

TESOL

Materials Development

Week 7

- Review of SLOs
- E-I-F Sample Lesson

Edward Povey

Quiz Fadil's Defining Learning Objectives

1. An 'aim' is written from the perspective of the...

- a. teacher
- b. student

2. An 'objective' is written from the perspective of the...

- a. teacher
- b. student

Quiz Fadil's Defining Learning Objectives

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2. An 'objective' is written from the perspective of the...

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Quiz Fadil's Defining Learning Objectives

3. A student learning objective is...

- a. A statement that describes a learning outcome
- b. A speaking test at the end of a coursebook

4. When should we make an SLO?

- a. At the start of the lesson with the students
- b. Before planning the lesson

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Quiz Fadil's Defining Learning Objectives

5. Which verbs are more suitable for writing an SLO?

- a. Identify and categorize
- b. Understand and know

6. What does the acronym S-M-A-R-T mean?

- a. Students Must Always Respect the Teacher
- b. Specific Measurable Achievable Relevant Time-bound

Quiz Fadil's Defining Learning Objectives

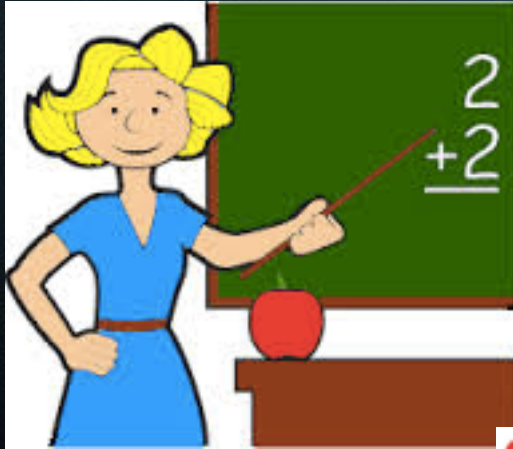
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Fadil's Defining Learning Objectives



Aim:


“I will teach my students Math.”

“My students will know the answer to this.”

Fadil's Defining Learning Objectives

Objective:

“By the end of the lesson, students will complete this worksheet.”



KindergartenWorksheets.net Practice Adding Math Worksheet

Name _____

1. $2 + 7 =$ 9. $3 + 7 =$
2. $2 + 8 =$ 10. $4 + 1 =$
3. $3 + 1 =$ 11. $4 + 2 =$
4. $3 + 2 =$ 12. $4 + 3 =$
5. $3 + 3 =$ 13. $4 + 4 =$
6. $3 + 4 =$ 14. $4 + 5 =$
7. $3 + 5 =$ 15. $4 + 6 =$
8. $3 + 6 =$

www.kindergartenworksheets.net

Fadil's Defining Learning Objectives

Student Learning Objectives (SLOs)



Objectives from the student's perspective.

Student Learning Objectives

1. What is a student learning objective?

- * a statement which describes a learning outcome in terms of student behavior



Student Learning Objectives

2. What do we mean by “observable behavior?”

* an action we can see or hear



Student Learning Objectives

3. When should we make an SLO?

- * after you have selected the target language
- * before planning your lesson

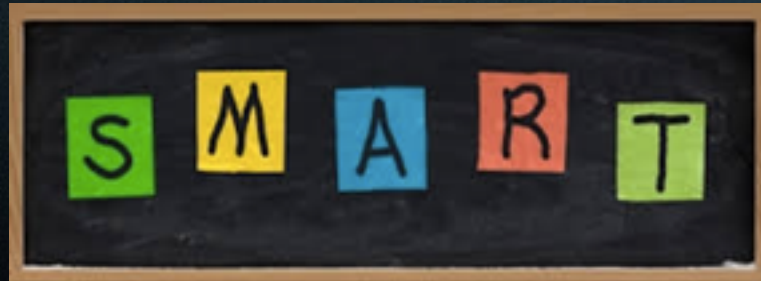


Knowing the end goal of the lesson (the SLO and the 'fluency' activity) will help you know the steps to get there.

Student Learning Objectives

4. What do you need to think about when you create an SLO?

- * student's level and ability
- * class time
- * appropriate and relevant language
- * assessment



Student Learning Objectives

5. Who needs to know the SLO?

- * both the teacher and the students

- * express your SLO to your students using appropriate language



Student Learning Objectives

6. How do you prepare students to succeed in reaching the SLO?



scaffolding



controlled practice

Student Learning Objectives

7. How do you know if the SLO is too easy or too hard?

* achievability (i+1)



Student Learning Objectives

An SLO is a plan made by the teacher during the lesson planning stage.

However, the plan is not for what the teacher will do. The plan is made from the perspective of what the student will achieve.

The plan includes the language that the students will use and the activity that the students will complete to show they can use the TL independently.

Writing SLOs

What is the difference between the verbs in the left column and the verbs in the right column according to learning objectives?

**Rank
Answer
Create
List
Ask
Use
Give
Identify
Write
Tell
Categorize
Describe
Evaluate
Paraphrase
Retell**

**Understand
Appreciate
Learn
Know**

Writing SLOs

What is the difference between the verbs in the left column and the verbs in the right column according to learning objectives?

Action verbs

**Rank
Answer
Create
List
Ask
Use
Give
Identify
Write
Tell
Categorize
Describe
Evaluate
Paraphrase
Retell**

**Understand
Appreciate
Learn
Know**

**... How can
these words be
measured?**

Writing SLOs



“I understand Korean.”

What does this mean?!?

Writing SLOs



- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

Writing SLOs

Here is the formula for writing an SLO:

By the end of the lesson, students will be able to...

< use this target language >

by

< completing this task >

Writing SLOs

Look at the sample objectives on the next slide and answer the following questions:

1. Which is the **clearest**?
2. Which best indicates the **student behavior** you want to see by the end of the lesson?

Writing SLOs

1. By the end of the lesson, **students will be able to (SWBAT)** use Spanish to introduce themselves and their peers to each other.

Writing SLOs

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2. By the end of the lesson, **SWBAT** demonstrate the ability to greet each other by using “Hola Mi Nombre es.....” by doing a mingle activity in which students meet and greet each other in Spanish.

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3. By the end of the lesson, **SWBAT** demonstrate the ability to understand how Spanish is used to greet someone and introduce people to each other.

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Writing SLOs

How can we improve this SLO?

By the end of the lesson, students will be able to book a hotel room by telephone (using language such as “I’d like to book a hotel room”, “May 23rd”, “single room, no smoking”, etc.) **by matching words and pictures on a worksheet.**

* Remember this should be a productive skill lesson.

Writing SLOs

How can we improve this SLO?

By the end of the lesson, students will be able to book a hotel room by telephone (using language such as “I’d like to book a hotel room”, “May 23rd”, “single room, no smoking”, etc.) by completing a hotel order forms in groups in an information gap telephone role-play activity.

Mid-semester Project: Lesson Plan & Materials 1

1. Create a student learning objective (SLO) for a speaking lesson.
2. Create a lesson plan following the E-I-F framework using the given template
3. Label the stages in the lesson E-I-F
4. Include interaction for each step in the lesson (T-S, S, Ss-Ss, etc.)
5. Provide a purpose or a rationale for each step in the lesson
6. Select, adapt and/or supplement the necessary materials to be used in the lesson
7. Label your materials so that they match the steps in your lesson plan

First draft: Week 8

Second draft: Week 9

Due: Week 10



E-I-F Sample Lesson

Discussion: What do you know about the UK?

people, celebrities,
authors, actors



places, cities,
landmarks

history

movies and music

...any more?

Can you guess what we're going to learn about today?



What do you know about this topic?

What is it?



What is it?



a scone

What is it?



What is it?



fish 'n' chips

What is it?



What is it?



cheese and crackers

What is it?



What is it?



balti

What is it?



What is it?



a Full English breakfast

What is it?



What is it?



shepherd's pie

fish 'n' chips
or
cheese and crackers?



Is it a balti or shepherd's pie?



Which one is a full English breakfast?

a



b



c



Which one is a scone?

b



c



Can you name them?



Can you name them?



Look at the food and remember them.



What's missing?



What's missing?



I'd like



a scone



a full English breakfast



cheese and crackers

I'd like



a balti



a shepherd's pie



fish 'n' chips

Q: What would you like?

A: I'd like...



Why are these people in different groups?



Peter



Bob



Jane



Amy

Why are these people in different groups?



Peter



Bob



Jane



Amy

For boys and men
we say 'he'

For girls and women
we say 'she'

Can you guess what British food they would like?



Peter



Bob



Jane



Amy

He'd like...

She'd like...

Q: What would Peter like?

A: He'd like...



Team game!

Q: What would Peter like?

A: He'd like...



Team game!

Q: What would Amy like?

A: She'd like...



Team game!

Q: What would Amy like?

A: She'd like...



Team game!

Is it right?

Q: What would Bob like?

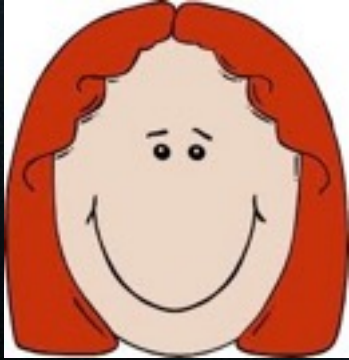
A: She'd like a shepherd's pie.



Is it right?

Q: What would Amy like?

A: She'd like cheese and crackers.





Memory game

1. I'd like a scone.
2. He'd like a scone. I'd like a balti.
3. He'd like a scone. She'd like a balti.
I'd like a full English breakfast.
4. He'd like a scone. She'd like a balti.
She'd like a full English breakfast. I'd
like...

Note:

Notice how the pictures were recycled many times using different types of memory games, repeating activities and team guessing games. This could easily be done with flashcards. The students have been given many opportunities to internalize (memorize) the language.

This lesson follows the E-I-F framework. We have completed 'Encounter' and 'Internalize'. The next slide is the 'Fluency' task, which is a mingle activity.

Mingle activity

1. Write one of the foods on a piece of paper.
2. Let me collect the papers and mix them.
3. Take a new piece of paper.



a scone



a shepherd's pie



fish 'n' chips



a balti



cheese and
crackers

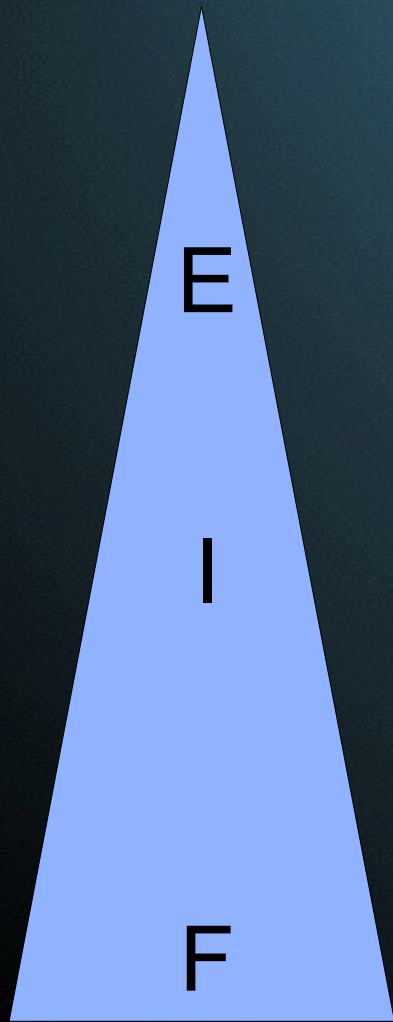


a full English breakfast



4. Stand up with a pencil and a notepad.
5. Walk around the room greeting people and asking what people would like.
6. Write their name on your notepad and the food they would like.

1 -
2 -
3 -
4 -
5 -
6 -
7 -
8 -



- generate interest
- warm up
- easy + scaffolding
- introduce vocabulary
- memory games
- introduce TL answer
- practice
- assess
- introduce TL question
- no scaffolding
- mingle activity

What's the SLO?

British Food Sample Lesson SLO

By the end of the lesson, SWBAT (students will be able to)...

ask and answer about which British food someone would like using “What would you like?”, “I’d like shepherd’s pie / a scone / fish ‘n’ chips / balti...”

by...

completing a mingle activity with the whole class and recording which food every other student would like.



For more ideas of internalize activities using flashcards, go to YouTube and search for:

'Ideas for using flashcards'

Watch the video with Carol Read and decide which activities you want to use in the future.

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See you next week!

