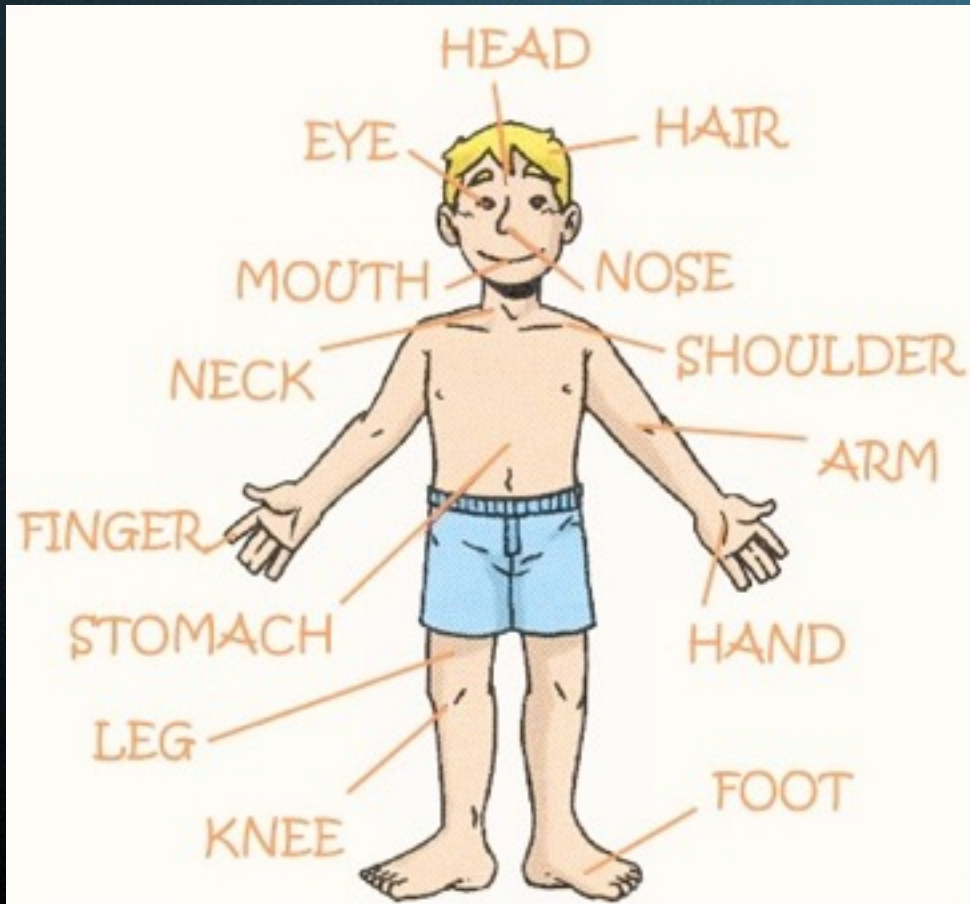


Shrek!



“Which movie is this character from?”

“Are we the same as this alien?
What’s different?”



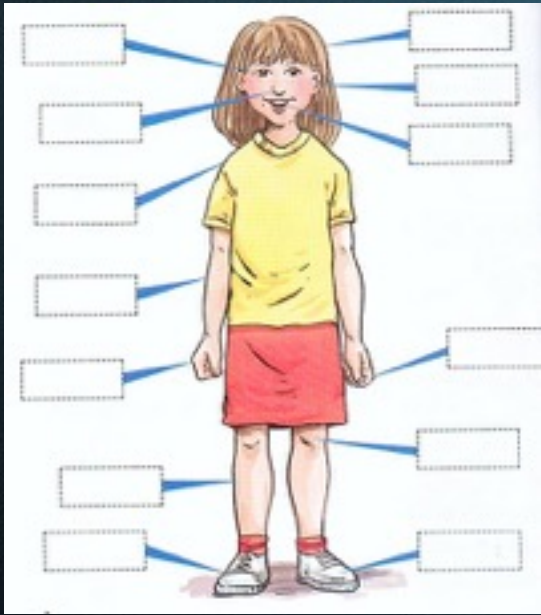
Body parts

Let's play Simon Says with 'please'!

Touch your nose. X

Touch your nose, please. O

Can you do it without the teacher's help?



1. "Is it an eye?" (Y/N)

2. "Is it a nose or a horn?"

3. "What is it?"



Stinky



Bongo

“It has one big eye. It has pink fur.”

“Is it Stinky or Bongo?”

“It has three eyes. It has green skin.”

“Is it Stinky or Bongo?”



1. He has a long tail.
2. He has a big mouth.
3. He has two horns.
4. He has one eye.



1. He has two eyes.
2. He has green skin.
3. He has short arms.
4. He has ten toes.
5. He has one eye.

“He has two horns.”

“He has fur.”

“He has green skin.”



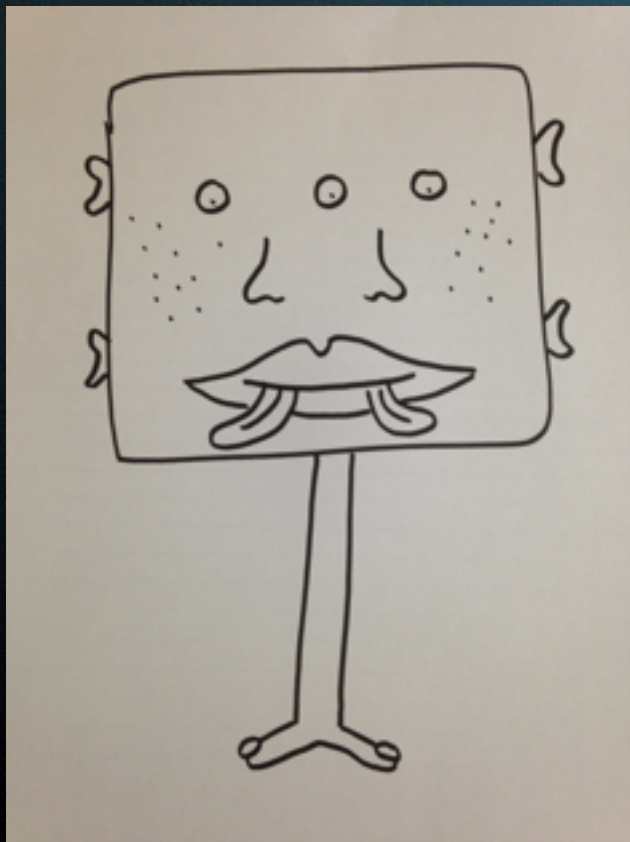
eyes
nose
mouth
arms
legs
hands

Can you draw my monster?

1. He has a big square head.
2. He has three small eyes.
3. He has two noses.
4. He has one big mouth and two tongues.
5. He has four small ears.
6. He has spots.
7. He has a long body and no arms.
8. He has two toes.

Let's look at your monster pictures!

Here is my monster!



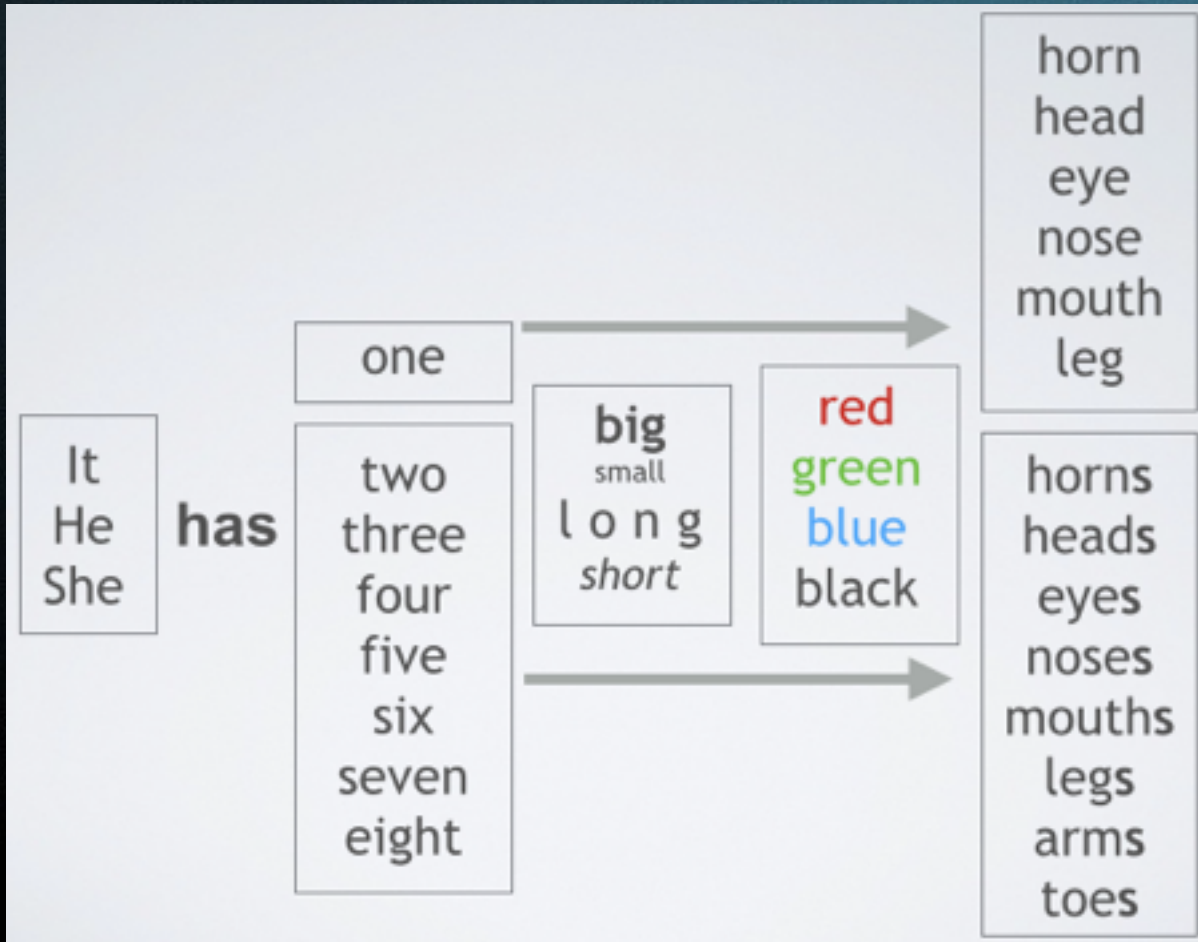


Drawing and Describing Monsters

Information Gap

1. Draw a monster in your notebook. *Is it a boy or a girl?*
2. Describe your monster to your partner.
Your partner will listen and draw your monster.
4. Compare your monster drawings. Are they similar?
5. Let's describe our monsters with the class.

Target language in the sample lesson



Tomlinson's Introduction

Tomlinson talks about the features of good materials.

- What do you think are the most important features of good materials?

Tomlinson's Introduction

1. Materials should achieve impact



Tomlinson's Introduction

2. Materials should help learners feel at ease

- use lots of white space
- illustrations that learners can relate to
- balance Ss academic and emotional needs, so...
- materials seem helpful rather than test like
- concrete examples and stories that connect to Ss and real world

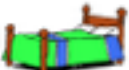

Tomlinson's Introduction

2. Materials should help learners feel at ease

name: _____

The Middle is Missing!

Oh no! Each of the words below is missing a vowel! Write the correct vowel in the space below.

		
b _ d	j _ m	p _ g
		
b _ t	b _ g	c _ p
		
c _ t	t _ n	c _ w

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Tomlinson's Introduction

Build rapport by sharing aspects of your self ~^^



Tomlinson's Introduction

3. Materials should help learners develop confidence

- Challenge level (i+1)
- Staging and task sequencing
- Removing scaffolding and support language
- Success builds success and success = confidence

Tomlinson's Introduction

4. TL should be relevant and useful

- Find out what your Ss like and want to learn through needs analysis
- Make task and activities “real” & “meaningful”
- Allow for Ss personalization of learning
- Use games and competitions to create materials that seem relevant

Tomlinson's Introduction

5. Facilitate self-investment and discovery

- Learning situations are often implicit
- Inductive methods are used
- Learner-centered, task-based, learn by doing
- Ss-Ss collaboration and peer learning maximized
- Teacher Talk Time (TTT) minimized

Tomlinson's Introduction

5. Facilitate self-investment and discovery



- Classrooms that facilitate learner self-investment and discovery often look like this.
- Where's the teacher?
- Present, but not directly involved.

Tomlinson's Introduction

6. Learners should be ready to acquire the TL

- Materials are developed so teachers can easily do initial and ongoing assessment
- Materials are created with the understanding that Ss learn at different rates, and not all Ss are necessarily ready to acquire what is being taught
- Developmental sequence is taken into account

Tomlinson's Introduction

7. Materials should expose the learners to authentic language

- Authentic Input: listening and reading texts created by native speakers for native speakers
- Authentic Output: Tasks and activities that have a real context of use

Tomlinson's Introduction

8. Learners attention should be drawn to the linguistic features of the input

- Meaning before form
- Materials help students to notice gap in interlanguage
- Introduce key points/features many times to assure that Ss notice and acquire
- Use enhanced input techniques to draw Ss attention to features of input - 'noticing'

Tomlinson's Introduction

9. Materials should provide opportunities to use language for communicative purposes

- Information gaps
- Surveys
- Mingle activities
- Role-plays

Tomlinson's Introduction

10. Materials should take into account the positive effects of instruction are usual delayed

- Give students multiple chances to use previously taught language and structures
- Peer learning – let students teach each other
- Extensive reading
- This goes beyond lesson planning = unit planning

Tomlinson's Introduction

11. Materials should take into account that learners have different learning styles

Gardner's Multiple Intelligences

Linguistic

Logical/Mathematical

Spatial

Musical

Bodily/kinaesthetic

Interpersonal

Intrapersonal

Natural

Tomlinson's Introduction

12. Materials should take into account that learners differ in affective attitude

- provide choice of texts and activities
- provide optional extras for highly motivated learners
- discuss the value of learning English & feelings about the course and materials
- cultural sensitivity
- give Ss opportunities to connect topics to lives
- provide roles for reluctant learners

Tomlinson's Introduction

13. Materials should permit a silent period at the start of instruction

- Input before output
- Peer learning (in TL or L1 to learn TL)
- Use TPR (Total Physical Response)
- Respond to Qs by using visuals

Tomlinson's Introduction

14. Materials should maximize learning potential



Tomlinson's Introduction

15. Materials should not rely too much on controlled practice

- Opportunities for meaningful use
- Remove scaffolding/support
- Allow personalization and creativity

Tomlinson's Introduction

16. Materials should provide opportunities for outcome feedback

- Feedback is important for students, especially if they aren't successful in communicating
- Getting feedback from failing a task is better than getting feedback from the teacher

Homework

Weekly Reading due Week 5

Section 4

- Read Grave's Adapting Coursebooks
- Complete the three questions at the beginning of the reading text

Submit a hard copy (printed A4 is preferred) to my mailbox at HUFS.