

Today

- Introduction - what you want to improve
- Analysing an experienced teacher
- What does it mean to know a word?
- Introduction to teaching language skills
- TPR
- Bloom's Taxonomy
- Multiple Intelligences

PIKA Training Session

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Introduction - Strengths & Weaknesses

Tell us a little about yourself

- Teaching experience
- What you would like to improve or learn more about
 - *Teaching grammar*
 - *Teaching vocabulary*
 - *Teaching listening*
 - *Teaching speaking*
 - *Teaching reading comprehension*
 - *Teaching phonics and sight words*
 - *Teaching writing*
 - *Classroom English (TEE)*
 - *Classroom management*
 - *etc.*

Analysing an experienced teacher

We are going to watch the beginning part of a lesson by teacher trainer Raymond Kerr. Let's analyse his teaching.

There are two ways of categorising Raymond Kerr's lesson.

1. A listening lesson

2. A vocabulary lesson

How does he get the students to use their bodies?

Any other aspects of his teaching or lesson plan that you noticed?

Framework for Listening and Reading (receptive skills)

In planning terms, they are similar.

A receptive skills lesson can have 3 stages:



1. Before L/R (Pre stage)

2. During L/R (During stage)

3. After L/R (Post stage)

We will discuss this in more detail in future sessions.

Language Skills Planning



There are four language skills. It's generally useful to think about teaching in terms of these four skills.

What do you think is usually the right order to teach these skills? Why?

Planning for Language Skills

In a YL classroom setting, new language usually goes through this process.

example activities

Listening



Speaking



Reading



Writing

Listen and point to a picture
Listen and do actions
Listen and circle the right picture
Listen and translate the word

Listen and **repeat**
Point to the picture and **say** the word
Choose a flashcard and **say** the expression
Guess the right expression

Listen and point to the word
Choose the right word
Underline the words
Point to the word and read

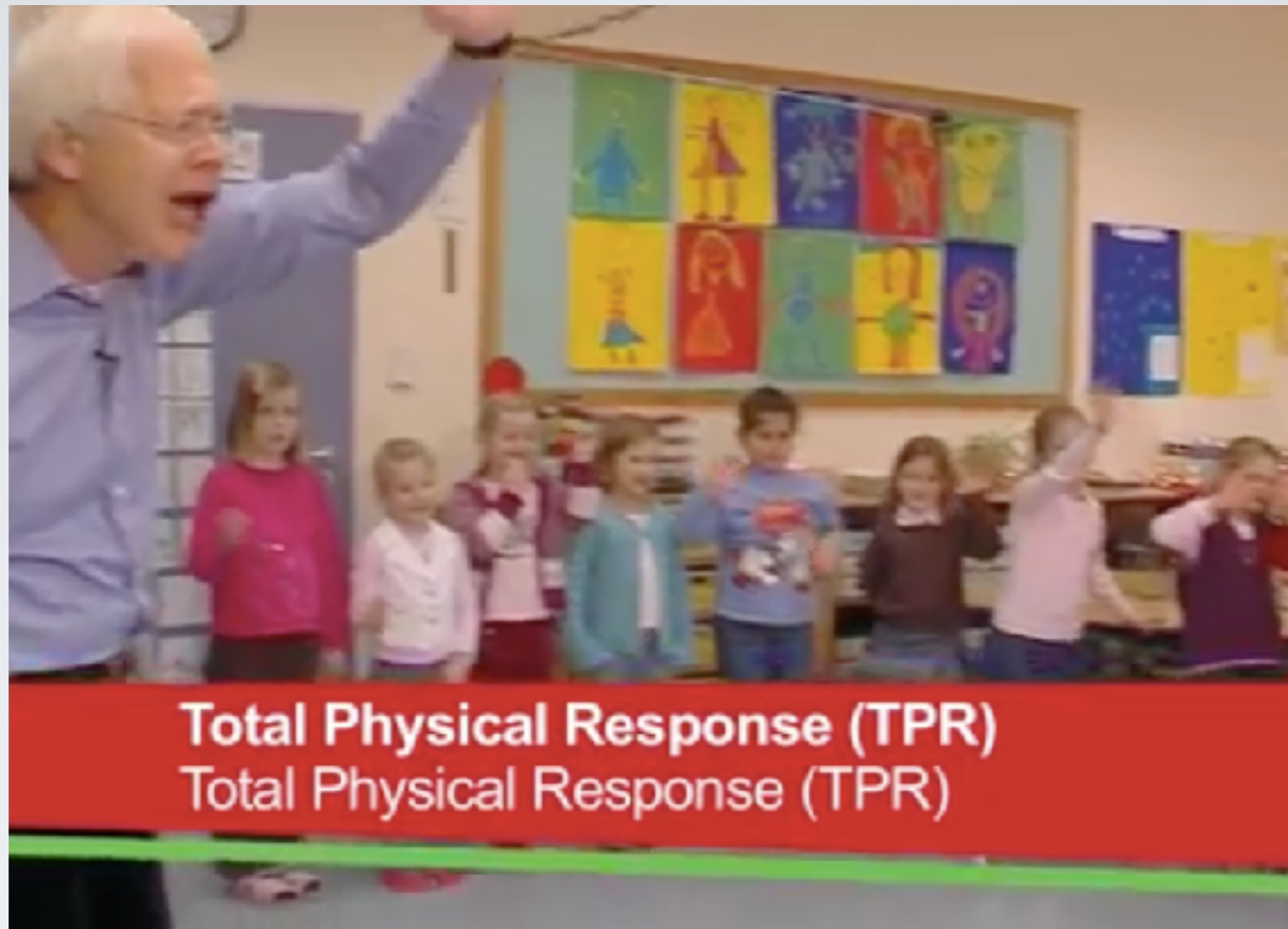
Copy the correct word in the blank
Listen and spell it in your notebook
Finish the sentence
Write a letter / invitation / poster

Example:

1. Write the Spanish word for 'beer'
2. Say this word: 'cerveza'
3. Repeat after me.



jamón



Total Physical Response

What does the teacher do differently at the beginning and at the end?

<https://www.youtube.com/watch?v=bkMQXF0qyQA>



TPR

Let's mime 'Buying ice cream' with TPR
What do we do? 1, 2, 3, 4?

How to do this action game:

1. Choose a situation and the commands
2. Make a list
3. Show the action and say the command
4. Repeat the actions several times
5. Stop doing the actions to check learners understand

Bloom's taxonomy of thinking skills is a classification of levels of thinking. This is useful for designing activities, lesson plans, and asking questions.

Which is more difficult?

1. Remembering information or analyzing information?
2. Evaluating information or understanding information?
3. Applying (using information) or creating new information?

Discuss with your partner

**Bloom's
Taxonomy
of Learning**
(New Version)

Creating

Evaluating

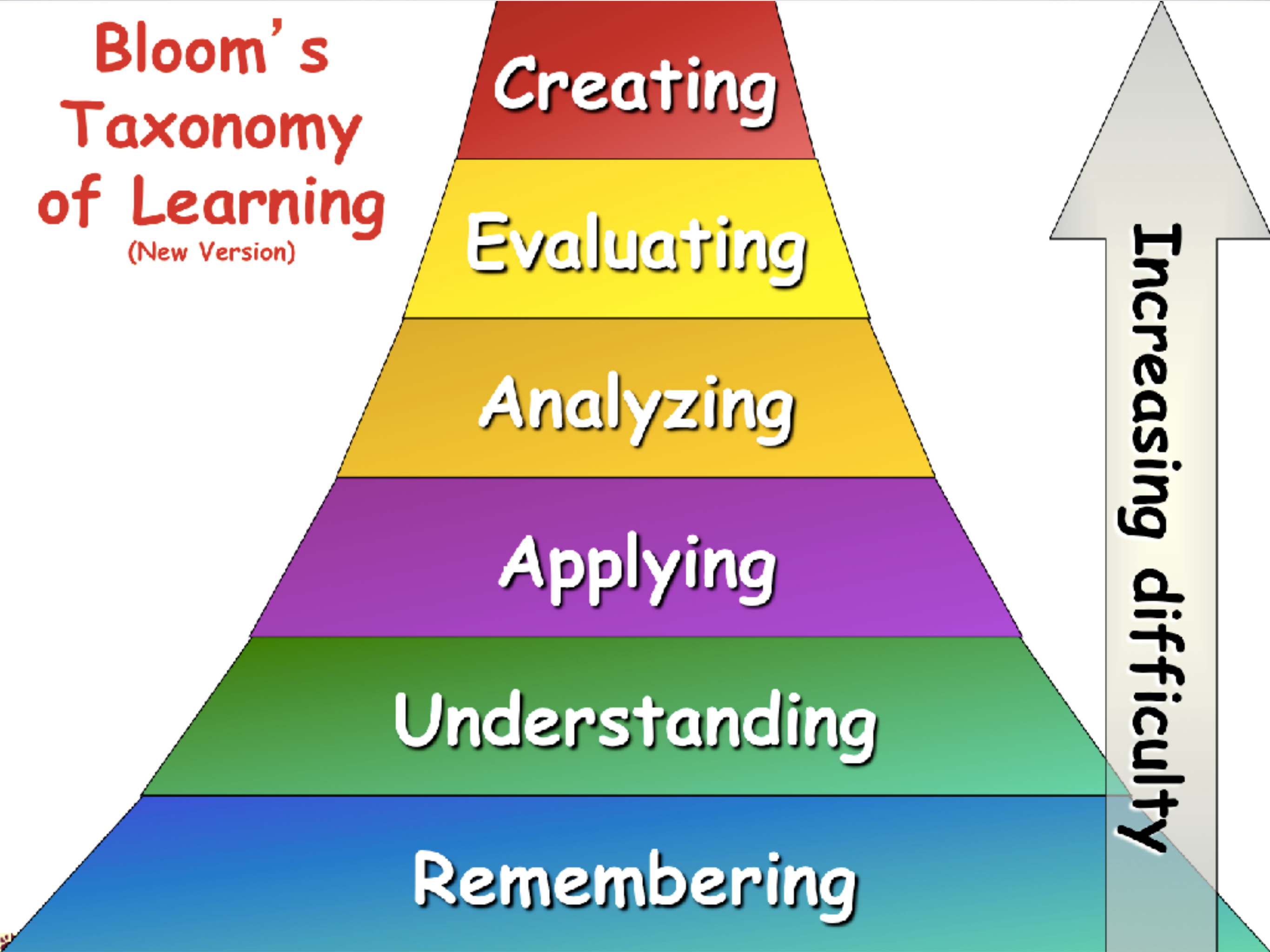
Analyzing

Applying

Understanding

Remembering

Increasing difficulty



Bloom's taxonomy of thinking skills

Reflection
(critical thinking)

Summary

CREATING

Putting information together in an innovative way

EVALUATING

Making judgements based on a set of guidelines

ANALYZING

Breaking the concept into parts and understand how each part is related to one another

APPLYING

Use the knowledge gained in new ways

UNDERSTANDING

Making sense of the material you have learned

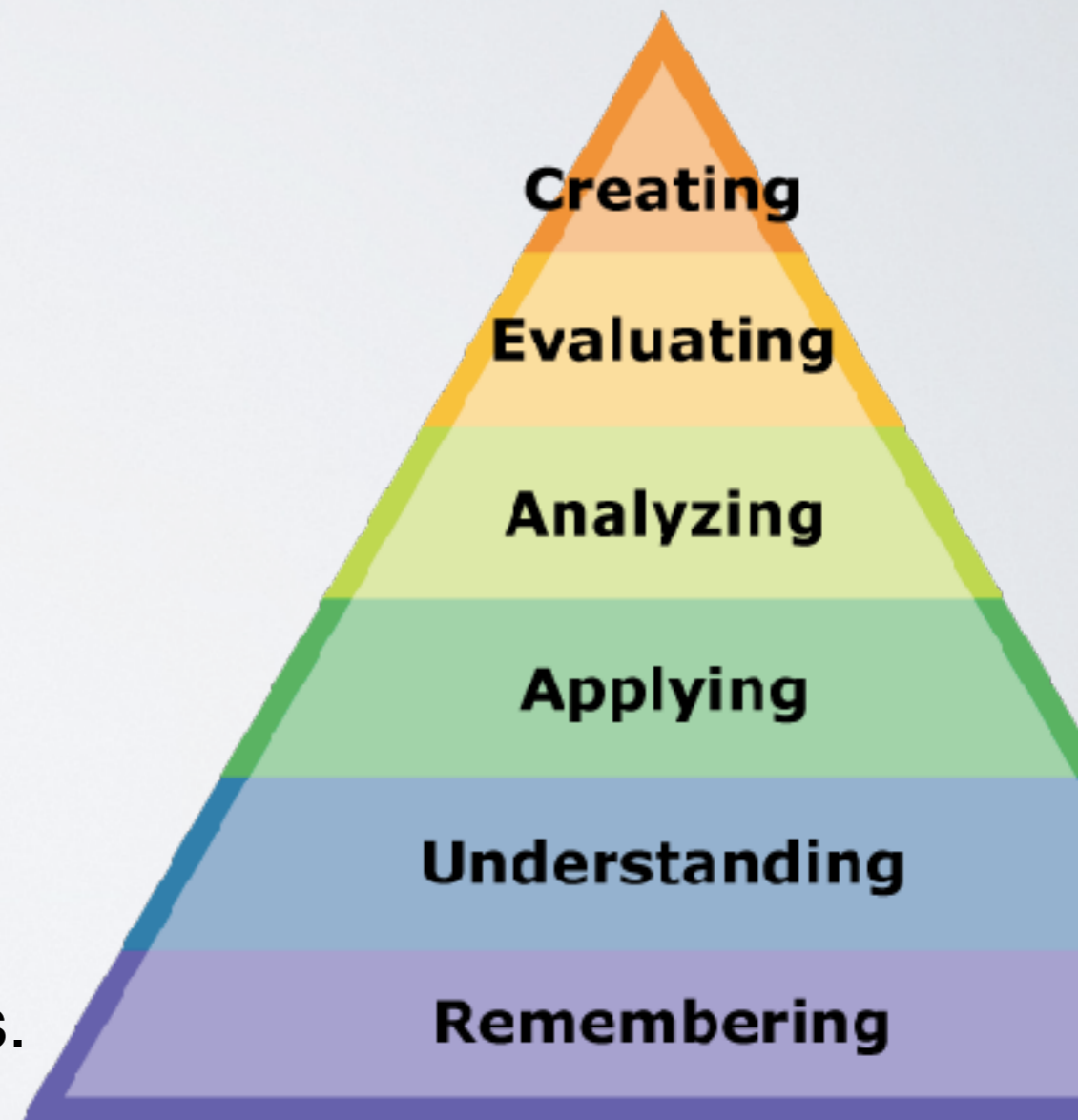
REMEMBERING

Recalling relevant knowledge from long term memory

Bloom's Taxonomy of Thinking Skills

Which level of Bloom's Taxonomy is each of these tasks? Discuss with your partner.

1. Compare the sports player in the text with your favorite sports player.
2. Tell me the year of Yi Sun Shin's battle that you read in the text.
3. What does this word mean?
4. Can you write a new sentence using this word.
5. Do you think this opinion is correct?
6. Make a new story with the same characters.





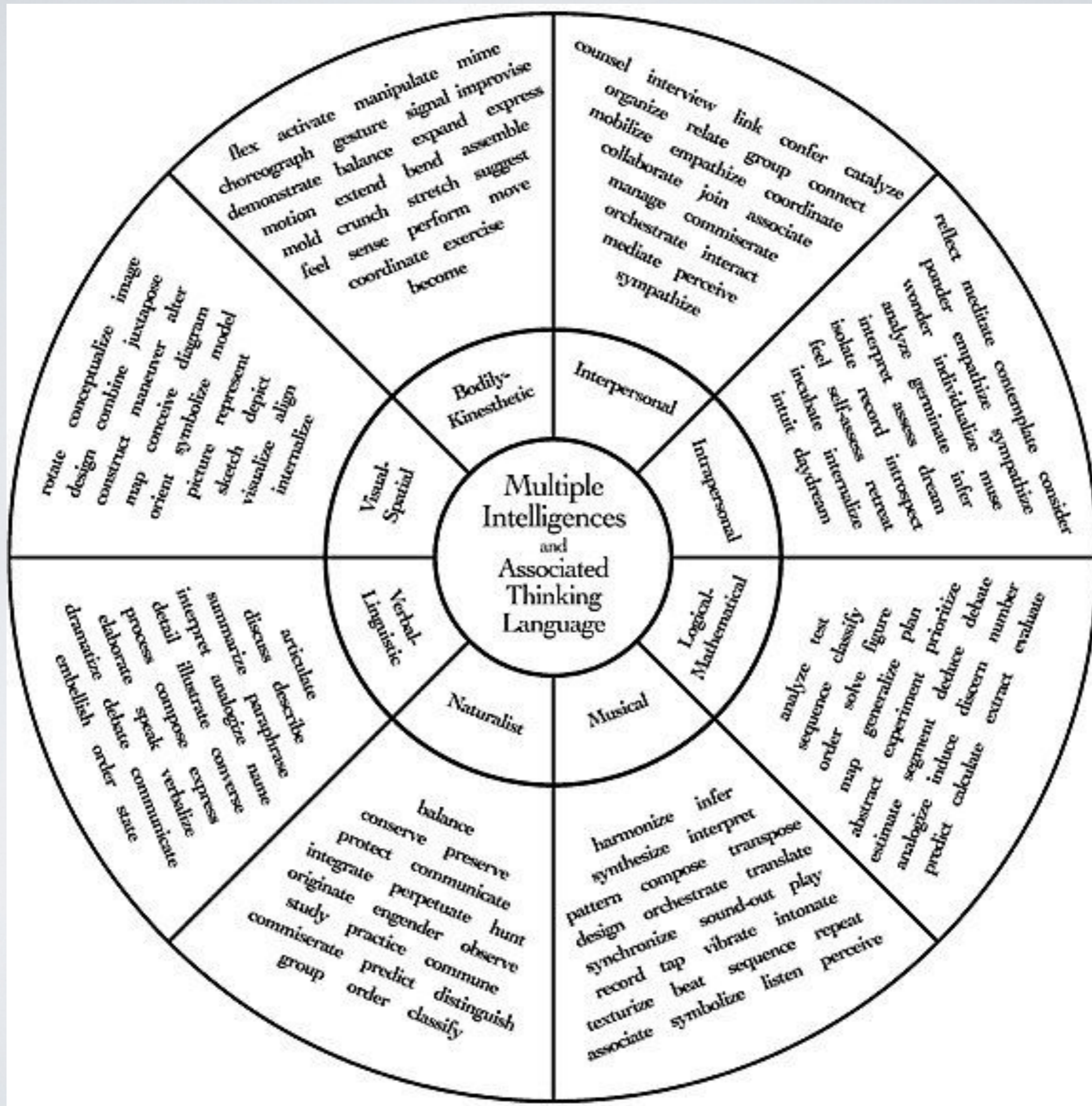
Multiple Intelligences

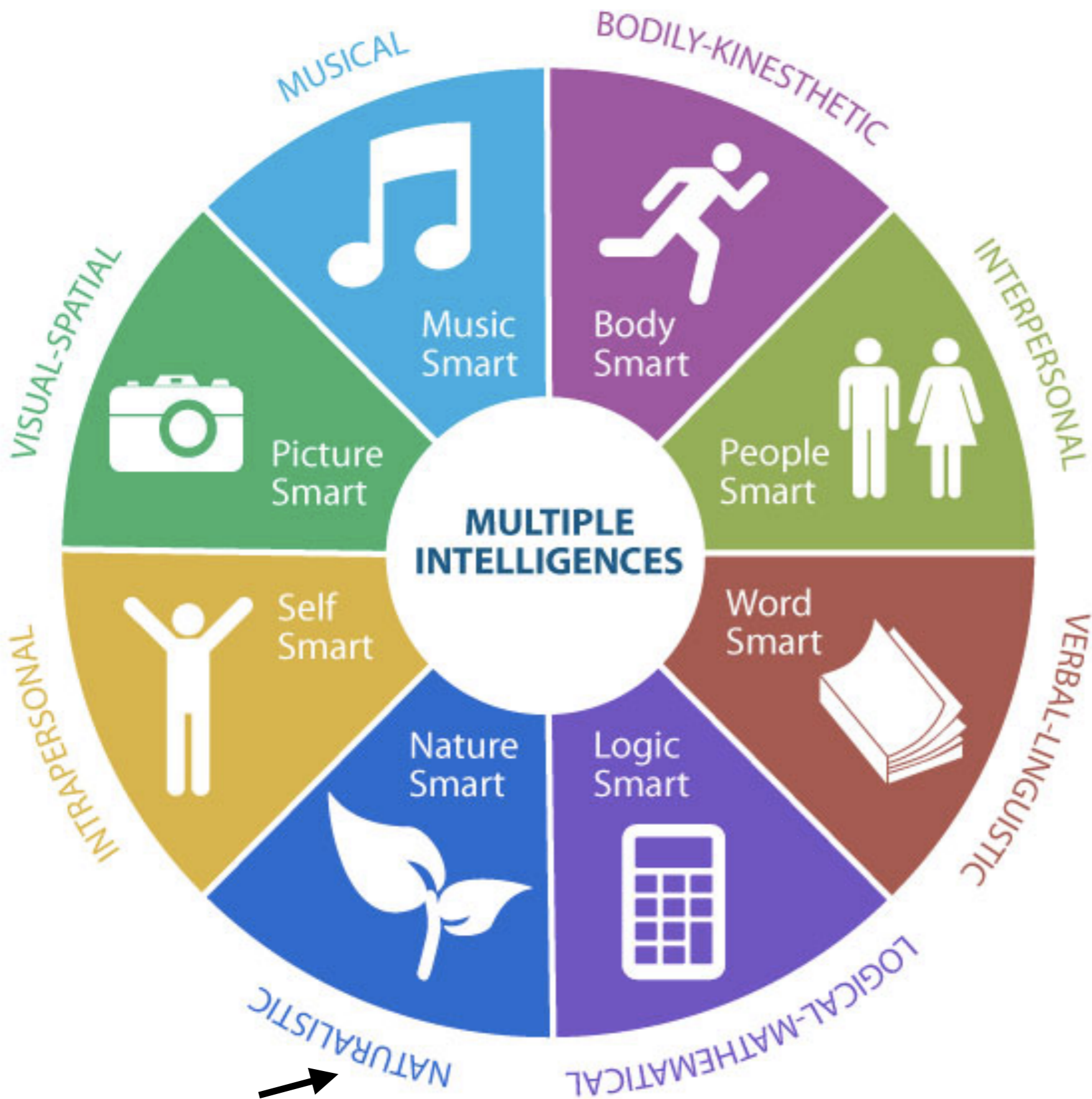
“... students learn, remember, perform, and understand in different ways...”

- Gardner (1991)

Why should teachers think about multiple intelligences?

- create variety in your lesson and activities
- personalize your teaching to the interests and needs of students





added new!

Task:

1. Choose a topic suitable for your students.
e.g. Family, Months, Food & drink, Halloween, Numbers, Animals, Sports, Weather, Jobs...

2. Create an activity for your topic that matches a multiple intelligence. Think of 4-5 activities.

Tip: Every lesson should have activities for 4-5 multiple intelligences.

Resources

edwardtesol.com/pika

edwardtesol.com/links

What are you interested to learn more about next time?

- ***Teaching grammar***
- ***Teaching vocabulary***
- ***Teaching listening***
- ***Teaching speaking***
- ***Teaching reading comprehension***
- ***Teaching phonics and sight words***
- ***Teaching writing***