

TESOL

Materials Development

Week 8

- Review of SLOs & Sample Lessons
- E-I-F Framework in more detail

Edward Povey

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 >



Let's review the E-I-F Sample Lesson from last week.

Do you remember the topic?

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?

a



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

Circle drill

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 key words and expressions were taught and assessed at each stage. The teacher should check that student understand each chunk of target language before moving on.

Each step of the lesson is sequenced from controlled with scaffolding and teacher support to free practice.

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

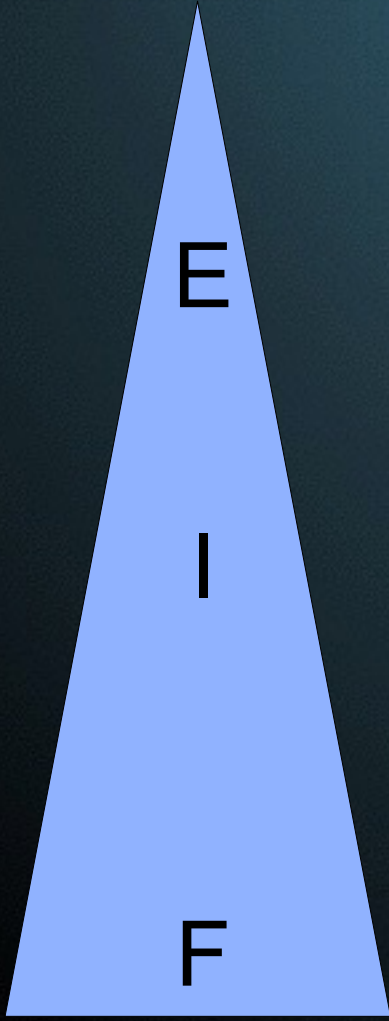


a full English breakfast



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.



Let's review the E-I-F Sample Lesson 'Describing Monsters'.

Describing monsters lesson



"Which movie is this character from?"

"Are we the same as this alien?
What's different?"



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

"He has two horns."
"He has fur."
"He has green skin."



eyes
nose
mouth
arms
legs
hands

Here is my monster!



What was
the SLO?

Describing monsters lesson

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

< use this target language >

by

< completing this task >

Describing monsters lesson

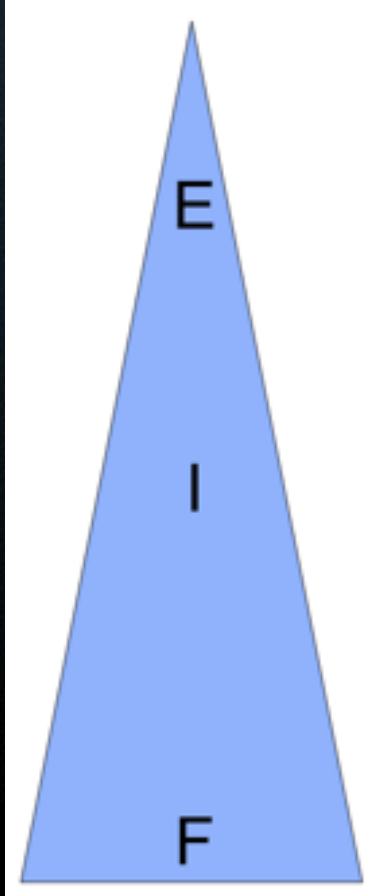
By the end of the lesson, SWBAT...

describe people and monsters with body parts and adjectives (for example, 'He has a big head', 'It has long ears', etc.)

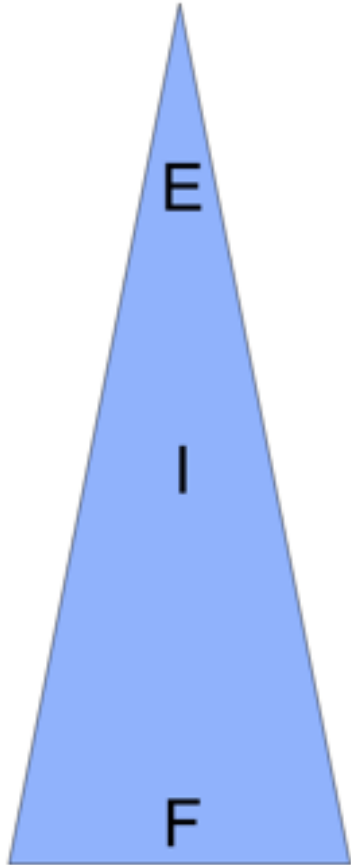
by...

explaining and listening to a monster description to complete a monster drawing in an information gap activity.

Describing monsters lesson



Describing monsters lesson



1

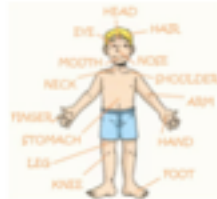


Warm up - generate interest

2

Let's play Simon Says!

3



Vocabulary - Drill and CCQs

4



Describe the monsters

5

He has two eyes. True / False
He has green skin. True / False
He has short arms. True / False
He has ten toes. True / False
He has one eye. True / False

Practice sentences and assess understanding

6

SLO

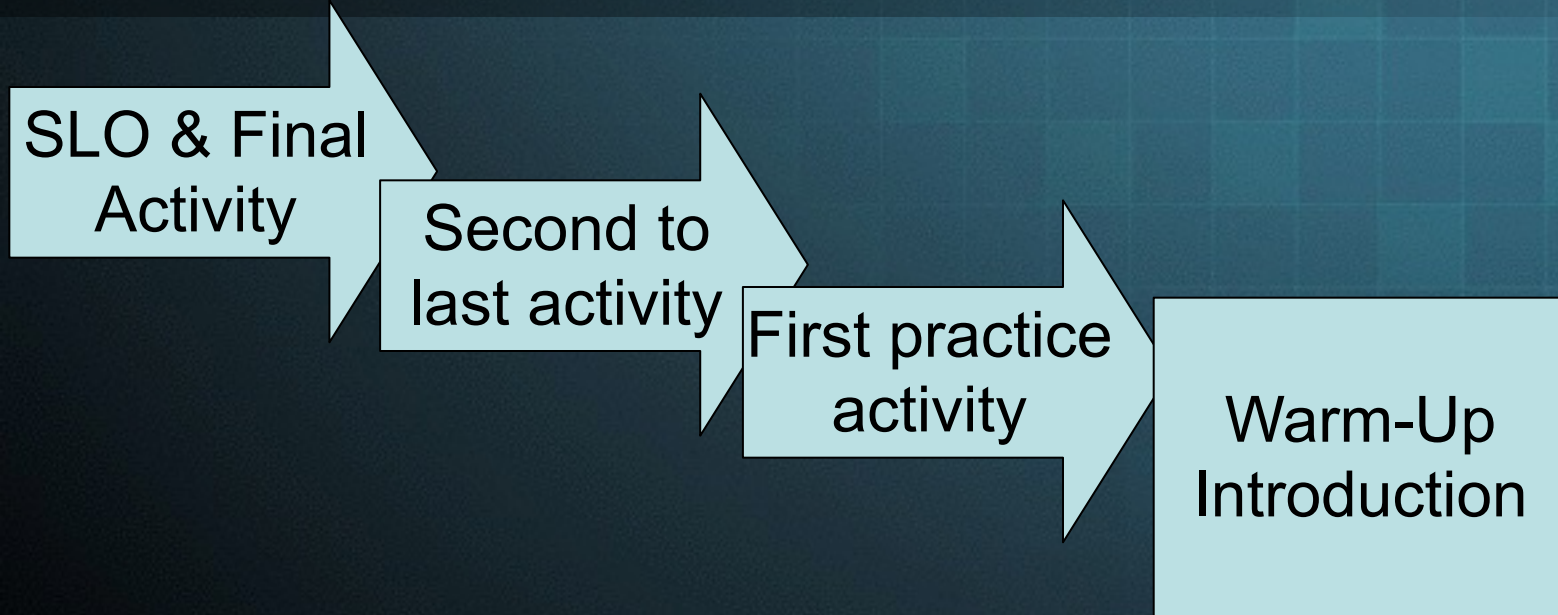


Let's draw a monster!

Information Gap

Fluency activity

E-I-F Framework



Creates more effective lessons
Saves planning time

Let's look at E-I-F in the reverse order...

E-I-F Framework

Fluency

- * Students prove their mastery of the TL
- * Language used from memory
- * Activity is meaningful and authentic
- * Students interact with each other

E-I-F Framework

Fluency



Fluency activities

- pair conversations & conversation grids
- information gaps
- interviews/questionnaires
- mingle activities and surveys
- role plays
- discussions & debates

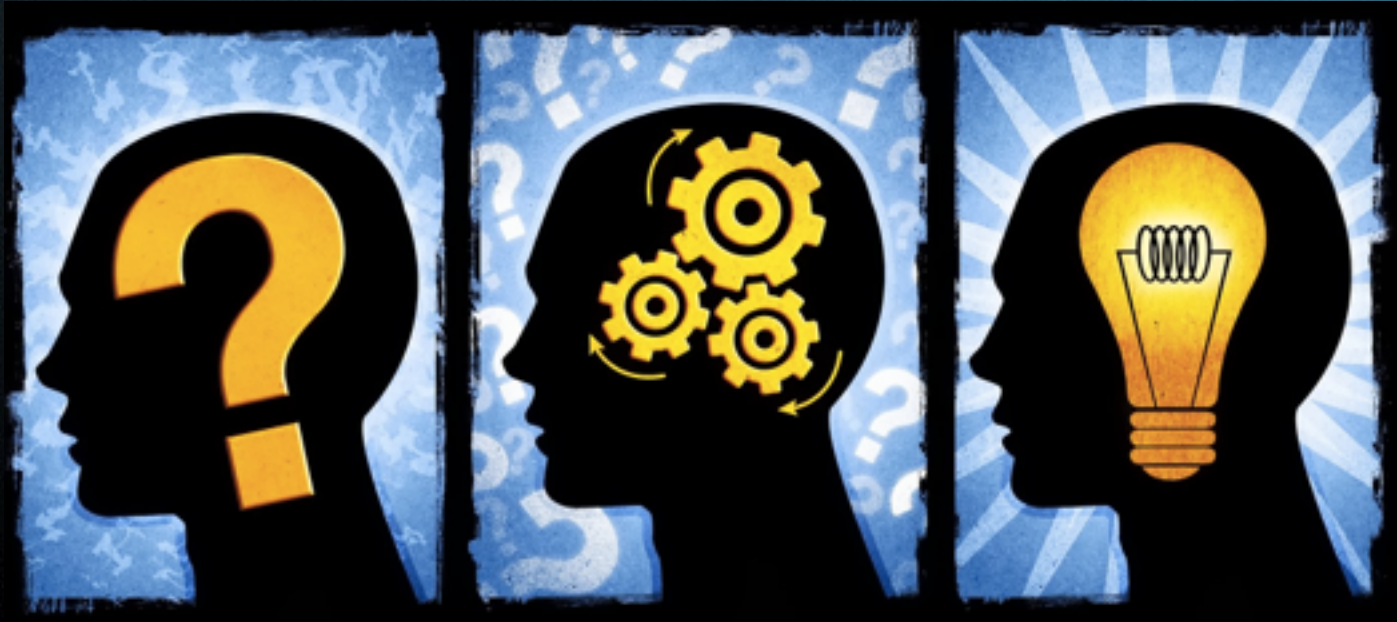
E-I-F Framework

Internalize

- * Many opportunities to practice TL
- * Varied interaction T-Ss, S-S
- * Supported practice (scaffolding and feedback)
- * Materials engage and help internalization
- * Includes ongoing assessment (teach - check - teach - check...)
- * Elicits student's opinions

E-I-F Framework

Internalize



Internalize activities

- matching and categorizing
- repeating and substitution drills
- Total Physical Response (TPR) activities
- dialog practice
- gap fills
- board games and puzzles
- problem solving activities
- pair and group activities

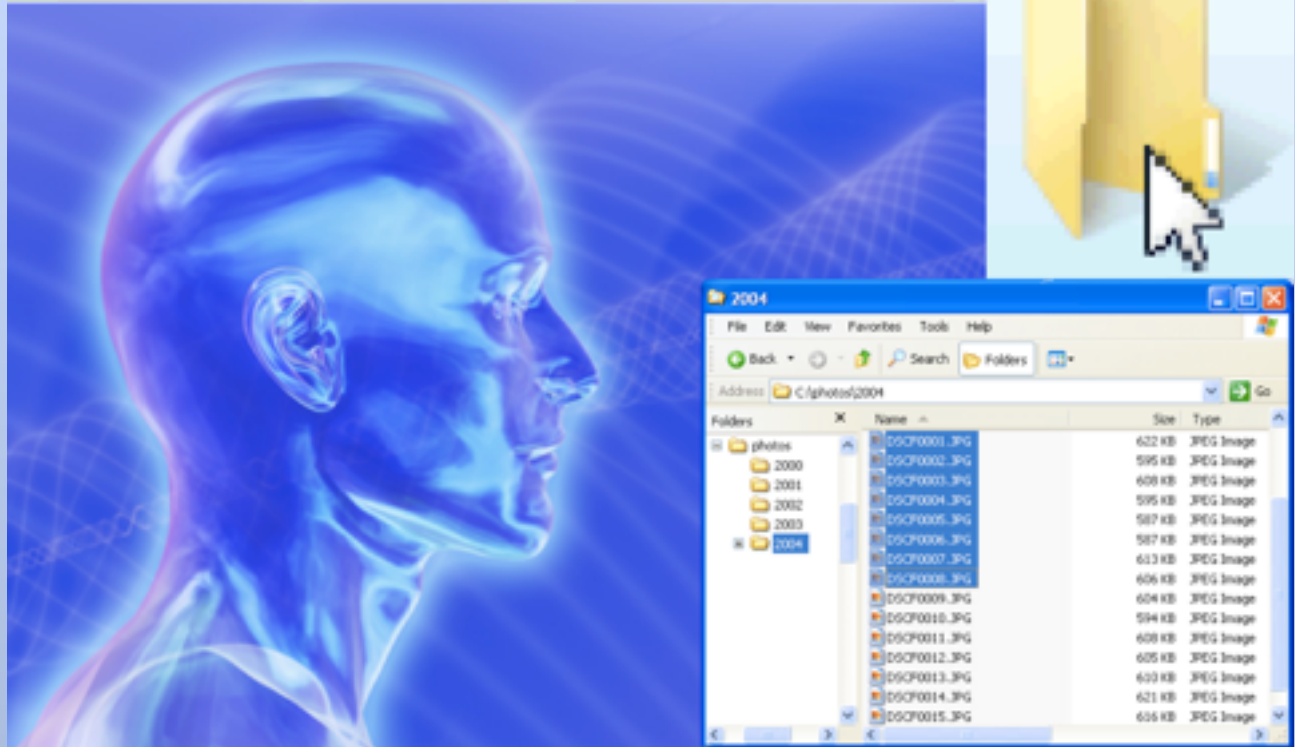
E-I-F Framework

Encounter

- * Begins with a warm up and/or initial assessment activity
- * Rapport is established, motivation and interest in engaged
- * Introduces TL
- * Checks student's understanding of TL
- * Activates student's schema and/or elicits background knowledge

E-I-F Framework

Schema Theory & Schema Activation



Encounter activities

- brainstorming
- describing a picture or pictures
- learning a dialogue
- elicitation of vocabulary
- word map
- storytelling with guiding Qs
- reading/listening activities
- puzzle/games that check Ss prior knowledge

A tip for starting a lesson

- Don't start with a grammar explanation.

“Hello, today we're going to learn how to give recommendations with the modal 'should.'”

- Start with the communicative function of the target language.

“Hello, today we're going to talk about things you can and can't do at home. Does your mother let you eat cookies in bed?”

Starting a lesson

What type of lesson could these be used for?



Starting a lesson

What type of lesson could these be used for?



Starting a lesson

What type of lesson could these be used for?



Starting a lesson

What type of lesson could these be used for?



Starting a lesson

What type of lesson could these be used for?



Starting a lesson

What type of lesson could these be used for?

- * a recording of the sound of rain



Starting a lesson

What type of lesson could these be used for?

- * a recording of a scream



Starting a lesson

What type of lesson could these be used for?

* a toy Tayo bus



Starting a lesson

General topic:
Festivals
Can you list some
festivals?
Halloween,
Christmas,
Pepero day.....

Today's topic:
Thanksgiving



First questions:
How was your Chuseok this year?
Where did you go? What did you
eat?

Starting a lesson

Today's class:
An article about Vesuvius



Hallasan



First question:
Have you been
to Jeju?



Lesson Plan & Materials 1 Conferencing

Next week we will meet in person on the HUFs campus to discuss your E-I-F lesson plans.

Please have a draft of your lesson plan, including your SLO and ideas for materials, for evaluation and feedback.

Lesson Plan & Materials 1 Conferencing

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

Second draft: Week 9

Due: Week 10

Homework

Weekly Reading due Week 10

Section 4

- Read Grellet's Developing Reading Skills
- Complete the six questions at the beginning of the reading text

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

See you next week!

