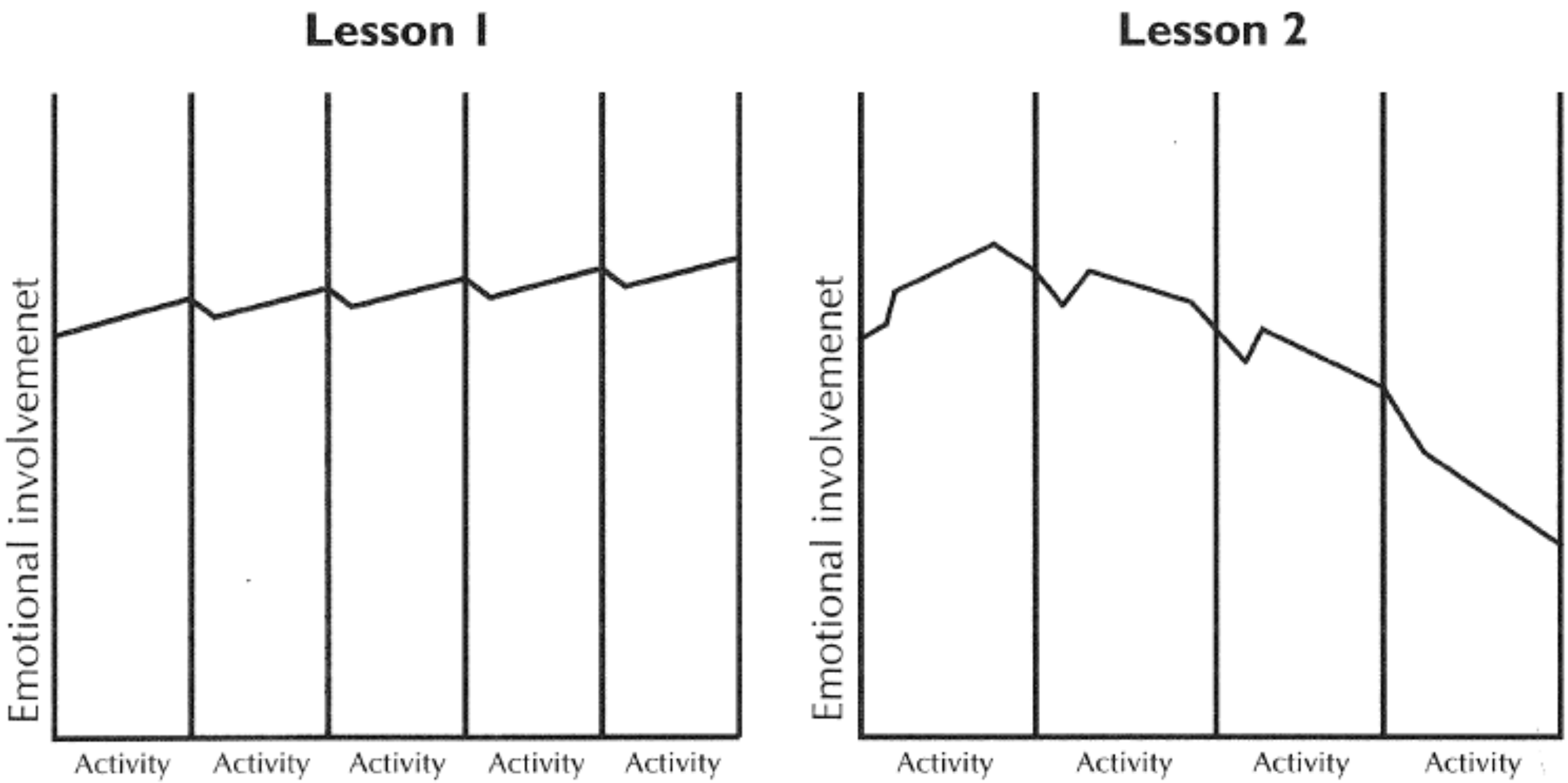
GSTESOL YL Listening + Speaking

Today's class

- Review of lesson planning frameworks
- Activity demonstrations
- Starting a lesson- personalizing/ contextualizing
- Homework

Compare the following two diagrams:



In lesson 2, the children's emotional involvement in the lesson deteriorated because activities went on too long, and this may have a serious negative effect on the children's motivation, behavior, and focus on learning.

A Basket of Activities

Teachers should have a ‘basket’ of activity ideas to keep lessons entertaining, varied and dynamic.

Ideas for using flashcards: https://www.youtube.com/watch?v=X9KebTgfLJI

We will discuss more games and techniques next week.

Lesson Planning

Lessons should have some structure so that teachers can control the progression of activities and guide students.

However, especially for young learners, the teacher should be flexible and responsive to the needs and emotions of the learners.

Lesson Planning Frameworks

What is a teaching framework?

frame·work

/ˈfrām ˌwərk/

noun

an essential supporting structure of a building, vehicle, or object.
"a conservatory in a delicate framework of iron"
synonyms: frame, substructure, infrastructure, structure, skeleton, chassis, shell, body, bodywork; More

- a basic structure underlying a system, concept, or text.
  "the theoretical framework of political sociology"
  synonyms: structure, shape, fabric, order, scheme, system, organization, construction, configuration, composition, warp and woof; More

Each language skill has a different framework, or system, for teaching. The framework helps us to organize the lesson.

Here is the framework for dinner!

1. preparing stage

2. cooking stage

2. eating stage

What would happen if we miss some stages?

Teaching language does not have the same stages, but this shows that we shouldn't skip or ignore stages!

Framework for Listening and Reading
Reading and listening are receptive skills

In planning terms, they are similar.

A receptive skills lesson can have 3 stages:

1. Before L/R (Pre stage)

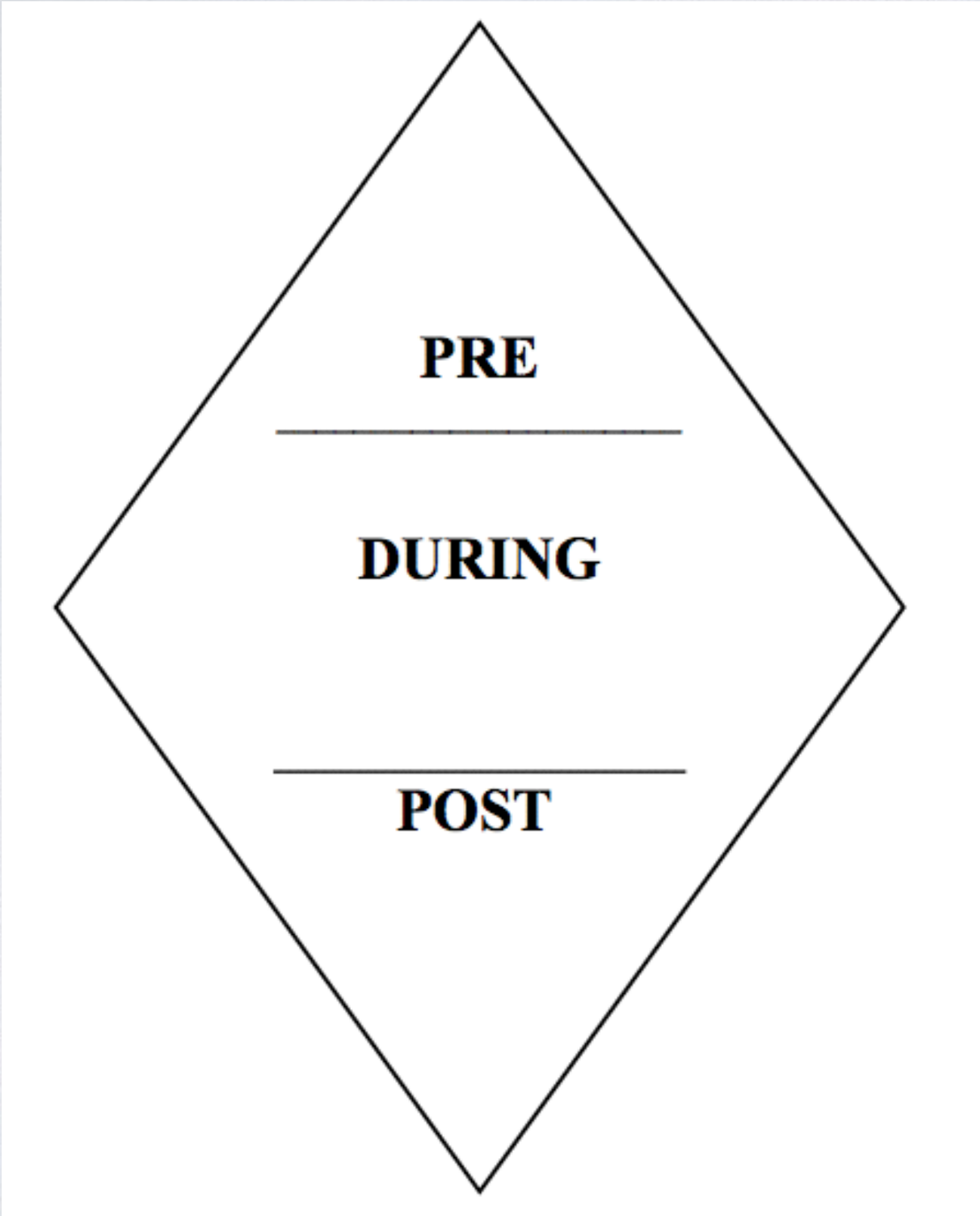
2. During L/R (During stage)

3. After L/R (Post stage)

*Note: This is not for a phonics/sight words lesson.

PDP: Pre-During-Post

Framework for Listening and Reading lesson planning

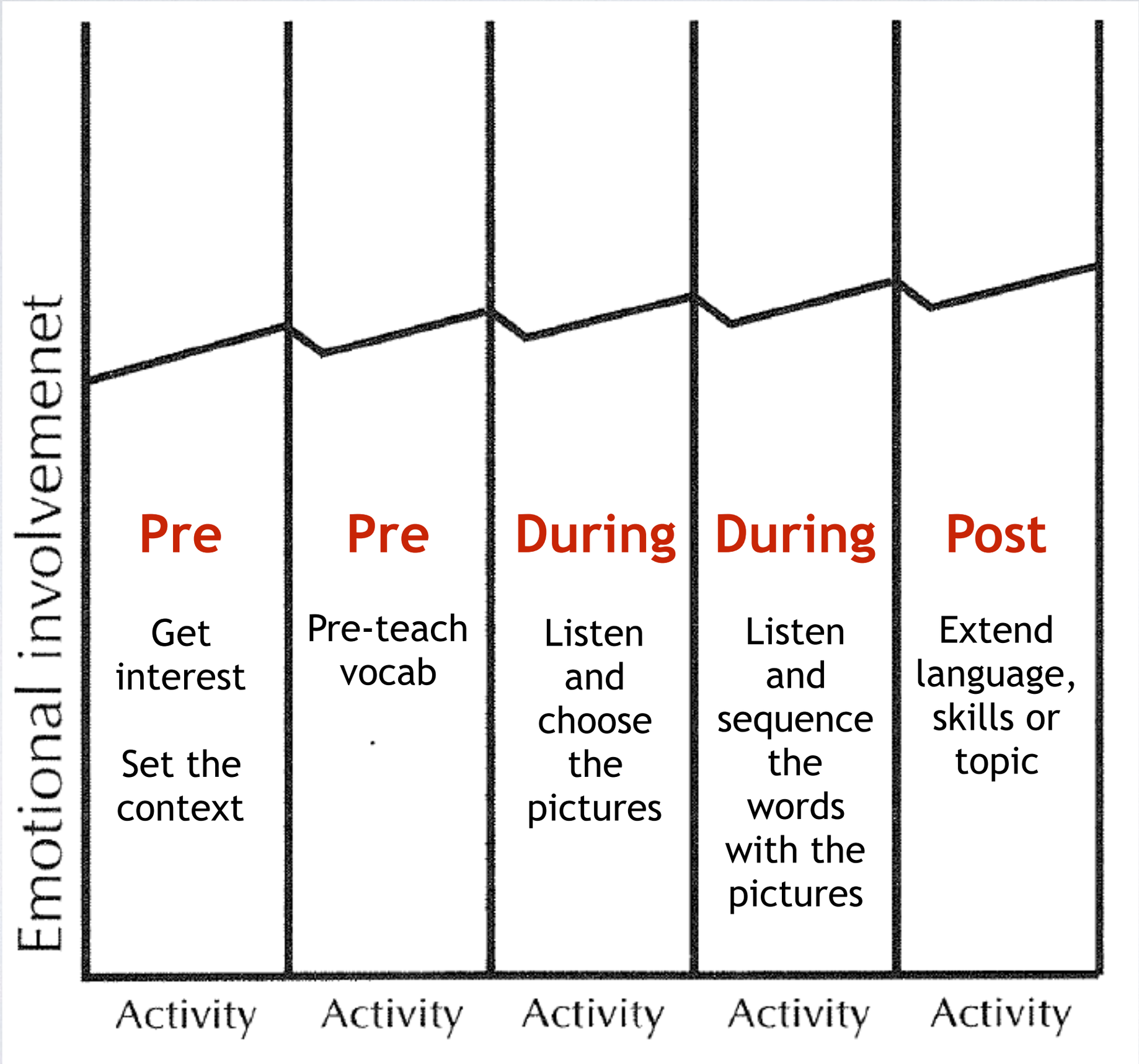


'Pre' stage before L/R.

'During' tasks while L/R.

'Post' stage after L/R.

*Note: This is not for a phonics/sight words lesson.


Emotional involvemenet
Pre
Get interest
Set the context
Pre
Pre-teach vocab
During
Listen and choose the pictures
During
Listen and sequence the words with the pictures
Post
Extend language, skills or topic
Activity
Activity
Activity
Activity
Activity

Lesson planning frameworks for speaking skills

Beginning	Present	Test	Pre-task	Encounter
Middle	Practice	Teach	Task cycle	Internalize
End	Produce	Test	Language focus	Fluency

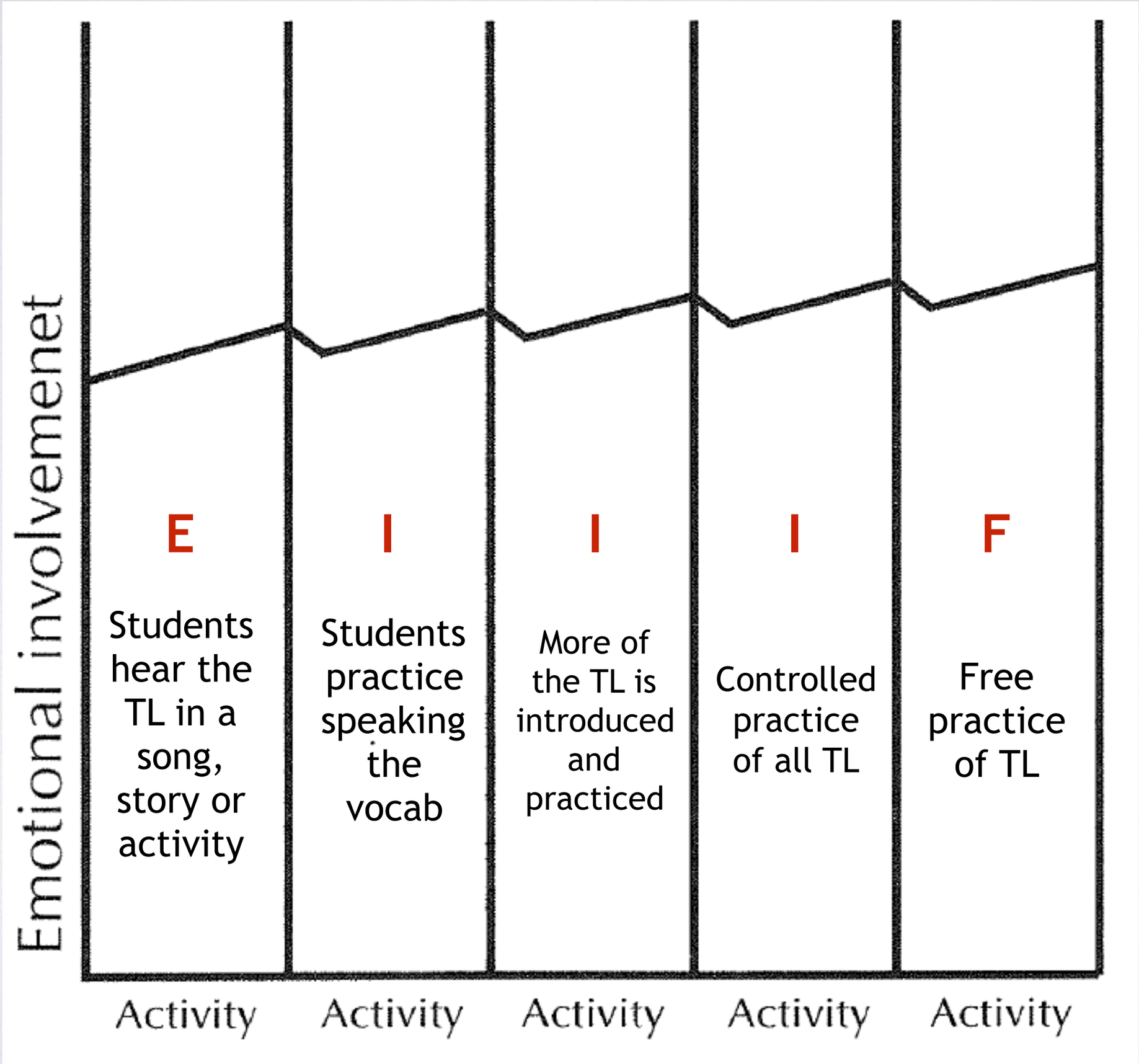
There isn’t a right or a wrong framework for lesson planning. It depends on your teaching style, your students’ age and goals, and the content of the lesson.

E-I-F Framework for speaking lessons

E = Encounter
The target language is ‘encountered’ in an activity focused on meaning.

I = Internalize
The target language is practiced in a systematic and scaffolded sequence.

F = Fluency
The target language is practiced in a communicative activity.


Emotional involvemenet
E
Students hear the TL in a song, story or activity
I
Students practice speaking the vocab
I
More of the TL is introduced and practiced
I
Controlled practice of all TL
F
Free practice of TL
Activity
Activity
Activity
Activity
Activity

Homework - review

GSTESOL YL Listening & Speaking.
Reading homework due March 29.

A Child-centered Lesson (Part 2): Techniques

Read the attached text and choose three of the included ideas that you would like to try in your classroom. You may also have similar ideas that you would like to share. Be ready in next class to explain and share your ideas.

Bring a copy of the reading text with sections and ideas highlighted.

You do not need to submit this on Edmodo.

TECHNIQUES

The techniques in a child-centered lesson are no more difficult to learn and use than those in a teacher-centered lesson, and they are a lot more fun.

■ Repetition

Traditional teachers regard repetition drills as an essential part of a lesson. They say children need to repeat the same words and patterns over and over again, and in most cases this is true. Asian EFL learners with little natural exposure to English outside the classroom certainly do need to repeat patterns many times.

Teaching vocabulary with flashcards

Below are the learning characteristics of children. Watch the beginning part of a lesson with a group of children by teacher trainer, Raymond Kerr. How does he and his use of flashcards address learner needs?

- A child often...
  - learns through doing things and through movement.
  - likes using their imagination.
  - learns fast, forgets fast.
  - likes bright colours, animation characters etc.

https://www.youtube.com/watch?v=W8e6Ld4sQks (1:10 minutes)

Review

- Use of TPR techniques to replicate children’s need to learn by doing and learning through movement.
- Encouraging prediction of possible pictures and words.
- Constant re-cycling of flashcards to reinforce children’s acquisition of vocabulary.
- Bright colourful flashcards with images that appeal to young learners to stimulate interest and create impact.

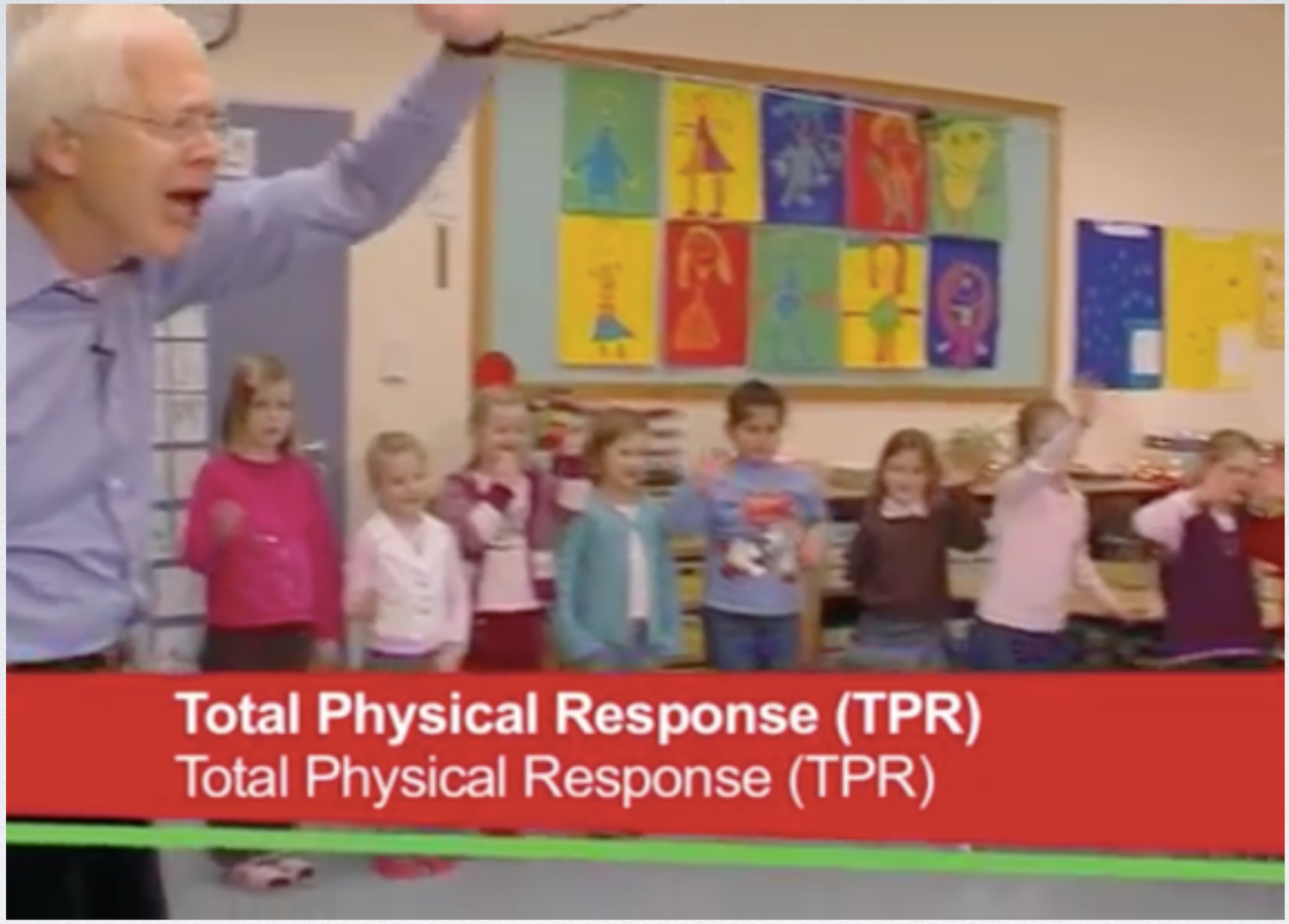
PRACTICAL TECHNIQUE

Magic Bag / Box

- gets interest
- good for curiosity
- vocabulary
- flashcards/realia

Realia & Toys

- tactile learners
- meaningful
- experience
- demonstration
- interactive



Total Physical Response

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

https://www.youtube.com/watch?v=bkMQXFOqyQA

Game 4: 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

Sentence Mimes

This activity is good for practicing sentence order (grammar). Choose a simple sentence and create an action for each word. For example:

I [point to eye] like [make/point to heart] cats [make a paw].
What other animals can we put in this sentence with actions?

We [draw a circle] are [bend finger] reading books [act reading].
What other hobbies can we act with this sentence?

What does this mean?
[draw a circle] [make/point to heart] [make a paw]

In your groups choose a sentence and make mimes to teach the class.
Can we make any new sentences with our new actions?

Tips for starting a lesson

- Ask about things the students know & can answer
- Start with easy questions
- Start with something interesting
- Use actions, multimedia, realia, pictures and videos to get attention

Starting a lesson

Tip: Use **cartoon** characters!

What is he doing?
He’s climbing.
(example target language)

What does she like?
She likes fish.
(example target language)

Starting a lesson

What TL can we teach and practice with pop stars?

Talk with your partner.

Starting a lesson

For older learners, use their lives and experiences. Ask interesting questions that lead into the topic.

Starting a lesson

Personalize

Contextualize

sea animals

Christmas

university

job interview

…your ideas

Homework

Next week, we will start planning a listening activity for young learners. This is a practice project.

You will work in small groups to develop a listening activity plan.

The listening activity should have 5-6 steps following the P-D-P framework.

Class time will be given for preparation.

In 2-3 weeks, you will present and explain your activity to other groups.

Homework

Consider the age of your students and the listening material you wish to use.

The listening material could be:

- a song or chant
- a story
- a video clip
- the teacher

Next week:

1. Example listening activities.
2. Class planning time.