Graduate School of Education
Fall 2013

GSE-YL Material Uses & Lesson Planning

Tuesdays 20:10 to 21:40

Table of Contents

Section 1
Syllabus & Schedule

Section 1: Syllabus

<div align="center">

Graduate School of Education
Young Learners' Materials Use & Lesson Planning

</div>

Instructor: James Brawn   email: jbrawn67@gmail.com

The general purpose of this course is to provide teachers with insight into the task-sequencing and material design and development for young learners. Some of the topics we will discus this semester are:

- The features of good materials
- Characteristics of young learners
- Task sequencing and materials especially in terms of productive and receptive skill lesson planning frameworks
- Appropriateness of grammar instruction with young learners
- Active learning cycle
- Student learning objectives

We will be using a course packet available at 참글

Grading and assessments:

30% Attendance (10%) and active participation in class activities (20%)
20% Homework on readings
25% Lesson Plan & Materials I
25% Lesson Plan & Materials 2

HUFS grading scale:
A+ = 95-100%
AO = 90-94%
B+=85-89%
BO = 30-84%
C+ = 75=79%
CO = 70-74%
F = 69% or less

Weekly Plan

This weekly plan is a **_tentative_** plan. It will act as a flexible guideline for the classes throughout the semester and may not be followed exactly. The lecturer will decide what to cover according to the participants' needs, their understanding of the contents, and overall progress.

Week/Date	Readings	In class activities/Assignments
Week 1		Introduction of students, lecturer and course, Life Map
Week 2	Tomlinson's _Introduction_	**Discussion/Lecture** about reading
Week 3	Halliwell _Working with Young Learners_	**Discussion/Lecture** about reading
Week 4	Paul's _Learner Centered Classes_	**Sample Lesson #1** w/ processing & **Lecture:** Intro to SLOs
Week 5	Fadil's _Defining learning objectives for ELT_	**Workshop:** Creating SLOs & **Discussion/Lecture** on lesson planning for productive skills
Week 6	_EIF framework & Ch 4_ of Kurzweil & Scholl	**Sample Lesson #2** w/ processing & Introduce Mid-Semester Project
Week 7	Halliwell _Working with and without course books_	**Workshop:** Applying SARS & creating materials for productive skill lessons
Week 8		**Review** of EIF & continuation of SARS and material creation
Week 9	Ellis's _Place of Grammar Instruction in the L2 Curriculum_	**Team Meeting & Conferencing:** Check participant lesson plans and materials and give feedback
Week 10	Grellet's _Developing Reading Skills_	**Lesson Plan & Materials 1 Due** Read-on-Read Lesson, discussion/lecture on reading
Week 11	PDP framework material	**Discussion/lecture** of PDP framework **Workshop:** Lesson planning and material development for receptive skill lessons
Week 12		**Sample Lesson #3** w/ processing
Week 13		**Sample Lesson #4** w/ processing
Week 14		**Discussion/lecture** of reading **Workshop:** Evaluating Materials
Week 15		**Team Meeting & Conferencing:** Check participant lesson plans and materials and give feedback
Week 16		**Review** of key concepts **Lesson Plan & Materials 2 Due** **Course Evaluation/Survey**

Section 2
Assessment & Assignments

Attendance [10%] & Participation [20%] (30%)

Attendance is **mandatory**. Participants who arrive to class **10 minutes or more** after the start of class will be **considered late**. Participants who are **late 3 times** will receive **1 absence**. Any participant who **misses ¼ or more** of all class meetings **WILL receive an F** in the course. **More important than attendance is participation**. I expect participants to be active in class discussions and to complete all oral and written assignments **BY THE DUE DATE**. If assignments are handed in late without prior permission from the instructor, **10% for each late day will be deducted from the grade**. Finally, participants in this course will have several opportunities to apply the skills learned in lectures, discussions and workshops by engaging in various "in-class" activities and projects.

Homework on readings (20%)

It is essential to be prepared for each class by completing the required readings. This will provide you with the background knowledge on the topic and allow you to participate actively in the class discussion. In order to ensure that you have read the required readings for class, you will be expected to do a short homework assignment for the reading. This homework assignment involves answering the guiding reading questions presented at the beginning of each reading. These homework assignments are to be submitted at the beginning of class. **Late submissions will NOT be accepted.**

Lesson Plan & Material 1 & 2 (25% each)

These two assignments are critical to success in this course. Participants will be expected to write a student learning objective (SLO), design a lesson plan to achieve the SLO, and select, adapt, **and/or** supplement the materials that the Ss will need to complete the lesson successfully.

Lesson Plan & Material 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

Lesson Plan & Material 2

1. Create a student learning objective (SLO) for a **receptive skill** lesson.
2. Create a lesson plan following the P-D-P framework using the given template
3. Label the stages in the lesson P-D-P
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

NB: Please place your lesson plan and materials in a folder or envelope with your name and class clearly labeled.

Section 3
Sample Lessons

Part 1: Productive Skill Framework: Speaking

Section 3: Lesson Plan Frameworks & Sample Lesson Plans

Sample Lesson 1 - Comparatives 1 (Middle School 2nd Year)

Name: _____   Date: _____   Teaching time: _45 min_

Action points – (These are the suggested techniques/ideas to try in your next practice teaching. See trainer's observation notes from your last practice teaching session and copy the action points here)
1. *Include materials to keep Ss interest on the lesson.*
2. *Include an activity which has an 'authentic purpose' in using the TL.*

1. *What are you teaching?*
- **Language points** – Comparative statements and questions ("X is ____er than Y" / "Is X ____er than Y?")
- **Language skills** – speaking & grammar (some reading)
- **Cultural Aspects** – N/A (unless words like fat and ugly comes up, then T may want to discuss the appropriateness of that term)

2. What are your Student Learning Objectives for the lesson? (These should be specific and describe *observable student behaviors,* which you will be able to see in class.)

By the end of the lesson, SWBAT:

make statements about and ask basic questions using comparatives (i.e. "x is taller than y" and "is x taller than y?") by conducting a class survey about famous people.

3. When/How in the lesson will I check students' progress toward the above Learning Objectives? What behaviors/activities will show me whether they have mastered the material? *Ss understanding of meaning will be assessed through the puzzle, form will be introduced as a pattern that Ss will first manipulate in a controlled manner, as Ss gain confidence more authentic tasks will allow Ss to internalize and use the TL.*

Preliminary considerations:
a. What do your students already know in relation to today's lesson?
Most students will be familiar with adjectives used to describe people, such as big, small, tall short, etc...
b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
Using adjectives to compare two things may be completely new language for some Ss.
c. How will you avoid and/or address these problem areas in your lesson?
I will provide lower level Ss with opportunities for peer learning; for example new learners will have a chance to model their language use after the more experienced students.

T = teacher   Q&A = question and answer   SWBAT = students will be able to
S = student   PPT = PowerPoint   VAKT = visual, auditory, kinesthetic, tactile
Ss = students   WB = white board   CCQ = comprehension check questions
TL = target language   SL = sample lesson   FMU = form, meaning, use
N/A = not applicable   NB = take special not of   SLO = student learning objective
i.e. = that is   e/o = each other   e.g. = for example   w/ = with   b/c = because

Steps	Stage	Time	Procedures/Steps➔ *These need to be written in the perspective f what the students do*	Interaction	Activity Purpose/Rationale
1		1	1. Hang pictures of famous Korean music, film, TV and sports stars on walls around classroom 2. Greet Ss, introduce my name, smile, make eye contact, ask a few questions: ***Who is that? Do you like him/her? What is she/he famous for? Who's your favorite singer?*** 3. Introduce topic: Today we are going to talk about people? Do you like to talk about people? Do like 비? Do you like Ivy?	T-Ss	• Activate Schema • Establish rapport, friendly atmosphere. • Get Ss used to English and my voice / pronunciation. • Intro of topic
2		7	REVIEW / BRAINSTORM 1. pics of tall, old pretty – elicit vocab from Ss, write list on whiteboard (If Ss give non-adj. write on WB in different column); 2. Ss in pairs create longer list 3. if not on their list, add good, beautiful, intelligent, bad…	T-Ss S-S (T-Ss)	• Model task • Activate Ss background knowledge, find out what Ss know, get an idea of Ss level. • Validate Ss participation and build confidence in the topic

3		5	PUZZLE GAME
			1. Logic puzzle on PPT and handouts. Small groups / pairs to discover names of the people in the picture based on clues:
			    a. Cindy is taller than Alice.
			    b. Jane is taller than Cindy.
			    c. Mary is older than Alice.
			    d. Jane is happier than Alice.
			    e. Cindy is more intelligent than Jane.
			    f. Mary is prettier than Cindy.
			    g. Cindy is older than Jane.;
			2. feedback: elicit names (include a kinesthetic component such as placing names on WB)
				T-S
				S-S
				T-Ss
					• Ss first exposure to target language
					• Discovery method – Ss see the meaning of target language in a context, work out the rules from the examples.
					• Student motivation / interest – Ss are initially focused on a meaningful task, NOT the language.
					• VAKT is used to help Ss with various learning modalities
					• Silent period provided to give Ss time to get comfortable with new form

			3. elicit/give Ss structure: A is _____ than B 4. model use of the support language 5. erase / take away clues – drill: Ss make 3 sentences 6. Ss pass monkey and share their sentences		
4		5	Next Chunk – Q Form 1. Introduce/Elicit the questions form (assuming that some Ss are already familiar with this form): Is A _____ than B? 2. Use picture to drill: Have Ss make three Qs and ask them to each other – Ss then ask Qs to T 3. Picture as prompt and WB as support when pairs practice Q and A	T-Ss S-S S-T	• Listening before speaking • Values Ss as experts; • Encourage Ss to participate in meaning making by providing learning materials. • Another chance to practice TL. • Silent period provided to give Ss time to get comfortable with new form
5		4	CHECKING FORM 1. T models chart on WB…check rules by asking Ss CCQs 2. Ss complete chart on handout 3. T monitors, checks answers **Optional:** 4. Have Ss write answers on WB	Ss T-Ss	• Ss are given a chance to clarify the written form; • Visual/Tactile/Kinesthetic learners accommodated.
6		5	LESS CONTROLLED PRACTICE 1. Show pictures/elicit names of famous Korean pop singers/movie/sports stars and write on WB 2. model activity: T / T-Ss / Ss-T / Ss-Ss A: Is A _____ than B? B: Yes, A is ___ than B // No, A isn't ____ than B. 3. Ss practice asking and answering using pictures prompt or WB to scaffold task. TL support is provide as a gapped dialog. T can remove TL support to check if Ss have internalized	T-Ss, S-S	• Ss are given a chance to practice in a less controlled exercise; • Increase Ss interest by using relevant material.
7		8-10	SURVEY 1. Remove TL support 2. Handout survey sheet 3. Ss write 3 to 5 Qs about famous Koreans	T-Ss S-S S-S T-Ss	• Students are able to be active in their own learning; • The activity provides an authentic purpose in using the TL: to find out

4

| | | 4. T models task with Ss
5. Ss mingle with classmates and ask Qs and record As (T can have Ss form two lines, if it seems Ss aren't mingling. Have the two lines face each other and have lines move in opposite directions to change partners)
6. **If time** T models how Ss can report findings: Gina thinks BoA is more beautiful than Ivy. | | about the opinions of other classmates. |

Sample Lesson 1

Let's Talk about People

A is ___ than B .

Jane   Alice   Cindy   Mary

A: Is A ___ than B ?

B: Yes, A is ___ than B .
No, B is ___ than A . // No, A isn't ___ than B .

Jane   Alice   Cindy   Mary

Is Bi better than SG Wanna Be?

No, Bi isn't better than SG Wanna Be.

A: Is A ____ than B ?

B: Yes, A is ____ than B .
No, B is ____ than A .
No, A isn't ____ than B .

Additional Materials:
➤ Laminated pictures of famous Koreans such as singers, actors and sports stars
➤ Pictures of angel, devil, Einstein and a baby

Mary	Jane
Cindy	Alice

18 years old

NAME:

_____

13 years old

NAME:

_____

2+1=5

a²+b²=c²

20 years old

NAME:

_____

15 years old

NAME:

_____
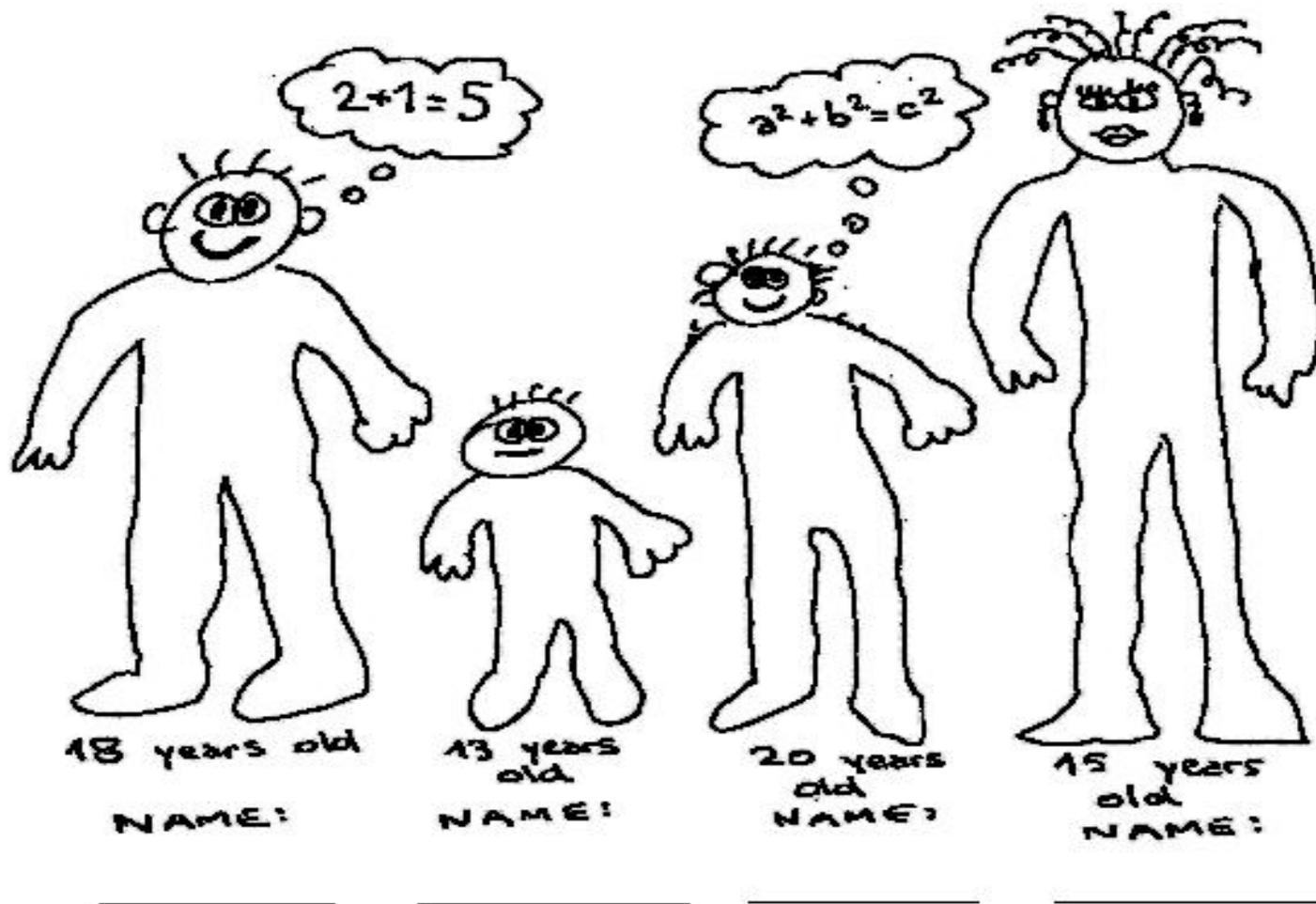
Who is who?

Cindy is taller than Alice.

Jane is taller than Cindy.

Mary is older than Alice.

Jane is happier than Alice.

Cindy is more intelligent than Jane.

Mary is prettier than Cindy.

Cindy is older than Jane.

Where do these go?

Tall, happy, intelligent, pretty, old, interesting, beautiful, cute, big, young

+er	- y + ier	more

Special: Good – better; bad – worse.

Survey

Write questions about famous people, ask your classmates and write their answers.

Question	Name & Answer	Names & Answer	Name & Answer	Names & Answer

Sample Lesson 2 – Comparatives 2

Name: _____   Date: __/___/___   Teaching time: _____

Action points – (These are the suggested techniques/ideas to try in your next practice teaching. See trainer's observation notes from your last practice teaching session and copy the action points here)
1. *Giving Ss lots of time to practice with each other.*
2. *Teach a small part and then add gradually to it.*

1. *What are you teaching?*

- **Language points** – review *comparative form* from SL 1, confirm use of *more/less* & *who/which*, introduce Q-form: *"Which/who is more/less _____, A or B?"* and introduce how to express agreement and disagreement: *I agree/I disagree.*
- **Language skills –** speaking & grammar
- **Cultural Aspects** – comparing the qualities of two things – agreeing or disagree w/ opinion

2. What are your Student Learning Objectives for the lesson? (These should be specific and describe *observable student behaviors,* which you will be able to see in class.)

By the end of the lesson, SWBAT:

Show the ability to ask and answer each other's Qs comparing two things or people (using: *"Which/Who is _____, A or B?"* and answering: *"A/B is___"* *"I agree/I disagree."* by playing the game 'Consent.'

3. When/How in the lesson will I check students' progress toward the above Learning Objectives? What behaviors/activities will show me whether they have mastered the material?
Ss will play a game where they fill in the appropriate adjectives and people creatively as T monitors.

Preliminary considerations:
a. What do your students already know in relation to today's lesson?
  How to ask each other the Q: *"Is A ____er/more/less than B?"*

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
  Finding errors in the form or meaning of example sentences at the beginning of the lesson.

c. How will you avoid and/or address these problem areas in your lesson?
  Encourage Ss to discover the grammar and use their prior knowledge and classmates to learn—this will be a routine I set up for them.

Steps	Stages	Time: guess here	Procedure/Steps--these need to be written in the perspective of what the students do	Focus S-S, T-S, etc.	Activity Purpose
1	E	10	* T reviews the *"Is A _____ than B?* with objects, pictures or students in class. * T teaches intros new stem to question: *"Which/who is _____ interesting, A or B?"* and **elicits** *"more" or "less"* from Ss. * T reviews some sample sentences with errors for the Ss to identify with both people and things compared using the new question.	T-Ss T-Ss/ Ss-T T-Ss Ss-T	Ss review grammar point and add new concept. Ss **access prior knowledge** and **inductive process** is used to discover grammar.
2	E/I	5	* T previews p. 130 "Structures 1" and checks Ss understanding of **USE** for *less/more*: T asks focusing Qs: ***How many sentences have missing words?*** Use guiding Qs: ***How much is the CD player? How much is the watch?*** * T provides scaffolding on PPT or WB * T models **pair work** by playing both parts of the dialogue in "Structures 1". T models and does controlled group practice (T-Ss) * T **models** the same dialogue with a S (using the watch/CD player to model **MEANING/USE** of *less/more*). * T has two Ss model the same dialogue (using the pencils). * T uses CCQs to check to see if Ss understand the task: ***Is this a speaking activity or a writing activity? DO you do this alone or together? Point: Who is your partner?*** *Ss practice the dialogue with a partner.	T T-Ss T-S S-S	Ss demonstrate FMU of TL Ss apply the concept with limited possibilities for error but an increased challenge in pairs.
3	E/I	5	Top of page 125 - "Look and Say II" * **Optional:** Ss demonstrate USE for *who/which* by completing chart on WB *T previews task by having Ss look at the pictures. T checks **USE** of *who/which* by asking Ss: *When do we use who? When do we use which? In the first one will we use who/which? Why?* * T **models (T-Ss & Ss-T)** * Ss practice the dialogue in pairs: A asks the question using the language provided and B answers the question. **Optional:** For lower level Ss who need more guided practice → Switch step 3 and 4. Do the bottom of page 125 first so Ss can	T-Ss S-S	S practice in a **controlled** setting.

			practice who alone and then do top of page 125 so Ss can practice who/which together		
4	I	5	**Optional** (It only focuses on who) Bottom of page 125 - "Work in Pairs" * Ss use picture as prompt – Ss brainstorm adjectives and T writes on WB * Ss use the Q: *"Who is…"* and the short answer: *"A is…."* to the new dialogue.	S-S	The textbook is adapted to fit Ss learning needs.

5	I	7	* T **elicits** Korean places and movie stars and the possible adjectives to describe them *(tall, short, thin, fat, rich, good, bad, intelligent, attractive, famous, talented, respected)* make chart on WB:
			
			 <table><tr><td>Korean places
			•</td><td>adjectives
			•</td><td>Famous Koreans
			•</td><td>adjectives
			•</td></tr></table>
			 * T scaffolds the dialog by putting the following on the WB:
			   A: *"Which/ Who is _____, A or B?"*
			   B: *"A is _____."*
			   A: *"I agree/ disagree"*
			 * In pairs, Ss take turns asking each other Qs about famous Korean places and people.
			 NB: For lower level Ss having noun and adj. match in the chart above can be helpful when they do the less controlled practice
				Ss-T
				
				 S-S
					Ss **prior knowledge** is accessed.
					 Ss practice in a **freer** communicative way.
					 Scaffolding is provided to assure that Ss succeed
					 New language is introduced and practiced
					 Ss have opportunity to personalize their learning

6	F	10	****Consent**** *Make sure all dialog support has been removed from WB and PPT. Lists of adjectives, names of famous people or places can stay on the WB * Put Ss in large circle. Each S receives a slip of paper with five columns on it. (Ss name, 2 People/2 Things, Adjective, their answer and score) * Ss fill in their slip of paper either putting in two people or two places/things. Ss also write an adjective (in base form) to compare these items; i.e., "Brad Pitt, 강호동, handsome." They must also fill in the "Your answer" section according to their own answer. * T guides Ss in filling out the game sheet. T can ask: ***What your name? Where will you write it?*** For the second column T can ask: ***What are you writing in the third column? How many***	S-S	Ss are checked on their mastery of the objective individually. Ss **personalize** the material by asking e/o questions about classmates - generating interest.

| | | | *people/things will you write down?* For the third column T can ask: *What kind of word goes here? What kind of words do we use to talk about people and things? Can you give me a word that tells me about a person or thing?* For the fourth column T can ask: *What will you write here? Are you writing what you think or what your classmates think?* For the fifth column you can ask: *How do you get a point?*

* Ss make questions based on what they have written on their strips:
    A: *"Which is _____er A or B?"* or *"Who is better, A or B?"*
    B: *"A is……"*
    A: *I agree/ disagree.*
* Ss ask the person to their right. If their answers are the same, they must answer "I agree" and give themselves a point. If the answers are different, the student must answer "I disagree" and cannot get a point.
* Ss pass the slips to the person to the right until the original slip of paper returns.
* T monitors the game as Ss play listening for fluency. | | |

Comparative Lesson	Queen Elizabeth Lee Myung Park Lee HyoRi Baby

China China South Korea	**Mabbakie** Albert Einstein	**Han Galn** Princess Fiona
Salad Sam kyeob sal	**Brad Pitt** Shrek	**David Beckham** Mini Me
• Brad Pitt is handsomer than Shrek. • Mabbakie is more smarter than Albert Einstein. • Queen Elizabeth is more old than Lee HyoRi. • Soccer is more good than tennis. • Han Galn is more beautifuler than Princess Fiona.	A: Which is ___, A or B? B: (A)/(B) is _____than_____.	A: Which is ___, A or B? B: (A)/(B) is _____than_____. A: Who is ___, A or B? B: (A)/(B) is _____than ____.
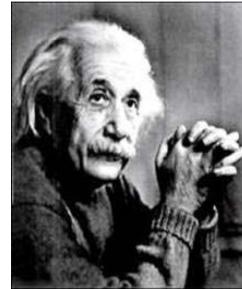
- A: Who/Which is _____, A or B?

- B: (A̲)/(B̲) is _____than_____.

- A: I agree/I disagree.

Your Name	2 people	Describing Word	Your answer	score

Your Name	2 things	Describing Word	Your answer	score

Fix these sentences:

1. Brad Pitt is handsomer than Shrek.

2. Angelina Jolie is more beautifuler than Princess Fiona.

3. Donkey is more smarter than Albert Einstein.

4. Albert Einstein is more old than Brad Pitt.

5. Soccer is more good than tennis.

Look and Say II

Look at the pictures and practice the dialog with your partner.

Which is more interesting, *Harry Potter* or *Lord of the Rings*?

Lord of the Rings is more interesting than *Harry Potter*.
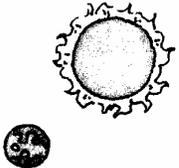
bigger / the sun or the earth

faster / the rabbit or the turtle

more beautiful / Snow White or the Queen

Work in Pairs

Seri   Suna   Mija   Songi   Mina   Minji
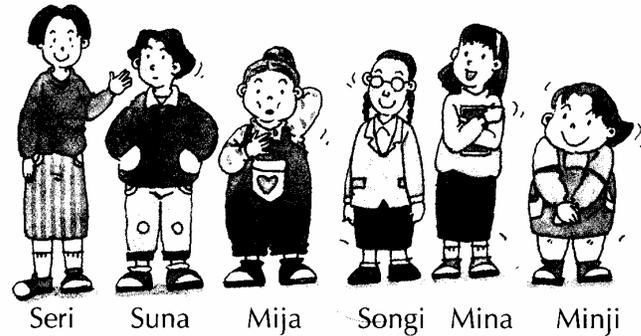
A: Is she taller than Minji?
B: Yes, she is.
A: Is her hair shorter than Suna's?
B: No, her hair is longer than Suna's.
A: ...

STUDY POINTS

● Structures

1 Which one is **more interesting,** "The Romance of a Busy Broker"
or "The Christmas Present"?
"The Romance of a Busy Broker" is **more interesting than** "The
Christmas Present."
I am **taller than** Minho.

Look at the pictures and complete the sentences.

The watch is _____ _____ than the CD player.

The blue pencil is _____ _____ the black pencil.

2 **Harvey Maxwell,** a busy New York broker, rushed to his office.
My sister, Minji, is in America.

Look at the pictures and complete the sentences.

Mr. Kim, _____ _____, is very kind to me.

My dog, _____, doesn't like water and baths.

Danbi

3 The telephone **kept ringing** and people began to pour into the
office.
He **kept working** for six hours.

Look at the pictures and complete the sentences.

The baby kept _____ for two hours.

Keep _____ until you get to the park.

From *Doosan 2* Middle
School Textbook.

Consent Game Sheet: Cut this into strips. Each Ss gets one strip.

Your Name	2 people	Describing Words	Your answer	score
Your Name	2 things	Describing Words	Your answer	score
Your Name	2 people	Describing Words	Your answer	score
Your Name	2 things	Describing Words	Your answer	score
Your Name	2 people	Describing Words	Your answer	score

SARS Chart for Comparatives 2

	What	Why
Select		
Adapt		
Reject		
Supplement		

GRAMMAR LESSON #3—PRESENT PERFECT

Time: <u>60 minutes</u>   Level: <u>intermediate</u>   Age: <u>High School and Adult</u>

Action points from previous practice teaching: (from your trainers)
1. Elicit from students
2. Modeling the different activities twice-> teacher-student, student-student

1. **What are you teaching?** *(You don't need to teach all in one lesson)*
     Linguistic items-past tense vs. present perfect
     Language skills- **speaking** & **grammar (**some listening, writing, reading**)**

2. What do you want the Ss to be able to do with the new material that they couldn't do before the lesson? (Learning objective) By the end of the lesson, SWBAT:
Use present perfect and simple past to ask questions and make statements about their past experiences e.g. (**A: Have you ever _____ ? B: Yes, I have. // No, I haven't A: What/When/Who did you _____? B: I _____**)by doing a class interview activity where they compare experiences
        FORM: subject + have + past participle, commonly contracted
        MEANING: past is for specific time and present perfect is for unspecified time
        USE: Pres perf is frequently used with ever in Qs and never in answers and past is used with specific times

3. How will I know when and if the Ss have learned the material (have achieved the learning objective)? Ss will write the rules for the differences between the present perfect and past and then use the correct form in a game of "Talkopoly" and then in the survey

Preliminary considerations:
a. What do your students already know in relation to today's lesson?
The vocabulary used in the activities and the forms of both verb tenses

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
Coming up with the rule instead of being given the rule & when to use the two different verb tenses in the different situations

c. How will you avoid and/or address these problem areas in your lesson?

giving lots of opportunities to discover the rules through inductive-based activities/examples, working in pairs so Ss can learn from each other and writing the rule on the board once they create it and encouraging Ss to rephrase/write

Steps	Stages EIF	Time: guess here	Procedure/Steps--these need to be written in the perspective of what the students do	Focus S-S, T-S, etc.	Activity Purpose FMU
1.		3	*Greets Ss and establish context of use by showing some pictures, such as a beach, Paris, Harry Potter and a poster from a recent movie. *Ask Ss: Have you ever….? If Ss answer yes, as Qs like: What did you do there? Who did you go with?		1. Activate Schema, 2. Establish context of use, 3. Check meaning of target forms, 4. Build rapport, 5. Generate interest 6. Listening before speaking
2.		5	*Warm-up competition: Card Attack; each team gets a pile of verbs in base form and they need to write the simple past and past participle on the chart.		1. Initial assessment 2. Checking to see if Ss are ready to acquire the TL being taught 3. Competition for motivation 4. Learning styles T&K 5. Form check .6 Group work puts Ss at ease 7. Opportunities for peer learning and teaching
3.		3	*Human sentences: Pass out cards to individuals and have them make a line at the front of class. *Ask their classmates to help them get into the correct order		1. Learning styles VKT 2. Models upcoming task 3. Form check 4. Safe and comfortable environment to put Ss at ease 5. permits silent period
4.		8	*Scrambled sentences (each group gets a bag of scrambled sentences): *Ss figure out and write rule for statements "subject + have/has + (never) + past participle" *Ss figure out and write rule for question (stations) "have/has + subject + (ever)+ past participle"		1. Guided discover activity 2. Materials facilitate learner investment and discovery 3. Opportunities for peer learning 4. Learners' attn is drawn to significant features

					of TL 5. Permits silent period
5.		5	*Ss write three statement and three questions using the rules they have discovered. *T models: ***I have been to Thailand. Have you ever been to Thailand?*** *Ss check their work in pairs, then play pass the monkey.		1. Controlled practice activity 2. Ss affective attitudes are accounted for by allowing Ss to choose who will participate in the task 3. Learning styles accommodated: VKT
6		6	* Ss do the Find Someone Who activity forming Qs and As following rule to show ability to use Present Perfect. *S create their own statement and question and answer—demonstrate understanding of rules		1. Less controlled practice 2. Personalization of the TL 3. Learning styles: K 4. Practice will help Ss develop confidence 5. Communicative purpose
7.		5	*Ss do handout where they compare past and present perfect—Ss are asked what words go along with past (time markers). *Ss make and write a rule about the difference in meaning & use between the two tenses *Ss share with a partner on why they chose that tense		1. Guided discover activity 2. Materials facilitate learner investment and discovery 3. Opportunities for peer learning 4. Learners' attn is drawn to significant features of TL 5. Permits silent period
8.		8	Ss play "Talkopoly" in which they use both rules with some support language/and rule posted on WB		1. Controlled practice activity 2. Ss affective attitudes are accounted for with a variety of materials and activities 3. Learning styles accommodated: VKT
9.		12	*Remove TL support (have Ss turn over worksheets, etc.) *Put Ss into two groups (A and B) *Ss write on a slip of paper a country they have been to. *T mixes together group A countries in one hat and group B countries in another hat *Group B draws slips of papers of group A *T tells Group B they are travel reporters trying to research a		1. Communicative purpose 2. Opportunity for outcome feedback 3. Success = confidence

			country. They are to find the person who has been to this country and ask him/her some questions to find out what their "source" did in that country. ** **This must be done in two groups**: B reporters & A country experts // A: reporters & B: Country experts ****T should explain that they should say "yes" only if they wrote that country/place name on the slip of paper.**		
		55 min			

Card Attack

- Get into three groups
- Each group will get a set of cards
- You will only have 5 minutes
- Write as many words as you can
  - EX: hop – hopped – hopped
- You'll get 1 point for correct word, and bonuses for level each level.
- Be careful – Mistakes will cost you a ship

Additional Materials

➢ Laminated Human Sentence Cards- one statement and one question

Card Attack

Directions: Take turns flipping over a card and filling out the chart. The more boxes on the chart you complete, the more points you will earn. The team with the most points wins.

		+5
		+10
		+15
		+20

COME	WALK	GO
BE	HAVE	DO
DRINK	EAT	READ
WRITE	TEACH	PLAY
SING	RIDE	DRIVE
MAKE	DANCE	LEARN
JUMP	STUDY	SEE

WATCH	LIVE	RUN
TAKE	BUILD	PUT
HIT	SPEAK	KNOW
WIN	PAY	CATCH
STEAL	THROW	FLY

have you ever **visited**

Australia **?**

<u>has</u> he ever <u>played</u> ice

hockey ?

<u>have</u> they ever <u>gone</u> fishing ?

<u>have</u> you ever <u>eaten</u> kimchi ?

<u>has</u> she ever <u>been</u> to

Canada ?

I <u>have</u> <u>been</u> to Thailand .

She <u>has</u> <u>eaten</u> kimchi many

times	.

They	<u>have</u>	<u>lived</u>	in

Australia	.

He	<u>has</u>	<u>studied</u>	English	for

five	years	.

I	<u>have</u>	<u>been</u>	in	Korea	for

three	months	.

Guiding Questions

1) In each sentence, which words are underlined?

2) What patterns do you see with the underlined words?

   _____ + _____

3) Write a sentence using **they + have + eat lunch** using this pattern:

4) Can you make a rule for how to form a statement in this verb tense? What is it?

5) Look at the questions. How are they formed?

6) Can you make a rule for how to form a question using this verb tense? What is it?

7) Do you know the name of this verb tense?

Find Someone Who… Interview Game!

Instructions:
1.) Please write out *SIX* sentences about six different experiences you have had in the past in the chart below using the ***present perfect tense***.
2.) Interview your friends to find out if they have had the same experience by asking them questions using the ***present perfect tense***.
3.) You can only ask each person you speak with *ONE* question.
4.) If your friend has had that experience, you can write their name in the chart.

Your past experience:	Your friend:

PRESENT PERFECT OR SIMPLE PAST

Present Perfect	Simple Past
Have you ever eaten sushi?	Did you eat sushi **last week**?
Carol and Jo have seen "Lord of the Rings."	Carol and Jo saw "Lord of the Rings" **last year**.
Has Larry ever been to Canada?	Did Larry go to Canada **in 1984**?
David has been to the Double Decker Pub.	David went to the Double Decker Pub **last night**.
Kelly and I have lived in Australia.	Kelly and I lived in Australia **in 1997**.
I have studied Spanish.	I studied Spanish **nine years ago**.

Guiding Questions:

1) When do the present perfect sentences happen? (past, present, future)

2) When do the past tense sentences happen? (past, present, future)

3) In the simple past tense sentences, what types of words are in **bold**?

4) Can we make a rule about when we use **present perfect tense** and when we use **simple past tense**?

START HERE!! ⇧

Have you ever been to Europe?

Make a Sentence about Someone in Your group using present perfect or past

Tell your group something new about yourself using past or present perfect

She has been...

No, I haven't.

We have gone...

?

?

Ask Someone in your group any "Have you ever...?" question. Or "Did you?" Make sure they answer you!

Make one Sentence about two people in your group using present perfect or past

Have you ever Slept in a hammock?

Tell Your group Something new about Yourself using present perfect or past

Make a Sentence about ___ using present perfect or past

I have seen...

? Yes, I have.

?

Have you ever...?

?

Have you ever gone Scuba diving?

FINISH!!

Ask Someone in Your group any "Have You ever...?" question. Or "Did you?" Make Sure they answer You!

TALKOPOLY!

Sample Lesson Can and Can't

For Elementary School Ss   Teaching time: _45 min_

Action points – (These are the suggested techniques/ideas to try in your next practice teaching. See trainer's observation notes from your last practice teaching session and copy the action points here)
> 1. *Balancing my Ss academic and emotional needs*
> 2. *Include activities that engage various learning modalities such as visual, tactile and kinesthetic learners*

2. ***What are you teaching?***
- **Language skills** – speaking & grammar
- **Language points** – Can and Can't → Can you ____? Yes, I can _____ or No. I can't _____. (Key Vocabulary: *play baseball, ride a skateboard, fly an airplane, drive a car, ride a bike,(go) swim(ming), (go) ice skate(ing), do taekwondo, play golf, play basketball, play soccer, cook(ing), sing(ing), dance(ing), play piano, play guitar)*
- **Cultural Aspects** – N/A

2. What are your Student Learning Objectives for the lesson? (These should be specific and describe *observable student behaviors,* which you will be able to see in class.)

By the end of the lesson, SWBAT:

demonstrate their ability to ask and answer questions using: *A: Can you _____? B: Yes, I can ____.* or *B: No, I can't _____.* by doing a classroom survey. **(NB: I usually don't get to the survey, because it's the first lesson of a new unit. Lesson ends during the "Go Fish" card game).**

3. When/How in the lesson will I check students' progress toward the above Learning Objectives? What behaviors/activities will show me whether they have mastered the material? *Ss will show that they understand the meaning of target form before they use the new form. Ss will play several card games to help them internalize the TL.*

Preliminary considerations:
a. What do your students already know in relation to today's lesson?
Most students will know many action verbs and activities such as swimming, riding a bike, and playing soccer
b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
*Asking and answering questions in full sentences. Remembering to drop the –**ing form** when using verbs with can/can't*

c. How will you avoid and/or address these problem areas in your lesson?
*I will provide all Ss with opportunities to practice the structure. I will model the structure with the whole group before asking them to use it own their own. I will guide Ss to notice the difference between the structures: **He is swimming** and **He can swim**.*

Steps	Stages	Time	Procedure/Steps--these need to be written in the perspective of what the students do	Interaction S-S, T-S, etc.	Activity Purpose
1		1	Greet Ss, my name, a few questions, smiles, eye contact *What do you like to do?* Write verbs into key word and non-key word columns **or** **Optional:** Write verbs onto WB and separate into columns <table><tr><td>play</td><td>do</td><td>go (X)</td></tr><tr><td>soccer piano</td><td>taekwondo geomdo</td><td>run swim surf the internet</td></tr></table>	T-Ss	• Establish rapport, friendly atmosphere. • Get Ss used to English and my voice / pronunciation. • Review action verbs and the graphic organizer used the previous week
2		5	REVIEW / BRAINSTORM 1. Show pictures of actions such as swimming, soccer, etc.. Ask Ss: ***What is he/she doing?*** 2. Make list on WB; (add key words to key word column, add other verbs to non-key word column) 3. Put Ss in pairs and have Ss create longer list 4. Have Ss share lists and then elicit from group and add to column on WB 5. If target vocab is not on their lists, show pictures and add missing actions such as golf, skateboarding, etc…	T-Ss S-S Ss-T (T-Ss)	• Intro key words & validate Ss participation when Ss use correct English even if it is not part of the target vocabulary • Activate Ss background knowledge, find out what Ss already know, get some idea of Ss level and who is more advanced with English. • Create opportunities for peer learning

3		10	MATCHING GAME 1. Ss demonstrate that they know action verbs. Use flash cards 1 set of 2 cards for each group 2. Make groups of four. 3. Model the game with two Ss (Cards are face down. Ss turns over the card and says the actions: *He is swimming.* Ss turns over a second card and says the action. If the cards match. Ss takes card and plays again. If the cards don't match, turn moves to next Ss. Game stops when all cards are matched.	T-Ss S-S	• Key vocabulary is practiced in a controlled manner. Repetition increases chance that low level Ss will learn target vocabulary • Ss review vocab. in a fun, kinesthetic and tactile way • Ss have opportunities to repeat key vocab and Ss can learn from peers. • Element of competition will increase Ss motivation and create a safe and comfortable learning environment
4	E/I	3	INTRODUCE TARGET LANGUAGE & CHECK MEANING 1. Put Chart on the WB or PPT | Action/Name	_____	_____	_____ | | | | | | 2. Ask Ss question using the target form: *A: Can you _____?* 3. Elicit the TL form from Ss after they have answered a series of Qs & Write TL form for Q on the board 4. Elicit TL for for the answers and write on WB *B: Yes, I can _____.* or *No, I can't _____.* 5. Model target language. Practice with the group (T-Ss, Ss-T, Ss-Ss)	T-Ss Ss-Ss S-S	• Listening before speaking • Ss demonstrate understanding of TL • Controlled group practice to create comfort and safety

5		3	CHECKING FORM 1. Put correct and incorrect sentences on the WB or PPT 2. Ask Ss to work together to find the correct and incorrect sentences 3. Ss come to WB or PPT and place an **X** next to the wrong sentence and **O** next to the correct sentences 4. Ask Ss to correct the wrong sentences first in groups then on WB		• Clarify form • Provide for peer learning opportunities • Check answers kinesthetically
6		8	LESS CONTROLLED PRACTICE: CUP, CARD & X-O GAME 1. T explains the directions, models and CCQs the directions before passing out material. Possible CCQs: *Does the X mean he can or he can _____? What does the O mean? Does A or B hit the cup? Who hides the Xs and Os in the cup; A or B?* 2. Ss play in pairs. Each pair has about ten flash cards face down on the desk. There are two paper cups. Color the bottom of inside black, on the bottom of the outside write an X o one cup and write an O on the other. "**A**" flips over a card and asks: *Can he/she/ _____?* "**B**" flips over one of the two cups and answers based on the outcome (0=yes, X=no) 3. Support language is still on WB (note pronoun change) *A: Can he/she _____?* *B: Yes, he/she can _____.* or *No, he/she can't _____.* 4. T monitors, encouraging Ss to answer in complete sentences. 5. Ss stop when all the flash cards have been turned over	T-Ss S-S	• To avoid Ss being distracted by the cards, cups, and the cardboard Xs and Os • Kinesthetic and tactile components to help Ss with various learning styles • Practice is made fun by introducing game like elements that give Ss autonomy.
7		12	CAN CAN'T GO FISH GAME 1. Explain directions, model, and CCQ 2. Put Ss into groups of four and gives them about 32 flash cards. Have Ss start with about 5 cards each. Ss are trying to match cards that they have in their hand. Ss will ask the other Ss: **Can you _____?** If the other S has the card he will answer: "**Yes, I can _____.**" and then give the asking S his or	T-Ss Ss-Ss	• Students are able to be active in their own learning • Ss academic and emotional needs are meet b/c T provides a fun and active educational environment.

			her card. If the S does not have the card then he or she will answer: "**No, I cant _____. Go Fish."** The first S then takes one card from the deck. Play always passes to the next S regardless the Q & A sequence. 3. T monitors and encourages Ss to speak in full sentences. 4. Play continues until all the cards are matched. The S that has the most pairs is the winner.		• Ss are given autonomy to use the TL strategically to win the game.
8		12	SURVEY 1. Remove all TL support 2. Ask Ss to copy survey chart into their note books 3. Ss write five actions in the first column 4. Ss ask their classmates using the TL 5. If time have Ss report what they learned		• Demonstrate SLO • Communicative purpose • Authentic and meaningful activity

PowerPoint

Can & Can't Sample Lesson

O/X Quiz • If Yes → O • If no → X	A penguin can fly. O/X 	A dog can swim. O/X

Yuna can't skate. O/X	A chef can cook. O/X	A fish can walk. O/X

Hobby	Stephanie	Ok-bi	NaYoung	Heewon	YouJeong
Swim					
Cook buchimgae					
Play baseball					
Do taekwondo					
Play WoW					

What questions did I ask you?

Fix these sentences if they are wrong:

I can't swim.

She can cooking ramyun.

He can plays baseball.

She cans do taekwondo.

I can't played computer games.

A: Can you _____?

B: Yes, I can.

   No, I can't.

Copy this chart in your book

Hobby				
Play baseball				

Choose and write three hobbies.
Write the names of three friends.
Ask your friends questions about their hobbies.

A set of flashcards 4 cards of each item. 16 total items. Here is an example of one of the cards. To make cut, fold, glue and laminate.
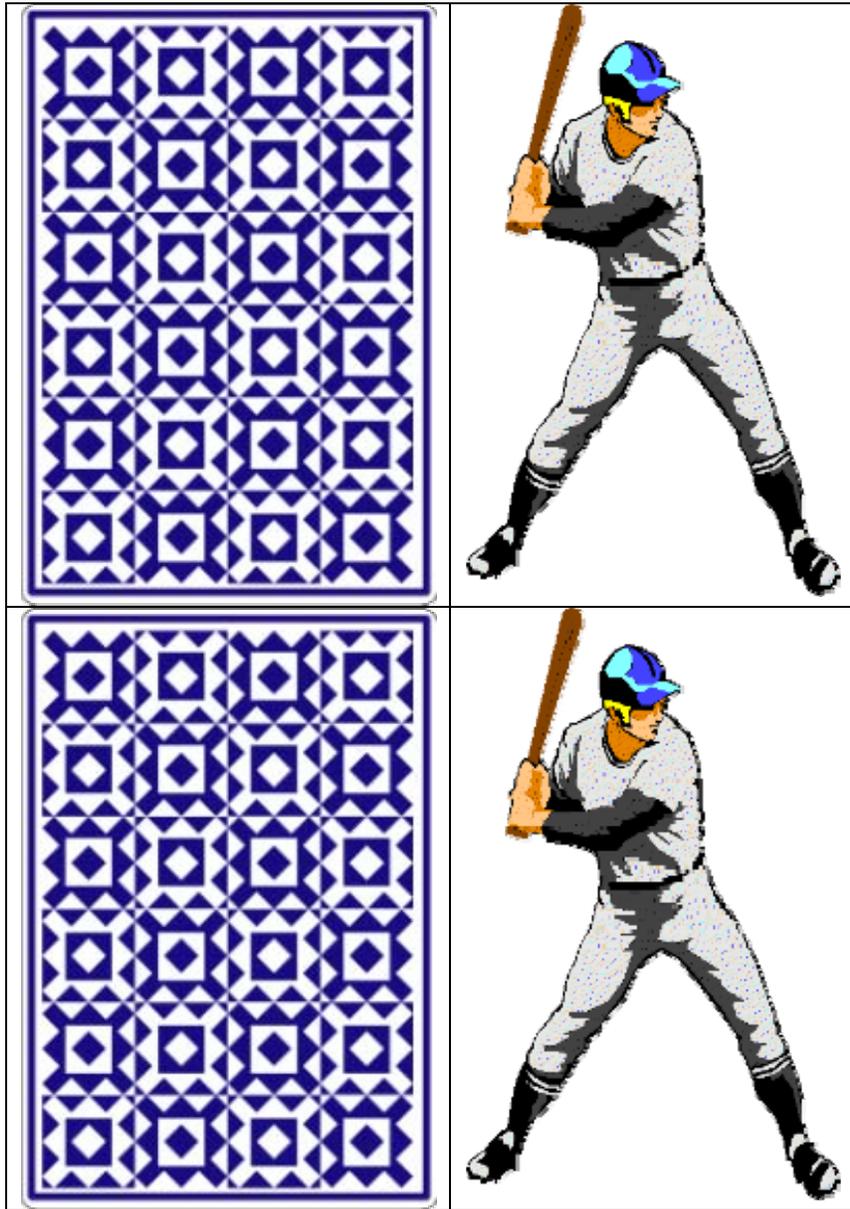
Additional Materials: Paper cups, two for each group. Color the bottom on the outside black. Inside on the bottom make an X or an O.

Bad Sentences

Directions: Read and mark sentences X and O. Fix the bad sentences.

_____ I cant swim.

_____ She can cooking ramyun.

_____ He can plays basketball.

_____ She cans do taekwondo.

_____ I can't played computer games.

Sample Lesson - Locator Prepositions

Teaching time: 50 minutes   **Target students: Elementary**

1.) What are you teaching?
- **Language points** – locator prepositions
- **Target language**: *"Where is the (classroom object)?" "It's (locator preposition) the ~".*
- **Skill focus** – speaking (**Other Language skills** – listening, writing and speaking)
- **Culture** – N/A

2.) What are you Student Learning Objectives for the lesson?
<u>By the end of the lesson, SWBAT:</u>
Demonstrate an ability to ask and answer questions using locator prepositions (*on, under, inside, behind, next to, in front of, between*) in the dialog: **"Where is the (classroom object)?"** and **"It's (locator preposition) the ~"** by doing the information gap, 'Draw the Missing Items.'

3.) When/How in the lesson will I check students' progress toward the above Learning Objectives? What behaviors/activities will show me whether the have mastered the material?
- Ss will be able to follow the teacher's commands (ex: Put your hands **on** your head) by acting them out
- Ss will be able to complete the information gap activity by using locator prepositions to get the answers.
- Ss will describe and draw a picture using locator prepositions to explain where the objects are in the picture.

4. Preliminary considerations:
a.) What do students already know in relation to today's lesson?
- Ss already know basic commands and most of the classroom objects vocabulary presented.

b.) What aspects of the lesson do you anticipate your students might find challenging/difficult?
- Ss might have difficulty describing the picture.
- Ss may not know all the vocabulary words for the objects presented in the information gap and drawing activities.

c.) How will you avoid and/address these problem areas in your lesson?
- I will be clear with my instructions and model the activity for the students to help make it clear to them what to do.
- I will show the objects with the spelling and a picture (legend) on the information gap activity to help students understand what they are.
- I will elicit the vocabulary words from the students that they already know and teach them the words they don't know by showing them pictures of the objects that are used in the drawing activity.

- I will also practice the pronunciation of these words with students so they know how to say them for the activities.

Time	Framework	Procedure/Steps (written in the perspective of what the students do)	Interaction S-S, T-S, etc	Activity Purpose/Reason
5		**Greetings and Introduction** T asks Ss some casual Qs (ex: How are you doing today? How's the weather? Etc)		Set up a comfortable environment and build rapport with the Ss
10		Ss listen and to and watch the teacher. The teacher will introduce the locator preposition vocabulary (*on, under, behind, inside, next to, in front of, between*) by asking Ss: • Where is the pen? • Where am I standing? If Ss don't know the word, the teacher will say it. **Teacher puts each new word up on the board.** Ss are asked what the words mean.		Ss are introduced to the target language in an authentic way. Providing Ss with visual support of the new words.
5		Ss practice pronunciation of words (listen and repeat after the teacher) Ss practice sound linking (and write on board): • *next to* • *in front of*		Ss are given an opportunity to practice saying the new words and focus on accuracy.
5-10		Ss stand up and follow teacher's commands. Teacher says: • Put your pen *on* the desk. • Put your pen *in* the desk. • Put your pen *under* the desk. • Put your pen *behind* your desk. • Stand *in front of* your desk. • Stand *behind* your desk. • Sit *on* your chair. • Stand *between* your chair and your desk, etc… Ss play *"Please"* game, following the teacher's commands. **NB:** The *"Please"* game works just like *Simon Says* but you say or don't say *"Please"* instead.		Ss are given the opportunity to practice their comprehension of the new words through a listening activity. Kinesthetic learners are accessed through a TPR activity. The game adds a fun element to learning and helps to motivate Ss to learn.

| | | **Survey** T asks Ss where several different objects are in the classroom by asking: *"Where is the (classroom item)?"* Ss might not be able to answer in full sentences at this point in the lesson, so T will elicit or give the correct answer (ex: "Yes, *it's under* the desk") After asking about several objects, **T elicits language from Ss:** *"How did we ask the questions"* *"How were the questions answered?"* **T writes the TL: "Where is ~?" and "It's ~ the ~." on the white board for Ss to follow.** T asks Ss to write five questions about classroom objects on their survey paper by using the TL on the board. After Ss have written their Qs, they must survey other students and write their answers on their paper. **Optional: T can make a competitive element by telling Ss that the first one finished wins a prize.* | | Review what Ss already know (classroom objects) and practice the TL in an authentic way. Treating Ss as knowers. Providing Ss with visual support of the TL. Provide Ss with a chance to practice the TL by integrating writing with speaking. |
| 5-10 | | **Information gap activity** **TL support is still on the white board from the previous activity** T explains the information gap activity:
 • T must stress that it is a *"secret"* and not to show your partner.
 • T explains that each S has a different picture than their partner, the ONLY thing that is the same is the desk.
 • T explains that Ss must go through the list and find the missing objects from their list, taking turns and asking each other "Where is the ~ ?"
 • S answers "It's ~ the ~"
 Each S will have a list of pictures of objects that should be on the picture (*pen, person, chair, desk, ruler, book, bag*). Ss cut out the pictures of the objects. Ss must ask each other questions about the objects that are not in their picture (ex: "Where is the pen?") and answer using locator prepositions to describe where the objects are (ex: "It's *on* the | | Ss are provided with an activity to practice their comprehension of the TL through a speaking activity. Information gap provides Ss with a reason to communicate. Use of VAKT. |

		desk"). Ss paste the objects on the appropriate location. T **models** the information gap activity with a S: 1. T: Where is the pen? 2. S: It's on the desk. 3. T: Where is the bag? 4. S: It's under the desk. **Ss do the information gap activity in pairs.**		Modeling helps Ss to understand clearly what they are supposed to do for the activity.
15		**Drawing activity** **Remove all TL support.** *Ss work in pairs for "drawing activity": • One S faces the front of the classroom (so s/he can see the board with the classroom picture on it), the S other faces the back of the classroom. • The S facing the board describes the location of objects in the picture by using the locator prepositions and the other S draws the picture. • Ss check their pictures with the picture on the board. • Ss switch and do the same activity with another drawing. **Optional Organization:** * Ss work in pairs • Each groups of Ss will get several pictures of classrooms • One Ss has the picture, the other Ss has a blank piece of paper, a book bag, or screen should separate the two Ss • The Ss with the picture describes what he/she sees, the other Ss draws • Ss compare pictures • Ss switch roles until all the pictures have been described and drawn		Use of VAKT. Ss use the TL freely on their own. Ss demonstrate their comprehension and mastery of the TL. SLO is observed. This organization is best with mixed level Ss, especially if you are worried that some Ss will finish before the others are ready to move on.

Currently there are no PowerPoint materials available for this lesson. What supplementary materials would you need to select, adapt and supplement, if you wanted to teach this lesson? Would you make changes to any of the steps? If so what would you change and how? If you make a change remember it needs to fit into the proper staging and sequencing of the lesson.

Instructions for Info Gap

1) **DON'T** show your partner your picture...it's a SECRET! You have different things in your picture. **Only the desk** is the same it both pictures.

CCQS: *Can you show your picture to your partner? Are the pictures the same?*

2) Cut out the pictures of the things on the left side of your paper.

CCQS: *What are you going to cut out? Can you point?*

3) If you don't have the thing in your picture, ask your partner: "Where is the ~ ?"

CCQ: *Do you ask about the things that you see in your picture or the things you don't see? Who are you going to ask? What do you say?*

4) Paste the picture of the object on the picture where your partner tells you it is.

5) Take turns with your partner asking and answering about the different objects and paste all the missing objects on your picture.

6) Compare your picture with your partner when you are done.

Information Gap - Student A

pen
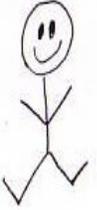
person
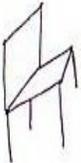
chair

desk

ruler

bag

book

English

English

pen

person

chair

desk

ruler

bag
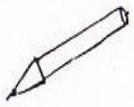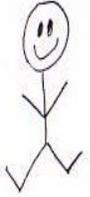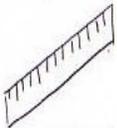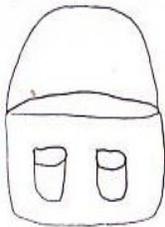
English book
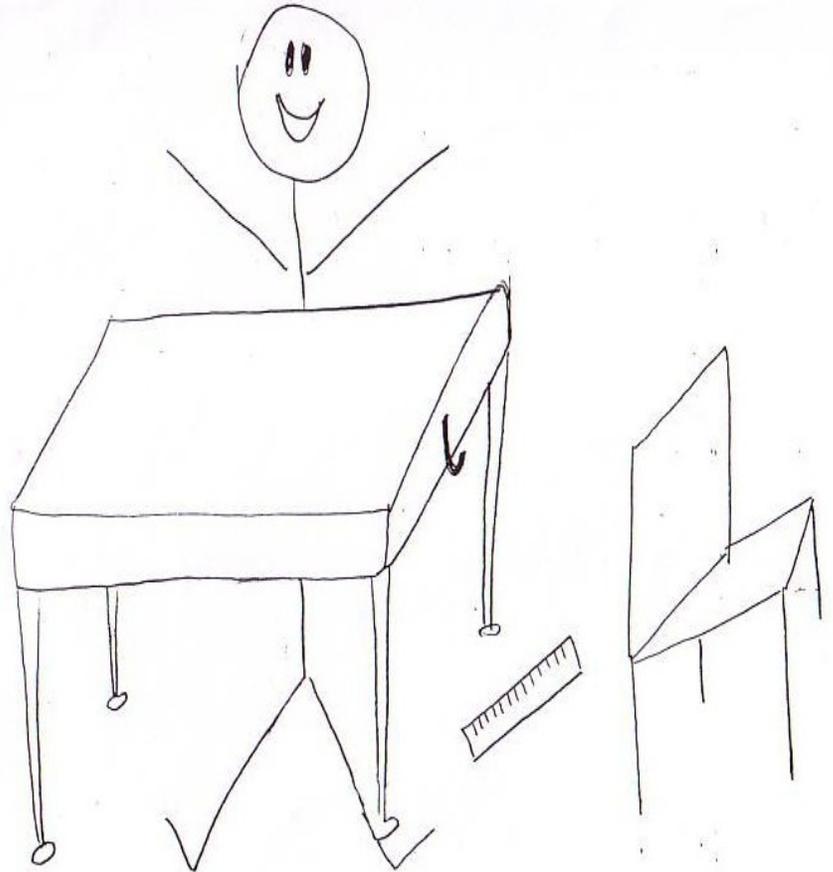
Day 1 Mini Lesson: Life Map: What's made a difference in your life?

Overview: Ss will brainstorm events that have happened in their lives and make a Life Map

Target Language:

Vocabulary	Expressions
• *graduation, to move, be born, attend, learned to, date/go out with, contest/competition, break up* and *make a difference.*	*A: What was your most interesting experience? / What was your most influential experience? / What was you scariest experience?* *B: My most _____ experience was _____.* *A: What happened?* *B: _____*

Language Skills:

Writing/Speaking: Ss will create a Life Map and talk about it with their classmates

Student Learning Objectives (SLO):

By the end of the lesson, SWBAT: demonstrate the ability to use key vocabulary in the dialog (A: What was the most _____ experience? B: My most ____ experience was _____. A: What happened? B: _____) by doing a life map interview activity.

Potential Obstacles:

Students having the ability to describe in English important events in their life. T will support Ss by checking Ss background knowledge and supplying some of the necessary vocabulary. T will also provide Ss with opportunities for peer learning through brainstorming and sharing activities. Listing and re-listing the the key events in their life will allow them to become familiar with the vocabulary and will provide a suitable silent period for reluctant speakers.

Steps	Stages EIF	Time: guess here	Procedure/Steps--these need to be written in the perspective of what the students do	Focus S-S, T-S, etc.	Activity Purpose
1		2	1. Greet Ss and write the following Qs on the WB: **What's made a difference in your life? What's the most important event in your life?** Let Ss discuss in small groups. T can model/share an important experience such has: **Coming to Korea has made me more independent.** 2. Elicit experiences and wrote them on the WB –Use two columns on for key words and another for non-key words **Slide 1:** No slide is necessary; unless T decides to have a title page showing on screen	T-Ss	1. Establish rapport, friendly atmosphere. 2. Get Ss used to English and my voice / pronunciation. 3. Activate Schema and intro topic
2		10-12	BRAINSTORM/ACTIVATE SCHEMA/BUILD VOCABULARY 1. Put the following words on the PPT: **graduation, to move, be born, attend, learned to, date/go out with, contest/competition, break up** 2. Give one handout with the words used in context to each group. Have Ss discuss the meaning of the words in their L1 3. Ask some CCQs such as: **What high school did you graduate from? Have you ever moved? Where do you move from and to? In what month were you born? What school are you attending now?** 4. Ss will do a vocabulary matching activity. Model task for Ss by doing the first one. 5. Have Ss check answers with partner 6. Check answers altogether. Hand out several WB markers and ask Ss to match the vocabulary on the	T-Ss T-Ss S S-S	1. Brainstorm vocabulary related to important life events 2. Assess Ss background knowledge, find out what Ss know, get an idea of Ss level. 3. Validate Ss participation and build confidence in the topic by writing all solicited words on the WB 4. Model task 5. Create a safe and comfortable learning environment thru peer

			WB. **Slides 2≈10:**		learning and collaboration Check understanding by using a kinesthetic activity
3		5	**Life Map – Task 1** 1. Tell Ss that they are going to make a list of important life events: Good, bad, interesting, funny, etc… 2. T models by writing some important events on the WB: ***Born August 15, new bike, lost parents at state fair, changed schools, broke leg…*** Ask Ss to write as many events as they can remember in 5 minutes. Tell Ss that if they need help with English to ask their partners. Put help language on the WB: ***How do I say____ in English?*** Check Ss understanding by asking CCQs: ***Are you speaking or writing? Do you write many things or one thing? What are you making?*** 3. Monitor Ss and help Ss find appropriate English words and phrases Have Ss share their lists with their partner or in small groups. Tell Ss if they remember something important to add it to their list.	T-Ss S S-S	1. Model task 2. Provide Ss with support by leaving elicited vocab on WB, and help language so Ss can ask e/o in English 3. Peer sharing to make the task safe and to promote peer learning
4		5	**Life Map – Task 2** 1. Ask Ss to count the number of events on their list. Ask random Ss: ***How many events do you have?*** 2. Ask Ss to put the events in their list in order: *first, second, next, and then…* Model task by putting your sample list on the WB in order. (see PPT) 3. Monitor as Ss do tasks	T-Ss S	1. T models tasks for Ss and visual represents what the Ss need to do so Ss can do task successfully 2. Silent period is provided with opportunity of repetitive writing tasks of key events to build comfort and safety of

				language elements before speaking		
5		10	**Life Map – Task 3** 1. Show Ss a picture or sample of a Life Map (Ps. 20 &21) to let them know what they will make 2. Model next task on the WB. Draw a winding line from one side of the WB to the other. Explain to Ss that this line represents the road of their life. 3. Then draw dots along the line. One dot for each event on their list. Remind Ss to try to space the dots out evenly. 4. Next ask Ss to label each dot on their Life Map based on the events they have put in order on their list. Model task on the WB with the line and dots you have drawn. 5. Pass out colored pencils and/or crayons and ask Ss to add simple illustrations of the events they have labeled on their Life Map. Model task for Ss and show sample Life Map on PPT. Monitor Ss to make sure they are on task.	T-Ss S	1. T models tasks for Ss and visual represents what the Ss need to do so Ss can do task successfully 2. Ss are allowed to personalize Life Map thru the drawing of pictures	
6		15	**Sharing Life Map** 1. After Ss have finished making their life map have Ss get into groups of three. 2. Put the following Qs on the PPT: *A: What was your most interesting experience? / What was your most influential experience? / What was you scariest experience?* *B: My most _____ experience was _____.* *A: What happened?* *B: _____* 3. Ss take terms showing their life maps and explaining the events to their partners	S-S	1. T models tasks for Ss and visual represents what the Ss need to do so Ss can do task successfully 2. Ss are allowed to personalize Life Map thru the drawing of pictures	

Life Map

Discuss in Groups

- *What are some important events in your life?*
- *What experiences have made a difference in your life?*

Discuss these words.
What do they mean?

- graduate
- graduation
- to move
- be born
- attend
- learn to

- date
- go out with
- contest
- competition
- break up
- break up with

- move
- learn to
- date
- attend
- graduate
- contest
- break up
- be born

♦ I won the ____ . I got a prize.

♦ I will _____ middle school next year.

♦ I _____ from high school. Now I'm going to university.

♦ I _____ ride a bike from my father.

♦ I was _____ in August in the year of the monkey.

♦ I _____ with my boyfriend last week.

♦ There's a girl I want to _____ , but she keeps saying no.

♦ My family and I _____ to a new apartment last month.

Life Map
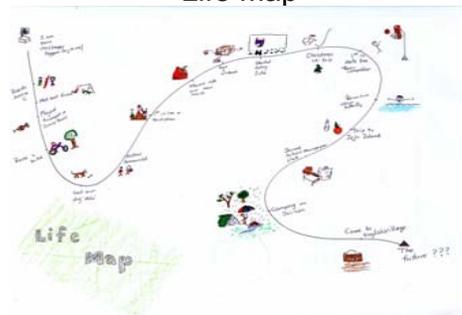
Step One

- Make a list of events from your life:
  - important
  - interesting
  - sad
  - scary
  - fun
  - embarrassing
  - exciting

- camping @ the beach
- broke leg
- born August 15
- moved & changed schools
- learned to ride bike
- attend kindergarten

Share list with partner. Add ideas.

Step Two

- Count the number of your events
- Make a column of numbers
- Put events in order: *First, second, next, and then…*

1. born August 15
2. learned to ride bike
3. attend kindergarten
4. broke leg
5. moved and changed school
6. camping @ beach

•camping @ the beach
•broke leg
•born August 15
•moved & changed schools
•learned to ride bike
•attend kindergarten

Step Three

- One a sheet o blank paper draw a single, wavy line
- Make dots on the wavy line for each event in your life.
- Then write the name of the even next to each dot
- Draw a picture for each event

Life Map
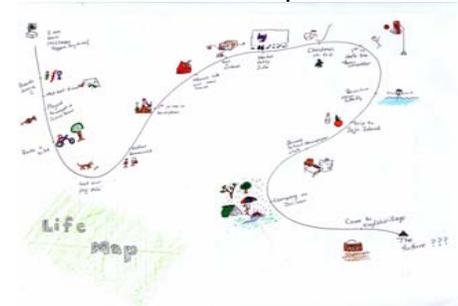
Share with a Partner

A: What was your most _____ experience?
B: My most _____ experience was ____.
A: What happened?
B: _____.
What was your most _____ experience?
A: My most _____ experience was ____.
B: What happened?
A: _____.

➤ important

➤ interesting

➤ sad

➤ scary

➤ fun

➤ embarrassing

➤ exciting

Vocabulary in Context

Directions: Look at the sentences below and use them to help your understanding of the key words and expressions. Discuss what you think the words mean in groups. You may use Korean.

He **graduated** from Harvard University in 2009.

Her **graduation** ceremony was really special. President Obama gave the commencement address.

We are going **to move** next week.

Her baby **was born** last month. He's so cute!
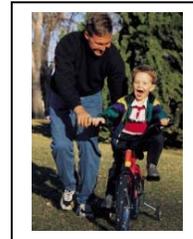
Do you remember **learning to** ride a bike?

My daughter **attends** Washington Elementary School. She's in third grads.

Did you here the news? Gina and Tim are **going out with** each other!

Really! I though Gina was **dating** Tim's brother, Tom.

She was. But she **broke up with** Tom to date Tim.

Did he win a prize at the speech **contest**?

He entered the **competition**, but he didn't get a prize.

- move

- learn to

- date

- attend

- graduate

- contest

- break up

- be born

♦ I won the ___ . I got a prize.

♦ I will _____ middle school next year.

♦ I _____ from high school. Now I'm going to university.

♦ I _____ ride a bike from my father.

♦ I was _____ in August in the year of the monkey.

♦ I _____ with my boyfriend last week.

♦ There's a girl I want to _____ , but she keeps saying no.

♦ My family and I _____ to a new apartment last month.

Draw Your Life Map

Part 2

Receptive Skill Lessons

SLO formula for Receptive Skill Lessons:

By the end of the lesson, SWBAT demonstrate their understanding/comprehension of the _____ (text/passage/story/dialog/conversation/article/etc.), _____ (title of text) BY _____.

Example:

By the end of the lesson, SWBAT demonstrate their understanding of the <u>conversation</u>, <u>*"Problems at the Airport"*</u> BY <u>describing the inferred conclusions about what each speaker will do</u>.

LISTENING SAMPLE LESSON 1- PARK LESSON

Name_____   Date_____

Action Points: 1. Use VAKT (Visual, Auditory, Kinesthetic, Tactile)
                2. Increase STT (student talk time)

1. What are you teaching?
   Key words: `pigeon, paper bag, entrance, statue, hoop`
   Language point needed for Ss to demonstrate SLO: Present Continuous
   Language skills: Listening
   Culture: N/A

2. What are your student learning objectives for the lesson?

```



```

3. When/how in the lesson will I check students' progress toward the above student learning objective?

When Ss point to and circle the appropriate park-related items while listening to the text; when they identify where misinformation is given about the original story by raising their hands; when Ss describe the park picture to their partners using the new vocabulary and present continuous, and then when they are able to describe a different park picture and their own park picture using the key vocabulary and present continuous.

Preliminary considerations:
a. What do your students already know in relation to today's lesson?
       Ss already know some park-related vocabulary, basic sentence formation, and the present continuous tense.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
       Understanding the Qs that I ask and want them to ask each other and pronunciation of some new vocabulary words such as "pigeon" and "statue".

c. How will you avoid and/or address these problem areas in your lesson?
       Write Qs on the board.
       Have choral repetition of words.

Time	Framework P D P	Procedure/Steps	Interaction (S-T, T-S)	Activity Purpose
5		1. Introduce the topic "park". T shows Ss a picture of a park and writes the word "park" on the board. T asks Ss, "What can you do in a park?" Ss share in pairs. T. elicits from group.	T-Ss T-Ss S-S Ss-T	1. To activate schema and students' prior knowledge in order to prepare them for the new information
5		2. Show picture of a park and elicit park objects they know using the language: T. "What's this?" Ss: "A bench." T writes the words on the board.	T-Ss Ss-T	2. To elicit Ss' prior knowledge Ss are treated as knowers Ss learn from one another
3		3. For park objects that Ss do not know, T elicits from other Ss or gives new vocabulary words: **pigeon, paper bag, entrance, statue, hoop**	T-Ss Ss-T	3. To ensure that Ss have the necessary vocabulary to succeed at the listening task.
3		4. Listening Task #1: Ss circle all the items they hear as T reads the text. Ss check with partner using the language S1: "What did you circle?" S2: "I circled <u>statue, bag, and pigeon.</u> How about you?"	S S-S	4. Ss are given a general listening task that is safe and manageable. Use of VAT
5		5. Listening Task #2: Ss listen to false text read by T. Ss raise their hands and say "Stop." when they hear false information. T. elicits correct information.	Ss-T	5. Ss are given a more specific task. Ss check answers to make safe environment. Use of VAKT
3		6. Listening & Reading Task #3: Cloze sheet: T puts up a poster of words that go in the blanks. Ss work in pairs to fill in the blanks. Ss listen and check in pairs afterwards.	S-S	6. Integrating reading and listening skills. On-going assessment of key vocab.
5		7. Ss review the form of the present continuous and then describe the park story to a partner using the new vocabulary. S: "Two women are sitting on a bench; one man is holding a paper bag, etc."	T-S S-S	7. Ss build on language they already learned in previous lessons; SLO can be observed.
8		8. Listening & Speaking Task #4: Ss listen to original text and look at new picture. T asks Ss to check the differences. Ss compare differences. Ss ask each other: "What did you circle that was different?" "I circled ____; what about you?" T elicits.	S-S	8.Ss use vocab. & grammar in new context. Supports post activity
13 ―――― 50 min.		9. Working in pairs, students draw a picture of their favorite park and describe it to their partners.	S-S	9. Adds a creative element and personalization; Ss use and expand on what was learned.

PowerPoint

Listening Lesson – "THE PARK" • *Beginner Level Ss → Elementary to Middle School* • *What do Ss already know?* • Ss already know some park-related vocabulary, basic sentence formation and present continuous tense.	A park 	A: What can you do in a park? B: I can <u>walk</u> in a park.
A: What can you do in a park? B: I can _____ in a park. What can you do in a park? A: I can _____ in a park. What can…?	What do you see? 	A pigeon
Pigeons in a park 	Which one is a pigeon? 1 2 	Statue of Liberty
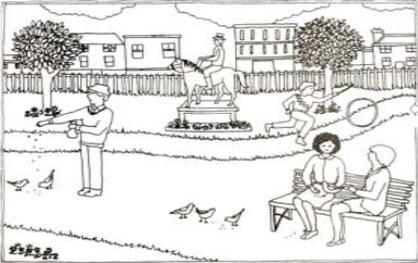
	A hoop and a stick	Hoops or Sticks?
1 2		
A hoop or a stick?	A paper bag	Yes or No?
Yes or No?	1 2	Entrance
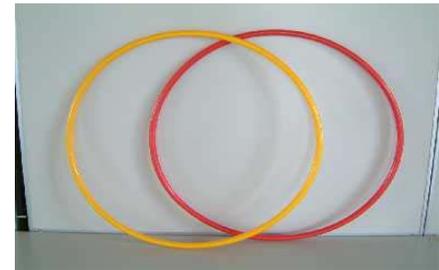
An entrance?	**EXIT**	**Circle what you hear**
A: What did you circle? B: I circled _____. What about you? A: I circled…… B:	**Listen for What's Wrong**	**Word List** • Hoop • Looking • Horse • Nearby • Two • Paper • Park • Pigeons • Sitting • Bird • Pigeon • Eating • Man • Playing
Answers • Park • Bird • Sitting • Eating • Pigeon • Playing • Looking • Hoop • Nearby • Man • Paper • Horse • Pigeons • Two	**Review** I You He She It We They	**Describe What You See**
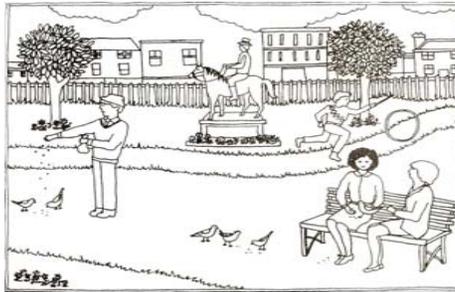
66
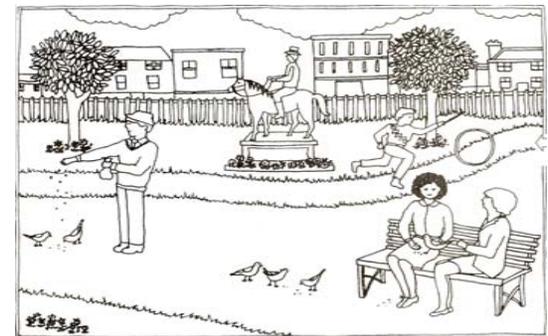
	A: What did you circle? B: I circled _____. What about you? A: I circled…… B:	## Draw Your Favorite Park • Do you have a favorite park? • I do:
Tell Your partner about your park		
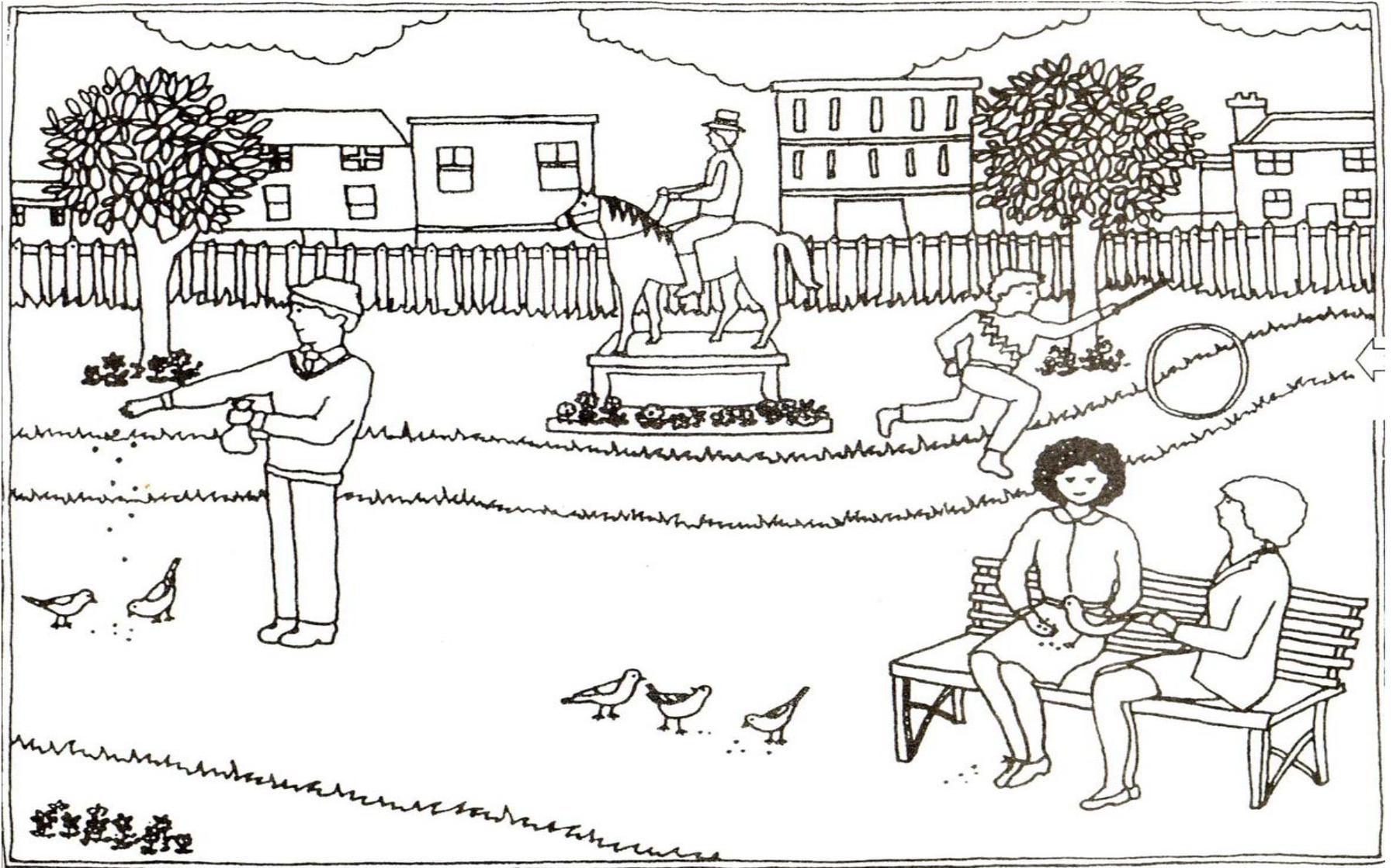
Park Sample Lesson – False Reading

You can see the picture of a **zoo** in this town. You can see that it's in a town because there are some houses behind the park. Two women are **standing** on a bench; one of them has black hair, and she's giving some food to the **dog**-the other woman is just **yelling** at it. Three more pigeons are on the ground **far away**. Then there's a man with a **plastic** bag in one hand; I think he's got **dog** food in it because he's throwing food to the **ducks** and they're **drinking** it. On the path there's a boy **dancing** with a **girl** and running towards the entrance of the park. Behind the path you can see the statue of a **horse** sitting on **a man** with a tall hat and there are some flowers growing around. There are **three** trees in the picture, one on either side of the statue.

Park Sample Lesson – Cloze Activity

You can see the picture of a _____ in this town. You can

see that it's in a town because there are some houses behind the

park. Two women are _____ on a bench; one of them

has black hair, and she's giving some food to the

_____-the other woman is just _____ at it.

Three more pigeons are on the ground _____. Then there's a

man with a _____ bag in one hand; I think he's got

_____food in it because he's throwing food to the

_____and they're _____ it. On the

path there's a boy _____with a _____and

running towards the entrance of the park. Behind the path you can

see the statue of a _____with a tall hat sitting

on a _____and there are some flowers growing around.

There are _____trees in the picture, one on either side

of the statue.

Sample Park Lesson – Listening Text

You can see the picture of a **park** in this town. You can see that it's in a town because there are some houses behind the park. Two women are **sitting** on a bench; one of them has black hair, and she's giving some food to the **pigeon**-the other woman is just **looking** at it. Three more pigeons are on the ground **nearby**. Then there's a man with a **paper** bag in one hand; I think he's got **bird** food in it because he's throwing food to the **pigeons** and they're **eating** it. On the path there's a boy **playing** with a **hoop** and running towards the entrance of the park. Behind the path you can see the statue of a **man** with a tall hat sitting on a **horse** and there are some flowers growing around. There are **two** trees in the picture, one on either side of the statue.

Draw your favorite park.

Sample Reading Lesson: "Holidays in the Fall"
(Pg. 182~192 Doosan Middle School 2 Textbook)

Teaching Time: 50 minutes   Target Ss: 2nd grade middle school low intermediate (reluctant readers)

What is being taught?
- **Language points** – ghost, throw, trick or treat, trouble, celebrate, harvest, pray, temple, growth, traditional
- **Language skills –** reading
- **Cultural Aspects – N/A**. Although this lesson is about holidays, it is not the kind of culture that we are concerned with as language teachers. In language teaching we are concerned with culture that affects how language is used; that is, the invisible aspect of culture such as beliefs, values and expectations. "Holidays," in this lesson, is the topic or theme; that is, culture is used as an interesting topic through which Ss can learn other aspects of English such as vocabulary and grammar, but the topic doesn't affect how English is used.

Student Learning Objective (SLO):
By the end of the lesson, students will be able to demonstrate an understanding of the text by

Optional Post Activity SLO <If time permits, students will be able to talk about a Korean holiday by telling a classmate how they would explain a Korean festival to a foreigner.>

When/How in the lesson will I check students' progress toward the above SLOs? What behaviors/activities will show me whether they have mastered the material?
Ss will answer the detailed comprehension questions using the target vocabulary and present to a small group how they would explain a Korean festival to a foreigner.

Preliminary considerations:
a. What do your students already know in relation to today's lesson?
    Some students might have some background knowledge about Halloween.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
    The low-level students might have difficulty answering the questions in the DURING stage on their own.

74

c. How will you avoid and/or address these problem areas in your lesson?
    I will let students work in groups and help them by giving them multiple choice answers if they struggle with the questions.

Step:	Stage:	Time:	Procedure:	Interaction:	Activity Purpose:
1		**3**	Ss look at the pictures on PPT and T elicits Halloween vocabulary from Ss. T shows additional pictures of other holidays and elicits the word *"holiday"* by asking Ss *"What are these?"*	S-T/T-S T-S/S-T	Ss schema is activated. Interest is generated. Pictures are helpful for visual and low level learners (use direct method). Ss are set up for successful reading by being introduced to the topic (holidays).
2		**6**	T pre-teaches vocabulary using pictures on PPT T goes over the FMU of the necessary vocabulary to understand the reading by providing the new words in context. T asks Ss simple CCQs to check their understanding of the new words (ex: *Where do we usually pray? Is a ghost scary or funny? etc*)	T-S/S-T T-S/S-T	Vocabulary is pre-taught to set Ss up for successful reading. Pictures are helpful for visual and low level learners (use direct method). Ss guess the meaning through context so that Ss are active in the learning process. To make sure Ss understand the meaning of the new words before reading.
3		**2**	T shows the pictures from the textbook and asks Ss *"Which countries have these holidays?"* Ss tell their predictions to each other. T elicits and writes on the WB or poster paper.	T-S/S-T	To generate Ss interest. Prediction is used as a reading strategy.
4		**4**	T gives Ss handouts that have only the text of each holiday with the title and picture missing for pages 182-184. T shows Ss the three titles and three pictures from the textbook on PPT. (T gives directions about task before handing out the pictures, title, scissors and glue) Ss pick out an appropriate title and picture for each	T-S S	Ss are given with a ***reason*** to read. Ss are given a ***general and easy*** reading task. Pictures are helpful for visual and low level learners. Ss have a chance to build on their reading techniques (skimming). Ss are provided with a safe

			story. Ss glue title and picture next to the appropriate text. Ss check their answers with their partners and then with the whole class.	S-S S-T	environment to check their answers.
5		5	T shows the Qs on the PPT and tells Ss that they will read the text again and to find the answers for the questions. Ss read the text and answer the Qs. Ss check their answer with their partner. T asks Ss the answers to the Qs and shows them on the PPT. Ss and T look at Ss predictions made in the pre-stage and confirm their guesses	T-S S S-S T-S	Ss are given a reason to read with a task that is more *specific*. Ss are given another chance to interact with the text. Ss are provided with an activity that requires additional reading and prepares then for more the more difficult assessment Qs. Ss are provided with a safe environment to check their answers. Ss are provided with a visual of the answers (helps visual and low level learners).
6		15	T gives Ss a handout with detailed comprehension Qs. T tells Ss that they will play a game (Typhoon game) and the game is based on these Qs. Ss have a chance to answer the Qs together in groups (7-8min) by reading the text again and finding the answers. Ss play the Typhoon game. *(*Note: To ensure that all Ss participate in the game, T will make a rule that each S in each team can only answer ONE time, but they can help each other in their teams.)*	T-S S S-S T-S/S-T	Ss are provided with a reason to read with a more *specific and difficult* task. Ss can learn from each other (collaborative learning). Ss show their comprehension of the text. Games are fun and can provide motivation for Ss. T can assess Ss achievement of the SLO.
7		10	T asks Ss what their favorite Korean holiday/festival is. T elicits how they might explain this to a foreigner and writes the support language on the board for Ss to follow.	T-S/S-T Ss-Ss	Ss have a chance to personalize what they learned and think creatively. Other skills are integrated (speaking).

			Ss will share in small groups how they would explain this holiday/festival to a foreigner.	S-T	

Which title and which picture?

The Tomato War Festival in Spain

Ghosts on Halloween

Shichi-go-san Day
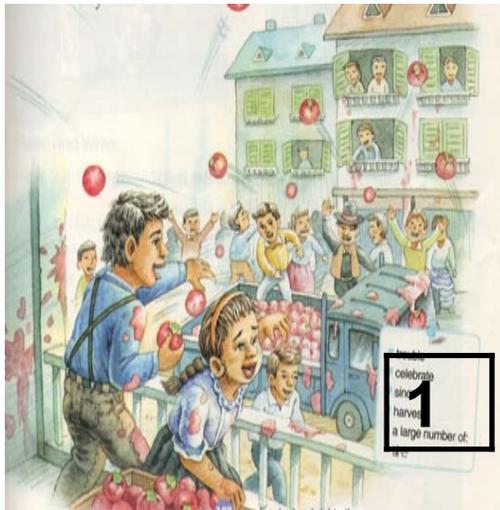
Leave Page <u>BLANK</u>

Holidays in the Fall

Title?

If you are interested in ghost stories, you may want to hear about Halloween. On Halloween, which is October 31, American children dress up as ghosts and monsters. In the early evening, they go from house door to door to collect candy.

When you open the door, the children shout, "Trick or treat!" Then you put a treat into each child's bag. Later, the children go to Halloween parties or get together to tell scary stories.

Some people believe that ghosts and monsters come out on Halloween. So children dress up as ghosts or monsters to deceive the real ghosts and monsters.

Picture?

Title?

What will happen if you throw tomatoes at others? Of course, you will be in trouble. In Spain, however, you can throw tomatoes at others during the Tomato War Festival, La Tomatina. Why? Well, just for the fun! It is part of a week-long festival with music, fireworks and food.

The Spanish people have celebrated this Tomato War Festival since 1944. It began when people celebrated a good harvest of tomatoes. They were so pleased that they began to throw tomatoes at one another. Today, a large number of people from all over the world come to the festival to enjoy this friendly war.

Picture?

Shichi-go-san Day, which is November 15, is a big holiday in Japan. Parents pray for the healthy growth of their young children. Shichi-go-san means seven, five, and three. Boys go to Jinja with their parents when they are three and five. Girls visit Jinja when they become three and seven. Children used to wear traditional Japanese clothes on this day, but these days, some of them wear western dresses and suits.

Directions: Read the story **"Holidays in the Fall"** and answer the following questions with your group members.

1) **When** is Halloween?

2) **What** do children say to get candy on Halloween?

3) **What** do children dress up as on Halloween?

4) **When** did the Tomato War Festival start?

5) **Who** celebrates the Tomato War Festival?

6) **What** do people do on the Tomato War Festival?

7) **When** is Shichi-go-san Day?

8) **Where** do children go on Shichi-go-san Day?

9) **When (age)** do girls go to Jinja for Shichi-go-san Day?

Sample Listening Lesson – "Korean Food"

Teaching time: 50 minutes   **Target students:** _____

1.) What is being taught?
- **Language points** – squid, octopus, beef, pork, blood sausage, blood soup, silk worm larvae, miso soup, grilled meat, marinated, buckwheat noodles, spicy, chewy, tasty, texture, vampire, bugs

key words Ss already know	key words Ss don't know	other difficult words

- **Language skills** – listening, reading, writing and speaking
- **Skill focus** - listening
- **Cultural Aspects** – Korean food and the idea that in English we often borrow words from foreign languages to describe food: For example kimchi is kimchi in English, dim sum is dim sum in English.

2.) Student Learning Objectives (SLO):
By the end of the lesson, SWBAT comprehend the listening text by explaining the different foods that Jenny likes and dislikes in their own words and making a dinner menu for her visit.

3.) When/How in the lesson will I check students' progress toward the above SLOs? What behaviors/activities will show me whether they have mastered the material? When Ss are able to explain the different foods that Jenny likes and dislikes in their own words.

4.) Preliminary considerations:
What do your students already know in relation so today's lesson?
Students already know tastes, textures and comparatives. They also know the names of the Korean foods in Korean.
What aspects of the lesson do you anticipate your students might find challenging/difficult?
Students may not know the names of the different Korean foods in English.
Some lower level Ss may have difficulty understanding the whole text.

How will these obstacles be addressed in the lesson?
T will show pictures of the food with the name in English and check Ss understanding by asking CCQs and showing the pictures again and asking Ss for the English word.

T will provide Ss with many chances to listen to the text and stage the activity tasks from easy and general to difficult and specific so that Ss can build on their understanding of the text.

Step	Framework (PDP)	Procedure/Steps	Interaction	Activity Purpose/Reason
1	PRE	T hangs pictures of different kinds of Korean food on walls around classroom T asks Ss "*What kinds of Korean food do you like?*" Ss share in pairs T elicits from the group and writes answers on the board	T-S/S-T	Ss schema is activated. Interest is generated. Pictures are helpful for visual and low level learners. Ss are set up for successful litening by being introduced to the topic
2	PRE	Pass out a laminated menu to each group: "***New York' World Famous Korean Restaurant" since 1997 by Jae Seung Kang*** On the menu are pictures of Korean food and the English names of the food. Ss work in groups to provide the Korean names for each of the food. (If Ss struggle provide a list of the Korean names of the items on the menu, but Ss usually don't need support for this task)	T-S S-S	To elicit Ss' prior knowledge. Ss are treated as knowers. Ss learn from one another.
3	PRE	T asks Ss the names of the different foods in English. For words Ss don't know, T gives the new vocabulary: **squid, octopus, beef, pork, blood sausage, blood soup, silk worm larvae, miso soup, grilled meat, marinated, buckwheat noodles** T elicits the different tastes and textures of food from Ss. For tastes that Ss don't know, T elicits from other Ss or gives new vocabulary or gives new vocabulary words: **spicy, chewy, tasty** T goes over other keywords with pictures on PPT: e.g. **texture**	T-S/S-T T-S/S-T T-S/S-T	Vocabulary is pre-taught to set Ss up for successful listening. Pictures are helpful for visual and low level learners.
5	PRE	**Optional:** for larger classes some kind of vocabulary assessment activity might be appropriate such as matching or fill in the blank	T-S/S-T	To make sure Ss understand the meaning of the new words before

				listening.
6	**DURING**	6.) **Listening task #1:** Task is given on PPT or WB Ss read Q together: **"What is it about?"** Ss listen Ss check answer with partner T elicits answers from whole class	T/S S-S T-S/S-T	Ss are given a *reason* to listen with a general and easy task.
7	**DURING**	7.) **Listening task #2:** T gives Ss handout with pictures of different kinds of food. Ss circle all the items they hear as T reads the text. Ss check with a partner using the language: (T provides this support language visually) S1: *What did you circle?* S2: *I circled _____.What did you circle* *S1: I circled....*	T/S T-S S-S	Ss are given an easy listening task that is safe and manageable. Use of VAK. Ss are provided with a safe environment to check their answers.
8	**DURING**	8.) **Listening task #3**: Ss listen to the false text read by T. Ss raise their hands when they hear false information. T elicits the correct information from Ss.	T-S/S-T	Ss are given a more specific listening task that allows them to show comprehension of the text. Use of VAKT.
8	**DURING**	9.) **Listening task #4:** T tells Ss that they will have Jenny over for dinner and they have to tell their mother what kind of food Jenny likes and dislikes so their mother can make a meal that Jenny will enjoy. Ss listen again and write a list of what Jenny likes and dislikes (T can give Ss a handout with a chart of "Likes" and "Dislikes") Ss compare their charts with their partner when they are finished. **Note: If this activity is too difficult, T can provide a handout with the foods listed and Ss have to put the foods in the correct columns.*	T-S T/S S-S	Ss are given a more specific listening task that allows them to show comprehension of the text. Ss are provided with a safe environment to check their answers.
10	**DURING**	10.) **Retelling and making dinner menus:** T tells Ss that they will listen to the text one more time and after they listen, they pretend that their partner is their mother and that they must explain **what Jenny likes and dislikes and why** in their own words (they can use the chart to help them) so that their mother can make the dinner.	S-S	To check Ss mastery of the SLO. Integrating other skills (speaking and writing). To add a creative element.

11	POST	Ss work with their partners to come up with two possible dinner menus for Jenny's visit.		
11	POST	11.) **Optional activity (if time permits):** Students draw a picture of their three favorite Korean dishes and compare their pictures with a partner. Ss tell their partners why they like they like the foods they chose.	S-S	To add a creative element and personalization. Ss expand on what they learned.

Currently there are no PowerPoint materials available for this lesson. What supplementary materials would you need to select, adapt and supplement, if you wanted to teach this lesson? Also the menu idea is new. What would it look like? What menus do you know have pictures and descriptions together? Have you every seen a menu with food descriptions in more than one language? Where have you seen it? How does this activity help to make the TL more relevant? How can it help connect the topic/theme to the Ss lives?

Jae Seung Kang's
World Famous Korean Restaurant
New York, New York since 1997

Menu

Picture	English	Korean
	Silk worm larvae	
	Blood sausage	
	Blood soup	
buckwheat noodles	Buckwheat noodles	
	Grilled meat	
	Miso soup	

Circle the foods that you hear

Write down the foods that Jenny likes and dislikes in the table

Likes	Dislikes

miso soup
squid
buckwheat noodles
octopus
blood soup
silk worm larvae
galbi
marinated beef
blood sausage
bulgogi

Dinner Menu

Instructions: *With your partner, create two possible dinner menus for Jenny's visit. Please write the name of the Korean dishes you will serve and draw a picture for each.*

Menu 1

Menu 2

Listening Text for Sample Lesson

Paul: Jenny, what's your favorite Korean food?

Jenny: I like galbi and bulgogi.

Paul: Which one is tastier?

Jenny: They are both tasty, but I think galbi is tastier than bulgogi.

Paul: I think so, too. Are there any Korean foods you don't like?

Jenny: Yes, Paul, there are five kinds of Korean food that I don't like. For example I don't like anything with squid or octopus. I don't like the texture of the meat. I think they are chewier than beef and pork. I also don't like blood sausage and blood soup. I am not a vampire. I don't need to drink the blood of others. Finally, I don't like to eat silk worm larvae. I will leave the eating of bugs to the birds. Besides these five foods I really enjoy eating Korean food. I like Korean miso soup. It is tastier than Japanese miso soup. I also really enjoy Korean grilled meats; especially the marinated beef and pork. Marinated meat is more delicious than meat that is not marinated. Finally, in the summertime I enjoy slurping down cold buckwheat noodles. I like cold noodles better than hot noodles in the summertime.

Paul: Jenny, you've made me hungry. Let's get something to eat!

False Listening Text for Sample Lesson

Paul: Jenny, what's your favorite Korean food?

Jenny: I like galbi and **bibimbab**.

Paul: Which one is tastier?

Jenny: They are both tasty, but I think galbi is tastier than bulgogi.

Paul: I think so, too. Are there any Korean foods you don't like?

Jenny: Yes, there are five kinds of Korean food that I don't like. For example I don't like anything with squid or **fish**. I don't like the **smell** of the meat. I think they are chewier than beef and pork. I also don't like blood **noodles** and blood soup. I am not a vampire. I don't need to drink the blood of others. Finally, I don't like to eat silk worm larvae. I will leave the eating of bugs to the birds. Besides these five foods I really enjoy eating **Japanese** food. I like Korean miso soup. It is tastier than Japanese miso soup. I also really enjoy Korean grilled **fruits**; especially the marinated beef and pork. Marinated meat is more delicious than meat that is not marinated. Finally, in the **wintertime** I enjoy slurping down cold **spaghetti** noodles. I like cold noodles better than hot **tea** in the summertime.

Paul: Jenny, you've made me hungry. Let's get something to eat!

Sample Lesson: "Danny Seo: We Can Make a Difference"
Teaching Time: 50 minutes

Language Points:

Key Words	Additional Vocabulary & Expressions
• *environmentalist, vegetarian, bins, responsibility, conserve, prevent* and *boycotts*	*harm, organization, donate, expand, involved, national, international, issues, disbanded,* and *confidence*

Language Skill Focus: **Reading:**

Student Learning Objectives (SLO):
By the end of the lesson, SWBAT:

3. When/How in the lesson will I check students' progress toward the above Learning Objectives? What behaviors/activities will show me whether they have mastered the material? *At the end of the lesson when Ss_____*

Preliminary considerations:
a. What do your students already know in relation to today's lesson?

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
Ss will have difficulty describing important events in their life in English.
c. How will you avoid and/or address these problem areas in your lesson?
T will support Ss by checking Ss background knowledge and supply necessary vocabulary.

Steps	Stages	Time	Procedure/Steps	Purpose of Activities
1		2-5 minutes	1. Greet Ss and ask authentic Qs: *Do you recycle at your school? Do you recycle at your home? What do you recycle? Do you eat meat? Do you know anyone who doesn't eat meat? What do we call a person who doesn't eat meat?* **Slide 1:** No slide is necessary; unless T decides to have a title page showing on screen	• Establish rapport, friendly atmosphere. • Get Ss used to English and my voice / pronunciation. • Intro of topic
2		8 minutes	PRE-TEACH KEY WORDS 1. Ask Ss to look at the eight pictures and eight words on the PPT and see if they can match them also tell them that the worksheet is in their books 2. Model the first one for them by ask some guiding Qs 3. Let Ss check answers with each other 4. Check all together kinesthetically by having Ss come to the WB and match the pictures to the words **Slides 2≈10:**	• Activate Schema and brainstorm vocabulary related to important life events • Assess Ss background knowledge, find out what Ss know, get an idea of Ss level. • Validate Ss participation and build confidence in the topic by writing all solicited words on the WB • Model task • Create a safe and comfortable learning environment thru peer learning and collaboration Check understanding by using a kinesthetic activity
3		10 minutes	**First Reading Task** 1. Show Ss a picture of Danny Seo and ask: *Do you know this Korean-American?* If Ss don't know him, tell his name, and ask: *Have you every heard of Danny Seo? What is he famous for?* Ss might be able to guess based on the pre-taught vocab. 2. Tell Ss that they will read a story about Danny Seo. T shows Ss Qs before they read and asks the Ss to read them out loud. If Ss were unable to answer the Qs about what Danny is famous for add it to the following two Qs: *How did Danny's life change? Was it a good change or a bad change?*	• Model task • Provide Ss with support by leaving elicited vocab on WB, and help language so Ss can ask e/o in English • Peer sharing to make the task safe and to promote peer learning

			3. Have Ss check answers with each other. 4. Check answers altogether by eliciting answers from Ss.	
4		12 minutes	**Second Reading Task** 1. Ask Ss to open work book and to read the T/F statements. 2. Ss read the story and answer T/F statement 3. Ss check answer with each other 4. Put Ss into three or four groups 5. Ss then play a game using a spinner and T/F cards (see rules below) 6. Ss play until all card have been played. 7. Ss who got rid of all his/her card first is the winner	3. Give Ss a chance to read the T/F statements before they read the text to provide reason to read 4. Peer learning and checking to create safe learning environment 5. T models tasks for Ss and visual represents what the Ss need to do so Ss can do task successfully
5		8 minutes	**Third reading Task** 1. Ask Ss to read the comprehensive comprehension check Qs in their workbook 2. Ss read the text for a third time 3. Ss check answer with each other 4. T checks answers altogether **Optional:** T can play the game Boards Up with Ss to confirm the answers.	1. Give Ss chance to read the Qs before they read the text to provide reason to read 2. Peer learning and checking to create safe learning environment 3. Competition for motivation and kinesthetic component
		10 minutes	**Post Activity** 1. Ss are in groups of three or four. Ss take turns asking and answering the following Qs: *Are you an environmentalist? Are their recycling bins at your school? Do you recycle? What do you recycle? Have you every joined an organization that helps people, animals or the environment? What did you do for this organization?* 2. T elicits answers from Ss and writes them on the WB. 3. Ss need to decide what they think the biggest problem in the world is. 4. T elicits answers and writes on the WB 5. T says I want you to imagine that you are having a birthday party with six friends and you are going to ask them to help people rather than give you presents. What will you and your friends do to help people?	1. Let Ss personalize the reading material 2. Ss make connection to their own life 3. Ss move beyond the text

Special High School Program

Danny Seo: We Can Make a Difference
Lesson 8: Reading

Environmentalist

I love nature. We must protect it.

Who is an environmentalist, A or B?

A
B

vegetarian

Who is a vegetarian, A or B?

A
B

bins

responsibility taking responsibility for…	conserve	prevent
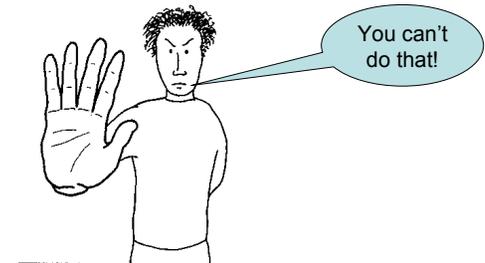
boycott
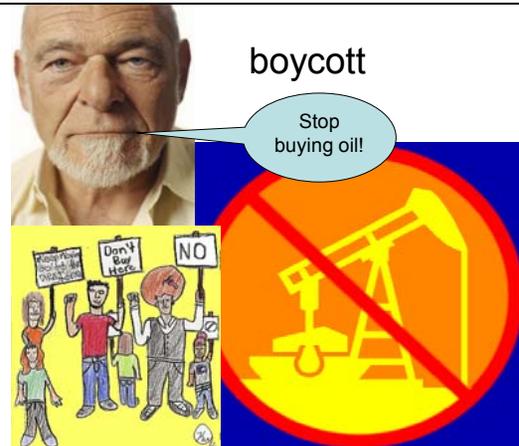
Stop buying oil!

Match Word With Meaning

- prevent
- conserve
- boycott
- responsibility
- environmentalist
- vegetarian
- bin

- a person who doesn't eat meat
- a person who loves nature
- to stop
- when people won't buy something
- a container; a place to put something
- to save
- something one must do; something one did

Do you know this Korean-American?

1998   2007

What is Danny Seo famous for?
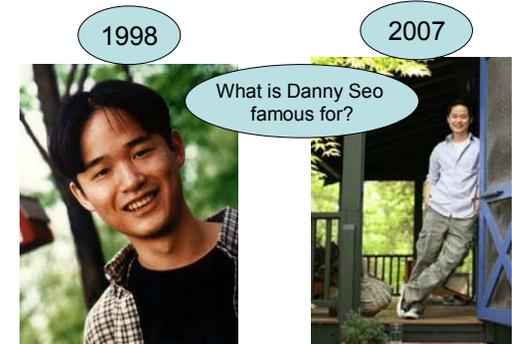
First Reading

- How did Danny's life change?
- Was it a good or bad change?

Second Reading:
True & False Preview

1. Danny Seo was born on Earth Day.
2. Danny Seo enjoys eating meat.
3. Danny's friends joined his organization.
4. Danny got the recycling bins by writing a letter
5. Danny didn't work hard to make his organization famous.
6. Danny retired from his organization when he turned 18.

True & False Game

- Cut out cards, fold them and glue them
- Cut out the Spinner
- Mix up the cards
- Give one card to each person until no cards are left.
- Take turns using the spinner
- First person to get rid of all his/her cards wins

True & False Card Game
Using the Spinner

- TRUE = All players can put down a true card. If player has no T cards, then no play
- False = All players can put down a false card. If player has no F cards, then no play
- ♦ the person who spun passes one card to the person on his left
- ✠ the person who spun receives a card form the person on his right
- Free Card = person who spun can play a true or false card. Player must say if its T or F.

True

False

Free Card
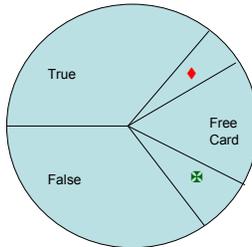
Third Reading

1. What did Danny see on the news program that changed his life?
2. How did having the principal say no help Danny's organization?
3. What kind of issues did Danny's organization get involved with?
4. Why did Danny retire from his organization?
5. What does Danny believe a person needs to make a difference?

Beyond the Story

- Talk with

Imagine you are having a birthday party with six friends. Instead of presents you want your friends to do something to help people.

What will you nad your friends do to help people?

99
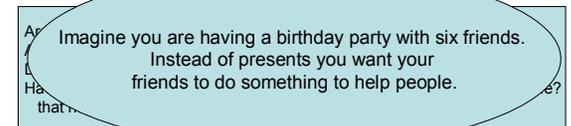
Danny Seo

Match the words to their meanings.

Match Word With Meaning

- prevent

- conserve

- boycott

- responsibility

- environmentalist

- vegetarian

- bin

- a person who doesn't eat meat

- a person who loves nature

- to stop

- when people won't buy something

- a container; a place to put something

- to save

- something one must do; something one did

Danny Seo: We Can Make a Difference

1)   Most people believe that a person's birthday doesn't predict their future. I use to think that too, until I read about Danny Seo. Danny Seo is a famous Korean-American environmentalist who was born on Earth Day, April 22nd, 1978.

2)   Danny's life changed greatly a week before his twelfth birthday. He was watching a news program. The first story was about global warming and the harm it was causing. The second story described the unclean conditions at a chicken farm. Danny never saw the third story because he became very sick after watching the second story.

3)   While Danny was in the bathroom being sick, he made two important decisions. First he wanted to help save the earth and second he was going to be a vegetarian. He had a birthday party that weekend with his six closest friends. When Danny's friends tried to give him their presents Danny said, "I don't want presents for my birthday, I want you each to help me save the earth." His friends agreed and they helped Danny start the Earth 2000 organization.

4)   Danny and his friend had lots of energy, but not a lot of money. The group wanted to start a recycling program, but $23.00 can't buy you many bins. That's when Danny discovered the power of letter writing. Danny wrote a letter to the president of a company and asked him to donate some bins. Danny didn't think he would get the bin, but then a couple of weeks later they arrived.

5)   Danny remembers that he wanted to set the bins up at the middle school, but the principal said, "No! It's too big of a responsibility." Danny said, "Fine." He then asked several local supermarkets to use the bins. This became a much bigger success for the organization. The principal actually helped Danny by saying no. He forced Danny to think bigger and more creatively.

6)   Danny worked hard to make his organization famous, and after only three years Danny saw his organization expand from six members to 25,000 members. Danny and his organization also became involved in both national and international issues such as conserving land and preventing countries from hunting whales.

7)   In 1996, after many successful programs, protests, and boycotts the Earth 2000 organization disbanded. "When I turned 18, I wanted to become an adult," said Danny, "so I retired from Earth 2000. I was happy with what we had accomplished. For a group of young people we did a lot; we really made a difference."

8)   Danny is still concerned with the environment, but he is not longer an activist. "As an adult I needed to get a job," said Danny, "but I want all young people to know that if they really care about something, they can make a difference. All it takes is confidence, and desire."

*True and False Preview: Put T or F next to each sentence*

1. Danny Seo was born on Earth Day.

2. Danny Seo enjoys eating meat.

3. Danny's friends joined his organization.

4. Danny got the recycling bins by writing a letter

5. Danny didn't work hard to make his organization famous.

6. Danny retired from his organization when he turned 18.

Sample Listening Lesson – "The Three Little Pigs"

Target Language:

Vocabulary
Straw, sticks, brick, build, house, chimney, pot, fire, fireplace, "huff and puff"

Language Skills: **Listening, reading, writing and speaking**
Skill focus: **Listening**

Target Ss:

Student Learning Objectives (SLO):
By the end of the lesson, SWBAT

Preliminary considerations:
What do your students already know in relation so today's lesson?
Students already know animal names, numbers, adjectives (little, big, bad, smart), verbs: blow and climb, and possibly the fairy tale in Korean
What aspects of the lesson do you anticipate your students might find challenging/difficult?
Students may not know the words for materials the houses are built of.
Students may become passive while just listening to the story.
Ss might have low confidence in their listening abilities since they are low level young learner students.
How will these obstacles be addressed in the lesson?
T will show pictures of the materials to build the houses
T will provide Ss with many chances to listen to the text and stage the activity tasks from easy and general to difficult and specific so that Ss can build on their understanding of the text.
T will allow Ss listen to the text as many times as they need to complete each activity successfully.

T will provide Ss with pair work activities and allow Ss to check their answers with a partner to help Ss feel more confident in their listening skill, to promote Ss to be more active in the lesson, and to promote peer learning.

Step	Framework (PDP)	Procedure/Steps	Interaction	Activity Purpose/Reason
1		1.) Introduce the topic **"houses"** T shows Ss pictures of different kinds of materials that houses are made from. T elicits the different kinds of house materials from students and writes answers on the board, for house materials students don't know, T will give the English words.		Ss schema is activated. Interest is generated. Pictures are helpful for visual and low level learners. Ss are set up for successful listening by being introduced to the topic
2		2.) T shows pictures of pigs and wolves and elicits the names of the animals in English T: *What's this?* Ss: *It's a pig.* T writes the words on the board.		To elicit Ss' prior knowledge. Ss are treated as knowers. Ss learn from one another.
3		4.) T goes over other new vocabulary (and reviews verbs) with pictures on PPT and gestures: **chimney, pot, , fire, fireplace, huff and puff, build, blow, climb**		To check Ss comprehension of the new words before moving on to listening to the text.
4		3.) Prediction T tells Ss that they will hear a story. T asks Ss what they think it might be about. Ss discuss their prediction in pairs.		Prediction is used a learning strategy.
5		5.) T checks Ss comprehension of new words with PPT pictures.		To make sure Ss understand the meaning of the new words before listening so that they can be more successful at comprehending the story.
6		6.) **Listening task #1:** Listening for gist T asks Ss to listen to the story and asks them what it is about and to check if their prediction is correct.		Ss are given a *reason* to listen with a general and easy task.
7		7.) **Listening task #2:** Listening for specific words T gives Ss a word card to each pair of Ss. Ss listen to the story and hold up their word card in pairs and stand up when they hear the word that is one their card.		Ss are given an easy listening task that is more specific. Use of VAKT.

8		8.) **Listening task #3:** Matching activity T gives Ss a handout with the three little pigs and their houses. T tells Ss to draw a line to match each pig (first little pig, second little pig, third little pig) with the houses they built. Ss check their answers with a partner before checking with the whole class.		Ss are given a more specific listening task that helps them to understand the text in more detail. Ss are provided with a safe environment to check their answers.
9		9.) **Listening task #4**: Sequencing activity T gives Ss a set of pictures that represent the story to Ss in pairs. Ss listen to the text again and put the pictures in the proper order with a partner. Pairs check their pictures with another pair.		Ss are given a more specific listening task that leads them to comprehend the text in more detail. Use of VAKT. Ss are provided with a safe environment to check their answers.
10		10.) **Listening task #5:** T/F quiz T shows Ss statements on PPT. Ss listen again and decide if each statement is true or false (Ss write their answers down in their books → T= true, F= false) Ss check their answers with their partner before checking with the whole class.		To check Ss mastery of the SLO. Ss are provided with a safe environment to check their answers.
11		11.) **Role play (finger puppets)** Students are put into groups. Each group is given a paper with the picture characters of the story. Ss cut out the pictures and make finger puppets. Ss act out the story with the puppets. *T can provide Ss with the necessary TL or script of the story (depending on Ss level so Ss can be successful at this activity)*		To add a creative and fun element to learning. Use of VAKT. Ss expand on what they learned.

Instructions:

Please match each pig with the correct house by drawing a line from the pig to the house.

First Little Pig
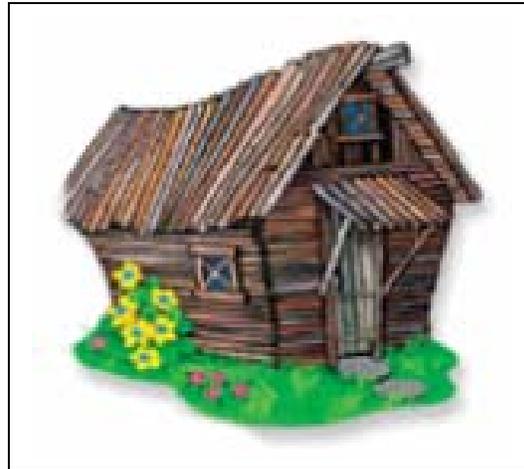
Second Little Pig
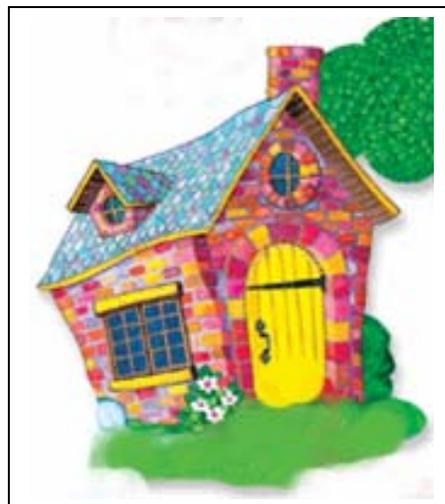
Third Little Pig
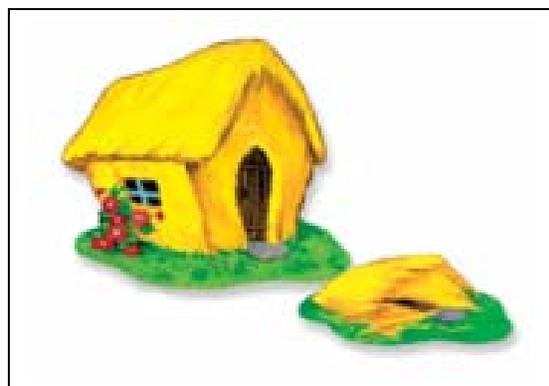
Finger Puppet Material

Three Little Pigs Listening Text

Once upon a time there were three little pigs and the time came for them to leave home and find their fortunes. Before they left, their mother told them, "Whatever you do, do it the best that you can because that's the way to get along in the world."

The first little pig built his house out of straw because it was the easiest thing to do.

The second little pig built his house of sticks. This was a little stronger than a straw house.

The third little pig built his house out of bricks.

One night the big bad wolf, who loved to eat fat little piggies, came along and saw the first little pig in his house of straw. He said, "Let me it. Let me in, little pig or I'll huff and I'll puff and I'll blow your house in!"

"Not by the hair of my chinny chin chin," said the little pig. But of course the wolf did blow the house in and ate the first little pig.

The wolf then came to the house of sticks.

"Let me it. Let me in, little pig or I'll huff and I'll puff and I'll blow your house in!"

"Not by the hair of my chinny chin chin," said the little pig. But the wolf blew that house in too, and ate the second little pig.

The wolf then came to the house of bricks. "Let me it. Let me in, little pig or I'll huff and I'll puff and I'll blow your house in!"

"Not by the hair of my chinny chin chin," said the little pig.

Well, the wolf huffed and puffed but he could not blow the brick house in. But the wolf was a smart old wolf and he climbed up on the roof to look for a way into the brick house.

The little pig saw the wolf climb up on the roof and he lit a roaring fire in the fireplace and placed on it a large pot of water.

When the wolf finally found the hole in the chimney he crawled down and KERSPLASH right into that pot of water and that was the end of the little pig's troubles with the big bad wolf.

The next day the little pig invited his mother over. She said, "You can see it is just as I told you. The way to get along in the world is to do things as well as you can."

Fortunately the little pig learned that lesson and he lived happily ever after!

Lesson Plan The Big Toe -

Name: _____   Date: _____   Teaching time: 45 min

1. Age/Level: Upper Elementary to Adult/ Low Intermediate

2. *What are you teaching?*

- **Language points** – digging, groan, scamper, plump, blanket

- **Language skills –** Listening (some writing and speaking)

- **Cultural Aspects** – Onomatopoeia in storytelling; that is, the words we use to describe sounds in English are different from the words used to describe sounds in Korean. Genre can also affect the words we choose . For example, footsteps in an English horror story might go: "Thump, thump, thump." But in a Korean story they might go: "처벅, 처벅, 처벅." or "쿵, 쿵, 쿵."

3. What are your Student Learning Objectives for the lesson? (These should be specific and describe *observable student behaviors,* which you will be able to see in class.)

By the end of the lesson, SWBAT demonstrate their understanding of the story "The Big Toe" by giving a plausible answer to the comprehension question "Why do you think the monster was chasing the boy?"

4. When/How in the lesson will I check students' progress toward the above Learning Objectives? What behaviors/activities will show me whether they have mastered the material? At each stage, I will assess their learning: In the pre stage, when I ask CCQs about new vocabulary, when the students choose the genre, when they answer T/F questions, when they fill in the blanks and when they act out the story I will assess how much they have understood.

Preliminary considerations:

a. What do your students already know in relation to today's lesson?

They should know most of the vocabulary. They have probably heard horror stories in their own language or in English. They probably have seen horror movies, too.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Acting out the drama and answering the final question "Why do you think the monster was chasing the boy" requires a very detailed understanding of the story.

c. How will you avoid and/or address these problem areas in your lesson?

I will pre-teach new vocabulary. I will provide many chances for the students to listen. I will ask questions which help the students understand the details of the story.

Steps	Stages	Time: guess here	**Procedure/Steps**--these need to be written in the perspective of what the students do	Focus S-S, T-S, etc.	Activity Purpose
1		2	T shows pictures of various movies (a comedy, a horror, a romance, and an action movie) and elicits the titles. T elicits other movies that the students like and write them on the WB in the appropriate column. <table><tr><td>*Comedy*</td><td>*Adventure*</td><td>*Romance*</td><td>*Horror*</td></tr><tr><td>The Simpsons</td><td>Transformers</td><td>Slumdog Millionaire</td><td>Ring</td></tr></table> then T asks, what genre of movies they are. If Ss don't know, the T tells them.	T-Ss	To increase Ss motivation for the lesson, I have them tell me about movies they like. To activate the students schema about different genres. To elicit different kinds of movies to help them learn genre names and prepare them for the first question.
2		5	T pre-teaches key vocabulary: picking vegetables, groan, scamper, plump, and blanket, then checks the Ss comprehension with CCQs (ie. Can an elephant scamper? Do you groan when you get hurt? Etc..) T shows Ss pictures of what happens in the story and has Ss tell each other what they think the story will be about.	T-Ss

S-S | Pre-teaching vocabulary prepares the students to understand the story when they hear it. Predicting will help the students prepare to listen so that they can check what they actually hear with their predictions. |
| 3 | | 5 | T gives the Ss their listening task: To tell which genre this story is. T tells the story and tries to scare the students. Ss check with each other and tell the class what the genre is. | T-Ss | Students are given a reason to listen. This is an easy question to build confidence and help them understand the story. |
| 4 | | 5 | T gives the students the second listening task: Read statements and, as they listen, choose whether the statements are true or false. After listening, T has Ss check with a partner, then tell him if the | T-Ss | Students are given a more difficult reason to listen. Answering these questions |

			statements are true or false. If they are false, T has Ss tell him why and elicits what the true statement is.		will help them develop their understanding of the story.

5		8	T shows Ss a list of words on the PPT. From this list, Ss have to choose which words belong in the blanks of a cloze passage, which is a script of the story.
			T reads the story again as Ss check their answers. (T may have to read it more than once depending on Ss' level.)
			T has Ss check their answers with each other,
			  Then read their answers out loud.
				T-Ss	Students are given the chance to demonstrate their understanding of details. Peer learning provides a chance for students to help each other learn.
					  T monitors and decides if they need to fill in the blanks in two listening or just one.

6		10	T makes groups of three and lets the students choose who will play each character of the story. T reads the story one more time as the Ss act it out and say the words of the characters. T has Ss discuss the final question, "why do you think the monster was chasing the boy?" and "how do you think he found him?"	T-Ss	Students act out the story while listening to show their understanding of the plot and vocabulary. Includes AKT learning styles. Appropriate for interpersonal learners.
7		10	T explains that Ss will draw a picture and explain a time they were scared to a friend. T shows a picture of a time he was scared and tells what happened to the Ss.	T-Ss S-S	Final personalization activity. This lets them connect the story to their own lives. Adds a speaking component.

There currently aren't any PowerPoint Materials for this lesson. What would you select, adapt and supplement to teach this lesson?

The Big Toe

A boy was <u>digging</u> in the garden.
He saw something.
He tried to pick it up, but it was stuck to something.
He pulled on it, and it came off in his hands.
It was a big toe.
Then he heard something <u>groan</u>, "Oh…." and <u>scamper</u> away.

The boy took the toe into the kitchen and showed it to his mother.
"It looks nice and <u>plump</u>," she said.
"I'll put it in the soup, and we'll have it for dinner."
The dinner was good, but the TOE…the toe was delicious.

After dinner the boy was very tired and he fell asleep quickly.
Suddenly, he woke up. He heard something. It was outside. It was a voice calling to him.
Where is my to-o-o-o-e?" it groaned.
The boy was very scared.
But he thought "It doesn't know where I am. It will never find me."
Then he heard the voice again. It was closer: "Where is my to-o-o-e?" it groaned.

The boy pulled the <u>blankets</u> over his head and closed his eyes.
"I'll go to sleep," he thought. "When I wake up, it will be gone."

Then he heard the back door open. "Where is my to-o-o-e?" it groaned.

He heard footsteps. Thump. Thump. Thump. It was in the kitchen.
Thump. Thump. Thump. It was in the dining room.
Thump. Thump. Thump. It was in the living room.
Closer and closer it came. "Where is my toe," it groaned.
Thump. Thump. Thump. It was in the hall.
Thump. Thump. Thump. It was climbing the stairs.
Thump. Thump. Thump. It was outside his door.

"Where is my to-o-o-o-e?" it groaned.

Then his door opened. Shaking with fear, the footsteps moved through the dark toward him.
Thump. Thump. Thump. Then they stopped.~~ (count to 12)
"Phew," said the boy"….it was only a dream."
"YOU'VE GOT IT!" the voice screamed. That poor little boy was never to be seen again.

<315 words>

Big Toe Worksheet

1. Listen and choose the correct title for this story:
    a) Gardening is Fun.   b) How to Make Delicious Food
    c) The Missing Toe.   d) The Alien from Space.

2. Where did the story take place? Circle all answers which are true.
    a) At school   a) In the garden
    b) In the kitchen   c) At the store
    d) In the boy's room   e) In a hospital

3. Choose whether each sentence is true or false.
    a) The boy was digging in the garden.   T/F
    b) The boy found treasure in the ground.   T/F
    c) Mother was making soup for dinner   T/F
    d) The toe tasted really bad.   T/F
    e) The boy woke up at night.   T/F
    f) The monster said "Give me back my eye!" T/F
    g) The boy wasn't scared   T/F

4. Fill in the blanks for acts I, II and III.

Act I: In the Morning

A. Boy is (1)_____ in the garden. He sees something. He pulls on it and something (2)_____. *The boy finds a (3)_____.*

Act II: Before Dinner

A. Mother is (4)_____ in the (5)_____.
The boy comes in. He shows his mother the (6)_____.

Act III: At Night

A. *The boy is in his(6) _____ . He is(7) _____.*
The monster is (8) _____."Where is my toe?"

Listening Lesson - "From Head to Toe"

Teaching time: 40 minutes   **Target students: high beginner/low intermediate level elementary school students**

1. Action Points:
1. I will incorporate activities and materials that will help Ss to show their understanding of the text through different learning modalities (VAKT).
2. I will model and CCQ my instructions.

2. What are you teaching?

Skill focus: Listening
Integrated language skills: Listening, speaking and writing
Key Vocabulary - giraffe, buffalo, seal, bend, raise, wave, clap, thump, chest, arch, wriggle, knee, stomp, wiggle
Culture: using please when requesting someone to an action.

3. What are your Student Learning Objectives for the lesson?
By the end of the lesson, SWBAT demonstrate an understanding of the story chant 'From Head to Toe' by holding up the correct card and doing the action correctly while listening to the story.

4. When/ How in the lesson will I check students' progress toward the above Learning Objectives? What behaviors/ activities will show me whether they have mastered the materials?
When Ss find the cards that don't belong in the 2nd listening activity and Ss do the sequencing activity correctly and when Ss hold up the correct animal and do the action correctly in the 'Listen and Do' activity.

5. Preliminary considerations:
a. What do your students already know in relation to today's lesson?
Ss already know the body parts words in this story. Students already know some animal names and action verbs such as giraffe, penguin, monkey, gorilla, cat, crocodile, elephant, turn, bend, raise, wave, clap, kick.
b. What aspects of the lesson do you anticipate your students might find challenging/ difficult?
Ss may not know some animal words and action verbs such as buffalo, seal, camel, donkey, thump, arch, wriggle, wiggle.

Ss may have difficulties to understand the whole text, because it contains 12 body parts, 12 animal names and 12 action verbs in it.

c. How will you avoid and/or address these problem areas in your lesson?
In the PRE stage T will show pictures of the animals and demonstrate the actions verbs in the 'Glenda Says' game.
T will provide Ss with many chances to listen to the text and stage the activity tasks from easy and general to difficult and specific so that Ss can build on their understanding of the text.

Steps	Stages PDP	Time: guess here	Procedure/Steps--these need to be written in the perspective of what the students do	Focus S-S, T-S, etc.	Activity Purpose **Learning Styles (VAKT)**
1	**PRE**		**Introduce the topic "Animals"** T shows parts of pictures of animals to Ss and asks Ss to guess what it is. T will show mixed up animals and ask Ss to put them together properly. T will elicit the names of animals from Ss. T writes the animals' name on the board. For animal names Ss don't know in English, T will tell Ss.	T-Ss,Ss-T Ss Ss-T T T-Ss	Activate Ss' background knowledge. **FOWTAK** **Introduce the topic** to help prepare Ss for listening. (**VA**)
2	**PRE**		**Please Game (TPR activity – Simon Says)** T will explain instructions for Simon Says. T will tell Ss that she will tell them a command (ex: "T says clap your hands") and they must act it out, but if T doesn't say "Please" before the command, they shouldn't do the action. T will ask CCQs to check Ss understanding of instructions: - If I don't say "Please" should you do the action? T will model with Ss for the first few times to get Ss used to game and understand how to play. T will give Ss commands about movements that are in the listening script such as "Bend your neck.", "Arch your back." After activity T can ask: Why should I say "Please" before	T-Ss T-Ss, Ss-T T-Ss T-Ss	Ss can feel safe when they only move their body to show what they understood without speaking. **FOWTAK** Ss can review the action verbs and the body parts to **set them up for successful listening**. Check Ss understanding of what to do. Modeling helps Ss understand how to do the activity better. Element of competition

			I ask you to do something		can help to provide Ss with motivation. (**VAK**)
3	**DURING**		**Listening Task #1: Find the correct book cover** T tells Ss that they will hear a chant of a story. T shows them 3 different book covers. T asks Ss to listen to the story and asks them which book cover is the most suitable for the story. Q: Which book cover is the most suitable for this story? ( ) From Head to Toe The Very Hungry Caterpillar Brown Bear Brown Bear What Do You See? Ss listen to the chant and match the cover to the story. Ss share their answers in pairs first and then share with the class.	T-Ss T-Ss T-Ss S S-S Ss-Ss	Provide Ss with the **reason to listen** with a **general and easy task** helps Ss to understand the **main idea**. Pictures are good for the low level learners. Ss can feel safe to check their answers in pairs first before the whole class (**Think-Pair-Share**). (**VA**)
4	**DURING**		**Listening Task #2: Find out which animals don't belong** T gives Ss a set of cards of animal pictures. (The set of cards contain all the animals in the story and 3 extra animals which aren't in the story.) T asks Ss listen to the story and find the animals which don't belong. T explains that Ss must turn over the picture if they hear the animal name. T models the activity. T will ask CCQs to check Ss understanding of instructions: - *If I don't hear the animal name, do I turn the card over?* Ss listen to the chant and turn over the pictures of the animals they hear. Ss check their left over pictures with a partner before checking with the whole class.	T-Ss T-Ss T-Ss T-Ss, Ss-T Ss Ss-Ss	Ss are given a **more specific listening** task that is **not too difficult**. Pictures are easy for low level Ss to show their understanding. Modeling helps Ss to understand better. Check Ss understanding of what to do Think-Pair-Share (**VAT)**

| 5 | DURING | | **Listening Task #3: Sequencing Activity (pairwork)**
T tells Ss that they will listen again and this time they have to put the animal pictures in the order with their partner as they hear them. T shows on the board while she explains.
T asks Ss CCQs:
- *If I hear "cat" first, what do I have to do?*
- *Do you put the pictures in order by yourself or with your partner?*
Ss listen and put the animal pictures in order with their partner.
Ss check their pictures with another pair of Ss before checking with the whole class. | T-Ss

T-Ss

T-Ss,
Ss-T

S-S

Ss-Ss | Providing Ss another chance to interact with the text with a **more specific and difficult** activity that helps them to understand the text in more detail.

Checking Ss understanding of what to do.
Pair work helps Ss to interact and learn from each other (**collaborative learning**).
Pictures are helpful low level learners.
Providing Ss with a safe and comfortable environment to check their answers and feel more confident.
(**VAT**) |
| 6 | DURING | | **Listening Task #4: "Listen and Do" activity**
T explains to Ss that they will listen one last time. T tells Ss that they have to hold up the card of the animal they hear and do the action.
T models the activity.
T asks CCQs:
- *Do you only hold up the picture card?*
- *What else do you have to do*?
Ss listen again and hold up the correct animal card when they hear the animal words and do the matching action.
(When they hear the part "I am a penguin. I can turn my head." Ss should hold the penguin card up and turn | T-Ss | Ss are provided with another chance to listen to the text to build **detailed understanding with a specific and difficult task**.
Modeling helps Ss to understand.
Checking Ss understanding of what to do. |

			their head.)		Activity is an easy way to check Ss' understanding without reading or writing. **T can assess if the SLO is achieved.** (**VAKT**)
7	**POST**		**Class chant** T asks Ss what things they can do. T writes list of actions on the board. T asks Ss how they can gesture the actions. T and Ss do actions together. T gives Ss a handout with their own picture on it. T tells Ss to write their name what they can do and make a gesture/action. T writes support language on the board: I am _____. I can _____. T shows an example with her own picture. T asks Ss to put their pictures on the board. T tells Ss that they will make their own chant with their pictures and actions. Ss and T make a class chant together.	T-Ss Ss-T Ss & T S T-Ss Ss & T	Treating Ss as 'knowers'. Visual support for low level and visual learners. Providing Ss with the language support they need to be successful at the activity. Modeling helps Ss to understand better. Integrating writing and speaking. Ss can expand on the text from the lesson in a fun personalized activity that allows Ss to be creative. (**VAKT**)

Listening Script by Eric Carle

I am a penguin and I turn my head. Can you do it? I can do it.

I am a giraffe and I bend my neck. Can you do it? I can do it.

I am a buffalo and I raise my shoulders. Can you do it? I can do it.

I am a monkey and I wave my arms. Can you do it? I can do it.

I am a seal and I clap my hands. Can you do it? I can do it.

I am a gorilla and I thump my chest. Can you do it? I can do it.

I am a cat and I arch my back. Can you do it? I can do it.

I am a crocodile and I wriggle my hips. Can you do it? I can do it.

I am a camel and I bend my knees. Can you do it? I can do it.

I am a donkey and I kick my legs. Can you do it? I can do it.

I am an elephant and I stomp my foot. Can you do it? I can do it.

I am I and I wiggle my toe. Can you do it? I can do it. I can do it.
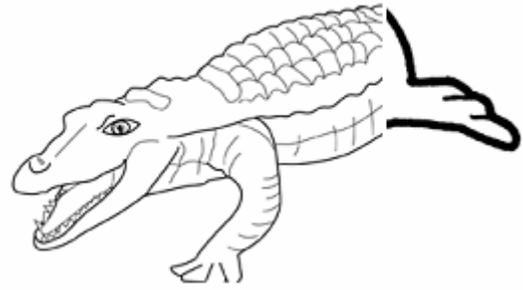
Buffalo	Seal	Donkey
Crocodile	Camel	
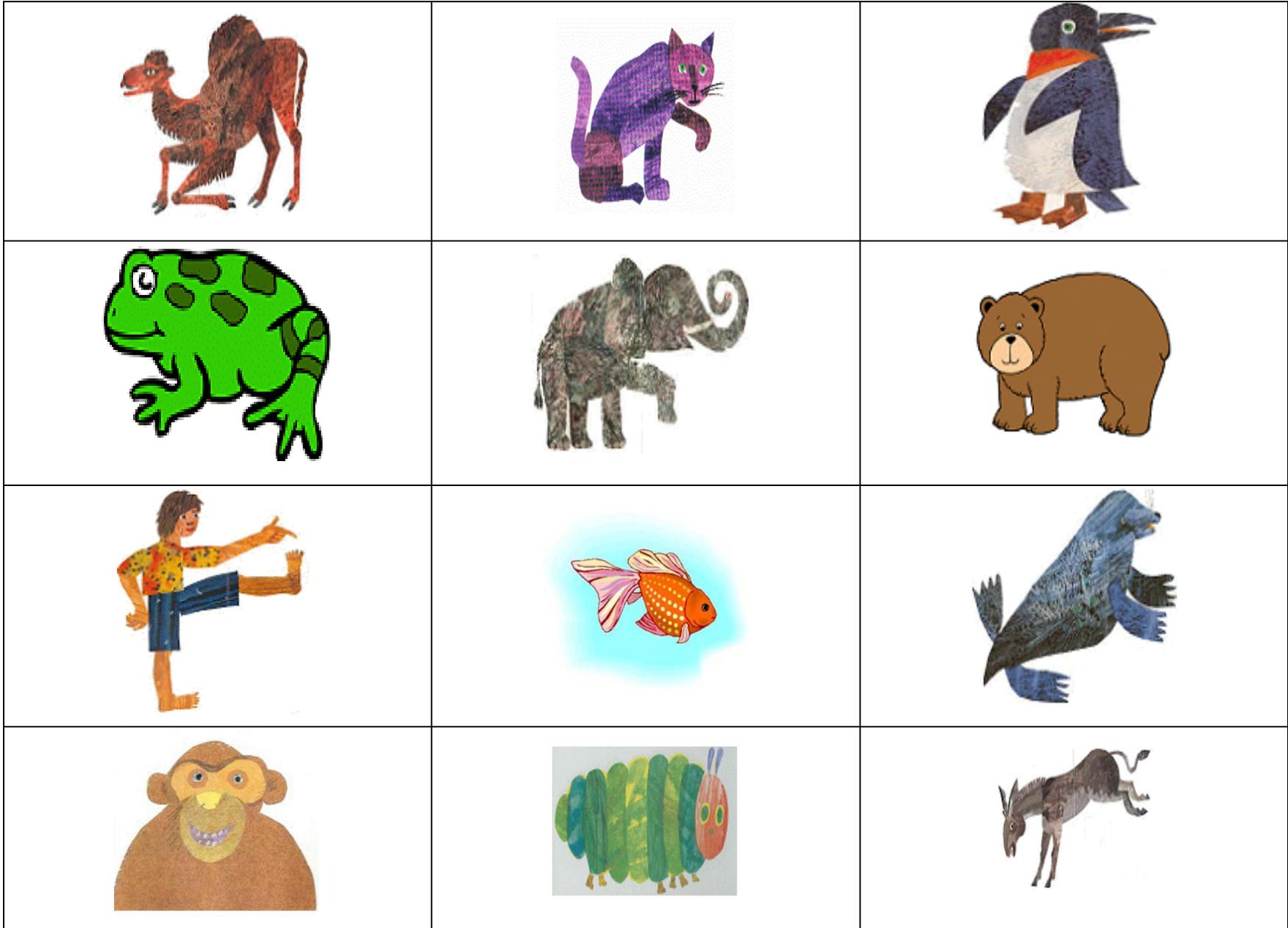
Part 3

Integrated Skill Lesson

Lesson Plan 1 – Click Clack Moo: Cows That Type

Name: _____   Date: _____   Teaching time: __45 min__

Action points – (These are the suggested techniques/ideas to try in your next practice teaching. See trainer's observation notes from your last practice teaching session and copy the action points here)

> *1.*
> *2.*

3. ***What are you teaching?***
- **Language points** – reading, writing, speaking ("I'd like a/some/an _____")
- **Language skills –** Asking for something, writing a letter.
- **Cultural Aspects** – Writing a letter (salutation, closing,) request.

2. What are your Student Learning Objectives for the lesson? (These should be specific and describe *observable student behaviors,* which you will be able to see in class.)

By the end of the lesson, SWBAT:
Demonstrate their ability to use the conventions of letter writing to ask for something by writing a letter from a pet to the pet's owner asking for something that pet would need.

3. When/How in the lesson will I check students' progress toward the above Learning Objectives? What behaviors/activities will show me whether they have mastered the material?
   a) When students identify what the animals want in the listening activity (Click, Clack, Moo: Cows that Type)
   b) When they are able to identify what other animals want in the reading activity (letters from animals).
   c) When they explain to their friends what their pets want.
   d) When they write a letter from a real or imaginary pet explaining what they want from their master.

Preliminary considerations:
a. What do your students already know in relation to today's lesson?
Students know what letters are. They have probably seen some.
b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
   i.   *The text is quite long so they may have a hard time following the story.*
   ii. *They will not be able to notice the form of the letter from just listening to the story.*
   iii. *They may find it difficult to think of what a particular animal might need.*

c. How will you avoid and/or address these problem areas in your lesson?

i. *I will show them the pictures in the book and give them two chances to listen so they can understand the story. For very low level Ss, I will chunk the story into two parts and only read the first half on the first day. I may need to read it several times.*

ii. *I will provide an example of a written letter for them to look at before they write their own.*

iii. *I will have them brainstorm what the animal would need in the pre-writing stage. I will let them talk to their partner about what their pet would need.*

Steps	Stages	Time (min): Guess here	Procedure/Steps--these need to be written in the perspective of what the students do	Focus S-S, T-S, etc.	Activity Purpose
1	L:Pre	3	Teacher asks Ss if they know the story of the "Three Little Pigs." Ask if they know any other stories where animals act like people. Elicit a few (I.e. "Goldilocks and the Three Bears," Aesop's Fables,	T-Ss	• Activate Ss' background knowledge. Prepare them to read the story. Assess their
2	L:Pre	5	**T pre-teaches key vocabulary:** 1. T has Ss repeat after her to teach pronunciation and stress of new vocabulary (*problem, type, electric blanket, neutral, exchange, type writer, diving board.*) 2. then has them check with each other about what each word means 3. T checks comprehension by using gestures, anecdotes and drawings to elicit the new words from the Ss, then asks some CCQs about each word (i.e. in this drawing, who is *neutral*? Does a *neutral* person fight?)	T-Ss S-S T-Ss	• Ss learn new vocabulary to prepare them to understand the listening story. • T validates and assesses Ss' prior by monitoring their discussion (Ss may use some L1 here) • T keeps Ss engaged in the lesson and assesses their knowledge of key vocabulary by eliciting and CCQs
3	L:During	7	1. T puts a question on the WB and asks students to listen to the story and think about the question. When the story is over, she will ask Ss: 2. "Where did the story take place?" 3. (Support may be by providing choices: "A school, a farm or a zoo?"	T-Ss	• Ss are given a general reason to listen for their first time. • Visual support is given by showing the illustrations. • Peer checking is encouraged so Ss feel more confident in their

			4. T reads the story aloud while Ss listen and look at the illustrations. 5. Have the Ss check their answers to the question with a partner then share with the class.	S-S	answers and will help each other. • The Ss see a letter writing in context.
4	L:During	7	T puts a chart on the board: 	Animal	Wants
---	---
	| T tells Ss they will listen and tell her what animals they hear in the story and what each animal wants. T reads the story again (as many times as is required to complete the chart.)	T-Ss	• Ss listen again to learn more details about the story. • Ss see a possible use for writing letters (audience and aim.) • T provides a graphic organizer to help Ss answer the questions. Answers: | Animal	Wants
---	---
Cows	*Electric blankets*
Hens	*Electric blankets*
Ducks	*A diving board*	
5	W: E L: Post	5	**Reading a New Letter** T has Ss look at the handouts and read the letter from the cows. Who is the letter from? Who is the letter to? What do the cows want? T gives the same questions to the students about letter B (from the dog.) Ss check with a partner and report to the whole class. **Noticing the Letter Structure and Grammar** T asks focusing questions: What is the first word? What comes at the end? What words are underlined?	T-Ss	• This activity moves beyond the listening text by using another skill, reading. • The previous listening activity has acted as a 'pre' stage by activating schema about letter writing. • This reading activity is a chance for the Ss to see a written letter, preparing them for the writing activity later.
6	W:E L: Post	5	**Form/Meaning Check** Ss match the animal with what it would want. Check with a partner, then with the class. Ss unscramble the letter and check with a partner, then with the class.	S S-S	• T checks that the Ss know the "I'd like" grammar form and meaning.

7	W: I L: Post	10	**Practice the Grammar Form** T draws a picture or writes words on the WB: A: What would you like? B: I'd like _____ pencil, eraser, money (and elicits *a*, *an* or *some* to go before the words) T models the pronunciation and has Ss repeat using "I'd like _____." T elicits things that the Ss want and let them practice as partners.	T-Ss S-S	• Practice first in a controlled way to practice pronunciation and intonation. • Ss practice on their own to personalize and make it automatic. • T provides TL and SL to support practice.
8	W:I L: Post	10	**Prewriting** T puts graphic organizer on WB and fills it in with the Ss. T Elicits many possible things to model brainstorming. T then models writing a letter from his dog asking for something using the "I'd like" expression. T elicits some animals and has Ss fill in a graphic organizer for their own pet.	T-Ss S	• Prewriting allows Ss to organize their ideas and be successful in the writing stage.
9	W: F L: Post	10	**Writing** T has Ss choose just one item for their pet and write a letter using the template.	S	• Ss can use the letter genre to write with a purpose. •

Section 4

Readings with Guiding Questions

Tomlinson's Introduction
(Please answer in **full sentences** and **in your own words**)

1) Which three statements about materials do you agree with the most? Why?

Glossary

Richards, J. C., J. Platt and H. Platt. 1992. *Longman Dictionary of Applied Linguistics*, 2nd edn. Harlow: Longman.

Tomlinson, B. 1984. A glossary of basic EFL terms. In A. Cunningsworth. *Evaluating and Selecting EFL Teaching Materials*, 80–102. London: Heinemann.

Introduction

Brian Tomlinson

This book concerns itself with what we could do in order to improve the quality of materials which are used for the teaching of second languages. I would like to start the book by considering some of the steps which I think we could take and at the same time introducing issues which are dealt with in the various chapters of the book. I should stress that although the contributors to this book are basically like-minded in their approach to the development of L2 materials many of the issues raised are controversial and some of the stances taken in the book are inevitably contradictory. In such cases we hope you will be informed, stimulated and able to make up your own mind by relating the authors' stances to your own experience.

I am going to argue that what those of us involved in materials development should do is to:

1 Clarify the terms and concepts commonly used in discussing materials development.
2 Carry out systematic evaluations of materials currently in use in order to find out to what degree and why they facilitate the learning of language.
3 Consider the potential applications of current research into second language acquisition.
4 Consider the potential applications of what both teachers and learners believe is valuable in the teaching and learning of a second or foreign language.
5 Pool our resources and bring together researchers, writers, teachers, learners and publishers in joint endeavours to develop quality materials.

Terms and concepts

Let me start by clarifying some of the basic terms and concepts which you will frequently encounter in this book.

Materials

Most people associate the term 'language-learning materials' with coursebooks because that has been their main experience of using materials. However, in this book the term is used to refer to anything which is used by teachers or learners to facilitate the learning of a language. Materials could obviously be cassettes, videos, CD-Roms, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. In other words, they can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language. Keeping this pragmatic concept of materials in mind can help materials developers to utilise as many sources of input as possible and, even more importantly, can help teachers to realise that they are also materials developers and that they are ultimately responsible for the materials that their learners use.

Materials development

Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning.

Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do to provide input they do so in principled ways related to what they know about how languages can be effectively learned. All the chapters in this book concentrate on the two vital questions of what should be given to the learners and what can be done with it to promote language learning.

Although many chapters in this book do focus on the development of coursebook materials (e.g. Jan Bell and Roger Gower in Chapter 5, Peter Donovan in Chapter 7, Hitomi Masuhara in Chapter 10 and Julian Edge and Sue Wharton in Chapter 13), a number of others focus on teacher development of materials (e.g. David Jolly and Rod Bolitho in Chapter 4 and Rod Ellis in Chapter 9) and some suggest ways in which learners can develop materials for themselves (e.g. Jane Willis in Chapter 2 and Alan Maley in Chapter 12).

Materials evaluation

This term refers to attempts to measure the value of materials. In many cases this is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so. A number of chapters in this book challenge this vague, subjective concept of evaluation and advocate more systematic and potentially revealing approaches. For example, Peter Donovan in Chapter 7 suggests ways in which thorough trialling of materials prior to publication can improve the quality of materials, Andrew Littlejohn in Chapter 8 proposes a more objective, analytical approach to evaluation and Rod Ellis in Chapter 10 argues the need for whilst-use and post-use evaluation of materials in order to find out what the actual effects of the materials are.

All the chapters in this book implicitly accept the view that for materials to be valuable the learning points should be potentially useful to the learners and that the learning procedures should maximise the likelihood of the learners actually learning what they want and need to learn. It is not necessarily enough that the learners enjoy and value the materials.

Language teaching

Most people think of teaching as the overt presentation of information by teachers to learners. In this book the term 'teaching' is used to refer to anything done by materials developers or teachers to facilitate the learning of the language. This could include the teacher standing at the front of the classroom explaining the conventions of direct speech in English, it could include a textbook providing samples of language use and guiding learners to make discoveries from them, it could include a textbook inviting learners to reflect on the way they have just read a passage or it could include the teacher providing the language a learner needs whilst participating in a challenging task. Teaching can be direct (in that it transmits information overtly to the learners) or it can be indirect (in that it helps the learners to discover things for themselves). Most chapters in this book focus on indirect teaching as the most effective way of facilitating the learning of a language. For example, in Chapters 1 and 2 Gwyneth Fox and Jane Willis suggest ways in which learners can be helped to make discoveries about language use by analysing similar samples of language in use, in Chapter 14 Grethe Hooper Hansen looks at ways in which learners can be helped to learn from information which is actually peripheral to the task they are

focusing on and in Chapter 15 Brian Tomlinson proposes procedures which could enable self-access learners to learn for and about themselves.

Language learning

Learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned. Whilst such direct learning of, for example, spelling rules, conventions of greetings and vocabulary items can be useful to the language learner, it is arguable that much language learning consists of subconscious development of generalisations about how the language is used and of skills which apply these generalisations to acts of communication. Language learning can be explicit (i.e. the learners are aware of when and what they are learning) or it can be implicit (i.e. the learners are not aware of when and what they are learning). Language learning can also be of declarative knowledge (i.e. knowledge about the language system) or of procedural knowledge (i.e. knowledge of how the language is used). Most of the chapters in this book take the position that communicative competence is primarily achieved as a result of implicit, procedural learning. But most of them also acknowledge that explicit learning of both declarative and procedural knowledge is of value in helping learners to pay attention to salient features of language input and in helping them to participate in planned discourse (i.e. situations such as giving a talk or writing a story which allow time for planning and monitoring). Consequently many of the chapters view the main objectives of materials development as the provision of meaningful experience of language in use and of opportunities to reflect on this experience. This is the position taken by Ronald Carter, Rebecca Hughes and Michael McCarthy in Chapter 3, in which they argue for the need to expose learners to spoken English as it is actually used. It is also the position taken by Brian Tomlinson in Chapter 11 in which he proposes experiential ways of helping learners to transfer the high level skill of visualisation from their L1 reading process, by Grethe Hooper Hansen in Chapter 14 when she advocates multi-level experience of language in use and by Brian Tomlinson in Chapter 15 when he suggests an experiential approach to self-access learning of language.

Systematic evaluation of materials

In Chapter 6 Philip Prowse gets a number of well-known materials writers to reveal how they set about writing materials. The remarkable thing is that most of them follow their intuitions rather than an overt

specification of objectives, principles and procedures. Obviously these intuitions are informed by experience of what is valuable to learners of a language and in many cases they lead to the development of valuable materials. But how useful it would be if we were able to carry out long-term, systematic evaluations of materials which are generally considered to be successful. I know of a number of famous textbook writers who do sit down and identify the popular and apparently successful features of their competitors so that they can clone these features and can avoid those features which appear to be unpopular and unsuccessful. Doing much more than this sort of *ad hoc* impressionistic evaluation of materials would involve considerable time and expenditure and would create great problems in controlling such variables as learner motivation, out of class experience and learner-teacher rapport. But longitudinal, systematic evaluations of popular materials could be undertaken by consortia of publishers, universities and associations such as MATSDA and could certainly provide empirically validated information about the actual effects of different types of language learning materials.

A number of chapters in this book try to push the profession forward towards using more systematic evaluation procedures as a means of informing materials development. In Chapter 7 Peter Donovan proposes rigorous and representative trialling and evaluation of materials prior to publication, in Chapter 8 Andrew Littlejohn exemplifies procedures for achieving thorough and informative analysis of what materials are actually doing and in Chapter 9 Rod Ellis insists that we should stop judging materials by their apparent appeal and start evaluating them by observing what the learners actually do when using the materials and by finding out what they seem to learn as a result of using them.

Second language acquisition research and materials development

> It seems clear that researchers cannot at present agree upon a single view of the learning process which can safely be applied wholesale to language teaching. (Tarone and Yule 1989)

> ... no second language acquisition research can provide a definitive answer to the real problems of second language teaching at this point. ... There is no predetermined correct theory of language teaching originating from second language acquisition research. (Cook 1996)

It is true that we should not expect definitive answers from second language acquisition research (SLA), nor should we expect one research-

based model of language acquisition to triumph over all the others; and we must be careful not to prescribe applications of unsubstantiated theories. But this should not stop us from applying what we do know about second and foreign language learning to the development of materials designed to facilitate that process. What we do know about language learning is a result of thousands of years of reflective teaching and of at least a century of experimental and observational research. If we combined the anecdotal and the empirical evidence available to us we could surely formulate criteria which could contribute to the development of successful materials. From the reports of many of the writers in this volume it would seem that they rely on their intuitions about language learning when they set out to write textbooks. This also seems to be true of many of the authors who have contributed reports on their processes for materials development to a book called *Getting Started: Materials Writers on Materials Writing* (Hidalgo, Hall and Jacobs 1995). The validity of their intuitions is demonstrated by the quality of their materials. But intuitions are only useful if they are informed by recent and relevant classroom experience and by knowledge of the findings and of recent second language acquisition research. And all of us could benefit from more explicit guidelines when setting out to develop materials for the classroom.

What I am arguing for is a compilation of learning principles and procedures which most teachers agree contribute to successful learning, plus a compilation of principles and procedures recommended by most SLA researchers. A marriage of the two compilations could produce a list of principles and procedures which would provide a menu of potentially profitable options for materials developers from the classroom teacher adapting a coursebook unit to the author(s) setting out to develop a series of commercially published textbooks for the global market. Such a list should aim to be informative rather than prescriptive and should not give the impression that its recommendations are supported by conclusive evidence and by all teachers and researchers. And, of course, it needs to be supplemented by information about how the target language actually works (for ways of gaining such information, see, for example, Chapter 1 in this book by Gwyneth Fox, Chapter 2 by Jane Willis and Chapter 3 by Ronald Carter, Rebecca Hughes and Michael McCarthy).

Of course, one problem is that there is considerable disagreement amongst researchers about some of the main issues relevant to the teaching and learning of languages. Some argue that the main prerequisite for language acquisition is comprehensible input (i.e. being exposed to language you can understand); others argue that the main

prerequisite is opportunity for output (i.e. situations in which you have to actually use the language). Some researchers argue that the best way to acquire a language is to do so naturally without formal lessons or conscious study of the language; others argue that conscious attention to distinctive features of the language is necessary for successful language learning. Try skimming through an overview of second language acquisition research (e.g. Ellis 1994a) and you will soon become aware of some of the considerable (and, in my view, stimulating) disagreements amongst SLA researchers. Such disagreements are inevitable, given our limited access to the actual mental processes involved in the learning and using of languages and often the intensity of the arguments provoke additional and illuminating research. However I believe that there is now a sufficient consensus of opinion for SLA research to be used as an informative base for the formulation of criteria for the teaching of languages. The following is a summary of what I think many SLA researchers would agree to be some of the basic principles of second language acquisition relevant to the development of materials for the teaching of languages.

Materials should achieve impact A-1

Impact is achieved when materials have a noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted. If this is achieved there is a better chance that some of the language in the materials will be taken in for processing.
Materials can achieve impact through:

a) novelty (e.g. unusual topics, illustrations and activities);
b) variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text types taken from many different types of sources; using a number of different instructor voices on a cassette);
c) attractive presentation (e.g. use of attractive colours; lots of white space; use of photographs);
d) appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references).

One obvious point is that impact is variable. What achieves impact with a class in Brazil might not achieve the same impact with a class in Austria. And what achieves impact with ten learners in a class might not achieve impact with the other five. In order to maximise the likelihood

of achieving impact the writer needs to know as much as possible about the target learners and about what is likely to attract their attention. In order to achieve impact the writer also needs to offer choice. The more varied the choice of topics, texts and activities the more likely is the achievement of impact.

Materials should help learners to feel at ease   A-2

> Research has shown . . . the effects of various forms of anxiety on acquisition: the less anxious the learner, the better language acquisition proceeds. Similarly, relaxed and comfortable students apparently can learn more in shorter periods of time.
> (Dulay, Burt and Krashen 1982)

Although it is known that pressure can stimulate some types of language learners, I think that most researchers would agree that most language learners benefit from feeling at ease and that they lose opportunities for language learning when they feel anxious, uncomfortable or tense. Some materials developers argue that it is the responsibility of the teacher to help the learners to feel at ease and that the materials themselves can do very little to help. I disagree.

Materials can help learners to feel at ease in a number of ways. For example, I think that most learners:

– feel more comfortable with materials with lots of white space than they do with materials in which lots of different activities are crammed together on the same page;
– are more at ease with texts and illustrations that they can relate to than they are with those which are culturally exotic (and therefore potentially alien);
– are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them. Feeling at ease can also be achieved through a 'voice' which is relaxed and supportive, through content and activities which encourage the personal participation of the learners, through materials which relate the world of the book to the world of the learner and through the absence of activities which could threaten self-esteem and cause humiliation. To me the most important (and possibly least researched) factor is that of the 'voice' of the materials. Conventionally, language learning materials are de-voiced and anonymous. They are usually written in a semi-formal style and reveal very little about the personality, interests and experiences of the writer. What I would like to see materials writers do is to chat to the learners casually in the

same way that good teachers do and to try to achieve personal contact with them by revealing their own preferences, interests and opinions. I would also like to see them try to achieve a personal voice (Beck, McKeown and Worthy 1995) by ensuring that what they say to the learners contains such features of orality as:

– informal discourse features (e.g. contracted forms, informal lexis);
– the active rather than the passive voice;
– concreteness (e.g. examples, anecdotes);
– inclusiveness (e.g. not signalling intellectual, linguistic or cultural superiority over the learners).

Materials should help learners to develop confidence   A-3

> Relaxed and self-confident learners learn faster. (Dulay, Burt and Krashen 1982)

Most materials developers recognise the need to help learners to develop confidence but many of them attempt to do so through a process of simplification. They try to help the learners to feel successful by asking them to use simple language to accomplish easy tasks. This approach is welcomed by many teachers and learners. But in my experience it often only succeeds in diminishing the learners. They become aware that the process is being simplified for them and that what they are doing bears little resemblance to actual language use. They also become aware that they are not really using their brains and that their apparent success is an illusion. And this awareness can even lead to a reduction in confidence. I prefer to attempt to build confidence through activities which try to 'push' learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic but which are achievable too. It can also help if the activities encourage learners to use and to develop their existing extra-linguistic skills, such as those which involve being imaginative, being creative or being analytical. An elementary level learner can often gain greater confidence from making up a story, writing a short poem or making a grammatical discovery than she can from getting right a simple drill.

The value of engaging the learners' minds and utilising their existing skills seems to be becoming increasingly realised in countries which have decided to produce their own materials through textbook projects rather than to rely on global coursebooks which seem to underestimate the abilities of their learners. See Tomlinson (1995b) for a report on such projects in Bulgaria, Morocco and Namibia.

What is being taught should be perceived by A-4
learners as relevant and useful

Most teachers recognise the need to make the learners aware of the potential relevance and utility of the language and skills they are teaching. And researchers have confirmed the importance of this need. For example, Stevick (1976) cites experiments which have shown the positive effect on learning and recall of items that are of personal significance to the learner. And Krashen (1982) and Wenden (1987) report research showing the importance of apparent relevance and utility in language acquisition.

In ESP materials it is relatively easy to convince the learners that the teaching points are relevant and useful by relating them to known learner interests and to 'real-life' tasks which the learners need or might need to perform in the target language. In General English materials this is obviously more difficult; but it can be achieved by narrowing the target readership and/or by researching what the target learners are interested in and what they really want to learn the language for. An interesting example of such research was a questionnaire in Namibia which revealed that two of the most important reasons for secondary school students wanting to learn English were so they would be able to write love letters in English and so that they would be able to write letters of complaint for villagers to the village headman and from the village headman to local authorities.

Perception of relevance and utility can also be achieved by relating teaching points to interesting and challenging classroom tasks and by presenting them in ways which could facilitate the achievement of task outcomes desired by the learners. The 'new' learning points are not relevant and useful because they will help the learners to achieve long term academic or career objectives but because they could help the learners to achieve short-term task objectives now. Of course, this only works if the tasks are begun first and the teaching is then provided in response to discovered needs. This is much more difficult for the materials writer than the conventional approach of teaching a pre-determined point first and then getting the learners to practise and then produce it. But it can be much more valuable in creating relevance and utility for the teaching point; and it can be achieved by, for example, referring learners to 'help pages' before and/or after doing sub-tasks or by getting learners to make decisions about strategies they will use in a task and then referring them to 'help pages'. So, for example, learners could be asked to choose from (or add to) a list of project tasks and then to decide on strategies for achieving their project targets. Those learners who decide to research local documents could be referred to a

section in the book which provides advice on scanning whereas those learners who decide to use questionnaires could be referred to a section which deals with writing questions.

Obviously providing the learners with a choice of topic and task is important if you are trying to achieve perception of relevance and utility in a general English textbook.

Materials should require and facilitate learner self-investment A-5

Many researchers have written about the value of learning activities which require the learners to make discoveries for themselves. For example, Rutherford and Sharwood-Smith (1988) assert that the role of the classroom and of teaching materials is to aid the learner to make efficient use of the resources in order to facilitate self-discovery. Similar views are expressed by Bolitho and Tomlinson 1995; Tomlinson 1994a and Wright and Bolitho 1993.

It would seem that learners profit most if they invest interest, effort and attention in the learning activity. Materials can help them to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner-centred discovery activities. Again this is not as easy as assuming that what is taught should be learned but it is possible and extremely useful for textbooks to facilitate learner self-investment. In my experience, one of the most profitable ways of doing this is to get learners interested in a written or spoken text, to get them to respond to it globally and affectively and then to help them to analyse a particular linguistic feature of it in order to make discoveries for themselves (see Tomlinson 1994a for a specific example of this procedure). Other ways of achieving learner investment are involving the learners in mini-projects, involving them in finding supplementary materials for particular units in a book and giving them responsibility for making decisions about which texts to use and how to use them (an approach I saw used with great success in an Indonesian high school in which each group in a large class was given responsibility for one reading lesson per semester).

Learners must be ready to acquire the points being taught A-6

Certain structures are acquired only when learners are mentally ready for them. (Dulay, Burt and Krashen 1982)

Meisel, Clahsen and Pienemann (1981) have put forward the Multi-dimensional Model in which learners must have achieved readiness in order to learn developmental features (i.e. those constrained by

developing speech-processing mechanisms – e.g. word order) but can make themselves ready at any time to learn variational features (i.e. those which are free – e.g. the copula 'be'). Pienemann (1985) claims that instruction can facilitate natural language acquisition processes if it coincides with learner readiness and can lead to increased speed and frequency of rule application and to application of rules in a wider range of linguistic contexts. He also claims that premature instruction can be harmful because it can lead to the production of erroneous forms, to substitution by less complex forms and to avoidance. Pienemann's theories have been criticised for the narrowness of their research and application (restricted mainly to syntax, according to Cook 1996) but I am sure most teachers would recognise the negative effects of premature instruction reported by Pienemann.

Krashen 1985 argues the need for roughly-tuned input which is comprehensible because it features what the learners are already familiar with; but which also contains the potential for acquiring other elements of the input which each learner might or might not be ready to learn (what Krashen refers to as i + 1 in which i represents what has already been learned and 1 represents what is available for learning). According to Krashen, each learner will only learn from the new input what he or she is ready to learn. Other discussions of the need for learner readiness can be found in Ellis 1990 (see especially pp. 152–8 for a discussion of variational and developmental features of readiness).

Readiness can be achieved by materials which create situations requiring the use of variational features not previously taught, by materials which ensure that the learners have gained sufficient mastery over the developmental features of the previous stage before teaching a new one and by materials which roughly tune the input so that it contains some features which are slightly above each learner's current state of proficiency. It can also be achieved by materials which get the learners to focus attention on features of the target language which they have not yet acquired so that they might be more attentive to these features in future input.

But perhaps the most important lesson for materials developers from readiness research is that we cannot expect to select a particular point for teaching and assume that all the learners are ready and willing to learn it. It is important to remember that the learner is always in charge and that 'in the final analysis we can never completely control what the learner does, for HE (sic) selects and organises, whatever the input'. (Kennedy 1973:76)

Materials should expose the learners to language in authentic use

Krashen (1985) makes the strong claim that comprehensible input in the target language is both necessary and sufficient for the acquisition of that language provided that learners are 'affectively disposed to "let in" the input they comprehend' (Ellis 1994a: 273). Few researchers would agree with such a strong claim but most would agree with a weaker claim that exposure to authentic use of the target language is necessary but not sufficient for the acquisition of that language.

Materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written texts they include. They can also stimulate exposure to authentic input through the activities they suggest (e.g. interviewing the teacher, doing a project in the local community, listening to the radio etc.). In order to facilitate acquisition the input must be comprehensible (i.e. understandable enough to achieve the purpose for responding to it). This means that there is no point in using long extracts from newspapers with beginners but it does not mean that beginners cannot be exposed to authentic input. They can follow instructions intended to elicit physical responses, they can listen to stories, they can listen to songs, they can fill in forms.

Ideally materials at all levels should provide frequent exposure to authentic input which is rich and varied. In other words the input should vary in style, mode, medium and purpose and should be rich in features which are characteristic of authentic discourse in the target language. And, if the learners want to be able to use the language for general communication, it is important that they are exposed to planned, semi-planned and unplanned discourse (e.g. a formal lecture, an informal radio interview and a spontaneous conversation).The materials should also stimulate learner interaction with the input rather than just passive reception of it. This does not necessarily mean that the learners should always produce language in response to the input; but it does mean that they should always do something mentally or physically in response to it.

See in particular, Chapters 1, 2, 3, 11, 12 and 15 of this book for arguments in favour of exposing learners to authentic materials.

A-8

The learners' attention should be drawn to linguistic features of the input

There seems to be an agreement amongst many researchers that helping learners to pay attention to linguistic features of authentic input can help them to eventually acquire some of those features. However it is

important to understand that this claim does not represent a back to grammar movement. It is different from previous grammar teaching approaches in a number of ways. In the first place the attention paid to the language can be either conscious or subconscious. For example, the learners might be paying conscious attention to working out the attitude of one of the characters in a story but might be paying subconscious attention to the second conditionals which the character uses. Or they might be paying conscious attention to the second conditionals having been asked to locate them, and to make a generalisation about their function in the story. The important thing is that the learners become aware of a gap between a particular feature of their interlanguage (i.e. how they currently understand or use the feature) and the equivalent feature in the target language. Such noticing of the gap between output and input can act as an 'acquisition facilitator' (Seliger 1979). It does not do so by immediately changing the learner's internalised grammar but by alerting the learner to subsequent instances of the same feature in future input. So there is no instant change in the learners' proficiency (as is aimed at by such grammar teaching approaches as the conventional Presentation, Practice, Production approach). There is, however, an increased likelihood of eventual acquisition provided that the learners receive future relevant input.

White (1990) argues that there are some features of the L2 which learners need not to be focused on because the deceptively apparent similarities with L1 features make it impossible for the learners to otherwise notice certain points of mismatch between their interlanguage and the target language. And Schmidt (1992) puts forward a powerful argument for approaches which help learners to note the gap between their use of specific features of English and the way these features are used by native speakers. Inviting learners to compare their use of, say, indirect speech with the way it is used in a transcript of a native speaker conversation would be one such approach and could quite easily be built into coursebook materials.

Gwyneth Fox in Chapter 1 of this book and Jane Willis in Chapter 2 exemplify ways of helping learners to pay attention to linguistic features of their input.

Materials should provide the learners with opportunities to use the target language to achieve communicative purposes [A-9]

Most researchers seem to agree that learners should be given opportunities to use language for communication rather than just to practise it in situations controlled by the teacher and the materials. Using language for communication involves attempts to achieve a purpose in a

---

situation in which the content, strategies and expression of the interaction are determined by the learners. Such attempts can enable the learners to 'check' the effectiveness of their internal hypotheses, especially if the activities stimulate them into 'pushed output' (Swain 1985) which is slightly above their current proficiency. They also help the learners to automatise their existing procedural knowledge (i.e. their knowledge of how the language is used) and to develop strategic competence (Canale and Swain 1980). This is especially so if the opportunities for use are interactive and encourage negotiation of meaning (Allwright 1984: 157). In addition, communicative interaction can provide opportunities for picking up language from the new input generated, as well as opportunities for learner output to become an informative source of input (Sharwood-Smith 1981). Ideally teaching materials should provide opportunities for such interaction in a variety of discourse modes ranging from planned to unplanned (Ellis 1990: 191).

Interaction can be achieved through, for example:

- information or opinion gap activities which require learners to communicate with each other and/or the teacher in order to close the gap (e.g. finding out what food and drink people would like at the class party);
- post-listening and post-reading activities which require the learners to use information from the text to achieve a communicative purpose (e.g. deciding what television programmes to watch, discussing who to vote for, writing a review of a book or film);
- creative writing and creative speaking activities such as writing a story or improvising a drama;
- formal instruction given in the target language either on the language itself or on another subject:

  We need to recognise that teaching intended as formal instruction also serves as interaction. Formal instruction does more than teach a specific item: it also exposes learners to features which are not the focus of the lesson. (Ellis 1990)

The value of materials facilitating learner interaction is stressed in this book by Alan Maley in Chapter 12, by Julian Edge and Sue Wharton in Chapter 13 and by Brian Tomlinson in Chapter 15.

Materials should take into account that the positive effects of instruction are usually delayed [A-10]

Research into the acquisition of language shows that it is a gradual rather than an instantaneous process and that this is equally true for

A-11

Materials should take into account that learners differ in learning styles

Different learners have different preferred learning styles. So, for example, those learners with a preference for studial learning are much more likely to gain from explicit grammar teaching than those who prefer experiential learning. And those who prefer experiential learning are more likely to gain from reading a story with a predominant grammatical feature (e.g. reported speech) than they are from being taught that feature explicitly. This means that activities should be variable and should cater for all learning styles. An analysis of most current coursebooks will reveal a tendency to favour learners with a preference for studial learning and an apparent assumption that all learners are equally capable of benefiting from this style of learning. Likewise an analysis of the teaching and testing of foreign languages in formal education systems throughout the world will reveal that studial learners (who are actually in the minority) are at an advantage.

Styles of learning which need to be catered for in language learning materials include:

- visual (e.g. the learner prefers to see the language written down);
- auditory (e.g. the learner prefers to hear the language);
- kinaesthetic (e.g. the learner prefers to do something physical, such as following instructions);
- studial (e.g. the learner likes to pay conscious attention to the linguistic features of the language and wants to be correct);
- experiential (e.g. the learner likes to use the language and is more concerned with communication than with correctness);
- analytic (e.g. the learner prefers to focus on discrete bits of the language and to learn them one by one);
- global (e.g. the learner is happy to respond to whole chunks of language at a time and to pick up from them whatever language she can);
- dependent (e.g. the learner prefers to learn from a teacher and from a book);
- independent (e.g. the learner is happy to learn from their own experience of the language and to use autonomous learning strategies).

I think a learner's preference for a particular learning style is variable and depends, for example, on what is being learned, where it is being learned, who it is being learned with and what it is being learned for. For example, I am happy to be experiential, global and kinaesthetic when learning Japanese out of interest with a group of relaxed adult

instructed as well as informal acquisition. Acquisition results from the gradual and dynamic process of internal generalisation rather than from instant adjustments to the learner's internal grammar. It follows that learners cannot be expected to learn a new feature and be able to use it in the same lesson. They might be able to rehearse the feature, to retrieve it from short-term memory or to produce it when prompted by the teacher or the materials. But this does not mean that learning has taken place. I am sure most of you are familiar with the situation in which learners get a new feature correct in the lesson in which it is taught but then get it wrong the following week. This is partly because they have not yet had enough time, instruction and exposure for learning to have taken place.

The inevitable delayed effect of instruction suggests that no textbook can really succeed which teaches features of the language one at a time and expects the learners to be able to use them straightaway. But this incremental approach is popular with many publishers, writers, teachers and learners as it can provide a reassuring illusion of system, simplicity and progress. Therefore adaptation of existing approaches rather than replacement with radical new ones is the strategy most likely to succeed. So, for example, the conventional textbook approach of PPP (Presentation-Practice-Production) could be used to promote durable learning if the objective of the Production phase was seen as reinforcement rather than correct production and if this was followed in subsequent units by more exposure and more presentation relating to the same feature. Or if the Production phase was postponed to another unit which was placed after further exposure, instruction and practice had been provided. Or if the initial Production phase was used to provide output which would enable the learners to notice the mismatch between what they are doing and what native speakers typically do.

In my view, in order to facilitate the gradual process of acquisition it is important for materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use. It is equally important that the learners are not forced into premature production of the instructed features (they will get them wrong) and that tests of proficiency are not conducted immediately after instruction (they will indicate failure).

Ellis (1990) reports on research revealing the delayed effect of instruction and in Chapter 9 of this book he argues the need for post-use evaluation of materials to find out what learners have eventually learned as a result of using them.

learners and with a teacher who does not keep correcting me. But I am more likely to be analytic and visual when learning French for examination purposes in a class of competitive students and with a teacher who keeps on correcting me. And, of course, learners can be helped to gain from learning styles other than their preferred style. The important point for materials developers is that they are aware of and cater for differences of preferred learning styles in their materials and that they do not assume that all learners can benefit from the same approaches as the 'good language learner' (see Ellis 1994a: 546–50).

See Oxford and Anderson (1995) for an overview of research into learning styles.

Materials should take into account that learners differ in affective attitudes   [A-12]

... the learner's motives, emotions, and attitudes screen what is presented in the language classroom ... This affective screening is highly individual and results in different learning rates and results. (Dulay, Burt and Krashen 1982)

Ideally language learners should have strong and consistent motivation and they should also have positive feelings towards the target language, their teachers, their fellow learners and the materials they are using. But, of course, the ideal learner does not exist and even if she did exist one day she would no longer be the ideal learner the next day. Each class of learners using the same materials will differ from each other in terms of long- and short-term motivation and of feelings and attitudes about the language, their teachers, their fellow learners and their learning materials, and of attitudes towards the language, the teacher and the materials. Obviously no materials developer can cater for all these affective variables but it is important for anybody who is writing learning materials to be aware of the inevitable attitudinal differences of the users of the materials.

One obvious implication for the materials developer is 'to diversify language instruction as much as possible based upon the variety of cognitive styles' (Larsen-Freeman and Long 1991) and the variety of affective attitudes likely to be found among a typical class of learners. Ways of doing this include:

– providing choices of different types of text;
– providing choices of different types of activities;
– providing optional extras for the more positive and motivated learners;
– providing variety;

18

– including units in which the value of learning English is a topic for discussion;
– including activities which involve the learners in discussing their attitudes and feelings about the course and the materials;
– researching and catering for the diverse interests of the identified target learners;
– being aware of the cultural sensitivities of the target learners;
– giving general and specific advice in the teacher's book on how to respond to negative learners (e.g. not forcing reluctant individuals to take part in groupwork).

For reports on research into affective differences see Ellis 1984: 471–83 and Wenden and Rubin 1987.

For specific suggestions on how materials can cater for learner differences see Tomlinson 1996 and Chapter 12 by Alan Maley and Chapter 13 by Julian Edge and Sue Wharton in this book.   [A-13]

Materials should permit a silent period at the beginning of instruction

It has been shown that it can be extremely valuable to delay L2 speaking at the beginning of a course until learners have gained sufficient exposure to the target language and sufficient confidence in understanding it. This silent period can facilitate the development of an effective internalised grammar which can help learners to achieve proficiency when they eventually start to speak in the L2. There is some controversy about the actual value of the silent period and some learners seem to use the silence to avoid learning the language. However I think most researchers would agree that forcing immediate production in the new language can damage the reluctant speaker affectively and linguistically and many would agree with Dulay, Burt and Krashen that:

. . . communication situations in which students are permitted to remain silent or respond in their first language may be the most effective approach for the early phases of language instruction. This approach approximates what language learners of all ages have been observed to do naturally, and it appears to be more effective than forcing full two-way communication from the very beginning of L2 acquisition. (1982: 25–6)

The important point is that the materials should not force premature speaking in the target language and they should not force silence either. Ways of giving learners the possibility of not speaking until they are ready include:

19

– starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral instructions from a teacher or cassette (see Asher 1977; Tomlinson 1994b);

– starting with a listening comprehension approach in which the learners listen to stories in the target language which are made accessible through the use of sound effects, visual aids and dramatic movement by the teacher;

– permitting the learners to respond to target language questions by using their first language or through drawings and gestures.

A possible extension of the principle of permitting silence is to introduce most new language points (regardless of the learners' level) through activities which initially require comprehension but not production. This was an approach which we called TPR Plus and which we used on the PKG Project in Indonesian secondary schools. It usually involved introducing new vocabulary or structures through stories which the learners responded to by drawing and/or using their first language and through activities in which the whole class mimed stories by following oral instructions from the teacher (see Tomlinson 1990; 1994b).

For discussion of research into the silent period see Ellis 1994a: 82–84; Krashen 1982; Saville-Troike 1988.

A-14

Materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities

A narrowly focused series of activities which require very little cognitive processing (e.g. mechanical drills; rule learning; simple transformation activities) usually leads to shallow and ephemeral learning unless linked to other activities which stimulate mental and affective processing. However a varied series of activities making, for example, analytic, creative, evaluative and rehearsal demands on processing capacity can lead to deeper and more durable learning. In order for this deeper learning to be facilitated it is very important that the content of the materials is not trivial or banal and that it stimulates thoughts and feelings in the learners. It is also important that the activities are not too simple and that they cannot be too easily achieved without the learners making use of their previous experience and their brains.

The maximisation of the brain's learning potential is a fundamental principle of Lozanov's Suggestopedia in which, 'he enables the learner to receive the information through different cerebral processes and in different states of consciousness so that it is stored in many different parts of the brain, maximising recall' (Hooper Hansen 1992). Suggesto-

pedia does this through engaging the learners in a variety of left and right brain activities in the same lesson (e.g. reciting a dialogue, dancing to instructions, singing a song, doing a substitution drill, writing a story). Whilst not everybody would accept the procedures of Suggesto-pedia, most researchers seem to agree on the value of maximising the brain's capacity during language learning and the best textbooks already do contain within each unit a variety of different left and right brain activities.

For an account of the principles of Suggestopedia see Lozanov 1978 and Chapter 14 in this book by Grethe Hooper Hansen.

A-15

Materials should not rely too much on controlled practice

It is interesting that there seems to be very little research which indicates that controlled practice activities are valuable. Sharwood-Smith (1981) does say that, 'it is clear and uncontroversial to say that most spontaneous performance is attained by dint of practice', but he provides no evidence to support this very strong claim. Also Bialystok (1988) says that automaticity is achieved through practice but provides no evidence to support her claim. In the absence of any compelling evidence most researchers seem to agree with Ellis who says that 'controlled practice appears to have little long term effect on the accuracy with which new structures are performed' (Ellis 1990: 192) and 'has little effect on fluency' (Ellis and Rathbone 1987).

Yet controlled grammar practice activities still feature significantly in popular coursebooks and are considered to be useful by many teachers and by many learners. This is especially true of dialogue practice which has been popular in many methodologies for the last 30 years without there being any substantial research evidence to support it (see Tomlinson 1995a). In a recent analysis of new low level coursebooks I found that nine out of ten of them contained more opportunities for controlled practice than they did for language use. It is possible that right now all over the world learners are wasting their time doing drills and listening to and repeating dialogues.

A-16

Materials should provide opportunities for outcome feedback

Feedback which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source of input. Or in other words, if the language that the learner produces is evaluated in relation to the purpose for which it is used that language can become a powerful and informative source of information about language use. Thus a learner

who fails to achieve a particular communicative purpose (e.g. borrowing something, instructing someone how to play a game, persuading someone to do something) is more likely to gain from negative feedback on the effectiveness of their use of language than a learner whose language is corrected without reference to any non-linguistic outcome. It is very important, therefore, for materials developers to make sure that language production activities have intended outcomes other than just practising language.

The value of outcome feedback is stressed by Brian Tomlinson in Chapter 15 in this book.

To find out more about some of the principles of language learning outlined above you could make use of the index of one of the following books:

Cook, V. 1996. *Second Language Learning and Second Language Teaching* (new edn). London: Edward Arnold.

Ellis, R. 1994. *The Study of Second Language Acquisition.* Oxford: Oxford University Press.

Larsen-Freeman, D. and M. Long 1991. *An Introduction to Second Language Acquisition Research.* London: Longman.

What teachers and learners believe and want

I have argued above that materials developers should take account of what researchers have told us about language acquisition. I would also argue that they should pay more attention to what teachers and learners believe about the best ways to learn a language and also to what they want from the materials they use.

Teachers spend far more time observing and influencing the language learning process than do researchers or materials developers. Yet little research has been done into what teachers believe is valuable for language learning and little account is taken of what teachers really want. In this book Hitomi Masuhara in Chapter 10 argues the need to find out what teachers really want from coursebooks and she puts forward suggestions for how this information could be gained and made use of. Also Peter Donovan in Chapter 7 describes how attempts have been made to find out exactly what teachers think and feel about trial versions of coursebooks so that their views can influence the published versions. David Jolly and Rod Bolitho in Chapter 4 propose a framework which could help teachers to adapt materials and to write materials themselves; and Rod Ellis in Chapter 9 outlines a way in which teachers can improve materials as a result of whilst and post-use evaluation of them.

There have been attempts to involve learners in the evaluation of courses and materials (see Alderson 1985a for an interesting account of post-course evaluations which involved contacting the learners after their courses had finished) and a number of researchers have kept diaries recording their own experiences as learners of a foreign language (e.g. Schmidt and Frota 1986) but little systematic research has been published on what learners actually want their learning materials to do (see Johnson 1995 for an account of what one adult learner wants from her learning materials).

One exceptional example of trying to make use of both learner and teacher beliefs and wants was the Namibia Textbook Project. Prior to the writing of the Grade 10 English textbook, *On Target* (1995), teachers and students all over the country were consulted via questionnaires. Their responses were then made use of when 30 teachers met together to design and write the book. The first draft of the book was completed by these teachers at an eight day workshop and it was then trialled all over the country before being revised for publication by an editorial panel. Such consultation and collaboration is rare in materials development and could act as a model for textbook writing. See Tomlinson (1995b) for a description of this and other similar projects.

Collaboration

The Namibian Textbook Project mentioned above is a classic example of the value of pooling resources. On page iv of *On Target* (1995) 40 contributors are acknowledged. Some of these were teachers, some were curriculum developers, some were publishers, some were administrators, some were university lecturers and researchers, some were examiners, one was a published novelist and all of them made a significant contribution to the development of the book. This bringing together of expertise in a collaborative endeavour is extremely rare and, as one of the contributors to the Project, I can definitely say it was productive. Too often in my experience researchers have made theoretical claims without developing applications of them, writers have ignored theory and have complained without making efforts to exert an influence, learners have been ignored and publishers have been driven by considerations of what they know they can sell. We all have constraints on our time and our actions but it must be possible and potentially valuable for us to get together to pool our resources and share our expertise in a joint endeavour to develop materials which offer language learners maximum opportunities for successful learning. This bringing together

Introduction

of different areas of knowledge and expertise is the main aim of MATSDA and it is one of the objectives of this book. The contributors to *Materials Development in Language Teaching* include classroom teachers, researchers, university lecturers, teacher trainers, textbook writers and publishers and we hope that our pooling of knowledge and ideas will help you to use, adapt and develop materials in effective ways.

Features of Good Materials Chart

Feature:	Examples that you have seen:
1) Materials should achieve impact	
2) Materials should help learners to feel at ease	
3) Materials should help learners develop confidence	
4) What is being taught should be perceived as relevant and useful	
5) Materials should facilitate learner self-investment and discovery	
6) Learners must be ready to acquire the points being taught	
7) Materials should expose the learners to language in authentic use	
8) Learner's attention should be drawn to the linguistic features of the input	

9) Materials should provided opportunities to use the TL for communicative purposes	
10) Materials should take into account that the positive effects of instruction are usually delayed	
11) Materials should take into account that learners have different learning styles	
12) Materials should take into account that learners differ in affective attitude	
13) Materials should permit a silent period at the beginning of instruction	
14) Materials should maximize learning potential	
15) Materials should not rely too much on controlled practice	
16) Materials should provide opportunities for outcome feedback	

Halliwell's Working with Young Learners & Identifying Implications

(Please answer in **full sentences** and **in your own words**)

1) What 6 instincts, skills and/or characteristics do children bring with them when they enter the language learning classroom? How do we as Ts use these instincts, skills and characteristics to help YL to learn a second language? (Please fill in the chart below)

	instinct/skill/characteristic	teaching implication
1.		
2.		
3.		
4.		
5.		
6.		

2) Make a list of teacher actions that can help students build confidence. Make a list of teacher actions that can hinder student confidence. (Use Chart)

Do List	Don't List

Why is building confidence and creating a safe and comfortable environment important?

3) How can we create opportunities for real communication in our classes and why is real communication important?

1

Working with young language learners

Young children do not come to the language classroom empty-handed. They bring with them an already well-established set of instincts, skills and characteristics which will help them to learn another language. We need to identify those and make the most of them. For example, children:

– are already very good at interpreting meaning without necessarily understanding the individual words;
– already have great skill in using limited language creatively;
– frequently learn indirectly rather than directly;
– take great pleasure in finding and creating fun in what they do;
– have a ready imagination;
– above all take great delight in talking!

How does each of these qualities help a child in the foreign language classroom and how can the teacher build on them?

1.1
Children's ability
to grasp meaning

We know from experience that very young children are able to understand what is being said to them even before they understand the individual words. Intonation, gesture, facial expressions, actions and circumstances all help to tell them what the unknown words and phrases probably mean. By understanding the message in this way they start to understand the language. In later life we all maintain this first source of understanding alongside our knowledge of the language itself. It remains a fundamental part of human communication.

Children come to primary school with this ability already highly developed. They continue to use it in all their school work. For example, even though their mother tongue skills are already well established, they may well find it difficult to follow purely verbal instructions and information. When this happens, or sometimes simply out of laziness or inattention, children will tend to rely on their ability to 'read' the general message. In fact we can see this

3

happening most clearly when they get it wrong! More importantly, particularly in terms of language development, their message-interpreting skill is part of the way they learn new words, concepts and expressions in their mother tongue as their language expands to meet the new challenges of school.

So when children encounter a new language at school, they can call on the same skill to help them interpret the new sounds, new words and new structures. We want to support and develop this skill. We can do this by making sure we make full use of gesture, intonation, demonstration, actions and facial expressions to convey meaning parallel to what we are saying. The account in *Practical Activities 2* of the science lesson taught in English shows in detail how you can do this. At the same time, we must also try not to undermine the children's willingness to use the skill. As we shall see in Chapter 2, this can happen when we try to 'pin down' understanding too precisely.

Alongside this ability to perceive meaning, children also show great skill in producing meaningful language from very limited resources. This too will help them when they encounter a new language and is therefore something else we want to build on.

1.2 Children's creative use of limited language resources

In the early stages of their mother tongue development children excel at making a little language go a long way. They are creative with grammatical forms. They are also creative with concepts. The four-year-old British child who said 'don't unring' when she wanted to tell a telephone caller to wait, was using her existing knowledge of the way the negative prefix works in order to create a meaning she needed. Similarly another four year old was showing the same kind of creativity, this time with concepts, when he wanted the light put on. What he actually said was 'Switch off the dark. I don't like the dark shining.' Children also create words by analogy, or they even invent completely new words which then come into the family vocabulary.

This phenomenon is fundamental to language development. We see it in all children acquiring their mother tongue. We also know it in ourselves as adults when we are using another language. Sometimes, for example, we don't know the word or the grammatical structure for what we want to say. So we find other ways of conveying the meaning. Sometimes we just make up words or even just say words from our mother tongue in a foreign accent. We stretch our resources to the limit. In the process, we may well produce temporarily inexact and sometimes inept language, but we usually manage to communicate. In doing so we are actually building up our grasp of the language because we are *actively recombining* and *constructing* it for ourselves.

This process would appear to be a very deep-rooted human instinct. It actually occurs in the language classroom even without our help. For example, it occurs naturally when the need to communicate has been temporarily intensified by some activity which generates real interaction or calls on the imagination. In order to make the most of the creative language skill the children bring with them, we therefore have to provide them with occasions when:

– the urge to communicate makes them find *some* way of expressing themselves;
– the language demanded by the activity is unpredictable and isn't just asking the children to repeat set phrases, but is encouraging them to construct language actively for themselves.

4

That is why games are so useful and so important. It is not just because they are fun. It is partly because the fun element creates a desire to communicate and partly because games can create unpredictability.

If we acknowledge the need for unpredictability, it follows that in addition to occasions when the children practise learnt dialogues or other specific language items under close teacher guidance, there will also need to be occasions when we set up an activity and then leave the children to get on with it. This obviously raises questions about mistakes and correction but, as the next chapter shows, there are good reasons why we must allow the children opportunities to make mistakes. In fact, if children are impatient to communicate they probably will make *more* not *fewer* mistakes.

The desire to communicate also ties in with the next capacity that children bring with them to the classroom, namely their aptitude for indirect learning.

1.3 Children's capacity for indirect learning

Even when teachers are controlling an activity fairly closely, children sometimes seem to notice something out of the corner of their eye and to remember it better than what they were actually supposed to be learning. At times this can be a frustrating experience for the teacher but this capacity too can be turned to our advantage in the language classroom. It is part of the rather complex phenomenon of indirect learning.

Language activities which involve children in guessing what phrase or word someone has thought of are very good examples of this phenomenon in action. As far as the children are concerned, they are not trying to learn phrases: they are concentrating on trying to guess right. However, by the time they have finished the repeated guessing, they will have confirmed words and structures they only half knew at the beginning. They will have got the phrases firmly into their minds. They will probably even have adjusted their pronunciation. Guessing is actually a very powerful way of learning phrases and structures, but it is *indirect* because the mind is engaged with the task and is not focusing on the language. The process relates very closely to the way we develop our mother tongue. We do not consciously set out to learn it. We *acquire* it through continuous exposure and use.

Both conscious direct learning and subconscious indirect learning, or 'acquisition', are going to help someone internalise a new language. Experience tells us that we all seem to have something of both systems in us. It will depend on a mixture of intellectual development, temperament and circumstance whether we are more inclined to use one system rather than the other. In practical terms each system has its contribution to make. Conscious direct learning seems to encourage worked-out accuracy. Unconscious indirect learning, or acquisition, encourages spontaneous and therefore more fluent use. Ideally we want both accuracy and fluency to develop. So in the classroom we need to provide scope for both systems to operate. Within our lessons there will therefore need to be times for conscious focus on language forms *and* times for indirect learning with its focus on making meaning. There will be times for both precision *and* for rough and ready work. You may also notice that in your class you have children who are temperamentally more inclined to operate in one way than the other. In all aspects of life there are people who like to get everything sorted out and others who like to 'muddle through'. The children who like to get on with something no matter how it comes out will need

5

encouragement to work at conscious accuracy, and others who are keen to be precise will need encouragement to risk getting things wrong sometimes in order to communicate. We must be clear in our own minds which we are trying to encourage at any given moment and must also make it clear to the children in the way we set up activities what it is we are asking them to do. This is because each of the processes can easily get in the way of the other.

In general terms, however, it is probably true to say that at primary school level the children's capacity for conscious learning of forms and grammatical patterns is still relatively undeveloped. In contrast, all children, whether they prefer to 'sort things out' or 'muddle through', bring with them an enormous instinct for indirect learning. If we are to make the most of that asset we need to build on it quite deliberately and very fully.

For this reason, we can see why it is a good idea to set up real tasks in the language classroom if we can. Real tasks, that is to say worthwhile and interesting things to do which are not just language *exercises*, provide the children with an occasion for real language use, and let their subconscious mind work on the processing of language while their conscious mind is focused on the task. We can also see again why games are more than a fun extra. They too provide an opportunity for the real using and processing of language while the mind is focused on the 'task' of playing the game. In this way, games are a very effective opportunity for indirect learning. They should therefore not be dismissed as a waste of time. Nor should we regard them just as something we can introduce as a filler for the end of the lesson or as a reward for 'real work'. They *are* real work. They are a central part of the process of getting hold of the language. This is perhaps just as well because children have a very strong sense of play and fun.

1.4 Children's instinct for play and fun

Children have an enormous capacity for finding and making fun. Sometimes, it has to be said, they choose the most inconvenient moments to indulge it! They bring a spark of individuality and of drama to much that they do. When engaged in guessing activities, for example, children nearly always inject their own element of drama into their hiding of the promptcards and their reactions to the guesses of their classmates. They shuffle their cards ostentatiously under the table so that the others can't see. They may utter an increasingly triumphant or smug 'No!' as the others fail to guess. Or when they are doing the 'telepathy' exercise suggested on page 61 they enter into the spirit of the event. They know perfectly well it isn't 'real' but it doesn't stop them putting effort and drama into it. They stare hard at the rest of the class, they frown or they glower. Here, as in the guessing activities, their personalities emerge, woven into the language use. In this way, they make the language their own. That is why it is such a very powerful contribution to learning.

Similarly, no matter how well we explain an activity, there is often someone in the class who produces a version of their own! Sometimes it is better than the teacher's original idea. Some of the activities in *Practical Activities 1* have already been changed in this way from their original form by the children who have used them. One example of how children can produce something better than the teacher's own idea comes from a class of nine to ten year olds. They were doing an activity which asked them to follow directions round a map in order to check true/false statements about the location of

6

shops. The cards and maps they were using had been clipped together with a paper clip. One pair proceeded to 'drive' the paper clip round the map each time they traced the route. They made appropriate cornering noises as they turned left or right, and reversed with much vocal squealing of brakes when they went wrong! The teacher's first reaction was to tell them not to be silly. Second thoughts suggested that by translating understanding into physical reaction they had thought up a much more powerful way of giving meaning to the phrases 'turn left/turn right, take the second turning on the left/right' etc. than the teacher could have created. It was also powerful because they had thought of it for themselves.

In this way, through their sense of fun and play, the children are living the language for real. Yet again we can see why games have such a central role to play. But games are not the only way in which individual personalities surface in the language classroom. There is also the whole area of imaginative thinking.

1.5
The role of imagination

Children delight in imagination and fantasy. It is more than simply a matter of enjoyment, however. In the primary school, children are very busing making sense of the world about them. They are identifying pattern and also deviation from that pattern. They test out their versions of the world through fantasy and confirm how the world actually is by imagining how it might be different. In the language classroom this capacity for fantasy and imagination has a very constructive part to play.

Language teaching should be concerned with real life. But it would be a great pity if we were so concerned to promote reality in the classroom that we forgot that reality for children includes imagination and fantasy. The act of fantasising, of imagining, is very much an authentic part of being a child. So, for example, describing an imaginary monster with five legs, ten pink eyes and a very long tongue may not involve actual combinations of words that they would use about things in real life, but recombining familiar words and ideas to create a monster is a very normal part of a child's life. Similarly, claiming a dinosaur in a list of pets is hardly real in purist terms but perfectly normal for a nine year old with a sense of the absurd. Children's books reflect this kind of fantasising with titles such as *The Tiger Who Came To Tea* or *The Giant Jam Sandwich*.

If we accept the role of the imagination in children's lives we can see that it provides another very powerful stimulus for real language use. We need to find ways of building on this factor in the language classroom too. We want to stimulate the children's creative imagination so that they want to use the language to share their ideas. For example, they can draw and describe the monster that lives down the hole on the next page. What does it eat? What does it look like? How old is it? (A chance at last to use numbers above eleven!) They will no doubt want to tell their friends about the monster they have drawn. Children like talking.

7
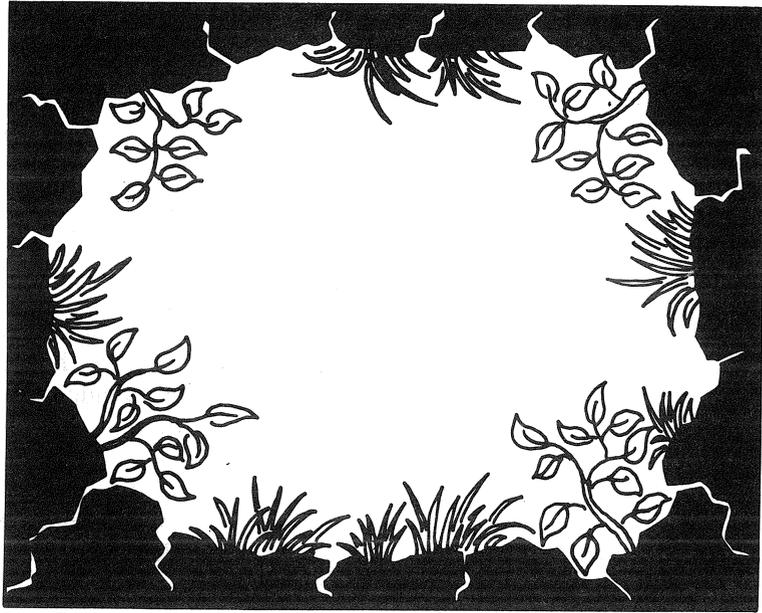
**1.6
The instinct for
interaction and
talk**

Of all the instincts and attributes that children bring to the classroom this is probably the most important for the language teacher. It is also the most obvious, so there is no need to labour the point. Let us just say that this particular capacity can surface unbidden and sometimes unwanted in all classrooms. Its persistence and strength is very much to our advantage in the primary language classroom. It is one of the most powerful motivators for using the language. We are fortunate as language teachers that we can build on it. Even so, you will sometimes hear teachers object – 'But I can't do pairwork with this class. They will keep talking to each other!' Far from being a good reason for not doing pairwork with them, this is a very good reason why we should. Children need to talk. Without talking they cannot become good at talking. They can learn *about* the language, but the only way to learn to *use* it *is* to use it. So our job is to make sure that the desire to talk is working *for* learning not *against* learning. *Practical Activities 1* gives detailed activities which do just this.

This chapter has identified some of the skills and instincts a young child brings to learning a foreign language at school. By saying we wish to build on these we are already beginning to describe the language classroom we want to see and the kind of things we want to do. In other words, our goals and priorities are beginning to emerge. The next chapter looks at those goals and priorities in more detail and explores their practical implications.

8

2

Identifying priorities and their implications

One of the great moments in the foreign language classroom is when a child makes a joke. The child who insisted with a grin that he had 'one and half' (*sic*) brothers and when questioned about the half by the puzzled teacher, said, 'Very small' (showing baby size with his hands), had broken through a crucial barrier. He had made the language *his*, a tool for what he wanted to say. He was using half-known bits of the language to give shape to the thoughts going through his mind. We have heard a great deal about authenticity. *This* is the greatest authenticity of them all. This small and apparently trivial incident encapsulates what we are trying to achieve. We want our learners to want to and dare to use the language for their own purposes. We want them to use it accurately if possible, inaccurately if necessary, but above all we want them to *make it theirs*.

We can't sit around in our classrooms waiting for jokes to happen, but there are other ways in which teachers can help the children to make the language theirs. You can give priority to:

- basing your teaching approaches on the natural capacities and instincts children bring to the classroom;
- developing a positive response to languages and to language learning (attitude goals) as well as to what they learn (content goals);
- making sure that you set up various forms of *real language use* as part of the *process* of learning, and not just as the intended *product*.

Chapter 1 looked at the practical significance of the first of these priorities. This chapter will look in detail at attitude goals and at real language use. Your own priorities may well be different. There are few, if any, absolute rights and wrongs in the classroom. However, by identifying one coherent set of priorities in this way, the intention is to allow you to identify and clarify your own priorities and to provide you with some basis for comparison. If each of us is

9

clear about our priorities and their practical implications, we can avoid the situation where we actually teach in a way that undermines what it is we are trying to do.

2.1
Giving high priority to attitude goals

Most syllabuses or language programmes identify two sorts of goals. These can very roughly be described as the 'content goals' and the 'attitude goals'. The main difference between primary school and secondary school language work is the balance between these two kinds of goals. It is therefore worth looking more closely at them.

Content goals are concerned with the elements of language and ways in which they are used. The parts of syllabuses which describe content goals are usually arranged in one of the following ways.

- **Structures**: programmes are set out in terms of grammatical structures like *the present continuous* or *negatives*. Sometimes they just list the structures themselves, e.g. *I like swimming/dancing/reading* or *I don't/can't/won't*.
- **Topics and situations**: in these programmes the work is arranged according to topics or situations like *the family*, *at the supermarket*. Sometimes the items to be covered are grouped according to whether they demand speaking, listening, reading or writing.
- **Functions**: here the focus is on what the learner can use the language for, so the things to be covered are listed under headings like *expressing likes/dislikes/preferences*, *asking and giving directions*, *expressing the future*.

Your own syllabus may reflect any one of these approaches. In fact, many syllabuses adopt a pragmatic combination of all three. However, whatever form your syllabus takes, whatever particular language-teaching ideology it reflects, these kinds of goals are concerned with the elements of the language and how the learners put them together to use them. That is to say, they are in essence *content* goals. There is, however, another very significant aspect to the syllabus, namely the *attitude* goals.

Good syllabuses are not just concerned with content. They are also concerned with attitude and response. Sometimes these goals are assumed. Sometimes they are written. If they are written into the syllabus you will find phrases like:

- pleasure and confidence in exploring language;
- willingness to 'have a go';
- the children should want to and dare to communicate.

In other words, in addition to having goals which are concerned with the actual language elements the children learn, we also have goals which relate to the kind of learning experiences we set up and the relationships and atmosphere of the language classroom.

The balance between the attitude goals and content goals shifts as a child moves through the education system. In the later stages of a child's education the content goals begin to dominate. Secondary teaching does not, or should not, lose sight of the attitude goals, but as the formal examination system approaches, priorities lie very much with the content, i.e. the language items to be mastered.

10

Primary language work, in contrast, can give emphasis to the attitude goals. It should not lose sight of the content goals but should at the same time give clear priority to promoting the attitudes and responses mentioned above, i.e. confidence, willingness to 'have a go', risk taking. At primary school we have more freedom to do this because most of us are not yet too tightly constrained by the content focus of the public examinations system. It can also be argued that we have a *responsibility* to give high priority to the attitude goals at primary level. After all, if we do not establish risk taking, confidence and general goodwill towards language learning at this early stage, our colleagues at secondary level will have a very difficult task ahead of them. In all subjects, of course, not just in foreign languages, the learners' response to the work is central to their later progress. In languages, however, this aspect is particularly crucial. This is because of the special nature of language.

2.2
The special nature of language

A language isn't just a 'subject' in the sense of a package of knowledge. It is not just a set of information and insights. It is a fundamental part of being human. In fact some people see it as *the* fundamental part of being human. It is, of course, perfectly possible to treat a language as if it were a free-standing package of information, i.e. to observe it, to analyse it and to fit together examples of how others use it. It is even possible to use this analysis and working out as the way to learn to use the language ourselves. Many of us who are now teachers first learnt a foreign language that way. For some it leads to success. But it is a very abstract process and experience has shown that it does not appeal to everyone. To learn to use a language at all well for ourselves rather than for textbook purposes, most of us have to become involved in it as an experience. We have to make it a human event not just a set of information. We do this by using it for real communication, for genuinely giving and receiving real messages.

As we have already seen, giving and receiving real messages in the early stages of learning a language, whether it is our mother tongue or a second language, involves using limited resources creatively. So we can see why attitudes such as confidence and risk taking have a central role in language learning. The important point to remember is that the attitude goals are not just there in order to motivate the children to accept the content. They are far more crucial than that. We need them in our language teaching because they are a key part of the *process* by which language develops.

This all sounds very important but the big question is, of course, how it affects what we actually do in the classroom. Is it difficult to make attitude goals a high priority? If we do, how does it show? The answer to the first question is 'No'. If you know that that is what you want to do, it is not difficult. The answer to the second question is that giving a high priority to attitude goals will show in the kind of interaction set up between teachers and learners and between learners themselves. Two examples will demonstrate this:

– the checking of understanding;
– the correction of mistakes.

11

2.3
The significance of the way we check understanding

Unless we are true bilinguals, most of us operate in a foreign language by taking the risk of operating on partial information. We may well not understand completely what has been said to us, but we are usually willing to guess the bits we don't understand or to operate as if we do understand everything. In classrooms however, we often hear teachers checking the meaning of almost every word of English as they go along. They perhaps say one sentence in English and then translate it back into the mother tongue. Or perhaps they get the children to translate it. They keep asking 'Do you understand?'

This happens from the best of motives. Ironically, the teacher wants to make sure that the children are secure and confident! What ultimately happens is the reverse. By constant checking in this way the teachers are implying that they expect the children to understand every little bit they hear. From that it follows that the children begin to think that they will not be able to understand at all unless they *do* understand every little bit. They will also come to believe that they have not understood unless they can give an exact mother tongue equivalent. In fact, they are unlikely to be able to understand everything. Nor do they need to. Nor will they always be able to give a mother tongue equivalent for something they have understood. Even in our mother tongue we do not understand every little bit. We deal with whole messages. As you are reading this you are not stopping over every word. If you did slow right down like that, the meaning would begin to disintegrate. As primary teachers you will see this happening when children at an early stage of reading are reading aloud. As they concentrate on each single word in turn, the meaning disappears both for them and for the listener. Constant explicit checking in the foreign language has the same effect.

Of course, we still need to check their understanding somehow, but we do not have to draw their attention to the fact that we are doing so. We can check by watching what they do, watching their faces. Teachers do this all the time anyway. If we can see that they do not understand, perhaps by the look on their faces, perhaps by the way they are sitting, or more obviously by the fact that they do not do what we are expecting, then we can rephrase the words or show them again what we mean before the temporary lack of understanding becomes critical.

2.4
The significance of the way we treat mistakes

Giving priority to attitude goals in principle also affects our practice in another way, namely the way we treat mistakes. Real conversation does not wait for us to work out everything exactly. Even if we get our first sentence out reasonably well, there is no guarantee that the other speaker will 'play by the rules' and answer as we expect or in words and phrases we know. So real communication demands risk taking. Trying out knowledge when it is still only half formed, as in the joke at the beginning of this chapter, is part of the process of shaping it up fully. Without risks and mistakes we could not learn anything.

Most children arrive at school with their confidence still intact. They do not expect to be able to do everything immediately, but they assume they can do anything eventually. In other words, for children mistakes and failures are frustrating rather than humiliating. They are a normal part of learning to do something. After all, nearly everything they do takes many attempts and takes a long time and even then is frequently still not quite right. Unfortunately, one

12

of the things children soon begin to pick up at school is the idea that mistakes are in some way 'bad'. They begin to be embarrassed and upset when they have difficulty. They sometimes hide this embarrassment by laughing when others get something wrong. Then they start to protect themselves from disappointment and the scorn of others in turn by avoiding situations where they themselves might get things wrong. This shows in various ways. For example, a child does not attempt answers or gives up very easily. Or sometimes we have children in our classes who want to check every single stage of their work with the teacher. This is, of course, an oversimplified description of a complex process, but it is one which teachers of young children often see and one which we must do our best to counteract.

There is a very practical implication for language teachers here. It means that the way we correct mistakes is going to be very important. Teachers can inadvertently contribute to the undermining and inhibiting process. For example, in language classes you will often see teachers correcting every single mistake of pronunciation and grammar. By demanding correction or repetition of a word that has just been said, they break into the child's attempt to construct a whole meaning. (To remind yourself how disruptive this is, get a friend to correct your pronunciation of every third word as you try to tell them what you have been doing during the day.) Something similar often happens with written work too. If it always comes back completely covered in corrections of the smallest detail, it can destroy the urge to commit anything to paper at all and certainly to risk something of your own.

Again this constant, overcareful, overdetailed correction happens with the best of intentions. Teachers want children to get things right. But if we have to get everything perfect we will never try anything. Luckily, communication does not demand one hundred per cent accuracy. For example, we can understand someone else speaking our language even if they have a fairly strong accent. Sometimes even in our own language we don't get our words or structures quite right. If we listen carefully to native speakers, we find that they say some very odd and very ungrammatical things. But that doesn't seem to stop us understanding and communicating.

This is not to deny the value of correction. It is, however, arguing that constant correction is undermining. There will, of course, be times in lessons when the teacher is concentrating on accuracy. However, there will also be other times in lessons when you will be trying to encourage fluency. Correction is vital in the first and potentially destructive in the second. If one of our priorities is to get children to have confidence, we have to know this and to distinguish these occasions accordingly. This will also help us to deal with a practical problem. If we are expected to correct everything the children say, then pairwork with forty children in the room becomes laughingly impossible. If, on the other hand, we know that there are certain activities in which we actually wish to allow for mistakes, then suddenly pairwork becomes much more manageable. We will still want to move round the class to check that most of the children are getting it reasonably right. We will also want to help individual children, or to offer occasional correction. Correction is not forbidden! However, we do not have to run round the room frantically trying to hear everything everybody says.

So we can see in these two examples that giving high priority to attitude

13

goals is not just an abstract matter of principle. It has very clear practical implications for the classroom. We will now look at some of the practical implications of the other main focus of this chapter. How does it show if we give priority to real language use?

The truest form of real language use is to use the language being learnt as a tool for other tasks and other learning. This is what happens in bilingual education where children are educated entirely in a language other than their mother tongue. Another, but more modest form of real language use, is provided by teaching other subject topics and lessons in the target language. Chapter 6 suggests in detail how this can be done. Meanwhile, however, it is also possible to create real language use in more typical language lessons, using a typical textbook.

– You can look for ways of making language exercises into real exchanges.
– You can teach language lessons through the medium of the target language itself.

2.5 Making language exercises into real exchanges

Wanting to communicate means having a good reason for doing so. We are not very interested in telling someone something they already know. Similarly, we do not particularly want to be told something we can already see for ourselves. There is only a limited point in saying 'She is wearing a green dress,' if both the child and the teacher can see the same picture. In this situation the only reason for the child to make the statement is to check it or to please the teacher. Pleasing the teacher has its limitations as a motivating factor! We have a much stronger reason for communicating if we are offering or seeking information that is not already shared.

There are plenty of classroom activities which provide an extremely useful combination of real communication and quite deliberate rehearsal of a clearly identified set of fairly restricted material. They can involve any of the four skills of listening, speaking, reading and writing, but their biggest contribution at primary level is probably in the field of spoken interaction between children. Because the range of language items can be limited without destroying the element of real communication, the teacher can leave the children talking to each other without fear that the need to communicate will lead them to lapse totally into the mother tongue. That is why so-called 'information gap' activities continue to be so popular in the language classroom. Look at the following example. It is a 'describe and arrange' activity.

The pair of children sit opposite each other and erect a visual barrier so that neither can see what the other is doing. The barrier can be a textbook or two flat folders propped against each other and held with a paper clip. Each child has the same base picture sheet and a set of small pictures of items relating to it. In this case, it is an outline of a room and various furniture items to arrange in it.

14
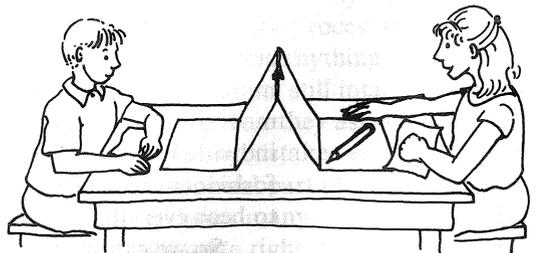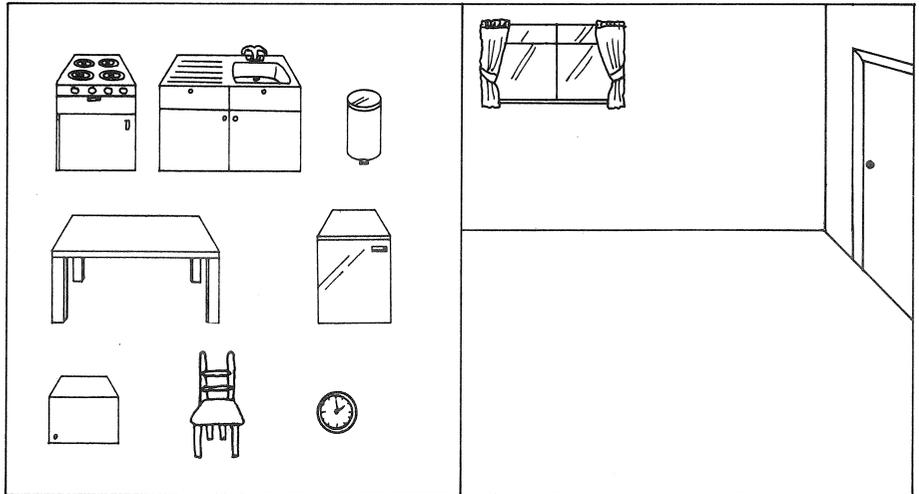
Child A starts to arrange the furniture in the room. By cooperative question/ answer exchanges the pair have to get child B's furniture arranged identically but they may not look at each other's pictures. So B can ask 'Where is the chair?' or, better, 'Is the chair next to the door?' which introduces an element of guessing. You will find that this kind of 'describe and arrange' activity is one where children take imaginative liberties. They arrange fridges on roofs and bicycles in the bathroom in order to confuse matters by being unpredictable.

There is real communication here in the sense that one of the participants has information that is needed by the other. At the same time, however, the linguistic demands are realistically contained. The elements may be recombined by the children to suit their own purposes, but the language being used is limited to a few objects and a set of prepositions which will have been practised thoroughly beforehand. There is thus some room for unpredictability and choice within the security of a limiting framework.

2.6 Teaching language lessons in the target language

The advantage of this second form of real language use in the classroom is that it contributes to the learning process by:

– encouraging the children to trust their instinct to predict meaning in spite of limited linguistic understanding;
– providing an element of indirect learning in that the children are not concentrating on learning what they are listening to but the brain is processing it nonetheless;
– confirming that language is something you actually use 'for real' and not just something you do exercises and games in;
– increasing the amount of exposure the children get to the language, while still remaining within the fairly predictable and narrowly focused limits of classroom talk.

It is because classroom talk is relatively limited in this way that it is possible to teach a whole lesson almost entirely in the target language on the basis of a surprisingly small number of phrases and structures. Even so, most of us worry initially that our own grasp of the foreign language is not good enough to do

15

this. We also worry that the children will not understand and will behave badly. There are two things worth saying here. First of all, you do not have to find the foreign language equivalent for 'What on earth do you think you are doing punching Thomas like that?' It works just as effectively to say in the target language 'Don't do that!' or even just 'No!' Secondly, children, as we have already seen, respond very well to context and facial expression. This was shown very clearly by the two small English children whose teacher finally lost patience with their misbehaviour and said very angrily in Spanish that if they misbehaved again she'd murder them. At this point, one child turned to the other and said, 'I don't know what she said, but if we do it again she'll kill us!'

Even on less dramatic occasions, you can actually get a very long way with 'Yes', 'No', 'Like this', 'Do this' and 'Don't do that!' With a little more than that you can use simple target language to set up really quite complicated activities. Here is an example. On page 87 there is a 'paired reading' activity. Each pair or group of children has two sets of cards. One set has words or phrases. The other set has pictures or diagrams. The idea is that the children have to read the phrases and match them up with the pictures. If the teacher was using the mother tongue, the explanation would sound something like this.

> 'Spread the word cards out face down on the table and put the picture cards in a pile face down. The first player takes a picture card from the top of the pile and chooses a word card from the cards spread out face down on the table. If they match, the player keeps the pair. If they don't match, the picture card is replaced at the bottom of the pile and the word card is put face down again where it came from. The winner is the person who collects the most pairs.'

However, trying out this activity on in-service courses for teachers has shown that after such a mother-tongue explanation, there are often still a considerable number of people who are not sure what to do. So there are two things to note.

– The words on their own are not enough to carry the meaning. Even when we understand each word the total sense seems to slip past.
– Teaching in the target language must very decidedly *not* take the form of simply giving the target language equivalent of the mother-tongue explanation above. Not only does that ask a great deal of the teacher's own language. It would also only compound the incomprehension.

The thing to remember yet again is that we have systems other than words for carrying meaning. This does not mean that the teacher has to become a non-stop and elaborate mime artist! It simply means that we deliberately increase the ways in which we normally back up what we say by showing what we mean. This is helpful in any classroom subject. We rarely rely on words alone to carry the message. So teachers, even when they are teaching in the mother tongue, *do* often say 'Do it like this' and show what is to happen rather than describing it. Or, as they tell children 'You need a sharp pencil, a ruler and a sheet of graph paper', they pick up each item in turn to emphasise and confirm the message. Teaching language lessons in the target language is very much a matter of enhancing this technique. So our 'paired reading' game can be introduced in the target language as follows by a teacher using only a limited range of vocabulary and structure.

16

TEACHER'S WORDS	TEACHER'S ACTIONS
(Interspersed throughout with 'Right', 'Now', 'Watch carefully, it's important'.)	*(All actions should be slightly larger than life.)*
1 Watch.	*Hold up the envelope containing the cards.*
2 Here are some cards.	*Take out the cards.*
3 Here are some picture cards . . .	*Hold up the pile of picture cards so that the children can see that there are pictures on them.*
4 and here are some sentence cards.	*Show the sentence cards in the same way.*
5 Watch carefully.	*(This tells them that it is the big moment of the demonstration!)*
6 Put the pictures like this . . .	*Show the picture cards again and put them in a pile face down. (It is worth repeating the action to stress that they are face down.)*
7 and the sentences like this.	*Deal out the sentence cards into four rows of three, face down.*
8 One . . . two . . . three . . . four . . . etc.	*(Counting as you do it usefully fills in the silence while you complete the action.)*
9 I take a card . . . Ah! It's a girl. She is wearing blue trousers and a green sweater.	*Take the top card from the picture pile, show the group and comment on it.*
10 Now I take a sentence card.	*Choose (with a touch of drama) a card from the spread of sentence cards.*
11 She is wearing red trousers.	*Hold up the sentence card (word side to the class first) then read it.*
12 Is that right? Is she wearing red trousers?	*Hold the two cards up side by side, repeating the phrase and looking from one card to the other.*

17

13 Trousers? . . . Yes. Red? . . .
No. It's not right.

14 So I put the picture like this . . .   *Place the picture card under the rest*
under the others . . .   *of the pile making sure that 'under'*
      is clear.

15 and I put the sentence like this   *Replace the sentence card in its*
. . . in the same place . . .   *original position.*

and so on.

In this way, through 'demonstrating by doing' and by using sources of understanding *other than language* the teacher can explain even apparently complicated activities in very simple language. This process of teaching in English allows us to offer the children language in use not just language for exercises.

This chapter has identified three priorities:

– teaching which is based on the skills and instincts children bring with them to the classroom;
– the development of attitudes and responses which contribute to the process of developing competence in another language;
– ways of working with the language for real.

If we take these priorities seriously then we are obviously no longer talking about classrooms where the children spend all their time sitting still in rows or talking only to the teacher. We are also talking about teaching which will sometimes involve teachers in adapting the textbook or in devising activities of their own. In both respects we need to be realistic. This is the focus of the next chapter.

18

Paul's Child Centered Learning
(Please answer in **full sentences** and **in your own words**)

1) Describe the stages in the active learning cycle (Questioning Cycle). What happens in each stage?

2) How are thinking and learning related? Why do we want to make our students think? Who initiates the learning when students are thinking?

3) Why is personal involvement important? How does it help student learning?

Child-centered learning

In a successful child-centered approach, each child is a motivated active learner eagerly exploring the world of English, and successfully building a mental model of how the bits of English she encounters fit together. What factors create the necessary conditions for this to occur?

ACTIVE LEARNING

In a child-centered lesson the children are active learners exploring the world of English.

A mother tries to help

One day a mother was in a computer store and came across some useful educational software. She bought it, took it home to her daughter, and installed it, telling her daughter how useful and interesting it would be. She read the instructions and then showed her daughter what to do. Her daughter quite enjoyed the software for a while. It was interesting to learn new things, and her mother helped her a lot. Then her mother had to leave to go to work. The daughter took out the software from the computer and replaced it with one of her favorite computer games.

How much did the daughter learn? In the short-term, she may have gained some knowledge from her mother, but she probably did not retain it very deeply. How actively will she be able to use this knowledge to make guesses about new things she encounters in the future? Probably not very actively. How motivated was she to continue learning when her mother was not there? Not very motivated at all. How would this story need to be different in order for the daughter to want to continue sitting down using that software excitedly for hours, getting steadily better, solving each level and moving forward? Let us look at what happened to the child next door...

A child experiences for herself

The child who lives next door had a different experience. One day she was browsing around her favorite computer store when she came across some software that fascinated her. It was educational, but it was packaged in an exciting way and had a lot of games. It looked so much fun. Then her parents called her away, saying it was time to go home. She was reluctant to leave, but she knew she had to go.

9

As she left with her parents, she was wondering how to tell them about the software. She really wanted it, but she expected her parents to say it was too expensive, or that she should not spend so much time with her computer. After a while, she summoned up the courage to tell her parents, and as she expected, their first reaction was negative. But she persevered, saying how if she saved up her pocket money for another month she would have enough money to buy the software for herself. Her parents were not sure it was a good idea, but felt they had to agree. So the next month she went to the store and bought the software. Now it was hers! She excitedly took it home, unpacked it and installed it on the computer. She did not even bother to look at the instructions properly, she just wanted to play it.

It was more difficult than she expected. She made a lot of mistakes at first, but she gradually got the hang of it, and moved through the levels, getting better and better, noticing each new complication as it arose, and finding a way through. After completing all the levels, she sat back satisfied. Then she remembered some other software that she did not use because it seemed very difficult. She was in the mood for a challenge, so she installed it on the computer, and yes, it was too difficult.

Then she noticed that some elements of this other software were similar to elements of the software she had just bought, so she started to experiment, using techniques she had discovered while playing with the previous software and experiences from other software she had used in the past. And it worked! It was difficult at first, but she gradually got better moving steadily through the levels.

■ Child-centered learning

The second story is an example of successful child-centered learning. Notice the following stages:

Noticing
She noticed the software in the store and she noticed the problems she needed to solve while using the software.

Wanting
She wanted to get the software and she wanted to solve the problems she encountered while using it.

Challenging/taking a risk
Wanting is not enough. There are many things we want but do not do anything about. Challenging/taking a risk requires a positive attitude and often courage as well. She summoned up the courage to ask her parents and she also tried positively to solve each problem she encountered while using it.

10

Chapter 2

Playing/experimenting

She played with the software, making mistakes and learning from those mistakes. She also played around with each new problem she encountered, trying things out until she succeeded.

Succeeding

She succeeded in solving each problem, succeeded in moving from level to level, and finally succeeded in getting through to the end.

Linking

She noticed patterns and principles in the software, linked them with other patterns and principles she had discovered in the past, and used these ideas to make guesses when experimenting with more difficult software.

■ The Questioning Cycle

We can put these stages into a cycle like this:
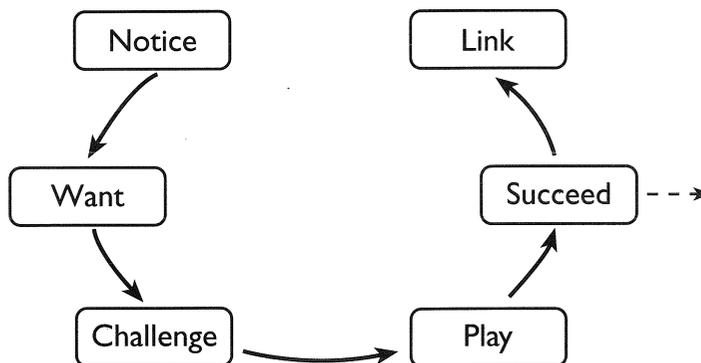
Each time she completes this cycle successfully, she is likely to keep moving forward and learning.

■ In the English lesson

All children are active learners, but they choose which direction to move in. If we want them to choose to be active learners of English, it is important for us to consider each of the above stages whenever we introduce new language targets:

Noticing

The children notice new words or patterns while they are playing. We do not "teach" these words or patterns, we include them in activities and let the children notice them. For example, we might mix some new flash cards with ones they already know while they are playing a flash card game. They will suddenly come across a new card and think, *Huh? What's that?*

11

Wanting
If the children are enjoying the activity they will want to find out what these new words and patterns mean, just like the child encountering problems while playing the computer game. The extent to which they genuinely want to find out depends on how much they are enjoying the activity.

Challenging/taking a risk
If the words or patterns are just beyond what the children already know, and if they have techniques for trying to discover their meaning, the children are more likely to try. One simple technique is for them to learn questions they can ask us such as, *What is it? What's she doing?* or, *What's this in English?*

The children use patterns and principles they have learned in previous activities to make guesses about the new words or patterns. For example, if they see a new picture or flash card during an activity, they can turn it over and read a word or sentence on the other side. If they have learned phonics, and the word or sentence has reasonably regular spelling, they can use phonic principles to try and read it (see Chapter 6, page 88).

Playing/experimenting
The children can do a lot of activities where they play around with the new language target, trying things out, making mistakes, encountering many examples of the new pattern, and using it to express their own genuine feelings.

Succeeding
If the new language target is at an achievable level, the children will be successful in understanding and using individual words and sentences.

Linking
If our language syllabus fits together well, and if the children do activities where the new language target is mixed with targets already learned, the children are more likely to link it into the mental model they are building up as they try to make sense of the world of English. This process is often referred to as **internalization**. Language targets that are deeply internalized are those which a child can successfully link into her mental model of English, and use actively to make predictions about future language items she encounters.

■ What can go wrong?
Every stage of the Questioning Cycle plays an important role in encouraging a child to be an active learner of English. If we neglect any stage, we may weaken the children's interest or ability to learn English actively.

We do not give the children space to notice
If we introduce new words or patterns without giving the children opportunities

12

to notice them first, the children are likely to feel they are basically following our direction – not their own. Many of them may not even be doing that. They may still be thinking about whatever their mind was working on before we introduced the new language target.

They do what we want them to do

Even if they notice the new words or patterns but feel they are just doing what we want them to do, they will still feel they are following our direction, not theirs. Their own minds may still feel like moving in other directions that feel more personal and meaningful. At the very least, even if they feel they are learning what we want them to learn, they should feel that they want to learn it, too.

They do not try for themselves

They may have become dependent on us, and they may not know the questions with which they can express their curiosity. The new words or patterns may be too difficult, or may not connect with what they already know. They may not be having enough fun, or we may not have built up their motivation enough over a period of time.

They do not experiment enough

If we do not give the children enough time and space to play around with new words or patterns by practicing and making mistakes, turning the language upside down, and looking at it from all angles, it will be very difficult for the children to retain these words or patterns at a deep level, produce it spontaneously, or use it flexibly.

They are unsuccessful

If the children do not succeed often enough, they may be less likely to risk trying when they encounter new words and patterns in future. They may lose confidence, and turn their minds in other directions where they are more likely to encounter success. In other words, they may come to see themselves as failures in English, and turn their attention to other subjects or out-of-school activities where they feel successful. Children are interested in what they feel they are good at.

They do not make links

One reason children fail to link new target patterns into the mental model of English they are building up is that our activities focus too narrowly on the target. For example, they might practice, *I like... I like... I like...*, without mixing the target pattern with other patterns. Another reason is that we get the children to memorize isolated dialogs or songs that contain language that is difficult for the children to internalize. A third common reason is that we do not challenge the children to think enough. If the children fail to link new words and patterns with the ones they have already learned, it will be difficult for them to use the language to make guesses about new words and patterns they encounter. In other words, they will not be able to use their new knowledge actively.

13

Chapter 2

■ So what is an active learner?

An active learner is not afraid to experiment and wants to keep moving forward. Her mental model of the English she has learned so far fits together well, and she feels she has built this through meaningful experience. She has encountered problems but she has solved them after thinking about them, so now she can face new problems with confidence. She has noticed connections between the language targets she has encountered in our lessons, and has seen or sensed underlying principles which she uses to anticipate what may come next. She makes guesses when she encounters new words or patterns.

She is not dependent on us – we have given her many chances to challenge things for herself. She is not dependent on the textbook – she does many activities with the textbook closed. She is not dependent on more able students – we have given her chances to work alone and in pairs or groups with other children of the same level, though balancing this with opportunities to interact with us, or with children who know more than she does.

She also trusts us. She knows that the new language targets in our lessons will be achievable and make sense to her. She knows that if she risks trying to solve the puzzles and tasks we put in her path, she will succeed. She also genuinely feels that she wants to solve these puzzles and do the activities. She does not feel she is simply doing them because we want her to.

■ Self-perception

An active learner perceives herself as being successful and is not restricted by the negative or constrictive opinions of those around her. A passive learner of English may perceive herself as being bad at English, lazy, badly behaved, a slow learner, or perceive herself in numerous other negative ways. Her perception that she is bad at English may simply be because she has failed a lot when she has risked learning actively in the past, but the other self-perceptions may be because of labels given to her by others.

We should be very careful not to categorize the children or let others categorize them. If the children come to believe these categorizations, it can severely restrict their ability to learn actively, and if we come to believe them, it may have a negative effect on how we view the children's potential. An active learner believes that anything is achievable, and we need to create a learning environment where negative self-perceptions do not obstruct this.

All of us, and this includes teachers as well as children, are held back so much by our perceptions of ourselves. To reach our full potential, we need to escape from the past, escape from categories we or others put us into, and believe anything is possible.

14

THINKING AND LEARNING

It is often said that children should be physically active. In a child-centered lesson, the crucial point is whether or not they are mentally active.

■ Are the children thinking?

A lesson cannot legitimately be called child-centered unless the children are mentally active and being challenged to think. A lesson may appear child-centered when, in fact, very little mental exploration is taking place.

The children may be having a lot of fun and doing a lot of activities with limited interference from the teacher, but the language targets they are practicing may have been originally "taught" by the teacher. They may also be doing activities that are not challenging enough, and do not involve enough interaction with the teacher or with children who know more than they do.

The lesson may contain a lot of unthinking rituals. The children may be chanting together without thinking, singing their favorite songs that do not contain new words or patterns, or copying from the board. The children may come to be good at giving the teacher the impression they are learning a lot, or finding strategies that please the teacher, whereas, in fact, they may be going through the motions of learning without really thinking very deeply.

■ Initiating the learning process

Compare the following two diagrams:

Teacher-initiated learning

Clear presentation

Practice

Child-initiated learning

Drawing children in

Success

Further practice and linking
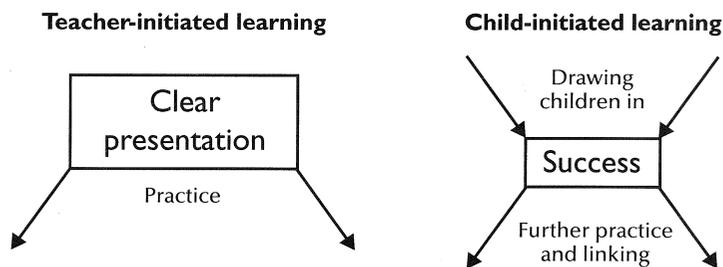
Teacher-initiated learning

The teacher starts by explaining what the children are going to learn, or by teaching the new language target using techniques such as "repeat after me," modelling a new pattern possibly with accompanying actions, bringing a model pair to the front of the class and demonstrating an activity in as much detail as possible, or translating the new target language from the children's native language. After this, the children may practice and have a lot of fun.

15

Child-initiated learning

We draw the children into an activity, getting them more and more interested and involved. During the activity, they come across new words and patterns. They are confused at first and think, *Huh? What does that mean?* or, *Huh? How do I say that?* But they are feeling positive and are immersed in the activity so they are interested in learning. After they are successful, they feel that what they have learned belongs to them. This is largely because each child felt that the initial desire to learn came from inside her. She felt that she initiated the learning process.

■ Clarity

Many sincere teachers use a teacher-initiated approach and many sincere teachers use a child-initiated approach, but the approaches are so different from each other and are based on opposing views of how children learn most effectively.

Why is it that the sincere teacher who uses a teacher-initiated approach explains or demonstrates? What is it she believes that the second teacher does not agree with? One important difference is that the first teacher believes a good teacher should be as clear as possible, and believes that if she explains or demonstrates very clearly, the children will understand more clearly and so learn more. This view of how children learn best is based on a very common misperception among teachers. In fact, if we introduce new language targets very clearly, the children are not likely to learn very deeply since we are doing most of the thinking for them.

Instead of being clear, we should create deliberate confusion within a positive atmosphere. This can happen when the children encounter new language targets both in activities where the children are playing by themselves and in those where we are more involved. They encounter puzzles or hints that make them pause and think, *Huh? What's that?* Of course, we do this with a playful smile or a mischievous grin.

In a child-initiated lesson, there is a time to be clear, but it is not at the beginning. It is at the end. The children go home thinking, *At first I was confused. I didn't understand, but I thought about it, and now I understand.* It is not the teacher who is clear. The children find clarity in their own minds after thinking things through. If the pattern is difficult, they may not find perfect clarity after one lesson, but they should feel they have succeeded to a certain extent, enough to feel they want to try to be even more successful next time. The children go home with a sense of personal accomplishment and are more likely to tell their parents excitedly about what they have learned, and more likely to approach the next lesson with positivity and confidence.

■ Learning through thinking

I have suggested that we should cause "confusion." What this really means is that we stimulate the children to mentally reach out towards the new words and

16

patterns they come across. Each bit of confusion is like a fun puzzle that the children need to solve. The combination of puzzle solving and fun creates a very powerful learning environment. When she faces a new puzzle, a child forms a theory to try and solve it. There are a number of possible outcomes:

The child's theory works

She may make a guess about a new word or pattern and the guess is correct. In this case, there may be some initial confusion when she first encounters the new word or pattern, but there is no need for her to adjust or question the patterns and principles in her mental model of English. She will extend her model to incorporate the new words or patterns.

The child has no theory

She may come across a new pattern that she does not have an appropriate theory for, so it is difficult to make guesses. This may mean the pattern is too difficult, in which case we should avoid it, but sometimes the pattern is achievable with our help. For example, she may encounter the sentences, *It's a cat,* and, *It's an elephant*, but not understand why *a* is in one sentence and *an* is in the other.

We can get the children to draw two big animals on separate pieces of paper or on the board. We, or the children, draw a big *a* in one picture and a big *an* in the other. One of the children has a pile of animal flash cards which she holds up one by one. When the other children see the cards they either run to touch the appropriate picture, jump on it, slam it with their hands or flyswatters, or just touch it gently. When they do so, they say the appropriate sentence, such as, *It's a lion.*

We can use a puppet or toy animal to tell them if they are right or wrong. The puppet shakes it's head saying, *Uh-oh,* if they are wrong, and nods its head saying, *Yes!* if they are right. Gradually they notice the pattern. We just do the activity for a few minutes, mixed in with other activities, and then come back to it again.

The child's theory is wrong

She may encounter a word or pattern, make a guess about it using a theory she has developed, but find that something is wrong with her theory. In this way, cognitive conflict may cause her to reflect on and rethink her theory (see Chapter 11, page 175). The theory may just need modifying, or it might be quite a superficial theory that does not link with many other parts of her mental model of English, in which case it is easy to modify.

For example, she may have a theory that *a* is always pronounced as in *apple,* and when she comes across the word *panda* she pronounces the last *a* as in *apple.* The puppet shakes its head saying, *Uh-oh,* or other children pronounce the word correctly because it is familiar. She is confused, and wonders about her theory. She then notices words like *Africa* or *umbrella* and realizes that her theory just needs to be modified a bit.

17

On the other hand, a theory that does not work well could be quite deeply embedded in her model of how English works, and some of her other theories may depend on it, in which case she may need to make quite fundamental changes to her way of looking at English. If we have a well-thought-out language syllabus there should not be too many occasions when she needs to make such fundamental changes.

■ Learning and memory

The more deeply children think while they are learning, the more they will commit to memory and later be able to recall what they have learned. But there are other factors involved in improving the children's retention of words and patterns. Here are some of the key factors:

Organization
If children learn the principles and patterns behind knowledge, rather than just the knowledge itself, they will retain the knowledge more deeply and will be more likely to recall it and use it flexibly in novel situations.

Ownership
If children feel they are constructing their own personal model of how English fits together, they will remember more of what they learn.

Repetition
Children need a lot of practice, repeating new words and patterns in ways that feel meaningful to them (see Chapter 3, page 37).

Association
Children are more likely to remember words and patterns they associate with a fun game, an interesting picture, a mime or action, a song, or an absurd situation.

Emotional involvement
Children will remember words and patterns more readily if they are emotionally immersed in a lesson.

Action
If children learn words or patterns while doing an action, they are more likely to remember the pattern. We just need to make sure they also have space to think and reflect. It is probably best to start a course with quieter activities, and once we are sure the class is really thinking and focused on learning, we can make the lessons more physically active.

Beginning and end
Children best remember things from the beginning or end of a period of learning. This means it is effective to practice new target words or patterns for a while, then go away and come back to them a number of times later in the lesson.

18

Rest
Short periods of rest during lessons aid memory. Nonstop drilling and practice is less effective.

Warm-up
Children remember more after warming up. This means it helps to have some kind of review warm-up activity at the beginning of a lesson. It is best if the review logically leads into the new target language.

Recycling
Words and patterns need to be recycled, both for homework shortly after a lesson, and in future lessons.

Peripheral language
Children remember many things they do not even appear to be focusing on. They may fail to remember the target pattern we want them to learn, but remember other words or patterns they encountered in the lesson (see Chapter 4, page 55).

All these aids to memory can be exploited more in a child-centered lesson than in a teacher-centered lesson. An effective child-centered lesson focuses on each child's personal mental organization of what she has learned, on the importance of ownership, on meaningful practice, and on all the other factors mentioned above.

■ Space to think
Just doing is not enough. Children need to think and do. This means not just running around, jumping up and down, and moving frantically from one activity to another. It means having space to think and space to reflect. The child who puts up her hand fastest, or the child who touches the correct flash card first, may not be the child who has been learning the most. Her quick actions may mean she is not thinking enough. Another child may be standing back more, considering the situation, and weighing up options.

If children play games too frantically without thinking enough, we may need to use quieter activities to settle them down, or change the rules of a game to encourage them to think more. For example, if we are playing a game where the children race to touch a picture, and some children touch many pictures as quickly as possible until they get the right one, we can take points away for touching the wrong picture. This makes them pause before touching and think a bit more.

This is particularly important when we introduce new language targets. We want the children to think, pause and wonder. At this point, we may need to encourage them to think. We can pretend we are puzzled by the same problem, saying, *Yes, what is it?* or give some hint that leads the children through a thought process that will enable them to get to the right answer.

19

PERSONAL INVOLVEMENT

In a child-centered lesson, children are real, individual people,
involved with their whole selves, not just their intellect.

■ Classroom feelings

If children see English as something that "has to" be learned or "should be" learned, and when a lesson is over they leave the classroom to do the things they really "want to" do, such as run and play with their friends or go home and play with their computer games, it is unlikely that many of them will deeply internalize much of the English they encounter in the classroom.

In the classroom, they will have classroom feelings, and with their friends, or with their computers, the children will have more meaningful feelings. Much of what the children learn in the classroom is likely to remain in that world. They may be able to use it in tests, but it will probably not have much impact on their daily lives outside the classroom, and it is unlikely that they will be able to use the English they learn in this way to express meaningful feelings and meaningful opinions.

The children will probably be able to use the skills they acquire by playing on their computers or with their friends, and be able to transfer these skills to a wide variety of other situations. But, except for subjects or particular lessons the children take a special interest in, and this includes English for some children, school knowledge will easily become just knowledge that is not easily transferred to situations away from school, and quickly forgotten if they do not have lessons for a while.

If we want children to connect English with feelings that have a significant meaning for them, and be able to use English communicatively in their daily lives, we need to attack the artificial world of the classroom.

■ Emotional involvement

Games are at the core of a child's world outside the classroom, so we should play a lot of games in the classroom. If only the children could have the same feelings in our lessons that they have when they sit down in front of their favorite computer games. If only they could completely immerse themselves emotionally, playing and learning, and getting better and better. This is all possible. It does not mean every activity needs to be exciting. The important point is whether the children are focused, positive, and engaged in learning with both sides of their brains (see Chapter 11, page 178). They can do this in quiet activities where they are sitting down with a pencil and paper as well as in lively activities.

20

The children should also have many opportunities to ask genuine questions and communicate with us in a way that does not feel like a classroom exercise. They need to learn a range of questions to express their curiosity, and we need to use English naturally rather than "teach." If a child looks at a picture and asks, *What's she doing?*, we answer naturally, depending on the child's English level, *She's playing volleyball, I think she's playing volleyball,* or, *Let's see. It's difficult to know. I think she's playing volleyball.* We do not follow up by saying, *Repeat after me! She's playing volleyball.*

If a child cannot pronounce a sound, we do not focus on getting her mouth into exactly the right shape and get her to make the correct sound. We put the sound into a fun activity, make a joke out of it, and get the children to learn the sound with a mime or action that will help them remember it. For example, if a child cannot pronounce the sound *'ou'* as in *cloud*, we bump into something or hit ourselves with a card that has *ou* written on it, and say *ou!* as if we have been hurt. If the child smiles, there is a good chance she will now be able to remember and produce the sound. So as to make sure, we can get her and other children to bump into things and say, *ou!*

■ Ownership

Having a feeling of ownership of what has been learned is an essential ingredient in a child-centered lesson. In the approach taken in this book, we plan the core language sequence of our courses. However, whether or not we plan the syllabus is not the key factor in determining if the children develop a sense of personal ownership of what they have learned. The key point is whether we pay full attention to each of the stages of the Questioning Cycle.

If the children notice new words and patterns while playing a game, are curious about them, make mistakes at first, but finally succeed in understanding and using them, and if they are able to connect this new knowledge with the other English words and patterns they have learned, there is a good chance they will feel they "own" their new knowledge. They will feel they have learned what they genuinely wanted to know. They will also feel they struggled, made mistakes, but finally succeeded. These are key factors in developing a feeling of ownership.

In fact, most of the new words and patterns they come across just happened to be put there by us, but we do not "teach" them. We let the children notice and learn them for themselves. This does not mean every new word and pattern is planned by us. The children will try to say things in English that we have not planned, or be interested in words and patterns that they come across by themselves. This is great, and should always be encouraged, as long as what they want to know is achievable for them, and is not going to confuse their mental models of English.

21

As the children's English gets better, and their mental models of English become more robust, we do not need to be so careful. We can encourage them to make more choices about what they want to learn. For example, they can choose which graded readers to read, keep a diary and choose what to write about, choose projects to work on, and assess our lessons and suggest how they can be changed.

■ Personalizing language

To personalize language means to use it to refer to subjects that feel personal. For example, when practicing the pattern *like/likes*, the children do not say or write, *John likes bananas,* if they have no idea who John is. Instead, they say or write sentences such as, *I like baseball, My sister likes ice cream very much*, and, *My dog likes me very much!*

Personalizing patterns is not something the children do as a final stage after first learning the pattern in a less personally meaningful way. There is no need for artificial sentences at all. From the beginning, the children should be constantly using the pattern to say and write things that mean something to them.

This does not mean they should always personalize sentences. There are many other ways of making sentences feel meaningful to a child, such as when they look at attractive pictures and say or write sentences about them, or when they look out the window and say or write about what they see. Meaningful sentences can develop into short talks or written paragraphs. In time, after the children get used to writing paragraphs they can move on to keeping diaries or journals in English.

A short talk or written paragraph
I have a pet dog called Woof.
I like him very much!
And he likes me very much!
He also likes sleeping and going to the park.
He likes my sister's cat, but he usually doesn't like cats.

Diaries and journals
Once the children get used to writing paragraphs, and have learned enough patterns, they can keep diaries or journals where they write about anything they feel like. We can encourage them to keep the journal in their bedrooms and write something before they go to sleep. The important thing is to encourage the children to express their thoughts in English. They can show us their diaries or journals sometimes, but we should not correct them strictly. We can just notice the patterns they are having trouble with and give the children more practice of these patterns in our lessons or for homework.

22

■ Motivation

Whether or not a child is motivated to learn English will depend to a large extent on whether she sees learning as a personal adventure or not, and this is largely dependent on whether we pay attention to each stage of the Questioning Cycle when we introduce new language targets, and whether we establish a warm and encouraging relationship with her. There are other important factors as well:

Home and friends

The attitude of family and friends can have a big effect on a child's motivation. If her parents encourage her to learn and her friends think it is "cool" to learn, she is more likely to be positive about learning.

Transferability

It helps if she can see how to transfer what she learns into other situations. For example, if she learns a new grammatical structure, we can make sure she has chances to use this structure in practical situations, to express genuine thoughts and feelings, to write messages to e-mail friends, to use it in projects, and come across it in stories. Using a pattern in multiple contexts also develops her ability to use the concepts in more abstract and sophisticated ways. She is more likely to seek out and recognize opportunities to use the pattern.

Self-perception

As has already been pointed out (see page 14), if we want a child to be motivated to learn actively, it is important that she perceives herself as being successful.

Absence of extrinsic rewards

Intrinsic motivation is fostered by the sense of accomplishment gained from struggling with something that is a bit difficult at first, yet succeeding. It may be undermined by extrinsic rewards (see Chapter 8, page 115). Rewards tend to encourage children to learn in order to get the rewards, not to achieve internal goals, so rewards may have an adverse effect on motivation.

Evaluation and threats

If children expect to be evaluated, feel threatened, or feel they are being watched and checked up on, it is likely that they will study for the sake of the evaluation, to avoid the threatened punishment, or to satisfy the adult watching them, and will lose some inner motivation to learn for its own sake. They may feel they are no longer learning from choice.

No matter what teaching method we use, there will always be some children who are highly motivated to learn English. But, if we want as many of the children as possible to have a high level of motivation, it is essential that we use child-centered methods, and encourage children to be as personally involved in the learning of English as possible.

23

A PAUSE TO REFLECT

■ What is child-centered learning?

Using a child-centered approach does not simply mean getting the children to do activities or projects by themselves or in groups, or getting them as physically active as possible. There are many situations where the children are doing all this, but which are really quite teacher-centered because the teacher explained or demonstrated before the children started practicing. Child-centered learning is more mental than physical. The initial desire to learn something starts inside each child. We may choose a language target, but before the children learn it, we need to ensure that the children also feel it is important and genuinely want to learn it.

Every time we "teach," we send a message to the children that they do not need to learn for themselves. Every time we focus on immediate facts and knowledge, and ignore the process of learning, we send a message to the children that they cannot be natural human beings in our lessons. Children, by nature, are active learners. They are full of life and curiosity, and learning is at the very core of their existence. As we "teach," we gradually dampen this curiosity down, and may turn a naturally active learner into a passive learner.

Fortunately, the children will continue to be human, and will simply turn their curiosity in other directions. With a bit of luck and some perseverance on our part, if we stop "teaching," focus on attracting the children back toward English, and on giving them the power and confidence to learn for themselves, they can become self-motivated active learners of English again. So much depends on us and our use of child-centered methods.

Some questions to reflect on or discuss:

1. How can we draw children towards new language targets so that they notice and want to learn them before they understand them?

2. How can we ensure that as many of the children as possible will be successful?

3. What types of activities give children chances to link new words and patterns with ones they already know?

4. How can we encourage children to have a positive perception of themselves as learners?

5. What factors do you think are most important in getting children to remember words and patterns they encounter?

24

Fadil's Defining Learning Objectives for ELT
(Please answer in full sentences and in your own words)

1. What is the difference between statements of aims and statement of objectives?

Aims	Objectives
a.	a.
b.	b.
c.	c.
d.	d.

2. What are three benefits of writing statement of objectives from the perspective of student learning?

3. What type of verbs should statement of objectives contain? Why?

Realistic Objective?

Speech bubble: "To make sure it's a fair test, I'm going to give you all the same task. All I want you to do is climb up into that tree…"
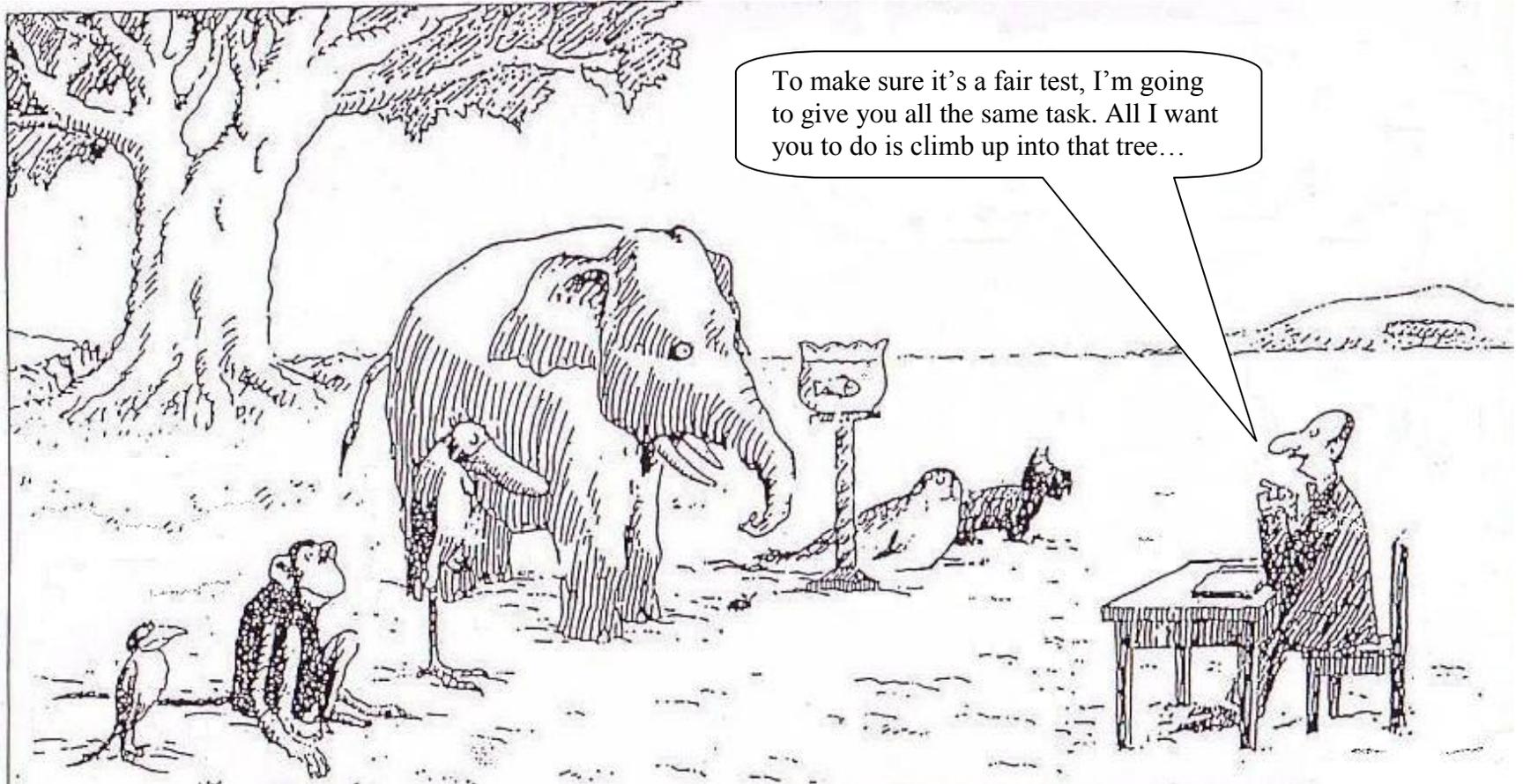
Defining learning objectives for ELT

Hamed el Nil el Fadil

This article attempts to introduce the teacher of EFL to developments in the area of specifying learning objectives. This topic has been largely ignored in recent years as new theories of language acquisition and the emphasis on communication have come to the fore. Many teachers, while welcoming the new approaches, nevertheless feel a need for a clearly defined frame- work for organizing their teaching, both in the long term and in the short term. When you have studied this article carefully, you should be able to (a) distinguish between statements of aims and statements of objectives, (b) discuss the merits of writing objectives from the point of view of the learner, and (c) write both complete and abbreviated statements of learning objec- tives for different language skills, functions, and notions. Given the choice, you may elect to use such statements in addition to the more conventional teacher's aims.

Statements of aims and statements of objectives[1]

Most modern language courses seem to recognize the need for teachers to give some kind of direction to their activities by stating the aims of each lesson or unit in the course. Generally speaking, these statements of aims describe either the activities of the teacher (as in examples (a), (b) and (c) below) or the object of the lesson (examples (d) and (e)):

a to teach greetings and introductions
b to teach the names of animals
c to practise the simple past
d indirect statements/questions in the present with *know*
e ways of making suggestions: *let's . . ., I suggest . . ., why don't we . . .?, I think we should . . .*

Statements like the above, however, present a number of difficulties for teachers and learners alike. Firstly, they are written from the point of view of the *teacher* and not the learner. They tell us what the teacher will be doing during the lesson and not what the pupils will be able to do at the conclusion of the lesson. For example, one could ask: 'How long should the pupils practise for, and for what particular purpose and at what level of proficiency?' Secondly, they are open to different interpretations by dif- ferent readers, as it is not clear whether active production of the forms is required, or merely passive recognition. This is especially true with state- ments involving language functions or notions, as in examples (b), (c), (d) and (e) above. Thirdly, it is impossible for teachers to evaluate the effective- ness of their teaching except by personal criteria such as whether the students appear active, responsive, or even just amused.

Thus we can see that, although many language courses try to give direction and order to the activities of the teacher, they miserably fail to do so, because the aims stated for each lesson or unit, not to mention the goals

96   *ELT Journal Volume 39/2 April 1985*

of the whole course, lack the precision needed for effective teaching and evaluation.

The need for written learning objectives

There are a number of reasons why it is valuable to write precise statements of objectives in terms of pupils' learning, rather than in terms of teachers' activities. In his book *Preparing Instructional Objectives* (which I strongly recommend to teachers of EFL), Mager suggests three reasons for writing learning objectives (Mager 1975:6).

First, when objectives are defined in terms of learning outcomes, teachers have a better chance of selecting the most appropriate content and teaching tactics. When the teacher has stated quite specifically what he or she wants students to learn, the teacher can ask: 'Now that I know what I want my pupils to learn, what is the best way of helping them achieve it?'

Second, when objectives are described in precise and unambiguous terms, it is easier to find out if our teaching has been effective or not, since we can test our pupils' performance. Depending on the result of our assessment, we either augment our objectives or try using different materials and teaching tactics. This process of trying out new materials and new tactics may eventually create the teacher–researcher that Widdowson (1984) has recently been calling for.

Third, when pupils know exactly what is expected of them, they can organize their own efforts in order to attain the stated objectives. A further benefit is that slow learners, armed with a set of learning objectives, can seek specific help from their peers, parents, and others in the community.

Resistance

Despite the obvious merits, EFL/ESL teachers have been reluctant to use objectives-based instruction, for a number of reasons. First, this approach smells too much of behaviourism. Many instruction designers use the term 'behavioural objectives', and their insistence on *observable* behaviour makes EFL/ESL experts reject such objectives. As it is assumed that it is difficult to observe much of language behaviour, the notion is seen as being incompatible with recent thinking in TEFL methodology, even though it has been proved to work in other spheres of learning and teaching. Second, it is maintained that it is difficult to determine a precise time target for a group of learners to achieve a certain objective within. Third, there is the fear that this approach may fail to take account of language acquisition, as hypothesized and described by Krashen among others, where learning a language is a slow-building spontaneous process catalysed by exposure to meaningful input in the target language (see Krashen 1983:41).

Allaying the fears of TEFL/TESL experts

The term 'behavioural objectives' tends to be confused with behaviourism. Because of this, many writers now avoid using this term and use other terms such as: 'instructional objectives' (Mager 1962/1975), 'performance or operational objectives' (Gagné and Briggs 1974/1979), or 'learning objectives' instead. Needless to say, the stating of such objectives in no way dictates the route learners will take to achieve them. One can write learning objectives for a number of different learning capabilities, including both cognitive and affective ones, regardless of the theory of language learning one espouses. Indeed many educationists in this field adopt modern cognitive theories of learning (see Gagné 1977, Introduction).

Moreover, the fact that learners have different learning abilities is allowed for in a systematic objectives-based approach. On the one hand, it is possible to analyse any objective in order to discover the prerequisites

Defining learning objectives for ELT 97

needed for learning it, and consequently it is always possible to deal with these before addressing the new objective. On the other hand, enrichment programmes can be provided for those students who reach the desired level of performance rather too soon, while remedial materials can be given to those students who fail to reach the expected level.

In addition, this approach takes account of natural acquisition theory. In their latest book, Krashen and Terrell (1983:65) make the point that: 'A decision on the methods and materials to be used in a course is possible only once the goals of the course have been defined'. They have also listed some goals for the learning of English through their Natural Approach. If the importance of stating goals is accepted, as it seems to be, then it becomes necessary to make them so specific that two different teachers cannot interpret them differently. This is a very important condition if we want statements of objectives to be useful to teachers and textbook writers. I will try to show in the next section how this can be done.

How to write learning objectives

The first task of a course writer is to define the goals of the course.[2] As statements of aims tend to be interpreted differently by different people, it is imperative to make them as precise as possible. In other words, we need to transform general statements of aims into unambiguous statements of objectives. For such statements to be precise they have to:

a provide information about the focus of the lesson, i.e. what the students will be learning, whether these are concepts, intellectual skills, or attitudes, etc;

b specify what the learner must do in order for us to ascertain that he or she has fulfilled the objectives;

c lay down the conditions or define the situation(s) in which the intended outcomes are to occur;

d determine the level of proficiency or speed the learners must attain;

e state the proportion of students expected to attain the stated outcomes;

f fix a time limit within which the learners should achieve the objectives.

Obviously, not all six need to be specified all the time. Indeed, we may sometimes specify the first three or four things only. Below are three examples: the first is a complete statement containing all six elements, the second is an abbreviated statement containing four, while the third example illustrates how the same principles can be applied to the writing of course objectives.

An example of a complete statement of a learning objective:
'By the end of the week (TIME), all pupils (TARGET INDIVIDUALS), will be able to use (BEHAVIOUR) fairly accurately (LEVEL OF PERFORMANCE) appropriate greeting forms, such as *hello, good morning, good afternoon, good evening* (FOCUS) when meeting different people at different times (SITUATION).'

An example of an abbreviated statement of objectives:
'Given a short text of about six hundred words (FOCUS), the student will read it silently in three minutes (CONDITION), and answer orally (BEHAVIOUR) at least eight of the ten multiple choice questions (LEVEL OF PERFORMANCE).'

An example of course objectives:
'By the end of the course, the pupils will be able to express themselves accurately and appropriately in different situations, such as the following:

98   *Hamed el Nil el Fadil*

— in social groups, discussions, and talks
— in giving out instructions or directions for carrying out tasks, such as helping some one find their way in town, etc.
— presenting an oral summary of a written or oral report
— giving detailed information about an accident and asking for help.'

Observable behaviour Perhaps this is the most important and at the same time the trickiest of the components. In order for us to be certain that the pupils have achieved the objectives stated, we need to remember two things when specifying the desired behaviour. First, we must use action verbs and avoid using non-action or abstract verbs (Gagné and Briggs 1974/1979:122). The verbs on the left are among the verbs that are useful, while those on the right are among those to be avoided when writing statements of learning objectives:

Verbs to use	*Verbs to avoid*
Recite, sing, say, direct, describe, write down, classify, apologize, ask, greet, describe, argue, demand, request, etc.	Enjoy, understand, learn, know, revise, listen, read, practise, etc.

Second, when we have to use words such as *understand, read,* or *listen,* we require learners to perform some observable behaviour from which we can infer that they have listened to or read something and understood it. In the second example above, the verb *read* was used, but learners were required to answer some questions based on the text in order to show that they had read and understood the text. There are, of course, other ways of providing such evidence, for example completing tables, following a route on a map, etc.

The level of performance Although it is possible to measure objectively the performance of a listener or reader, it is difficult to measure objectively the performance of a speaker or writer (van Ek 1980:84) for at least two reasons. On the one hand, the level of performance in speech and writing depends on the abilities of the listener or reader as well. This is characteristic of situations where pupils of markedly different abilities are taking part in a role play, for example. One speaker may not be understood, not because of inability to communicate, but because of the inability of others to understand him or her. Moreover, the evaluation of a speaker or writer, to a large extent, depends on the subjective judgement of the teacher. Teachers differ not only in what they consider to be acceptable performance but also in their tolerance of pupils' mistakes. However, there are a number of guidelines which I have found to be useful in this connection.

First, we must always regard our students as progressing towards a native-like command of the target language, although this requires a lot of time, effort, and patience both from students and their teachers. Secondly, we must recognize the need not only for grammatical accuracy but also for appropriateness of the form to the particular situation in which it is uttered (Widdowson 1978:67). For example, 'Will you borrow me your book?' may be more acceptable than 'Lend me your book' uttered in an imperious tone. Finally, we should turn a blind eye to some of our pupils' mistakes, so as to encourage the development of fluency.

Target individuals and time When planning lessons or courses, it is essential to be realistic about what students can master within any period of time, whether it is a lesson, a term, or even a period of years. For example, many practising teachers with

Defining learning objectives for ELT   99

whom I have discussed the question of how much to teach complain that inspectors and other school administrators assess teachers' efficiency according to how much material they have covered, rather than according to how effectively it has been learned. This may well be the simplest way of finding out whether a teacher has been working or not,but it is not a valid means of evaluating the teacher. There are many other more effective methods of doing this, and one of the most important is to find out what the teacher intended the students to achieve, and what degree of success he or she had with these objectives.

Given the varying standards achieved by ESL/EFL students, it is imperative that we investigate how much students can learn within a given period of time. Obviously learners have different learning abilities, and, as the novice teacher gains in experience and wisdom, he or she will come to realize what students are capable of mastering within a given period of time, and to appreciate that what is a realistic objective for one group of students may be unrealistic for another.

Summary Statements of learning objectives written from the point of view of learners do not replace the more conventional statements describing teachers' activities; indeed, they are intended to be an essential complement. Statements of learning objectives are useful in organizing the activities both of teachers and or students. Moreover, they help the teacher to evaluate the effectiveness of teaching. For learning statements to be useful, they must be precise about (a) the object of the lesson, (b) what the pupils must do in order for us to know that they have achieved the objectives, (c) the conditions or the situations in which they will perform, (d) the level of proficiency they must attain, and (f) the time in which the objectives will be achieved. Of course, not all of these components are equally important, and in many cases we can settle for the first three or four only.   ☐
Received June 1984

Notes
1 These two terms are used quite loosely in educational writings. However, 'aims' usually refer to long-term, general indications of intent, while 'objectives' are used to refer to short-term, specific indications of intent.
2 The aims of a course can be determined either by taking advice from some recognized authority such as a ministry of education, or by doing a needs analysis.

References
van Ek, J. A. 1980. 'The Threshold Level in a unit/credit system' in J. L. M. Trim *et al.* (eds.). *Systems Development in Adult Language Learning.* Oxford: Pergamon Institute of English.
Gagné, R. M. 1977. *The Conditions of Learning.* New York: Holt Rinehart and Winston.
Gagné, R. M. and L. J. Briggs. 1974/1979 *Principles of Instructional Design.* New York: Holt Rinehart and Winston.

Krashen, S. D. and T. D. Terrell. 1983. *The Natural Approach.* Oxford: Pergamon.
Mager, R. F. 1962/1975. *Preparing Instructional Objectives.* Belmont, CA: Pitman Learning Inc.
Widdowson, H. G. 1978. *Teaching Language as Communication.* Oxford: Oxford University Press.
Widdowson, H. G. 1984. 'The incentive value of theory in teacher education.' *ELT Journal* 38/2:86–90.

The author
Hamed el Nil el Fadil is a lecturer in EFL at the Faculty of Education, University of Qatar, on secondment from the Faculty of Education, University of Khartoum, which he joined in 1975 after obtaining his PhD from the Institute of Education, University of London. Before that he taught English at the secondary level. He is presently mainly interested in reconciling educational theory with language theory, so as to improve the training of teachers and consequently the teaching of English as a foreign language.

100   *Hamed el Nil el Fadil*

Lesson Planning Process

ASSUMPTIONS

LEARNER'S NEEDS

CURRICULUM

What will they be able to do?

How relevant is it?

SLO

What are they going to do to own the language?

How are they going to show me they learned it?

FLUENCY

What are they going to do for internalization?

How are they going to practice meaningfully?

INTERNALIZE

What needs to be encountered?

How is it going to be encountered?

ENCOUNTER

WARM UP

Final Questions to ask:
1. How does each part support the SLO?
2. Have I broken it down into digestible parts?
3. Have I provided them with relevant, challenging activities?
4. How am I keeping the learners in the spotlight?

1

How to Develop a Lesson Plan

Overview: To begin, ask yourself three basic questions:

1. Where are your students going?
2. How are they going to get there?
3. How will you know when they've arrived?

Then begin to think about each of the following categories that form the organization of the plan. While planning, use the questions below to guide you during each stage.

Goals

1. What is the purpose, aim, or rationale for the lesson?
2. What do you want or expect students to be able to do by the end of the lesson?
3. How does the lesson tie in with the course framework?

Prerequisites

1. What must students be able to do before this lesson?
2. How will you make connections to what students already know (i.e. their background knowledge)?

Materials

1. What materials will be needed?
2. How familiar are you with the content?
3. How will the materials be used?
4. How much preparation time is required?
5. How will you instruct students to use these materials?

Lesson Procedure – Introduction

1. How will you introduce the ideas and objectives of this lesson?
2. How will you get students' attention and motivate them in order to hold their attention?
3. How can you tie lesson goals with student interests and past classroom activities?
4. What will be expected of students?

Lesson Procedure – Main Activity

1. What is the focus of the lesson?
2. What does the teacher do to facilitate learning, manage the various activities, and sustain interest?
3. How can this material be presented to ensure each student will benefit from the learning experience?

Closure/Conclusion

1. What will you use to draw the ideas together for students at the end?
2. How will you provide feedback to students to correct their misunderstandings and reinforce their learning?

Follow-up Lessons/Activities

1. What activities might you suggest for enrichment and remediation?
2. What lessons might follow as a result of this lesson?

Assessment/Evaluation

1. How will you evaluate the goals that were identified?

How will students demonstrate that they have learned and understood the goals of the lesson?

Reflective Teaching Questions about Lessons

Overall

1) Was the lesson effective? Why or why not?
2) Did I achieve the goals and objectives I had for the lesson? Why or why not?
3) Were my students' needs addressed successfully? Why or why not?
4) Was there anything that the students didn't respond to well? Why?
5) What helped my students' learning?
6) What hindered my students' learning?
7) What were my strengths as a teacher today?
8) What were my weaknesses as a teacher today?
9) What are 3-5 things I could improve?
10) How do I plan to reach my improvement goals?

Specifics

1) Were there clear goals and objectives for the lesson?
2) Did I plan and prepare well for the lesson?
3) Was the lesson well organized and logically sequenced?
4) Were the goals and objectives of the lesson clear to the students?
5) Were my instructions brief and clear?
6) Was the contented encountered/presented effectively?
7) Were all my teaching materials appropriate and used effectively?
8) Did I provide students with time to practice?
9) Did students use different language skills?
10) Was I able to stimulate and sustain student interest and motivation for the duration of the lesson?
11) Did I praise, encourage and motivate my students as much as possible?
12) Were the students able to make connections between what I was teaching and their own lives?
13)
14) Was the challenge level suitable for my students?
15) Did the activities go as planned?
16) Were the activities meaningful and appropriate to achieve my goals and objectives?
17) Were the activities appropriate for different learning styles?
18) Did the students have enough time/opportunities to participate in the learning activities?
19) Was the material/content too much, too little, or just right for the lesson?
20) Was the seating arrangement appropriate for each activity?
21) Did I help my students become more aware of the second language culture?
22) What events during the class made me deviate form my plans?
23) Was I able to guide students/explain any difficult concepts to my students clearly?
24) Were student errors monitored and corrected effectively?
25) Did I respond well to student problems?
26) Did I pay attention to all my students as equally as possible?
27) Did I speak in the target language (English) as much as possible?
28) Was teacher talk minimized and student talk maximized?
29) Did I use gestures, body language, and/or humor to enliven the class?
30) Did the students speak in the target language (English) with each other?
31) Did students get sufficient practice using the target skills?
32) Did all students participate actively – even the reluctant ones?
33) Did I organize class time effectively (i.e. Did I have good time management skills)?
34) Was I able to recycle language which I had previously taught?
35) Were the students' performance assessed properly?
36) Did I do anything to leave the students with a feeling of achievement?

EIF Framework
(Please answer in **full sentences** and **in your own words**)

1) How many language skills are there in English? What skills can we teach using the EIF Framework?

2) Please describe what EIF stands for and summarize your understanding of the framework.

EIF SPEAKING LESSON FRAMEWORK
Encounter, Internalize, Fluency

INTERNALIZE ⟶ *FLUENCY*

ASSESSMENT

E

I—multiple practices
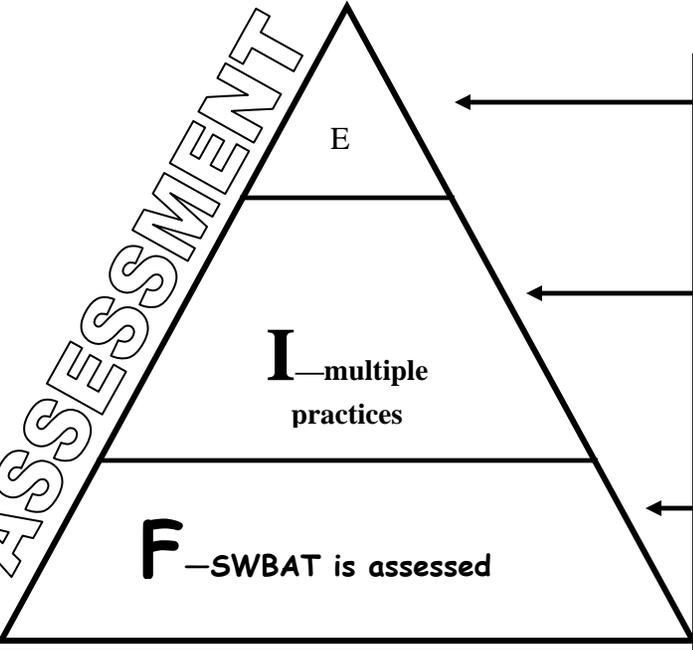
F—SWBAT is assessed

Inductive Encounter— student involvement

Maximize opportuni-ties for Ss contact with the language

SWBAT Students will be able to…
Student Learning Objectives are SMART!
(Specific, measurable, achievable, relevant, and time bound).

Don't over prepare. Get mileage from your materials. How many ways can the teacher use the same materials by maximizing VAKT?

ACCURACY	CONTROLLED	HANDS ON
Recognition of vocab. Structure intro.

Production practice activities with great attention to error correction (overt). | Production by repetition.

Activities move from limited to multiple choices—1-4.

T-Ss to S-S | T- guided and directed using deductive or inductive approach |

Note: the numbers 1-4 are arbitrary and meant to be reference points only on a continuum.

1

2

3

4

FLUENCY		HANDS OFF
FLUENCY	**FREE**	
Some mastery of vocab and structures. Error correction is delayed and indirect.

  Speaking 7 - 1 | Interactive, open-ended communication. Personalized, creative use of language. | Little to no control or error correction . Teacher observes and assesses SWBAT |

EIF INTERNALIZE (PRACTICE) Continued

1

2

3

4

CONTINUUM RENTING TO OWNING

Note: the numbers 1-4 are arbitrary and meant to be reference points only on a continuum.

- Recognition drills in Encounter transitioning to Internalization stage

_____

- Structure Repetition drills (repeat after teacher)
- Simple substitution drills (mechanical) (T supplies vocab and Ss plug into structure)
- Dialogue—repetition
- Matching structures, vocabulary

- Simple substitution drills (meaningful) (T points to a picture or acts out and Ss use in structure.
- Transformation drills—change statement to question
- Q & As
- Plug-in dialog—(T directed) (see Scaffolded Ds)
- Controlled games

- Cocktails
- Conversation Grids—daily routines, Find Someone Who (using set structure)
- Less controlled games
- Information Gaps

- Presentations
- Role plays
- Interviews
- Conversation Grids
- Cocktails-- sharing opinions
- Situation Cards
- Construction Gaps-- Rod construct
- Opinion Gaps
- Task Completions
- Discussions
- Open-ended Games
- Debates

THE EIF PICTURE △

Encounter   Internalize/Practice   Fluency

ACCURACY | 1 Controlled 2 → 3 → 4 Free ⇒ | FLUENCY

New Material
Vocabulary
Structures
Concepts
_____
Set them up for success

Word Splash
Mind Map
Examples
Stickies
Pictures
Models – Models - Models
Scrambled sentences
Rods
Dialogues
Pronunciation Discrimination
Jazz Chants
VAKT
INDUCTIVE
(Eliciting/Collaborative) VS
DEDUCTIVE (Telling)

**Am I doing for them what
they can do for themselves?**

ASSESSMENT

How are the Ss showing you what they know?

*Teacher Talk
VS
Student Talk*

Drill/Practice
Control 1 → Free (choices) 3
Easy → Difficult
Recognition → Production
Contextual
T-S & S-S
Pair and small group work
_____
Describe the _____
Recycling
Conversation Circles
Q& A (use structure)
Info Gaps
Dialogues
Controlled games
Cocktails
Conversation Grids
Pictures
Vocabulary –Grammar Practice
Stations

**How many different ways can they
interact with the material?**

ASSESSMENT

How are the Ss showing you what they know?

*Teacher Talk
VS
Student Talk*

Communicative Activities
Free
Real
Open-ended
Communicative
Situational
Creative
Personalized
_____
Games
Rod construct
Maps
Role plays
Situational cards
Presentations
Cocktails
Discussion
Debate
Interviews
Conversation Grids/Circles

**How can they use it in a
meaningful way and take it
out the door with them?**

ASSESSMENT

SWBAT
**Student Learning Objective: Observable,
measurable, realistic,
relevant, attainable**

Working with Content

Teachers must decide **how much content students can focus on** without being overwhelmed. They also need to create a **logical sequence** that helps students work toward a final objective.

In the juggling lesson, for example, the throw and catch action is a fundamental skill that needs to be learned early in the process. By then adding a second ball and spending time on the over/under pattern, the teacher provides a kind of stone to cross the river mentioned metaphorically in the Preview section.

With the inclusion of pictures and verbal directions, the teacher helps students focus on key elements of juggling. Noting visually how one ball goes under another helps students learn that pattern. Doing the one-two-three motion without the balls might help some students internalize the pattern. Effective teachers need to be able to break down content so that students can progress step by step. This type of thinking requires the teacher to have a solid understanding of the content, a sense of what is initially possible for students, and a clear, student-centered objective.

This process of breaking down content and helping students focus is known as **scaffolding** and allows the students to work on content in a meaningful way that is challenging but not overwhelming. In this way, the teacher provides stepping stones for students to cross the river and reach their learning objectives.

Allowing Students to Encounter and Clarify Content

Students rarely enter a learning situation with no knowledge of the content. In the first stage of the juggling lesson, sometimes called a **presentation stage,** the teacher gives students a chance to share what they already know about juggling. This allows students to activate their prior experiences, ideas, and feelings (also called **schema activation**).

It is important to note that students are **encountering** key elements of juggling throughout the lesson, and that students may present key information to each other while observing and discussing their juggling patterns. In a classroom setting with a large group of students, the teacher has a stage in which to **elicit** what some students already know so all students can benefit from it. In this way, the teacher builds the lesson on the abilities and needs of specific students.

The use of **pictures, demonstrations, verbal explanations, peer teaching,** and **practice** all contribute to students **relating new information to prior knowledge,** a key feature of learning. By using a variety of sensory modes, the teacher helps students with different learning styles **notice key features** in the content.

Allowing Students to Work on Accuracy

In the juggling lesson, it is important that students first master the initial throw and catch motion. The throw needs to have an arc to it and move from right to left or left to right, at least in this early stage of juggling. If the move is not done correctly, it will be very difficult to juggle without dropping the balls later on.

A student might start juggling and look proficient, only to drop all of the balls almost immediately. To master the different elements of juggling, students need time to **remember and internalize** movements. The initial throwing of one ball in Stage 5 is an example of just such a controlled practice. The student encounters the key elements of the throw/catch movement through the picture and verbal explanation, then remembers and internalizes that part of juggling by doing it over and over. This is not mindless **repetition**—the student will likely **experiment** with exactly how to hold the ball by noting where it lands in the hand, how much strength to apply, etc. In this way, students continue to **make discoveries and encounter** important aspects of juggling even in the practice stages.

They will continue to **notice** the results of their efforts but will also benefit from **feedback and correction** from the teacher and other students. The student might **personalize** the movement by imagining the ball is an egg, requiring a delicate touch. They might say to themselves "nice and soft" or "one-two, one-two" as a way of **making it their own.** This stage of the lesson is a kind of **controlled practice** in that the content and student activity are both very **restricted.** As the lesson progresses, the students continue to **recycle** what they have learned and move toward a **freer practice** that actually resembles juggling.

Helping Students with Effectiveness and Ease (Fluency)

As the student internalizes the juggling moves, they develop an **unconscious competence:** they no longer actively think about what they are doing. Just as you tie your shoes or drive while thinking about other things, the fluent use of something involves doing it with a certain ease.

In the juggling lesson, the teacher creates a **real-world context** by demonstrating what juggling looks like at the beginning. In Stages 6 and 7 of the juggling lesson, students may fluently use the throw and catch technique while trying to remember/internalize the over/under technique with two balls. From this example, it's clear that accuracy and fluency are not necessarily a linear process. A competent juggler might go back and focus on their throw and catch technique when trying to progress to juggling four balls.

A combination of **accuracy and fluency** means that someone can juggle without dropping the balls or straining and still carry on other actions like chatting with someone and smiling. Part of being fluent means using the skill for your own purposes. In the case of juggling, the purpose might be entertaining yourself or others. A competent juggler is not easily distracted and does not mind people talking around them. That is part of the **real-world context** of juggling. If a student stays within a controlled classroom environment, it is not clear that they have **mastered or acquired** the content.

It is also important to point out that lessons do not always begin with presentation and move to controlled practice. In fact, many approaches to lesson design—**Task-based Learning** and the **Test-Teach-Test** model—involve starting with a fluency activity to see what students can do and then improving on or expanding that skill. (See the For Further Reading section at the end of the chapter for more about these lesson designs.) In the case of juggling, a later lesson might ask students to start with basic juggling then move to doing tricks like throwing the balls higher or spinning around to catch them.

Language Learning

The principles used in the juggling lesson can be applied to language learning as well. Teachers can **assess** student learning only when they see students use their knowledge to accomplish communicative tasks. Just as the ability to describe juggling does not mean one can juggle, a student that can explain English grammar may not be able to describe their town in English. The other volumes in this series of books will explore what it means to effectively use language to communicate.

The ECRIF Triangle (Encounter, Clarify, Remember/Internalize, Use Fluently)

If you look at the juggling lesson in terms of time spent, it's clear that a relatively small amount of time is spent **encountering and clarifying** the actual juggling moves (Stages 1, 2, 3, 4, 7, 9). Quite a bit of time is spent trying to **remember and internalize** the moves accurately (Stages 5, 6, 8, 9, 10). The most time really is required for Stages 10 and 11 so the learner can **fluently use** those moves and juggle effectively.

It is important to remember that students may always work on accuracy by returning to previous stages and doing focused practice activities. In the juggling lesson, you had the option of going back and working on the throw and catch motion after being introduced to the over/under and one-two-three patterns. In this way, what you had already studied was **recycled** over several lessons.

An important aspect of staging a lesson is to think about how much time and focus is required for students to move from accuracy to fluency. This diagram illustrates the time necessary to improve skills and move toward mastery.

Time needed to encounter and clarify the target language/skill

Time needed to work on accurately remembering and internalizing the target language/skill

Time needed to work on fluently using the target language/skill
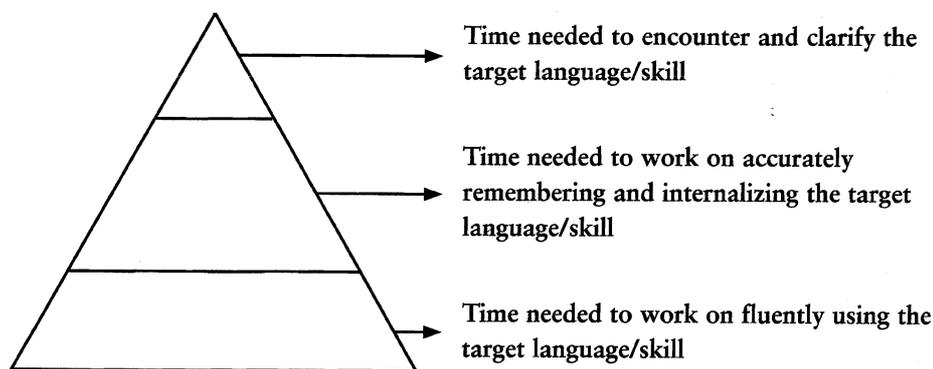
Originally developed by Professor Pat Moran at the School for International Training, this triangle diagram illustrates a basic principle of learning: Students need more time to remember, internalize, and use content than to encounter and clarify it. Understanding this principle helps a teacher stage single lessons and think about how to help students learn over a longer period. Even after the juggling lesson, for example, you will have to practice over a few days or even weeks to really feel confident.

Going back to Mark's story from the Preview section, it's clear that the bulk of his challenge was encountering and clarifying. The content he encountered was not broken down into reasonable chunks, and he did not have a chance to work with the content so that he could remember and internalize it.

Take a moment to review the information introduced to this point. Answer the questions posed at the beginning of the Points of View section.

Thoughts to Consider

What connections do you make between these quotes and your own ideas about staging a learning experience?

"What a child can do today with assistance, she will be able to do by herself tomorrow."

– Lev Vygotsky

"The mind is not a vessel to be filled, but a fire to be ignited."

– Plutarch

"Complexity creates confusion, simplicity focus."

– Edward de Bono

"I am always ready to learn, although I do not always like being taught."

– Winston Churchill

Speaking Guidelines

Skill: *SPEAKING*

Definition: Speaking is communicating information through the spoken word.

What speaking involves:
*knowing and using the following in order to convey intended meaning:
- appropriate vocabulary and expressions
- correct pronunciation
- correct word order
- body language, tone, and facial expressions
- appropriate register (degree of politeness)

*the ability to check understanding and use repair strategies when necessary
*an awareness of who the "listener" is

A good speaking lesson:
1) Has one or more of these purposes:
- to learn to talk about an interesting/motivating topic
- to learn something new about others
- to accomplish a task

2) Provides ways for students to learn the vocabulary (words and phrases appropriate for the situation) they need to express themselves.

3) Gives students a variety of opportunities to express themselves using the vocabulary.

4) Helps students develop strategies to make themselves understood.

Typical *encounter* activities:
Beginners: describing a picture or pictures; using the people and things in the classroom; learning a dialogue; watch and follow a model; elicitation from students of vocabulary they already know
Intermediate/advanced: adapted versions of activities for beginners; a word map

Typical *internalize/fluency* activities:
All levels: pair conversations; games; information gaps; opinion gaps (values clarification activities); logic gaps; Jazz chants; mixers ("cocktail party"); role plays; discussions

Recommended resources:
Kehe, David and P.D. Kehe (1994). *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence.* Brattleboro, VT: Pro Lingua Associates.

Klippe, Frederike (1984). *Keep Talking: Communicative fluency activities for language teaching.* Cambridge: Cambridge University Press.

Winn-Bell Olsen, Judy (1977). *Communication Starters and Other Activities for the ESL Classroom.* Hayward, CA: Alemany Press.

SCHOOL FOR
INTERNATIONAL
TRAINING

Techniques for Speaking Lessons

Conveying information/language to learners:

Posters	Lecture	Think/Pair/Share activity
Blackboard/Whiteboard	Overheads	Learners presenting
Power point	Guest Speakers	Listening
Videos	Observation	Reading
Authentic materials	Metaphors	Doing it the wrong way
Research	Eliciting	Story-Telling
(Internet/community)	Giving worksheets for	Predicting
Jigsaw reading	learners to deduce	

Providing opportunities for learners to practice and internalize language:

Pair activities	Role play	Real-life encounters
Jigsaw activities	Board games	("mystery guest")
Information gap activities	Ball toss	Experiential trips into
Opinion activities	Matching	community
Dialog building	Making a video	News reel
Problem solving activities	Scavenger hunt	Video
Sequencing activities	TPR	Value gaps
Project work	Field trips	Letter/journal writing
Strategic interactions		Skits
Ss individual presentations		

Creating real use opportunities for learners:

Treasure hunts
Telephoning each other/me
Sending them out into the community to find information
Give homework which requires them to find real use opportunities and report back later
Project work
Research projects-Internet, etc.
Classroom language
Bringing the real world into the classroom
Speakers

Authentic materials
Community-based learning
Personalization
Letter-writing/e-mail
Simulation and role play
Conversation partners /interviewing/public
Providing sheltered spaces for them to practice and reflect and process
Class time which focuses on analyzing opportunities for real use sharing with other students in preparation for above

Ways to group learners:

String
Pick a rod (colors match)
Matching cards or pictures (by color or shape or thematic groups, etc.)
Stand up and move (by name or touch)
Count off by 2's, 3's, etc.
Pairs, three's
Mingle and chat to music- STOP
Boys/girls; everyone wearing _____ get in one group, etc.
Someone you haven't talked to
Likes/dislikes-find something in common
Find someone who with only one possibility

Magazine picture puzzle pieces
Matching sound and animal/instrument/vehicle
Matching action and picture/emotion, etc.
Line-ups and divide
Dice or playing cards

SCHOOL FOR
INTERNATIONAL
TRAINING

Lesson Developer Check-list

Please complete the questions on the back as well.

Lesson Title:_____ Date:_____
Lesson Developer:_____ Assessing Peer:_____

Section 1: SLO:
___ Is the TL age/level appropriate and relevant to the Ss?
___ SLO includes the language component and a measurable activity to assess Ss'
     success.

Section 2: Beginning (Encounter: first 10-20 min.)
___ Begins with a warm-up and/or initial assessment activity.
___ Rapport is established, motivation and interest is engaged
___ Activates Ss schema and/or elicits prior knowledge.
___ Target language (TL) is introduced early in the lesson.
___ Checks student understanding of TL through pictures, questions and other
     strategies.

Section 3: Practice Time (Internalize)
___ Includes several interesting and varied chances to practice the TL.
___ Includes some T-Ss interaction and some S-S interaction.
___ Students are supported in their practice (i.e. scaffolding, support language,
     chunking, and/or error-correction feedback is provided for all activities.)
___ Materials engage Ss and help in Ss internalization
___ Includes assessment of students' learning of the TL often during the lesson.
___ Students' opinions are elicited

Section 4: Final Activity (Fluency)
___ Students are given a chance to prove their mastery of the TL.
___ Activity is meaningful and authentic.
___ Activity has students interacting with each other.

Section 5: Learning Styles
___ Lesson appeals to kinesthetic learners.
___ Lesson appeals to auditory learners.
___ Lesson appeals to tactile learners.
___ Lesson appeals to visual learners.
___ Lesson mixes some of the four skills: reading, writing, speaking, listening (circle
     which are used.)

Section 6: General

___ Lesson accommodates a variety of strategies (rephrasing, body language, opportunities for peers learning, etc...)

___ Recommended classroom-talk is level-appropriate.

___ Instructions are easy to follow (should be short and accurate.)

Section 7: Tomlinson's Features of Good Materials

To what extent do the materials in this lesson provide for and/or take into consideration the following aspects (check all that apply):

1. ___ Materials should achieve impact
2. ___ Materials should help learners to feel at ease
3. ___ Materials should help learners develop confidence
4. ___ What is being taught should be perceived as relevant and useful
5. ___ Materials should facilitate learner self-investment and discovery
6. ___ Learners must be ready to acquire the points being taught
7. ___ Materials should expose the learners to language in authentic use
8. ___ Learner's attention should be drawn to the linguistic features of the input
9. ___ Materials should provided opportunities to use the TL for communicative purposes
10. ___ Materials should take into account that the positive effects of instruction are usually delayed
11. ___ Materials should take into account that learners have different learning styles
12. ___ Materials should take into account that learners differ in affective attitude
13. ___ Materials should permit a silent period at the beginning of instruction
14. ___ Materials should maximize learning potential
15. ___ Materials should not rely too much on controlled practice
16. ___ Materials should provide opportunities for outcome feedback

1. Do you think the Ss will achieve the SLO? Why or why not?

_____
_____
_____
_____
_____

2. What questions/concerns do you still have about the lesson and how it will be taught? Be specific.

_____
_____
_____
_____
_____

Use this for notes:
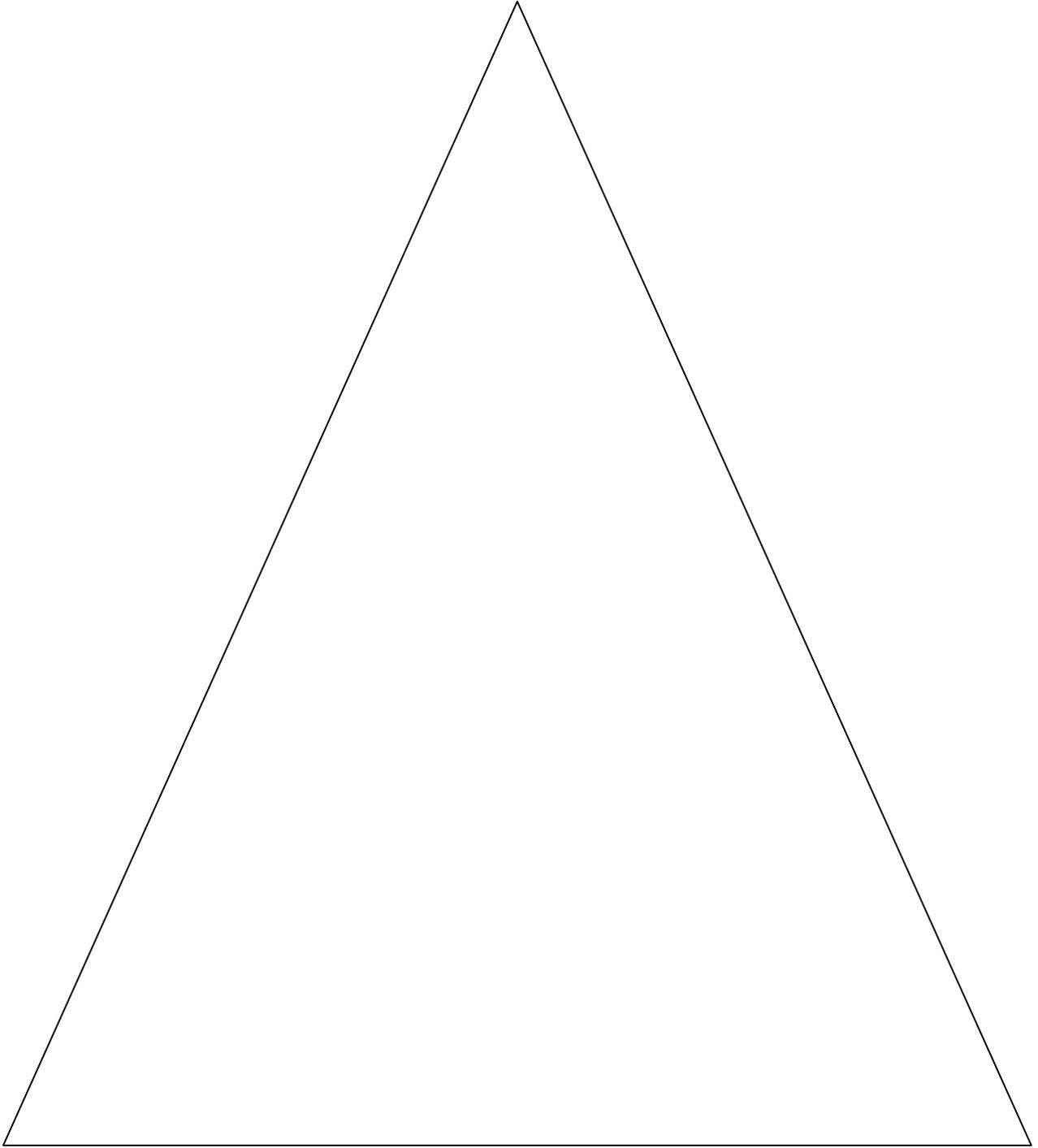
Halliwell's Working with and without Coursebooks
(Please answer **in full sentences** and **in your own words**)

1) How can working with a textbook help a teacher? How can working with a textbook help the learners? How can working with a textbook hinder teaching and learning?

2) The chapters don't discuss this directly, but what do you think is meant by the terms: Select, Adapt, Reject, and Supplement when working with and without coursebooks? (**Hint:** Select **DOES NOT** mean choose a textbook, so it is valid for both working with and without a coursebook. What does a T select, adapt, reject, and supplement?)

3) How can the teacher involve children in the planning? Why is involving your students in planning a good idea? How does it help learning?

4

Working with a coursebook

This chapter looks at three aspects of working with a class coursebook:

– choosing a book;
– supplementing the book if necessary;
– planning your progress through the book.

There are two common but extreme attitudes to coursebooks. The first is that it is wrong to deviate to any appreciable extent from what you have been given. The second is that it is wrong not to! Not only are both of these views unhelpful, they have also missed the point. The question is not 'Is it a good idea or a bad idea to use a coursebook extensively?' The important questions are 'What does the coursebook do well?' and 'What does the teacher do better?' When we have answered these questions we can each decide to what extent using a coursebook will suit our particular circumstances, what kind of coursebook will be appropriate for us and our classes, and how best to use it.

4.1
What a coursebook does well and what a teacher can often do better

The coursebook helps the teacher by providing:

– a clearly thought out programme which is appropriately sequenced and structured to include progressive revision;
– a wider range of material than an individual teacher may be able to collect;
– security;
– economy of preparation time;
– a source of practical teaching ideas;
– work that the learners can do on their own so that the teacher does not have to be centre stage all the time;
– a basis for homework if that is required;
– a basis for discussion and comparison with other teachers.

113

The coursebook helps the learners by providing a teacher who is more secure because of all the above. It also offers the learners:

– a sense of purpose, progression and progress;
– a sense of security;
– scope for independent and autonomous learning;
– a reference for checking and revising.

Together these make quite an impressive list of advantages. No doubt you could add others. However, there are several things that the teacher can often do better than a book, which are vital to successful language teaching and which tie in very closely with the priorities identified in Chapter 2. For example, the teacher is usually much better than the coursebook at:

– providing the spoken word in spoken exchanges;
– adjusting work in response to the reactions of the children;
– using communication other than words and pictures to back up language elements;
– setting up learning activities which encourage learners to talk and profit from interaction.

We need to keep these points in mind when choosing a coursebook.

4.2 Choosing a coursebook

Choosing a book for whole class use is always something of a leap in the dark. It may well be that you will not have a really good picture of its suitability until you have been working through it for some time. However, identifying the potential strengths of coursebooks generally, as above, can give us a starting point for looking at the strengths or weaknesses of any specific book. On this basis, we can make ourselves a list of questions about a book we are considering. If you set the questions out as a chart which you complete by blocking in a score from 1–5 (1 is poor, 5 is very good) you can get a clearer picture of the potential of any book. By dealing with several books in this way, you then have a comparative basis for making a decision.

What does this book offer?					
FROM THE POINT OF VIEW OF THE TEACHER	1	2	3	4	5
A Do the book's priorities match with your priorities? e.g: If you take learning through communicating as your priority, does the book aim to set up genuine interaction? Real language use?				▨	
B Does the book seem to do what it claims to do? e.g: If it claims to set up real language use, does it provide pairwork which really involves communication and not just learnt dialogues?					▨
C Is it clear how to use the book?				▨	

114

	1	2	3	4	5	
D Is the book clearly structured and sequenced?				▨		
E Does it provide integrated revision of key items?					▨	
F Are there additional materials provided which you personally can't otherwise obtain? e.g: Authentic materials? Native speaker tapes?	▨					
G Does it offer lots of practical ideas?		▨				
H Does the book develop a balance of the language skills of listening, speaking, reading, writing which suits your needs?				▨		
I Does it provide plenty of varied practice of any one set of language items?			▨			
J Does it help you to set tests if they are required by your school?	▨					
K Does it manage to avoid sexual, racial and cultural stereotypes?	▨					
FROM THE POINT OF VIEW OF THE CHILDREN:						
L Does the book look interesting and fun?			▨			
M Can the children easily see what they have to do?				▨		
N Does the book provide much for them to do independently?		▨				
O Does it give them activities and tasks which are interesting and worthwhile in themselves and which are not just language exercises?				▨		
P Does it provide plenty for those children who cannot yet read and write with confidence?			▨			
OTHER QUESTIONS OF YOUR OWN:						
Does it						
Does it						
Does it						

115

The point about making and blocking in a chart like this is that it allows us to see where the strengths and weaknesses of any one coursebook lie far more clearly than we can do by just answering the questions in our heads. We can then match the results on our chart up to our individual circumstances and needs. In the above case, for example, the book is clearly strong in a majority of key areas. The weakness in question F might not matter very much if you and your learners have good contact with native speakers and culture through other channels such as tourism, television and pop culture. Similarly, the setting of tests (question J) may not be relevant in your particular case. On the other hand, if you did choose this particular coursebook, you would now be aware that you would have to counter the stereotyping it presents (question K). In any case, you would want to apply this system to more than one book before you finally decided on a coursebook.

Clearly, when it comes to working out the significance of results shown in the chart, you will need to ask yourself some questions both about yourself and the learners you will be working with. For example:

- *Are you working within a system which requires you to cover certain topics?* If so, the first and most obvious concern is to look at the coverage of these provided by the book. The next question then follows.
- *Are you sufficiently confident about your own use of the language to be able to provide any missing elements?* If so, the question of coverage is less significant.
- *Do you have lots of teaching ideas yourself or will you rely on the coursebook for ideas?* If you are going to be relying on the coursebook, then a poor score in question G is significant no matter how attractive the book is in other ways. Some books provide excellent basic material but leave you to sort out how to teach it. If you are not getting help from elsewhere, such a book may not suit you.
- *Does your school expect you to provide homework?* If so, you might want to make sure the book has things in it which you could use for this purpose and preferably has suggestions to make about what the homework should be.
- *Do your children have to buy their own books?* If so, price becomes a major consideration and would be one of the questions you would add to the chart.
- *How much time have you got for preparation of supplementary materials?* Good language teaching will often demand some extra preparation by the teacher, but there is no point in committing yourself to more than you *know* is realistic. If you have very little time to spare, you will give priority to a book which already provides plenty of practice of each topic.
- *Are you yourself confident with the grammar but not the sound of the language?* If that is the case, you may want to give priority to a coursebook which is accompanied by cassettes.
- *Are the children well intentioned but very slow?* In that case, again, you will be looking particularly for something that provides varied practice of the same things.
- *Are you going to use the book with one of the more difficult classes you have encountered?* Your priorities here would probably be attractively presented materials and ones which were simple and clear. Already restless children do not wait long to be persuaded that the work is worthwhile, and if they cannot immediately get into an activity, they are more likely to become silly.

116

– Are there many children in the class who are weak at reading and writing? If so, you must consider choosing a book which does not rely too heavily on words or on your explanations of them to show what is to be done. The answer to question P becomes particularly significant however much the book appeals to you in other ways.

If you ask yourself these kinds of questions and complete a chart like the one above, you are unlikely to make a bad choice of coursebook. However, it would be even better if you could discuss the matter with another teacher or a group of teachers. First you should agree on the questions for your chart. Then, ideally, each of you would fill in the chart independently for two or three books agreed on in advance. After that, you could discuss points where your judgements are the same or differ. You could follow this by discussing which elements you consider essential and which of them you are willing to compensate for. Finally, you could exchange ideas on how to compensate for the books' shortcomings. Even if there is only one book easily available, or if you have had the choice made for you, it is worth filling in a chart because it can give you a clear overview of the book you will be using and the demands it is going to make on you.

However, even if we have been fortunate enough to be able to choose our own books, most of us find ourselves at some stage working with a coursebook which is not totally suitable. This is particularly true when it comes to setting up real language use. As we have seen, this is something the teacher can usually do better than the book. Coursebook writers have a real problem here. The printed page is a very difficult medium for setting up genuine interactive work. The majority of books in schools still have not found a way round the problem. The teacher, on the other hand, is in a position to set up real communication much more easily than the average coursebook can. The book can provide the material but it is usually the teacher who can best organise the events which turn that material into a real language exchange.

4.3
Increasing the real interaction and communication offered by a coursebook

Here are two brief examples to show why it may be a good idea to adapt some coursebooks slightly and to remind you of how it can be done fairly simply by using activities like those in the preceding section.

Coursebooks often use a series of pictures like this to introduce the new words or phrases they are practising.

117
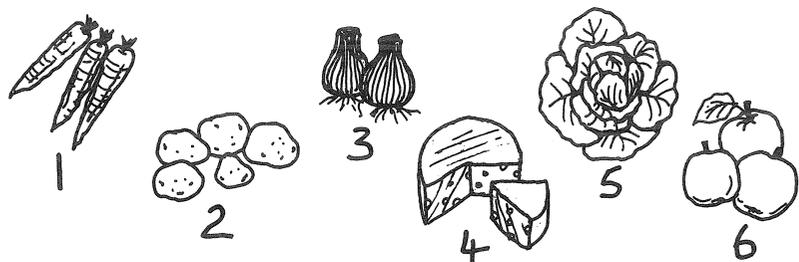
On the page, the exercise then often looks something like this:

Exercise A

Make up questions for each picture.
e.g. *Do you like carrots?*

The children go through the exercises making up a question for each picture in turn. (So far so good.) The problems, though, are firstly that the children only say each question once. Secondly, the element of true interaction is slight. Most importantly of all, the language is just a response to the pictures, it is not part of a genuine act of communication. However, it is possible for the teacher to use the same exercise from the book but to give it a little communicative 'twist'. If you have just read *Practical Activities 1*, you will know that it would be easy to use these same pictures to practise question formation as real language use by turning the exercise into one of the 'guess' activities. For example:

Guess which picture I'm thinking of

– Get a child to choose a picture without telling you or the class which it is. They can write down the number.
– Start guessing to show the class what to do.

   TEACHER: Do you like onions?
      CHILD: No, I don't.
   TEACHER: Do you like cheese?
      CHILD: No, I don't.

– Now get the class to help by asking their own questions. When they have guessed what the first child has chosen, let someone else choose a picture. After a while, this adapts very easily to pairwork with the children taking it in turns to guess what the other child has chosen.

You will be surprised how long the children will happily go on doing this. Compare it with the exercise provided by the coursebook where, once done, any repetition becomes empty and boring.

Although the exercise in its altered form sets up a genuine act of communication between the children, it is still an exercise not a genuine exchange of information.

118

Your book probably sets up pairwork. For example:

Exercise B

Work with a partner. Find out what they like.
e.g. *Do you like carrots?*
     Yes, I do./No, I don't.

This is better because each child is genuinely finding something out about a friend, but the activity is still rather limited in its impact if you stay tied to the book, because again the exchange, if it is to remain genuine, can only be done once. However, it does not take much to turn this exercise into a class survey of the kind set out in the previous section (see page 68 for details), where the children get up, move around and interview each other. In this form, they practise both the questions and the answers over and over again and are still genuinely finding out something about their classmates.

You will find that most of the activities suggested in the previous section are designed to be based on or grow out of coursebook work in this way. However, you may well be fortunate in your coursebook and may, in fact, not need to alter or add very much. Indeed, unless you are working from a book which is overwhelmingly unsuitable, it is probably a good idea first time through to use a book very much as the author suggests. After all, a great deal of thought has gone into the writing of it. By doing what the author suggests, you can also discover what the book really does or does not do.

However, whether you do adapt the book or just basically teach it 'straight', you will in any case have to work out how to pace your progress through it.

4.4
Pacing your progress through the book

Some coursebooks will tell you roughly how fast to move through them, i.e. how many lessons they expect you to spend on a unit with the mythical average class. Often, however, you will have to make your own decisions. Some teachers like to play it by ear and to see how the learners get on. They tend not to move on until the children have fully mastered a section or they move on quickly because the children seem bored. This is an attractive idea because it appears to have the merit that it puts the child's needs first. In fact, you could just as well be creating difficulties for the children. If they have to continue their programme with someone else next year, particularly if this involves transfer to secondary school, it will not help them (or your successor) if you have either done lots of topics sketchily, because the children quickly got bored, or so methodically and exhaustively that you have not completed the course.

It is probably a good idea to work out the overall distribution of the work for the year, much as you probably have to for your other work schemes. Working out a schedule like this is not a matter of being too teacher centred or rigid. You are not saying that you will stop unit 6 on December 6th whatever has happened. You may decide that the children need longer. The point is that if you do decide to take longer than originally anticipated, you now know that you will have to look for another perhaps easier area which you will be able to

119

do more quickly than anticipated. Similarly, if you find that you are covering ground very much faster than you expected, you can ask yourself whether you are giving the children enough opportunity to *use* the language as opposed to just 'covering' it. If the answer is still 'yes', then you have a chance to do something independently of the coursebook. You could, for example, explore the possibilities of integrating language work and other subjects along the lines suggested in Chapter 6. In this way, a rough schedule prevents us from getting into difficulties without noticing it, and helps us to take advantage of opportunities that arise. Contrary to the view you will sometimes hear expressed, predicting your timing is a sign of effective flexibility not rigidity.

You can do the initial time allocation as follows.

— Check first how long the book suggests you take over each unit. It may talk in terms of weeks or lessons, but either way it will give you some idea of what kinds of adjustments you are going to have to make for your circumstances.
— Divide the book into the number of school terms you have. You can perhaps allocate slightly more time to units at the beginning and the end of the book on the grounds that you and the class will need to get warmed up and that you will also need time for revision. (Don't forget, too, those elements of the school year which temporarily but effectively suspend serious study, e.g. religious festivals, school events, exams, special summer activities.)

The rough allocation over a three-term year for a book of twenty units could look something like this:

Term 1
Units 1-7

Term 3
Units 17-20

Term 2
Units 8-16
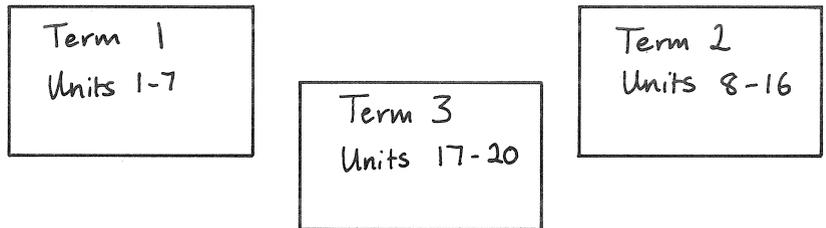
— Next do the same rough allocation for each half of the term. The outline scheme now looks like this:

1-2	3-7

17-19	20

8-12	13-16
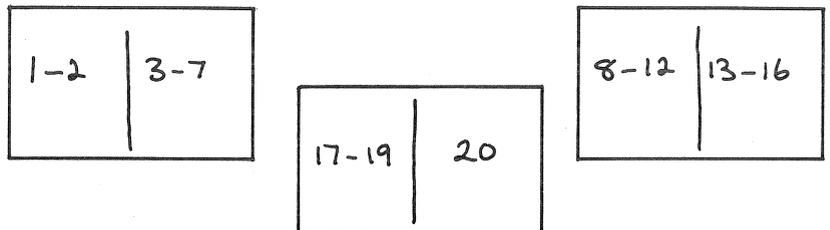
By now, it will be fairly clear that if you are to finish the book efficiently, you will have to do approximately *x* units in *y* weeks.

120

The consequences are clear. If you have little time each week for language work then you will have to put some of your preparation time and energy into identifying the essential items within the book and working out how to concentrate on those. If, on the other hand, you have plenty of time, your ingenuity will have to be directed towards working out how to provide plenty of additional and varied practice of the same topic. If the amount of time you take rests with you, you have a different set of decisions to make. Chapter 5 on working out your own programme discusses these.

> This chapter has looked at ways of shaping a coherent and effective programme around a coursebook. The need for coherence and structure becomes even more critical if you have to create the whole programme by yourself. Working without a coursebook is the focus of the next chapter.

121

5

Working without a coursebook

Many primary language teachers will have to work out their own programme in one way or another. Some teachers may have one coursebook as a resource book for themselves but none for their class. Others may have been given a syllabus in the form of a list of topics to work on in any way they choose. Some of you may have to work the whole programme out from nothing. This chapter offers one way of constructing your own work programme. It is suitable not just for teachers in schools, but also for those who are working independently. It would also be useful for those who are working with children under eight years old, for whom a formal syllabus is only rarely provided.

It is, in fact, surprisingly daunting to have the freedom to do what you like! However, the task is not as difficult as it may look. You will need to sort out three main things:

– How to give the programme a unifying thread and identifiable purpose.
– What topics to include and what to include under any particular topic.
– How frequent and how long language lessons should be if it is left to you.

We will look at each of these in turn.

**5.1
Finding a
unifying thread
and purpose**

Both teachers and learners need a programme which clearly has purpose and coherence. Learners need it because we all learn better if we can see what it is we are trying to do. This is for two main reasons. As learners:

– we need to know where to direct our energies;
– we need to have a mental framework into which we can fit new knowledge and understanding.

Teachers need a clear and coherent programme because:

– they too need to know where to direct their energies;
– it provides a central path through the otherwise limitless complexities of a language.

122

So the first task is to find a starting point and a unifying scheme. Luckily, in the language classroom, there is a very obvious and excellent starting point to hand; the children themselves. Taking the children as the starting point can both give our programme coherence and, at the same time, can help us in the second of our tasks, namely, sorting out what to include in that programme. Here is one way to approach the problem.

5.2 Deciding what to include

Stage 1: What aspects of life does a child really talk/think/read/write about?

Here are some suggestions. You will have others. Notice that these are not exactly topics. They are areas of interest, concern and experience.
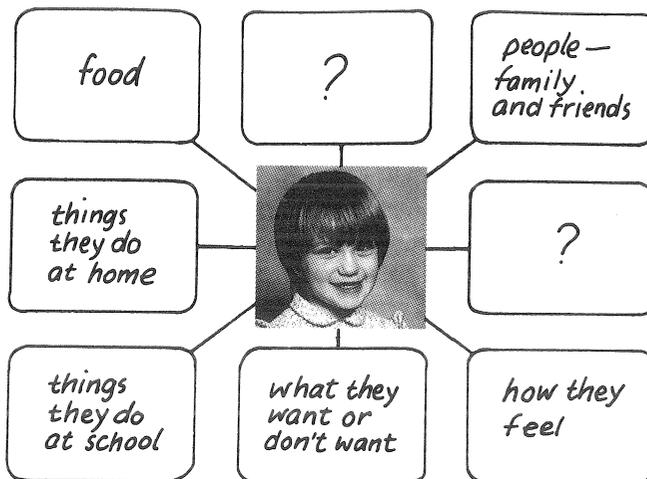
The next stage is to identify what the children use language for in each of these areas, that is to say the language 'functions'.

Stage 2: What does a child use language for in each of these areas?

Each of the areas in stage 1 can be explored further. The suggestions here are not intended to be exhaustive but to give the general idea of the language functions within one area.

123
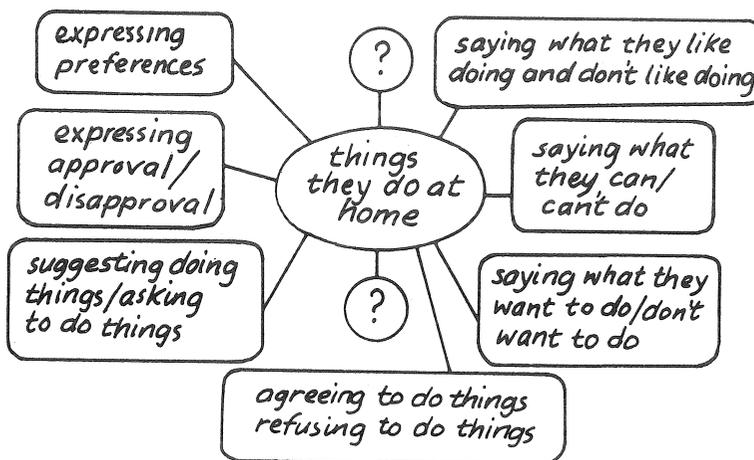
We also need to consider whether the child is most likely to need to be able to use language in these areas in the form of speaking, listening, reading or writing. There are some things which we read or write far less often than we hear or say them. For example, children are most likely to be speaking when they are asking to do something. It is important to remember this when you are structuring your own programme because it means that any reading and writing exercises on these areas are really only for the purpose of checking and backing up learning rather than for promoting real language use. So, reading and writing activities for them should be kept in proportion. Similarly, a quick glance at the topic above will also show that this particular area of language as a whole is more concerned with the language they will *produce* than the language they *receive*. In contrast, the topic of things they do in school will contain a large proportion of language that the children have to understand but not necessarily produce. So, in each case, you would want to bias your teaching accordingly.

Stage 1 was to identify some of the areas of the children's lives which are most relevant to them. Stage 2 was to think about the language needs they have in those areas. The final stage is to identify key concepts, key vocabulary and key structures which can provide a starting point for those areas in another language. Remember, we are only determining a starting point at this stage. Of course we would like the children to know more than one way of 'suggesting doing something', but one way will be enough to get them started.

Stage 3: Choosing starter phrases/vocabulary/structures
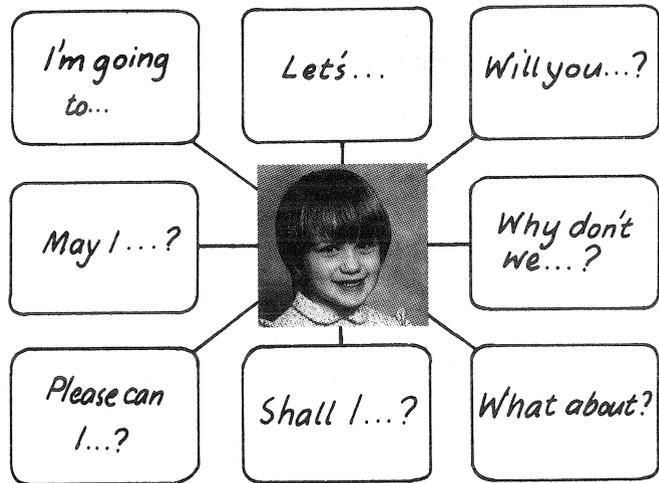
This is a rather rough and ready system but it works and you can refine it as you go along in the light of experience. Having generated some initial ideas like this, you can set out the product of your thoughts in a form which looks more like a programme or syllabus! So, the ideas so far begin to look like this:

124

TOPICS	FUNCTIONS	KEY PHRASES	SKILL
1. Activities at home	i) suggesting things to do / asking to do things ii) saying what they like doing / don't like doing iii) expressing preferences iv) expressing approval / disapproval v) saying what they want to do / don't want to do vi) agreeing to do things / refusing to do things vii) saying what they can / can't do	Please can I ... Let's ...	Speaking

It will not only help you and the children to have something like this worked out, but it will also enable you to pass on to the next teacher a summary of what the class has done.

It is not difficult to work something like this out for yourself, but this is also a very suitable topic for an inservice workshop or just for informal discussion with a friend or colleague. More importantly, this is a key area in which the teacher can involve the children in the decision making process and give them some responsibility for their own learning. After all, one of the priorities identified earlier was to help the children develop a feeling that the language is for them to use. You can make a considerable contribution to 'making it theirs' by involving them in the process of selecting the content of their programme, if you are free to do so. It will also help their learning in two other ways.

– If they have thought the programme through in some way with you, they will know where individual bits 'fit'.
– They will have an 'investment' in what you are doing and a greater commitment to working with you to make it successful.

5.3
Involving the children in the planning

If you are their class teacher, the best occasion for working out the programme with the children would probably be in their mother tongue classes before they start the foreign language. If you only meet the children for language classes,

125

you could do the exercise with them at the beginning of the year. Note that in the process of setting up the language course with you in this way, they will begin to discover a great deal about how language and communication work generally. In most countries, this is an important part of mother tongue classes. So, in this way, the foreign language programme is already supporting other aspects of the children's development and learning and is becoming integrated into the overall curriculum. At the same time, by setting up a programme which clearly matches the way they use their mother tongue, you are also establishing very clearly that all languages are equally about real people communicating. The foreign language is as normal as their mother tongue but different. The concept of different normalities is a vital one for our children to grasp in the multicultural, multilingual communities of today.

One possible way to set up this mother tongue introduction to the language programme is as follows:

- Tell the class that you are all going to think about what they need to learn in the foreign language and that you are going to start by doing a survey together of what kinds of things they talk about and how they talk about them in the mother tongue. Get them interested in the idea of finding out what people actually do talk about. Discuss whether and in what ways it is different from what they read or write about. The weather is a good topic to get this point across. For example, we rarely describe weather except in writing (holiday postcards). We usually comment on it ('Isn't it hot'). Weather forecasts have their own way of talking ('Sunny with occasional outbreaks of rain'). Children already have a sense of appropriateness. They would recognise the absurdity of chatting about the weather in the style of language used in a weather forecast, even if they couldn't express it. It may need to be articulated and explored. Try too to help them recognise that they don't all use the mother tongue the same way. For example, do they all have the same words for meals? (English children don't, as anyone knows who has tried to sort out the complexities of lunch/dinner/tea/supper.)
- To shape and record your discussions and explorations with the class, you could use the 'spiderchart' approach with them, just as the previous pages suggested you could use the charts to help yourself. So, for example, you could start by pinning a large picture of a child to the board and by getting the children to start suggesting which topics are of most concern for someone of their age. It will perhaps help if you start from concrete examples. Get each child to write down three things they have talked about this morning to their family, or three things they have talked to their friends about since they came to school. Again, by working like this and by introducing the children to the spiderchart, you are doing more than just setting up the foreign language programme. You are introducing them to a way of exploring, collecting and collating their own ideas. It is a strategy that you can introduce again on many other quite unrelated occasions such as class discussions of problematic issues, or pooling ideas for the next class outing. We need to help children to articulate ideas as well as to have them.
- Once they get the idea of identifying topics and building up a chart, let the children work out their own stage 1 chart in pairs. When they have done that, you can build up a class version on the board around your picture.

126

There is no need to rush this process. Remember, you are not just getting the children to give you a list of possible topics as quickly as possible. You want to encourage them to explore how they and others use language. So, for example, you can discuss the inclusion of certain topics which one pair suggests. Is there any agreement on what the main topics are? Get the children to clarify what they mean by the topics. If they say 'sport', are there some sports and not others which they would include? They could (in the mother tongue) do class surveys of the kind suggested in *Practical Activities 1*. They would then be familiar with the process when they encountered it in the foreign language lesson. If you are their class teacher, you can also help them process the results in their maths work in the form of bar charts or pie charts.
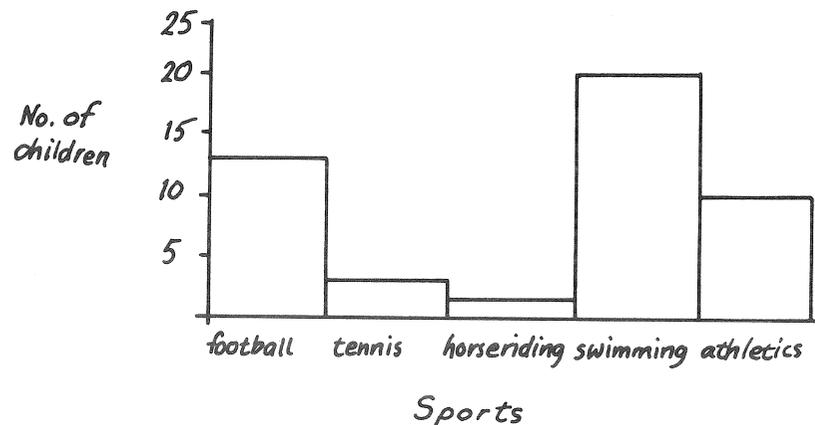
In this way, you can help the children to work through the various stages of the 'spidercharts'. For example, after they have identified food as a topic, you can take them on to what sort of things they say in connection with food, what sort of food language they read and hear, and what kinds of food are most common in the class. (Another good topic for a class survey.) By working through the approach with them, you can develop a framework on which you can be seen to have based your programme when they start the foreign language work.

Having looked at one method of choosing the content of your own programme, the next question for teachers who are responsible for designing their own programme is how often in the week they should offer language lessons and how long these lessons should ideally be.

5.4
Deciding how frequent and how long language lessons should be

Here, as in so much else to do with teaching, there is no clear cut answer. However, if you have any part in deciding the time allocation for language teaching, you need to know the relative merits of the various possible patterns of work. Briefly, they can be summarised as follows.

More than an hour of high density language work at a stretch is probably too much for most teachers and their classes. Less than half an hour is very insubstantial and fragmented. This sets the parameters. Within those, if you have roughly two hours a week to spend explicitly on language work, you can choose any combination of hours/half hours you like. By having four half hours, you can spread the contact through the week. The advantages of this are:

127

– The children do not lose sight of the language between sessions. It does not need reestablishing each time, but becomes an expected part of nearly each day, just like maths and science.
– The children have more chance of remembering work from one session to the next.
– You can deal with a few simple things each lesson, without 'losing' a class with a short concentration span.
– You will probably appear to get through the work more quickly because more frequent lesson endings seem to encourage us to finish things off!

The disadvantages are:

– Frequent lessons probably take more total preparation time than the equivalent amount of time needed to prepare two large blocks.
– Short lessons can be very demanding for both teacher and class. In order to do something worthwhile in a short session, teachers often find themselves putting in a great deal of emotional and physical energy as a stimulus to get things moving.
– Shorter lessons offer much less space for the children to do their own thing in worthwhile interactive or independent activities.

The advantages of two longer lessons are:

– It is easier to undertake sustained work on a topic without the thread being broken.
– You do not have to spend so much time recapping at the beginning of each lesson.
– Longer lessons may demand more ingenuity in planning, but they encourage us to make economic multiple use of our prepared materials and therefore can actually take less time to prepare.
– In longer lessons, we are more likely to leave children the space to process things for themselves and, by the same token, give ourselves a bit more breathing space.

The disadvantages of longer lessons are usually seen to be:

– They are more likely to present behaviour problems.
– They are more difficult for the inexperienced language teacher initially. (Remember, however, that there are ways discussed in Chapter 3 of reducing these potential problems.)

So, there is no clearly preferable approach in planning the frequency and duration of language lessons. As with so much in teaching, it is a matter of identifying the advantages and disadvantages of rival systems and deciding which advantages you yourself want and which disadvantages you can cope with.

128

This chapter and the preceding one have discussed language programmes and patterns of work. In doing so, they have, for the moment, been looking at language work as a freestanding 'subject', which is how it usually appears in schools. There is a danger here. If we only offer the children language work as something separate in this way, it tends just to be something the children do with and for the teacher. Yet we want to encourage them to perceive and experience another language as something that they personally can use. That was one of the priorities identified in Chapter 2. It was suggested then that one of the best ways to make a language real is to use it for other learning. So, whether you are working fairly closely with a coursebook or whether you are free to create your own programme, it is important to look for ways, however modest, of integrating language work and other learning. The next chapter looks in detail at possible strategies.

129

Ellis, R. (2002). **The Place of Grammar Instruction in the Second/Foreign Language Curriculum**. In E. Hinkel & S. Fotos *New Perspectives on Grammar Teaching in Second Language Classrooms* (pages 14-34). Routledge: London.

Rod Ellis
University of Auckland, New Zealand

Directions: Answer the following questions on a separate piece of paper. I will collect them next week.

1. What are the four reasons that the author gives for learners' failure to achieve a high level of grammatical competence?
2. Summarize the six aspects of SLA research that support grammar instruction?
3. Where and when should grammar be taught in the EFL/ESL curriculum? Why?
4. The author describes the kind of activities that need to be present in a unit to support grammar acquisition; what are these activities?

The place of grammar instruction in the second/foreign language curriculum has been strongly debated in the past 30 years. In teaching methods reliant on a structural syllabus (e.g., grammar translation, audiolingualism, Total Physical Response, situational language teaching), grammar held pride of place. However, with the advent of communicative language teaching (see, e.g., Allwright, 1979) and "natural" methods (e.g., Krashen & Terrell, 1983), this place has been challenged and in some cases, a "zero position" has been advocated (e.g., Krashen, 1982) on the grounds that teaching grammar does not correlate with acquiring grammar. More recently, various arguments have been advanced for incorporating a ''focus on form"[1] into the language curriculum (e.g., Doughty & Williams, 1998), motivated by research findings that suggest that "natural" language learning does not lead to high levels of grammatical and sociolinguistic competence (e.g., Swain, 1985). The purpose of this chapter is to consider a number of reasons why grammar should be included in a second language (L2) curriculum. The chapter also addresses how a grammar component might be incorporated into a communicative curriculum. Finally, it outlines an approach to the teaching of grammar that is compatible with the curricular framework being proposed.

THE CASE FOR TEACHING GRAMMAR

A case for teaching grammar can be mounted from different perspectives: (1) acquisition theory, (2) the learner, and (3) language pedagogy. Taken together,

---

[1]Long (1988) distinguishes between a "focus on forms" and a "focus on form." The former refers to traditional approaches to grammar teaching based on a structure-of- the-day approach. The latter refers to drawing learners' attention to linguistic forms (and the meanings they realize) in the context of activities in which the learner's primary focus of attention is on meaning.

arguments based on these perspectives provide a compelling argument in favor of teaching grammar.

Acquisition Theory

It is now widely acknowledged that L2 learners, particularly adults, fail to achieve high levels of grammatical competence even if they have ample opportunity to learn the language naturally. Hammerly (1991) indicates that many naturalistic learners, even after years of exposure to the L2, often fail to proceed beyond the second level on the American Council on the Teaching of Foreign Languages (ACTFL) scale of language proficiency. Kowal and Swain (1997) and Swain (1985) point out that learners in Canadian immersion programs (i.e., programs in which the target language serves as the medium of instruction for teaching subject content) achieve high levels of discourse and strategic competence but frequently fail to acquire even basic grammatical distinctions, such as passé composé and imparfait in French. There are many possible reasons for learners' failure to achieve high levels of grammatical competence, including the following:

1. Age: Once learners have passed a "critical period" (about 15 years of age in the case of grammar) the acquisition of full grammatical competence is no longer possible.
2. Communicative sufficiency: Learners may be able to satisfy their communicative needs without acquiring target language norms.
3. Limited opportunities for pushed output: Research (e.g., Allen, Swain, Harley, & Cummins, 1990) has demonstrated that the linguistic environment to which learners are exposed in the classroom may indeed be limited in quite significant ways.
4. Lack of negative feedback: It has been suggested that some grammatical structures cannot be acquired from positive input, which is all that is typically available to learners learning an L2 "naturally" (see White, 1987).

If (1) is the reason, not much can be done to alleviate the problem pedagogically, as teachers are clearly powerless to alter the age of their learners. However, there is growing doubt concerning the validity of the critical period hypothesis where grammar is concerned; it is becoming clear that there are large numbers of learners who, given sufficient time and motivation, are successful in acquiring target language norms even if they start learning the L2 after the age of 15. If (2) and (3) are the reasons, two possible solutions suggest themselves. One is improving the quality of the interactional opportunities learners experience, for example, by ensuring that learners' communicative needs are enhanced by requiring them to produce "pushed output." One way of achieving this is by devising a curriculum of communicative tasks that are linguistically demanding (e.g., call for learners to activate their rule-based as opposed to lexical competence - see Skehan, 1998). The other solution is to focus learners' attention on grammatical form (and, of course, the meanings they realize) through some kind of grammar teaching. Point (4) also indicates the need for grammar teaching, as this serves as one of the more obvious ways in which learners can obtain the negative feedback needed to acquire "difficult'' structures.

Given that the possible reasons for learners' failing to achieve target language norms vary in the kind of solution they point to, it is obviously important to establish

whether the "teach grammar" solution is, in fact, effective. Earlier (see Fotos & Ellis, 1991), I summarized the main findings of what is now a substantial body of empirical research that has investigated the effects of form-focused instruction on interlanguage development. This summary, I would claim, remains valid today. It states:

1. Formal instruction helps to promote more rapid L2 acquisition and also contributes to higher levels of ultimate achievement (Long, 1988).
2. There are psycholinguistic constraints which govern whether attempts to teach learners specific grammatical rules result in their acquisition. Formal instruction may succeed if the learners have reached a stage in the developmental sequence that enables them to process the target structure (Pienemann, 1984). Conversely, it will not succeed if learners have not reached the requisite developmental stage.[2]
3. Production practice is not sufficient to overcome these constraints. There is now clear evidence to suggest that having learners produce sentences that model the target structure is not sufficient to guarantee its acquisition as implicit knowledge. Studies by Schumann (1978), R. Ellis (1984), and Kadia (1988), among others, suggest that formal instruction directed at developmental or difficult grammatical structures has little effect on performance in spontaneous language use. (The term developmental refers here to structures that are acquired in stages and involve the learner passing through a series of transitional phases before mastering the target structure. Examples of developmental structures are negatives and interrogatives.)
4. It is possible, however, that formal instruction directed at relatively simple grammatical rules (such as plural or copula be) will be successful in developing implicit knowledge, as such forms do not require the mastery of complex processing operations (Pica, 1983; Pienemann, 1984).
5. Formal instruction is effective in developing explicit knowledge of grammatical features. There is substantial evidence to suggest that formal instruction is successful if the learning outcomes are measured by means of an instrument that allows for controlled, planned, language use (e.g., an imitation test, a sentence-joining task, or a grammaticality judgment task). It is in this kind of language use that learners are able to draw on their explicit knowledge. Studies by Kadia (1988); Lightbown, Spada, and Wallace (1980); Schumann (1978); and Zobl (1985) all support such a conclusion.
6. Formal instruction may work best in promoting acquisition when it is linked with opportunities for natural communication (Spada, 1986).

In short, although there are constraints that govern both when and what type of grammar teaching is likely to work, there is clear evidence that, providing these constraints are taken into account, teaching grammar can have a beneficial effect on learners' interlanguage development. This conclusion is now widely accepted by Second Language Acquisition (SLA) researchers (see Doughty and Williams, 1998).

---

[2] A recent article by Spada and Lightbown (1999) does cast some doubt on the claim that developmental sequences are inviolable. This study found that learners who were at an early stage in the acquisition of question forms were able to learn question forms at an advanced stage as a result of formal instruction, suggesting they were not constrained by the kind of psycholinguistic constraints on acquisition proposed by Pienemann. Spada and Lightbown suggest that the effectiveness of instruction may depend less on the learners' stage of development than on the type of instruction.

The Learner's Perspective

An equally strong reason for including grammar in the L2 curriculum is that many learners expect it. Adult learners typically view "grammar" as the central component of language and, irrespective of the type of instruction they experience, are likely to make strenuous efforts to understand the grammatical features they notice. In an analysis of the diaries written by ab initio learners of German in an intensive foreign language course at a university in London (Ellis, R., unpublished manuscript), I was struck by the depth of the learners' concern to make sense of the grammar of German. Their diaries are full of references to grammar—of their struggle to understand particular rules and their sense of achievement when a rule finally "clicked." It should be noted, too, that "grammar" for these learners consisted of explicit rules that they could understand; it was not the kind of implicit grammar that comprises interlanguage.

Of course, not all learners will orientate so strongly to studying grammar. Some, younger learners for example, may be more inclined to view language functionally - as a tool for communicating - and may be less able to benefit from grammar instruction. Nevertheless, it is my contention that many successful learners are not only prepared to focus on form but actively seek to do so (see Reiss, 1985). For such learners, a "communicative" syllabus that eschews a focus on grammar may be missing the mark.

A Pedagogical Perspective

One of the arguments that was advanced against the kind of notional/functional syllabus that appeared in the late 1970s and early 1980s was that ''notions" and "functions" do not provide a basis for the systematic coverage of the language to be taught (see Brumfit, 1981). Examples of notions are possibility and past time, whereas examples of functions are requests and apologies. The problem with such constructs is that they are not generative in the way grammar is. A similar criticism can be leveled at the current fashion for task-based or thematically based syllabuses. There can be no guarantee that the teaching activities that are based on such syllabuses provide a full and systematic coverage of the grammar of the L2. To some extent, tasks can be devised so that they require learners to use specific grammatical features, but, at least where production tasks are concerned, there are limits on the extent to which these features are essential in performing the tasks (see the comments later in this chapter) as learners are adept at avoiding the use of structures that they find difficult. Arguably, the only way to ensure a systematic coverage of the grammar of the L2, then, is by means of a structural syllabus. Such a syllabus provides teachers and learners with a clear sense of progression—something that I think is missing from both notional and task-based syllabuses. However, this does not mean the abandonment of meaning-based syllabuses and a straight return to the structural syllabus. Rather, I see a need for both. This involves a curriculum that incorporates both types of syllabus. We will now turn to the question of how grammar can be incorporated into a language curriculum.

THE PLACE OF GRAMMAR IN THE CURRICULUM

Deciding the place of grammar in the language curriculum involves seeking answers to the following questions:

1. At what stage of learners' general L2 development should grammar be taught?
2. With what intensity should grammar be taught?
3. Can the teaching of grammar be integrated into meaning-focused instruction?

The first question concerns the general timing of the grammar instruction. The second deals with whether grammar instruction should be intense or spread over a period of time. The third concerns the crucial matter of the relationship between the grammar and the communicative components of a syllabus.

The Timing of Grammar Instruction

An assumption of traditional approaches to grammar is that it should be taught from the very beginning stages of a language course. This assumption derives from behaviorist learning theory, according to which learning consists of habit formation. Learners must be taught correct habits from the start to avoid the unnecessary labor of having to unlearn wrong habits in order to learn the correct ones later. As Brooks (1960) put it, "Error, like sin, is to be avoided at all cost." Such a view is not supported by current theories of L2 acquisition. Interlanguage development is seen as a process of hypothesis-testing and errors as a means of carrying this out (Corder, 1967). Learners follow their own built-in syllabus. Thus, it is now widely accepted that errors are both a natural and inevitable consequence of the processes of acquisition. In other words, there is no longer a theoretical basis for teaching grammar to prevent errors.

There are, in fact, some fairly obvious reasons for not teaching grammar to beginners. First, as the immersion studies have shown (see Johnson & Swain, 1997), learners do not need grammar instruction to acquire considerable grammatical competence. Learners with plentiful opportunities to interact in the L2 are likely to acquire basic word order rules and salient inflections without assistance. For example, L2 learners who have never received instruction are able to acquire the rules for ordering elements in the English noun phrase; they do not put the adjective after the noun, even when this is the ordering in their L1 (Hughes, 1979). They are also able to acquire the English auxiliary system and, over time, use this in a target-like manner in interrogatives and negatives. Probably, they will also acquire at least some complex structures such as simple relative clauses in which the relative pronoun functions as subject (as in "Mary married the man who lived next door"). Of course, not all learners will acquire these grammatical features; some learners, like Schumann's Alberto (Schumann, 1978), will fossilize early. But many learners will go quite a long way without any attempt to teach them grammar. In other words, up to a point, the acquisition of a grammar takes place naturally and inevitably, providing learners experience appropriate opportunities for hearing and using the L2.

A second, more powerful reason for not teaching grammar to beginners is that the early stage of L2 acquisition (like the early stage of L1 acquisition) is naturally agrammatical. Language learners begin by learning items—words or formulaic chunks. They communicate by concatenating these, stringing them together into

sequences that convey meaning contextually, as shown in these examples from Ellis (1984):

> Me no (= I don't have any crayons)
> Me milkman (= I want to be the milkman)
> Dinner time you out (= It is dinner time so you have to go out)
> Me no school (= I am not coming to school on Monday)

Such utterances are ubiquitous in the spontaneous, communicative speech of beginner L2 learners, both child and adult. It is only later that learners begin to grammaticalize their speech. According to N. Ellis (1996), they do this by extracting rules from the items they have learned—bootstrapping their way to grammar. It would seem, then, that the early stages of language acquisition are lexical rather than grammatical (see also Klein & Perdue, 1992; Lewis, 1993).

If grammar teaching is to accord with how learners learn, then, it should not be directed at beginners. Rather, it should await the time when learners have developed a sufficiently varied lexis to provide a basis for the process of rule extraction. In crude terms, this is likely to be at the intermediate-plus stages of development. There is a case, therefore, for reversing the traditional sequence of instruction, focusing initially on the development of vocabulary and the activation of the strategies for using lexis in context to make meaning and only later seeking to draw learners' attention to the rule-governed nature of language.

The Intensity of Grammar Instruction

Independent of when grammar should be taught is the question of how intense the instruction should be once it starts. Is it better, for example, to spend substantial periods of time focusing on a relatively few (albeit problematic) grammatical structures, or is it better to deal less intensively with a broad range of structures?

There are now a number of studies that demonstrate that when problematic grammatical structures are taught intensively learners acquire them. Harley (1989), for example, describes an instructional treatment for dealing with the distinction between passé composé and imparfait that lasted eight weeks! Thankfully, this resulted in marked gains in the accuracy of these verb forms that were sustained over time. One wonders, however, how feasible such intense treatments are in the context of the complete language curriculum. If such lengthy periods of time are devoted to a single grammatical structure there will be little time left to focus on the numerous other grammatical problems the learners experience.

Underlying this question of the intensity of the instruction is another question. What is the goal of grammar instruction? Is it to lead learners to full control of the targeted structures? Or is it to make them aware of the structures and, perhaps, of the gap between their own interlanguage rule and the target language rule? Grammar instruction, again influenced by behaviorist learning theory, has assumed that the goal of grammar instruction is complete accuracy. It is this assumption that appears to motivate the call for intense doses of instruction of the kind Harley provided. However, a more cognitive view of L2 learning suggests that acquisition begins with awareness, and that once this has been triggered learners will achieve full control

through their own resources in due time. Such a view supports a less intense, broader-based grammar curriculum.

The Relationship Between Code-Focused and Message-Focused Instruction

Traditional language teaching was code-focused, although there were probably always some opportunities for message-focused activity, even in the most audiolingual of courses. With the advent of communicative language teaching, however, more importance, quite rightly, has been given to message-focused language activity, not just because this is seen as needed to develop communicative skills in an L2, but also because it caters to the natural acquisition of grammar and other aspects of the code (see, e.g., Prabhu, 1987). Perhaps the key issue facing designers of language curricula is how to relate the code-focused and the message-focused components. There are two basic options.

The first is the integrated option. Integration can be achieved in two ways:

1. Communicative tasks that have been designed to focus attention on specific properties of the code. I have referred to these elsewhere as "focused communicative tasks." Such an approach represents a proactive approach toward integration; it takes place at the level of the curriculum content.
2. Teachers' feedback on learners' attempts to perform communicative tasks. Such feedback can focus on specific errors that learners make. This approach is reactive in nature; it takes place, not at the level of content, but methodologically. The feedback can be instant (i.e., can occur as an immediate response to a learner error) or it can be delayed (i.e., take place after the communicative task has been completed).[3]

There are enormous problems in designing focused communicative tasks (see Loschky & Bley-Vroman, 1993) that preclude using them as a means of achieving curricular integration. As I have already noted, learners are adept at sidestepping the grammatical focus while performing a communicative task, unless of course they are told what the focus is; in which case, it can be argued that the task ceases to be communicative and becomes a situational grammar exercise. Integration is more likely to be achieved reactively rather than proactively, although there are some obvious problems here, not least concerning the nature of the feedback; should it be explicit, which potentially endangers the communicative nature of the task, or implicit, when it might not be noticed? Currently, however, strong arguments have been advanced for what Long (1991) has called ''a focus on form'' (i.e., reactive feedback while learners' primary attention is on message). The claim is that drawing learners' attention to form in the context of ongoing communicative endeavor is compatible with the type of input processing that is needed for interlanguage development.

The second approach for relating the two elements of a language curriculum is the parallel option. Here no attempt is made to integrate a focus on code and message;

---

[3] Little is currently known about the relative efficacy of immediate and delayed negative feedback on learners' acquisition of grammatical features. Most studies of negative feedback have focused on the type of feedback (e.g., whether it is implicit or explicit) rather than the timing. This is clearly an area that needs to be investigated.

instead, these are entirely separate components. In such a syllabus, the main component would consist of communicative tasks, designed to engage learners in the receptive and productive processes involved in using language to convey messages. A second, smaller component would consist of a list of grammatical structures to be systematically taught. There would be no attempt to create any links between the two components. The time allocated to the two components would vary according to the learners' general level of proficiency. Thus, at the elementary level there would be only communicative tasks (receptive rather than productive in the first instance). At the intermediate stage, once learners had established a lexical basis for the acquisition of grammar, the focus on code (which could include pronunciation and discourse as well as grammar) would kick in, growing progressively larger as time passed, until it occupied close to half of the total time available with advanced learners. This proportional curriculum model (Yalden, 1983) is shown in Fig. 2.1.

Elementary	Intermediate	Advanced
Communication tasks	→	→
	Code-focused tasks	→

FIG. 2.1 *The relationship between the communicative and code components of a syllabus.*

This proposal flies in the face of what is generally considered to be good practice in language pedagogy—namely, that the curriculum should be carefully constructed to ensure an integration of skills, with tasks carefully sequenced to ensure a systematic and graded progression. However, such syllabuses, although superficially sensible, ignore the essential fact that skill integration is not something that is achieved externally by the curriculum designer (or teacher) but must be achieved internally by the learners themselves, in accordance with their built-in syllabuses and their particular learning goals. Curriculum designers have hung themselves quite needlessly on the gallows of the integrated syllabus.

There are strong arguments to support the view that the goal of the code-oriented component of the syllabus should be awareness rather than performance; that is, the syllabus should be directed at developing learners' conscious understanding of how particular code features work, not at ensuring that learners are able to perform them accurately and fluently. In more technical terms, this entails a syllabus directed at explicit rather than implicit knowledge of the L2. As I have argued elsewhere (see Ellis, R., 1991a, 1993, 1997), it is unrealistic to try to intervene directly in interlanguage development by teaching implicit knowledge, as this constitutes a highly complex process, involving intake and gradual restructuring, which we still understand quite poorly and which is not amenable to one-shot (or even to several-shot) pedagogic ministrations. In contrast, explicit knowledge can be taught relatively easily in the same way that history dates or mathematical formulae can be taught.[4] Of course, explicit knowledge constitutes a lesser goal than implicit knowledge, as

---

[4] This assumes that many L2 learners are capable of learning a wide range of explicit rules. Such an assumption is controversial, however. Krashen (1982) claims that learners are only capable of learning simple rules (e.g., third-person -s). However, there is research evidence to suggest that Krashen seriously underestimates learners' capacity for explicit knowledge (see, e.g., Green & Hecht, 1992).

effective communication activity requires the latter type of knowledge. This limitation, however, is less severe if it can be shown that explicit knowledge plays an important facilitating role in helping learners acquire implicit knowledge by encouraging "noticing" and "noticing the gap" (Schmidt & Frota, 1986). If learners know about a grammatical feature they are more likely to heed it when they come across it in the input and also to attend to how it differs from the current interlanguage rule that underlies their own performance in the L2. In other words, the goal of a grammar syllabus becomes not that of teaching learners to use grammar but of helping them to understand how grammar works. In this respect, but not others, this position is closer to that of the cognitive code method than to behaviorism.

A crucial issue is the content of the code-oriented component of the syllabus. Clearly, this will have to go beyond grammar, to include pronunciation (perhaps) and discourse features. Here, however, I will consider only the question of grammar content. Clearly, this content should be derived from our understanding of the learning problems that learners experience; that is, the content should be remedial in nature, focusing on areas of grammar where learners are known to make errors. There are, in fact, many such areas that are common to all learners. The so-called developmental errors reflect learning problems that are universal. Examples are as follows:

- omission of plural -*s*
- omission of third person -*s*
- overuse of the article *the* (and corresponding under-use of *a*)
- the double comparative (e.g., "more faster")
- resumptive pronouns in relative clauses (e.g., "The man who my sister had married *him* …")
- process verbs (e.g., "The size was increased greatly.'')

Our knowledge of such problem areas of grammar provides a solid base for the development of a general grammar syllabus, applicable to all language learners. Of course, syllabuses designed for specific groups of learners will need to take account of the fact that there are also some errors directly traceable to first language influence. Probably, though, the transfer errors are less numerous than the developmental errors (see Ellis, R., 1994).[5]

Curriculum designers also need to consider how this grammatical content can be graded. There is a growing and somewhat confused literature dealing with this issue. Although there is general agreement that grading should proceed in accordance with difficulty, there is much less agreement regarding what this actually involves. This results, in part, from the failure to recognize that what is difficult with regard to implicit knowledge may not be difficult in terms of explicit knowledge. For example, teaching learners to understand the rule for third-person -*s* (explicit knowledge) is relatively easy, but teaching them to use this feature accurately and fluently (implicit

---

[5] Many errors, of course, are the result of both developmental and transfer processes. Thus, whereas all L2 learners seem to have problems distinguishing the use of *the* and *a* learners whose L1 does not include an article system (e.g., Japanese or Korean learners) are likely to experience the problems for longer, often failing to completely overcome them, even though they achieve a very advanced level of overall proficiency.

knowledge) is problematic. Thus, third-person -*s* can be thought of as an easy explicit feature but a difficult implicit feature. The question that needs to be addressed, then, is what criteria influence the level of difficulty learners are likely to experience in acquiring grammatical features as explicit knowledge? Table 2.1 suggests some of the criteria. At this juncture, it is not possible to apply these criteria in a systematic fashion, although it might be argued that these are the very criteria that have been traditionally applied in the development of structural syllabuses. Thus, designers of grammatical structures can call on this tradition with some confidence.

TABLE 2.1
Criteria for determining the difficulty of grammatical structures as explicit
knowledge approach for teaching grammar

Criteria	Definition	Example
1. Formal complexity	The extent to which the structure involves just a single or many elements.	Plural -*s* is formally simple; relative clauses involve many elements.
2. Functional complexity	The extent to which the meanings realized by a structure are transparent	Plural -*s* is transparent; articles are opaque
3. Reliability	The extent to which the rule has exceptions.	Third-person -*s* is very reliable; the rule for periphrastic genitives is much less reliable.
4. Scope	The extent to which the rule has a broad or narrow coverage.	The Present Simple Tense has broad scope; the Future Perfect Tense has narrow scope.
5. Metalanguage	The extent to which the rule can be provided simply with minimum metalanguage.	Plural -*s* is simple; reflexive pronouns are more difficult; subject verb inversion is even more difficult.
6. L1/L2 contrast	A feature that corresponds to an L1 feature is easier than a feature that does not.	For French learners of English, the position of adverbs in sentences is difficult.

Finally, it should be noted that the two principal curricula options—integrated and parallel—are not, in fact, mutually exclusive. It would be perfectly possible to complement a parallel syllabus that includes a nonintegrated grammar component with Long's "focus on form" through reactive feedback to errors that learners make when performing tasks from the communicative component of the syllabus. There are considerable strengths in such a proposal as a focus on form. It may be one way in which teachers can encourage learners to make use of their explicit knowledge to "notice" features in the input. This raises the intriguing possibility of forging a link between the focus on form and the teaching of explicit knowledge (i.e., by teachers directing feedback on features that have recently been explicitly taught). It is doubtful, however, if such a link can ever be anything other than opportunistic. In general, the focus of teachers' feedback in the communicative strand of the curriculum will not

match the focus in the grammar component. Nor do I see this as something for which to strive for the reasons I have already given.

AN APPROACH FOR TEACHING GRAMMAR

The approach for teaching grammar that will now be outlined is premised on the assumption that the focus of the instruction should be awareness rather than performance. There are, in fact, two senses of awareness. First, learners can be made aware of the formal properties of the language as they experience these in input; that is, they can be made to consciously "notice'' them. Second, learners can be made aware in the sense of forming some kind of explicit representation of a target form (i.e., developing explicit knowledge). Figure 2.2 shows these two senses of awareness. The particular approach to teaching grammar that I will now describe involves attempts to induce both kinds of awareness.

	Awareness (1)	Awareness (2)	
		explicit knowledge	
input			output
	intake (noticed forms)	implicit Knowledge	
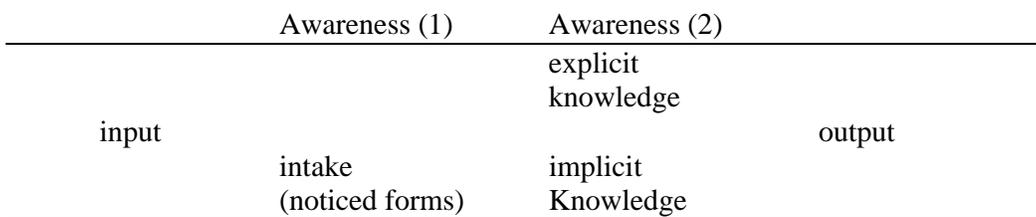
FIG. 2.2 *Two types of awareness in L2 acquisition.*

The materials (Ellis & Gaies, 1998) consist of a series of units, each directed at a single grammatical problem. The approach is remedial, with the error targeted in a unit indicated in an "error box." By asking "Do my students make this error?" the teacher is able to determine whether to teach the unit.

A unit consists of five kinds of activities:

1. Listening to comprehend: Here students listen to a continuous text that has been contrived to contain several examples of the target structure. On this occasion, however, they are required to focus on the message-content of the text.
2. Listening to notice: In this activity the students listen to the text a second time (and if necessary a third or fourth time) to identify the target structure. To assist the process of noticing the structure, they are asked to complete a gapped version of the text. It should be noted, however, that this fill-in-the-gap activity differs from traditional grammar exercises in that students do not have to rely on their competence to complete the text; they can obtain the missing words by listening carefully.
3. "Listening to Notice" is intended to raise the first type of awareness in the students. Oral rather than written texts have been chosen to induce real-time input processing.
4. Understanding the grammar point: This activity is directed at helping learners develop explicit knowledge of the grammar point (i.e., awareness). They are helped to analyze the "data" provided by the text, which they have now completed, and to "discover'' the rule. A discovery approach to teaching explicit knowledge is favored on the grounds that it is more motivating and that it also serves a learner-training function. By completing such tasks,

learners can develop the skills needed to analyze language data for themselves and so build their own explicit grammars of English. However, there is a grammar reference section (at the back of the book) to which students can refer to check the accuracy of the explicit rule they have formed.

5. Checking: The students are given a further text (this time, written) containing errors. They are asked to identify the errors and correct them. This kind of grammaticality judgment task is chosen because it lends itself to the use of explicit knowledge (see Ellis, R., 1991b). It also fosters the skill of monitoring, which, as Krashen (1982) has pointed out, draws on explicit knowledge.

6. Trying it: Finally, there is an opportunity for students to try out their understanding of the target structure in a short production activity. The emphasis here is not so much on practicing the structure as on proceduralizing students' declarative knowledge, a step DeKeyser (1998) considers to be necessarily intermediate between the teaching of explicit knowledge and its full automatization as implicit knowledge.[6]

These materials are not designed to develop implicit knowledge. Indeed, this can hardly be achieved in a single hour, the typical length of time needed to complete a unit. They are directed at developing students' awareness of grammar. As such, the materials do not constitute a complete curriculum but rather the kind of grammar component I have described in the previous section. They will need to be complemented with task-based materials of a communicative nature.

CONCLUSION

This chapter has sought to make a case for teaching grammar. However, the case is a circumscribed one, and it is perhaps useful to conclude by saying what is not being proposed as well as what is.

It is NOT being proposed that:

- We revert back completely to a structural syllabus.
- We teach beginners grammar.
- We attempt to teach learners to use grammatical features accurately and fluently through intensive practice exercises.
- We teach grammar communicatively (e.g., by embedding a grammar focus into communicative tasks).

It is being proposed that:

- We include a grammar component in the language curriculum, to be used alongside a communicative task-based component.

---

[6] DeKeyser's claim that explicit knowledge can be converted into implicit knowledge by means of automatizating practice can be challenged for the reasons explained earlier in this chapter. However, his idea of "proceduralizing declarative knowledge" seems a useful one. Thus, the materials stop at this stage and make no attempt to supply the kind and amount of practice that DeKeyser acknowledges is needed for automatization.

- We teach grammar only to learners who have already developed a substantial lexical base and are able to engage in message-focused tasks, albeit with language that is grammatically inaccurate.
- We teach grammar separately, making no attempt to integrate it with the task-based component (except, perhaps, methodologically through feedback).
- We focus on areas of grammar known to cause problems to learners.
- We aim to teach grammar as awareness, focusing on helping learners develop explicit knowledge.

These proposals are theoretically based and, as such, provide a solid foundation for the teaching of grammar. However, it needs to be acknowledged that there is more than one theory of L2 acquisition and that somewhat different proposals based on alternative theories are possible (see DeKeyser, 1998, for example). This is likely to ensure that the place of grammar in the curriculum and the nature of grammar teaching will be hotly debated in the years ahead.

REFERENCES

Allen, P., Swain, M., Harley, B., & Cummins, J. (1990). Aspects of classroom treatment: Toward a more comprehensive view of second language education. In B. Harley, P. Allen, J. Cummins, & M. Swain (Eds.), *The development of second language proficiency* (pp. 57–81). Cambridge, UK: Cambridge University Press.

Allwright, R. (1979). Language learning through communication practice. In C. Brumfit & K. Johnson (Eds.), *The communicative approach to language teaching*. Oxford: Oxford University Press.

Brooks, B. (1960). *Language and language learning*. New York: Harcourt Brace and World.

Brumfit, C. (1981). Notional syllabuses revisited: A response. *Applied Linguistics*, 2, 90–92.

Corder, S. P. (1967). The significance of learners' errors. *IRAL*, 5, 149–159.

DeKeyser, R. (1998). Beyond focus on form: Cognitive perspectives on learning and practicing second language grammar. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 42–63). Cambridge, UK: Cambridge University Press.

Doughty, C., and Williams, J. (Eds). (1998*). Focus on form in classroom second language acquisition*. Cambridge, UK: Cambridge University Press.

Ellis, N. (1996). Sequencing in SLA: Phonological memory, chunking and points of order. *Studies in Second Language Acquisition*, 18, 91–126.

Ellis, R. (1984). *Classroom second language development*. Oxford: Pergamon.

Ellis, R. (1991a). *Second language acquisition and second language pedagogy*. Clevedon, UK: Multilingual Matters.

Ellis, R. (1991b). Grammaticality judgments and second language acquisition. *Studies in Second Language Acquisition*, 13, 161–186.

Ellis, R. (1993). The structural syllabus and second language acquisition. *TESOL Quarterly*, 27, 91–113.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Ellis, R. (1997). *SLA research and language pedagogy*. Oxford: Oxford University Press.

Ellis, R. *A metaphorical analysis of learner beliefs.* Unpublished manuscript. University of Auckland, NZ.

Ellis, R., & S. Gaies. (1998*). Impact grammar.* Hong Kong: Longman Addison Wesley.

Fotos, S., & Ellis, R. (1991). Communicating about grammar: A task-based approach. *TESOL Quarterly*, 25, 605–628.

Gass, S., & Madden, C. (Eds.). (1985). *Input in second language acquisition*. Rowley, MA.: Newbury House.

Green, P., & Hecht, K. (1992). Implicit and explicit grammar: An empirical study. *Applied Linguistics*, 13, 168–184.

Hammerly, H. (1991). *Fluency and accuracy*. Clevedon, UK: Multilingual Matters.

Harley, B. (1989). Functional grammar in French immersion: A classroom experiment. *Applied Linguistics*, 10, 331–359.

Hughes, A. (1979). Aspects of a Spanish adult's acquisition of English. *Interlanguage Studies Bulletin*, 4, 49–65.

Johnson, R. K., & Swain, M. (Eds.). (1997). *Immersion education: International perspectives*. Cambridge, UK: Cambridge University Press.

Kadia, K. (1988). The effect of formal instruction on monitored and spontaneous interlanguage performance. *TESOL Quarterly*, 22, 509–15.

Klein, W., & Perdue, C. (1982). *Utterance structure: Developing grammars again*. Amsterdam: John Benjamins.

Kowal, M., & Swain, M. (1997). From semantic to syntactic processing: How can we promote it in the immersion classroom. In R. K. Johnson, & M. Swain (Eds.). *Immersion education: International perspectives* (pp. 284–310). Cambridge, UK: Cambridge University Press.

Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.

Krashen, S., & Terrell, T. (1983). *The natural approach*. Oxford: Pergamon.

Lewis, M. (1993). *The lexical approach*. Hove, UK: Language Teaching Publications.

Lightbown, P., Spada, N., & Wallace, R. (1980). Some effects of instruction on child and adolescent ESL learners. In R. Scarcella & S. Krashen (Eds.), *Research in second language acquisition* (pp. 74–98). Rowley, MA: Newbury House.

Long, M. (1988). Instructed second language acquisition. In L. Beebe (Ed.), *Issues in second language acquisition: Multiple perspectives* (pp. 113–142). New York: Newbury House.

Long, M. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot, D. Coste, R. Ginsberg, & C. Kramsch (Eds.*), Foreign language research in cross-cultural perspectives* (pp. 39–52). Amsterdam: John Benjamins.

Loschky, L., & BleyVroman, R. (1993). Grammar and task-based methodology. In G. Crookes & S. Gass (Eds.), *Tasks and language learning: Integrating theory and practice* (pp. 123–167). Clevedon, UK: Multilingual Matters.

Pica, T. (1983). Adult acquisition of English a second language under different conditions of exposure. *Language Learning*, 33, 465–497.

Pienemann, M. (1984). Psychological constraints on the teachability of languages. *Studies in Second Language Acquisition*, 6, 186–214.

Prabhu, N. (1987). *Second language pedagogy*. Oxford: Oxford University Press.

Reiss, M. (1985). The good language learner: Another look. *Canadian Modern Language Review*, 41, 511–523.

Schmidt, R., & Frota, S. (1986). Developing basic conversational ability in a second language: A case study of an adult learner. In R. Day (Ed.). *Talking to learn: Conversation in a second language* (pp. 237–326). Rowley, MA.: Newbury House.

Schumann, J. (1978). *The pidginization processes: A model for second language acquisition*. Rowley, MA.: Newbury House.

Skehan, P. (1988). *A cognitive approach of language learning*. Oxford: Oxford University Press.

Spada, N. (1986). The interaction between types of content and type of instruction: Some effects on the L2 proficiency of adult learners. *Studies in Second Language Acquisition*, 8, 181–199.

Spada, N., & Lightbown, P. (1999). Instruction, first language influence and developmental readiness in second language acquisition. *Modern Language Journal*, 18, 1–22.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–255). Rowley, MA: Newbury House.

White, L. (1987). Against comprehensible input: The input hypothesis and the development of second language competence. *Applied Linguistics*, 8, 95–110.

Yalden, J. (1983). *The communicative syllabus: Evolution, design and implementation*. Oxford: Pergamon.

Zobl, H. (1985). Grammars in search of input and intake. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 329–344). Rowley, MA: Newbury House.

Guiding Questions:
(for Grellet reading)

Here are some ways to think about this reading about reading.
Answer the questions on your own and then compare with a partner.

1) What are two examples of things we read in our lives?

2) What are two reasons that the writer says we read?

3) What are four ways the writer says we read?

4) What is the process that the writer says the reader is always going through?

5) What are some productive ways that you can show comprehension of reading?

6) a) What do you think of the formula: (Who) + What + Why = How

   b) What do you think the writer meant by it?

Part One – That Formula (Who)+What+Why = How
(Adapted from Developing Reading Skills by Francoise Grellet, 1994)

What do we read?
- novels, newspapers, diaries, letters, emails, accounts, pamphlets, recipes, instructions, comic strips, statistics, telephone directories, dictionaries

Why do we read?
- reading pleasure
- reading for information

How do we read?
- skimming: quickly running your eyes over a text to get the main idea
- scanning: quickly going through a text to find a particular piece on information
- extensive reading: reading longer texts, usually for pleasure
- intensive reading: reading shorter texts, usually to extract specific information

How is reading used in relation to the other skills?
In real life we rarely read without talking or writing about what we've read. It is therefore important to link the other skills to your reading activities.
- reading and writing: summarizing, note taking
- reading and listening: comparing an article and a news bulletin, matching opinions to text
- reading and speaking: discussions, debates, appreciation

Who are you as a reader?
Reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. This is why from the beginning students should be taught the use what they already know to understand unknown elements, whether these are ideas or simply words.

Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions. It is then possible to incorporate time in your plan to ask students to anticipate the content or develop their powers of inference as they read the text. Similarly, one should introduce exercises for which there is no single straightforward answer. This allows the student to exercise their powers of judgment and analysis for a great amount of consideration of the text.

Grellet's Seven Assumptions
for Designing Reading Exercises

1) **Provide students with whole texts** (a paragraph or longer). Students should be encouraged to use the whole text to arrive at meaning.

2) **Start with global understanding and move towards detailed understanding.** Students should understand the gist first, then details. This builds confidence, develops awareness of how texts are organized, encourages students to predict, anticipate, infer, deduce, and teaches students to use what they know understand unknown.

3) **Use authentic texts whenever possible.** Authentic texts provide a natural system of references, repetitions, redundancies and discourse indicators – all of which are often altered or remove when texts are rewritten or simplified. Rewritten texts deprive students of new rhetorical structures and useful vocabulary. Authentic texts enable students to use non-linguistic clues, e.g. pictures, etc. To simplify a reading task, **adjust the difficulty of the activity, not the text.**

4) Integrate reading with the other three skills.

5) **Reinforce reading as an active skill.**   Involve students in pre-reading tasks, predicting, guessing, anticipation content from title and illustrations, predicting content of the next paragraph, etc. Provide activities that lead to discussion and reflection on the texts vs. straightforward answers. Provide authentic and meaningful communicative follow-up activities appropriate to the text.

6) **Provide an assortment of flexible and varied activities that are suited to the texts and the reasons for reading them**. One text may lend itself to understanding the author's point of view, intention and tone through open questions or multiple-choice questions. Another may lend itself to tracing a route on a map or matching pictures and paragraphs.

7) Clearly define the aim for each activity, and make a clear distinction between teaching and testing.

from Grellet, Francoise. 1981. "Reading and Reading Comprehension" in *Developing Reading Skills.* New York: Cambridge University Press.

PDP Framework
(Please answer in **full sentences** and **in your own words**)

1) What are the four skills we teach in English? Which of those skills can we teach using the PDP framework?

2) Describe what PDP stands for. Demonstrate your understanding of the framework by summarizing what happens in each of the three stages of the lesson.

What is PDP?

PDP is a framework that can be used to teach the receptive skills – listening and reading. In regards to reading, it helps in building learners' reading skills as well as their reading comprehension.

The first **"P"** in **PDP** refers to the **"PRE"** reading/listening stage in a lesson. This is the stage of the lesson *before* (i.e.: "PRE") the learners read or listen to the text. Activities in this stage include such things as: activating schema, assessing students' background knowledge, pre-learning the new and necessary vocabulary to understand the text, and generating students' interest in the topic. The purpose of doing these kinds of pre-reading/listening activities is to help set the learners up for a successful reading/listening.

The **"D"** in **PDP** stands for the **"DURING"** reading/listening stage in a lesson. This is the stage of the lesson that happens *while* (i.e.: "DURING") the learners actually interact with (read/listen) the text. In this stage, learners are provided with several activities that allow them to have multiple exposures to the text. The activities are given to the learners before they read/listen. These activities should incorporate different reading/listening techniques. The purpose of providing learners with many chances to read/listen to the text with a variety of different activities is to improve their reading/listening skills and help them to comprehend the text (as this is the main purpose/objective of reading/listening). Activities in this stage are sequenced and scaffolded in such a manner that learners are provided with the support they need to fully understand a given text. Activities and tasks should be staged in a step-by-step manner from *general to specific*, *easy to difficult*, and *concrete to abstract*. By the end of this stage, students should be able to fully comprehend the text. Therefore, the last activity of this stage should be one in which students show a **comprehensive** understanding of the text.

The second **"P"** in **PDP** relates to the **"POST"** reading/listening stage in a lesson. This stage happens *after* (i.e.: "POST") the learners have read/listened to the text and have shown comprehension of it. The POST stage is not a necessary stage in a receptive skill lesson, i.e., the student learning objective is achieved at the end of the **DURING**. Thus, it is an extra stage – the "icing on the cake" so to speak. Activities in this stage focus on building/integrating other skills by using and expanding on the content/theme/topic of the text. POST stage activities also help the learners make sense of what they have learned. POST activities usually encourage learners to connect/apply the content/theme/topic to their lives and to personalize the content/theme/topic by allowing the learners to creatively use what they know and/or have learned.

The illustration on the following page depicts the PDP framework in the shape of a diamond. This shape represents the amount of time that should be used for each stage. The PRE and POST stages are the shortest and the DURING stage is the longest. This means that the DURING stage in the most important because it is the stage in which learners use the skill (i.e., reading/listening) which is the focus of the lesson. .

PDP Framework

PRE
_____
DURING
_____
POST
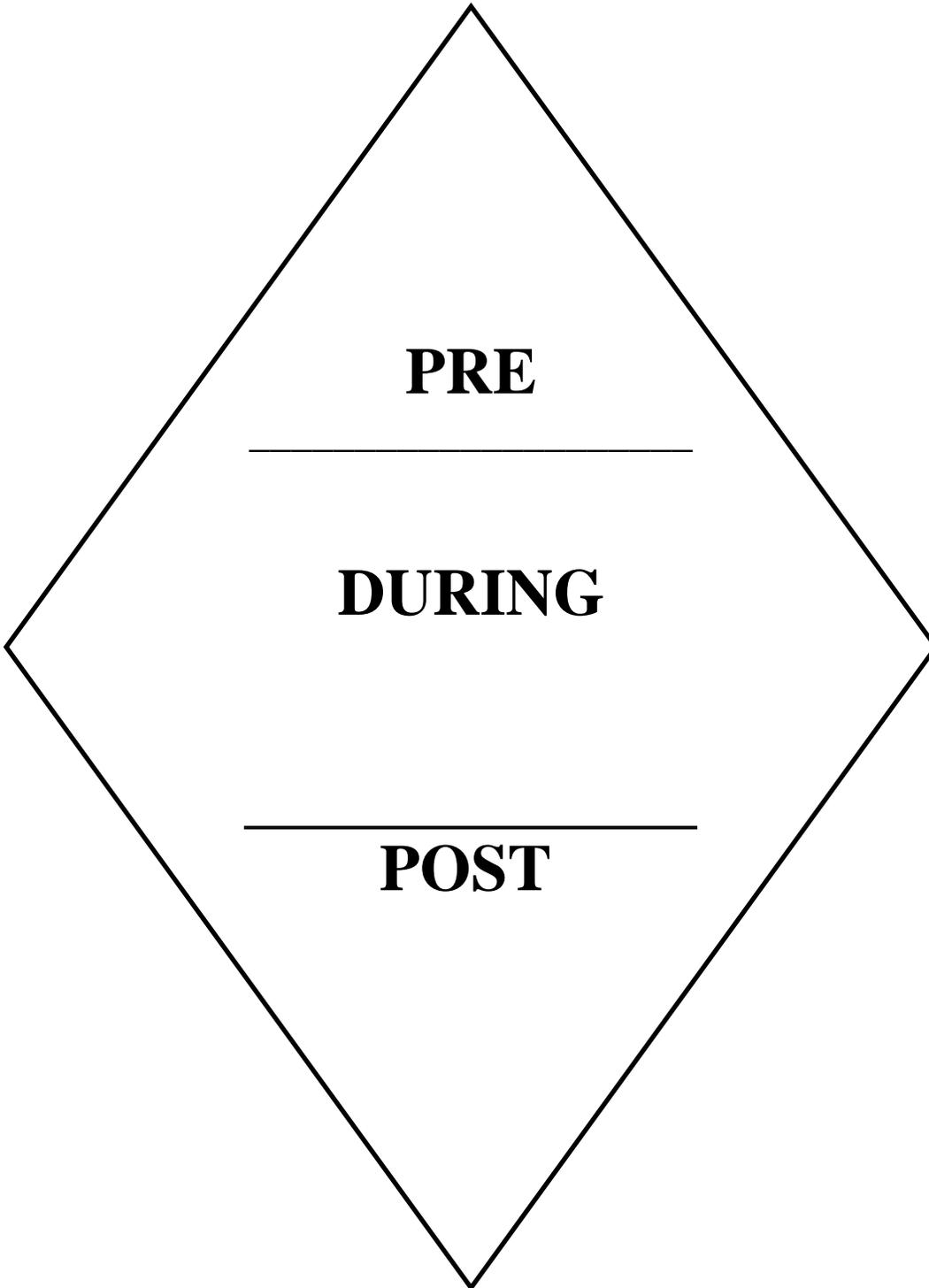
PDP Analysis

Questions to think about after teaching a listening/reading lesson:
What in the lesson contributed to the success/failure of the achievement of the student learning objective (SLO)?

State if the SLO was met or not and why you think so—what evidence do you have? Then state what in each of the lesson parts—Pre and During stages in a PDP--led to the SLO being met or not met in the last task in the During.

Pre
How does the **Pre** set students up for success in the **During**? Does it generate interest, access students' background knowledge, activate Ss schema, teach needed vocab?

During
How are the Reading/Listening tasks sequenced? Are they general to specific, easy to difficult, concrete to abstract? Are the tasks given before the reading/listening? For reading how do the tasks provide opportunities for students interact with the text? What is the last activity and is it a comprehensive assessment activity?

Pre

During

Post

The **Post** is extra "icing on the cake. It moves beyond the text and connects the theme to Ss lives. Skills used are other than the skill being taught— e.g. using speaking, and is closely tied thematically to the **During** content. A **Post** for a listening lesson on a weather report might have the students make their own weather reports and perform them for the class. A reading on the history of blue jeans might result in a **Post** that has the Ss creating an ad. So the **Post** is a creative use of language and it uses other skills.

TEACHING LISTENING

WHY LISTEN?

- to engage in social rituals
- to exchange information
- to exert control
- to share feelings
- to enjoy yourself

WHAT ARE SOME OF THE MOST COMMON LISTENING SITUATIONS?

- listening to live conversations
- listening to announcements (at airports, railway stations, bus stations, etc)
- listening to/watching the news, the weather forecast on the radio/TV
- listening to the radio/watching TV for entertainment watching a play/movie
- listening to records (songs, etc)
- following a lesson (at school)
- attending a lecture
- listening on the telephone
- following instructions
- listening to someone giving a speech/a public address

WHAT SHOULD TEACHER'S OBJECTIVES INCLUDE?

- exposing students to a range of listening experiences
- making listening **purposeful** for the students
- helping students understand what listening entails and how they might approach it
- building up students' confidence in their own listening ability

HOW DOES ONE SUCCEED WITH LISTENING WORK?

1) Make sure instructions are clear; students have to understand very clearly what they are expected to do.
2) Make sure that each time a listening text is heard, even for the second or third time, the students have a specific **purpose** for listening; give them a task.
3) Do plenty of pre-listening work.
4) Encourage students not to worry if they don't understand every word;; a task can be completed even when they miss some of the words.
5) Never use a recorded listening text without having listened to it yourself.
6) Test equipment beforehand.

Listening Guidelines

Skill: *LISTENING*

Definition: Listening is actively making meaning from verbal input.

What listening involves:
- getting clues from the environment: facial expressions, gestures, background noise, the setting, the people
- using one's background knowledge about the setting, topic and language (pronunciation and grammar) to make inferences and predictions
- distinguishing which words and groups of words are important and carry the meaning
- understanding and interpreting the meaning of those words and groups of words (which includes pronunciation, colloquial vocabulary, ungrammatical utterances, redundancy)
- usually, some kind of response

A good listening lesson:
1) Has pre-listening activities.
    These should help students use their background knowledge about the setting, topic and language associated with them so that they can anticipate and predict what they will hear.

2) Allows students to know the kind of text and purpose for listening in advance.

3) Gives students a purpose for listening, which can include one or more of the following:
    - to get *general* information (e.g. how many movies are playing)
    - to get *specific* information (e.g. what time the movies are playing)
    - to accomplish a task (e.g. to decide which movie to go to)

4) Requires some kind of response from the listener such as taking notes, answering questions, making a group decision.

5) Uses appropriate material:
    - the topic is of interest or value to the students
    - it is at the right level
    - it offers environmental clues, when possible
    - the is visible, when possible
    - it is authentic, when possible

6) Gives students more than one chance to listen, each time with a different purpose.

7) Has follow up activities which include the other skills.
Typical materials:

Authentic: radio broadcasts, recordings (e.g. of movie times, airport announcements), videos of TV shows or movies, lectures, phone conversations
Semi-authentic: unrehearsed tapes; role plays with native speakers who speak at normal speed
Prepared: commercially prepared tapes and videos

Typical *Pre* activities:
pictures to activate background knowledge; TPR (Total Physical Response); brainstorming what students know about the topic with a word map; showing realia related to the topic such as a menu or a movie schedule

Typical listening tasks/*During* activities:
identify specific words; figure out relationship by listening to tone of voice; listen for specific intonation (statement question); raise hand when hearing certain words; listen to background noise to establish setting and topic; doing a task such as filling out a form, following a map or taking an order; making a decision based on the information; cloze passages; detecting mistakes; guessing; note-taking from a lecture

Typical *Post* activities:
Interviewing native speakers; calling for information (e.g. travel agency, movie theatre, car rental agency, restaurant); reading and/or writing about the topic; discussing the topic; listening to another example

Recommended resources:
Ur, Penny (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
Dunkel, P (1982/1985). *Advanced and Intermediate Listening Comprehension*. (2 books) Newbury House.

Reading Guidelines

Skill: READING

Definition: Reading is actively making meaning from written input.

What reading involves:
- basic literacy; that is, decoding letters to understand words.
- getting clues from text: layout, headings, illustrations.
- using ones' background knowledge about the topic, type of written material (e.g. letter, want ad, poem) and language (vocabulary and grammar) in order to make inferences and predictions.
- using appropriate strategies depending on the type of material and one's purpose in reading it (e.g. scanning the phone book for a number, reading the recipe in detail, skimming a newspaper article).

A good reading lesson:
1. has pre-reading activities to prepare and motivate students to
   - use their background knowledge.
   - anticipate what they will read so they will be successful
   - decide on a reading strategy
2. helps students practice reading skills.
3. helps them learn new vocabulary and information in the L2.
4. uses appropriate material:
   - the topic is of interest or value to the students,
   - it is at the right level, and
   - it is authentic, when possible
5. gives students reading tasks, which can include one or more of the following:
   - to get general information (e.g. how many movies are playing).
   - to get specific information (e.g. what time the movies are playing).
   - to accomplish a task (e.g. to decide which movie to go to).
6. requires some kind of response from the reader such as taking notes, answering questions, and/or making a group decision
7. gives students an opportunity and reason to read the text more than once.
8. there are follow up activities which include the other skills.

Typical *pre-reading* activities:
At the level of basic literacy: matching capital letters with lower case letters, or first letter with a picture; picking out words in the same category (e.g. food); sight words; phonics; connecting spoken language that students know with the corresponding written form; ordering pictures for left-right orientation of English script.

<u>Beginners</u>: teacher elicits what students know about the topic; students brainstorm word maps around the topic; students use a dictionary to look up the meaning of key vocabulary from the text and then put them into categories; students look at and discuss pictures related to the text; students look at headings, layout, and pictures and make predictions about the text.

<u>Intermediate/advanced</u>: above activities; students generate questions they hope the text will answer; students write about what they know about the topic; students answer questions about the text.

Typical *during* activities (reading tasks):
Students read for specific information; read and retell to a partner (variation: use rods to retell); read text in jigsaw groups and then discuss; match text to pictures; accomplish a task based on the reading (e.g. filling out a form, deciding what to order); play concentration games with new vocabulary; complete sentences form the text; reorder scrambled sentences into paragraphs and then check against original text; make up their own comprehension questions and quiz classmates; make an outline of what they read; show through pictures, graphs, or lists what was in the text.

Typical *post* activities:
Are activities that ask the students to move beyond the text they read by writing a response to the text; discussing the text; listening to something related to the text; making up new endings; telling what happened before the text started.

Recommended Resources:

Grellet, Francoise (1981). *Developing Reading Skills.* Cambridge University Press.

Day, R. (1993). *New Ways in Teaching Reading (TESOL)*

Silberstein, Sandra (1994). *Techniques in Teaching Reading.* Oxford University Press.

Pre-During-Post Framework
For Receptive Skills Lessons

PRE
Goals
- prepare student for listening/reading by contextualizing and/or personalizing to both make it more accessible and more realistic as it is less common to find oneself listening/reading to something totally our of context
- involve students in specific topic
- activate prior knowledge
- provide purpose for listening

Activity Types
- discussion of what they see in the visual or the task
- prediction questions to discuss what they can expect to hear
- questions to activate prior/background/own knowledge of topic
- introduce or elicit general topic through key vocabulary introduction/activation
- matching
- categorizing
- rating
- listing
- adding own known related vocabulary
- discussing own relationship with vocabulary items
- finding items in a visual or graphic organizer (for example the K & W sections of a K/W/L Chart
- fill-in-the-blanks with vocabulary words
- answering questions using vocabulary
- matching questions and responses (e.g. formulaic language, such as greetings, telephone language, talking about opinions, etc.)
- ordering, ranking or sequencing
- write sentences about visual or own information or using given vocabulary words
- finding or producing antonyms/synonyms
- making inferences/deductions from picture to sue vocabulary
- interact personally with the new/activated vocabulary
- completing a chart or table
- "Talk About Yourself" using given phrases and/or vocabulary at a lower level
- rating something
- choosing what applies to you from a list and then discussing it
- listing/brainstorming words that apply to given categories
- discussion questions
- create a picture dictionary
- vocabulary games like charades, taboo, pictionary

DURING

Goals

To comprehend the text through multiple exposures; from general to specific information, easy to difficult tasks and concrete to abstract concepts in order to:

- complete a task
- get new information
- learn something about themselves
- further develop language skills (especially lexis, but also pronunciation and grammar awareness)
- develop strategies for listening/reading more effectively

Examples of tasks for multiple listening and reading

First Listening/Reading (Usually in terms of main ideas, theme and/or topic)

Listening/Reading for:	*Example activities:*
- gist	- ordering/numbering items of main ideas
- purpose: to persuade, to apologize to invite, ask permission	- making a list of main or significant events
- main idea	- reading or listening for the mood, feeling or tone of the text or passage
- attitudes/emotions: positive, negative, warm, angry	- fill in the blanks for main ideas such as in an outline where the details are provided but not the main ideas
- key words	
- acceptance or refusal of an id3ea or invitation	- ranking the importance of the main ideas or significant events
- permission granted or refused opinions: good/bad, useful/worthless, lovely/dirty, convenient	- select the correct response such as what's the best title for this passage
- time references: past, present, future, completed, incomplete,	- multiple choice
- preferences	- label pictures, graph, or graphic organizer
- agreement and disagreement with own previously stated ideas	- matching picture with description
- agreement and disagreement between speakers	- matching two general pieces of information
- general time: season, period of the day (evening or morning)	- checking off relevant information from a text or picture
- context or setting (outside, move theater, restaurant, home, office, school)	- writing summary statements
	- (possible but rare) true/false of significant plot events or main ideas
- likes and dislikes	
- identify speech act: greeting, toast, introduction	
- interest level of speaker/listener for topic	
listening for tense/aspect/time	

Listening/Reading for Specific Information

Listening/Reading for more	Example activities:
- detail - reasons - affect - tone - implications - inference - examples - determine meaning of vocabulary, phrases from context - identify intonation or stress - determine meaning from intonation or stress distinguish between yes/no and information questions - identify specific parts of speech: prepositions, verb tense, adjective forms, negative prefixes, tag questions - determine meaning of specific parts of speech - recognize spelling or numbers - identify specifics: names, body parts, cities, foods, colors, clothing items, times, jobs, etc. order events - decipher rapid or reduced speech	- filling in cloze - ordering/numbering items - fill in the blanks - ranking - true/false - select the correct response - multiple choice - fill in graph, or graphic organizer label pictures or parts of pictures - matching two pieces of information checking off relevant information from a text or picture - listening for specific words - writing short answers - using context to define new words - short answer - matching - acting out what is happening in the text - labeling - write out (words, numbers, phrases) - check off what you hear or read - list - mark stress or intonation - apply punctuation to tape script - correct errors - changing easy vocabulary words to more difficult vocabulary words that mean the same thing

A list of Comprehensive Assessment Activities: Appropriate for achievement of SLO

- Summary and/or Retelling
- Sequencing sentences to complete a summary
- Sequencing pictures
- Using pictures to retell the text
- Synthesis such as making inferences, drawing conclusion or reading/listening between the lines
- Application of new knowledge; e.g. using what they have learned to identify the technique being used
- Detailed Questions → Detailed questions cover the "who," "what," "where," "when," "why" and "how" of the story or text.
- Discussion and/or Debate

POST Listening/Reading

Goals

- to personalize the TL/Topic/Theme; to expand on the content of the listening or reading text through practical use
- to develop language by integrating listening/reading with other skills

Activity Types

- discussion or writing on the topic or the ideas (e.g. agreeing or disagreeing, comparing, reacting)
- perform a role-play (e.g. the author of the text and talk show host, a character or person in the text and student in the class, made up characters related to the topic but not found in the text
- writing with attention to form and function (e.g. copy the genre of the reading using another topic, revise the text with a different point-of-view, create a different ending or write an expansion of the text, write a letter related to the text, create a move/book or product related to the text.
- listening to a song or watching a video clip that relate to the text and making comparisons in speaking or writing.
- making a poster
- doing any of the above with attention on the lexis and grammar introduced in the text, and with attention to pronunciation if speaking.

Pre-During-Post Checklist
Use this form to check your lesson plans

Clear Learning objectives
Definition: Receptive lessons are ones in which the main learning objective involves the students demonstrating that they have understood a text which would normally be challenging for them because of its language, style, or organization.
❑ uses observable verbs describing student behavior
❑ uses the following pattern in writing the SWBAT:
> by the end of the lesson, student will be able to (SWBAT) … (complete receptive task X) while working with text Y (using …) so that they can then do post text activity Z (speaking or writing).

PRE stage – Students become familiar with the topic, the language and essential vocabulary they will use during the lesson.
❑ Activates schema through use of visuals, topic-related discussion, prediction **in a learner-centered way.**
❑ Provides background and situation related to the text in an interactive and **in a learner-centered way.**
❑ Pre-teaches or introduces key vocabulary and language structures related to the text **in a learner-centered way.**

DURING stage – Students interact directly with the text a number of times, each time with a specific purpose that leads the students to gradually gain a more detailed understanding of the text.
❑ Provides multiple opportunities for student to hear/read the text.
❑ Each listening/reading has an interactive task requiring some kind of response from the students **and students check with peers before responding to the teacher.**
❑ Tasks move from general to specific understanding. From getting the gist/main idea to looking for specific, discrete pieces of information/individual words.
❑ Allows time for students to check comprehension, as questions, clarify vocabulary and move toward deeper understanding of the text.

POST Stage – Students' understanding of the text is reinforced through expanding on the text or personalizing the topic using other language skill areas (speaking or writing).
❑ Requires students to be creative and to expand on the text or personalize the topic using other skills **in a learner-centered way.**
❑ Allows students to reinforce the new vocabulary words/language structures using other skills **in a learner-centered way.**

Section 5
Resources

Introduction

This section of the book offers a collection of practical ideas for the classroom based on the preceding chapters. The activities suggested are based very firmly on the priorities identified in Chapter 2. They are all intended to encourage real language exchanges and to develop confidence and willingness to have a go. They are also designed to build on the capacities (discussed in Chapter 1) which the children bring to the lesson. So the activities exploit and develop the capacity for interaction and talk, the capacity for indirect learning, the capacity for creative use of language resources, and the capacity for play and fun. While you read them, it will also be helpful to consider their potential role as 'stirrers' or 'settlers' and to think about whether they offer actual or mental involvement along the lines discussed in Chapter 3.

The activities are grouped according to the nature of the response they demand from the children and the nature of the experience they offer them. It would have been possible to categorise activities in terms of the language skill being developed (e.g. listening), or the topics (e.g. the family), or the 'mode' of working (e.g. pairwork). However, the present headings were chosen in the belief that when sharing ideas with other teachers, the actual format or linguistic content of the activity is less important than the kind of experience it offers the children and the principles on which it is based. This is because precise formats do not necessarily transfer very easily from one set of circumstances to another. Something which works in one teacher's classroom may not work in another's in exactly the same way. On the other hand, if the underlying principle of an activity is clear, then each of us can give it a form which suits our circumstances.

The activities can be used occasionally to supplement a textbook or they can stand on their own as the basis for an independent programme. Most of the activities can be used in either simpler or more complex forms and are therefore suitable for any age group. The few exceptions to this are indicated.

Some of the activities are marked with ****. This does not mean that they are necessarily the best! It means that they are a personal choice of activities suitable for the kind of 'core' repertoire which has just been discussed in Chapter 3.

Finally, to repeat a point made earlier, the detailed procedures are intended as an example of how you *could* do the activity not how you *must* do it.

40

GROUP **1**

'Do something about it!'

The particular intention behind this first group of activities is to strengthen understanding by linking it to active response. For example, it is usually important when organising listening activities to make sure that the children have something to do as a result of what they hear. This means that they are having to process the language they hear, and are not just letting the noise of it into their ears.

Activity **1**
Write down the
number of the
one you hear **

In this activity the children have to identify which promptcard you are talking about. This is a very simple activity and as the four stars show, is one you might consider making part of your core. It is useful as a way of introducing something new. It is a way of providing plenty of meaningful listening practice before the children are asked to produce the sounds themselves. There was an example of this in the five word lesson on page 28. There, it was being used to introduce colours. In this example, it is being used for a different purpose but the process is the same.

Language focus in this example

Understanding directions, e.g. turn left, turn right, go straight on, cross the bridge, take the second right, take the third left.

Materials required

– A set of drawings to prompt the language you want to practise, e.g.:
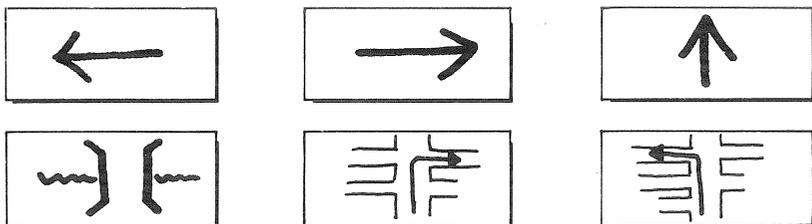
NOTE 1: You can simply draw the symbols on the board or make a quick set of promptcards. Promptcards take time to make initially but have the advantage that you can move them around. You can hold them, arrange them in various combinations on the board, or hand them out to pupils. They do not have to be complicated. Some of the commercial flashcards are very attractive but too detailed, big and heavy. If you make your own cards, you do not have to go to the expense of buying actual card. You can use paper. One sheet of ordinary A4 paper will make four 'cards' of about the right size. Use a strong coloured and thickish felt tip pen and just draw the essential elements or a symbol rather than a detailed picture. Children are quite happy with this. It is also easier for you.

41

NOTE 2: You don't have to have promptcards to do this activity. In fact, in most of the activities suggesting cards, you can write or draw on the board instead, though it is slower and more restricting.

– Blutack or something similar which can be used to stick the cards temporarily to the board.
– The children need something to write on. Rough paper will do.

Preliminary work

Briefly introduce the new phrases in the following way.

– Stick each prompt on the board, saying each one once or twice again as you do so:
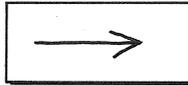
TEACHER: Turn right . . . turn right . . . turn right. . . .

– Stick each prompt on the board, saying each one once or twice again as you do so:
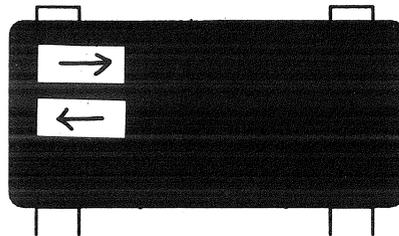
TEACHER: Turn right . . . turn right. . . .
Turn left . . . turn left. . . .

– Go through the whole set of promptcards once more fairly quickly.
– Get a child to come to the front and point to whichever one you say. Do this several times with different children.

Now move on to 'write down the number of the one you hear'.

Suggested procedures

– Number the prompts on the board.
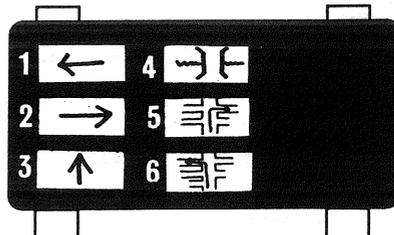
– Say one of the phrases and, on another part of the board, write its number. Do this for all the phrases but in any order you like.
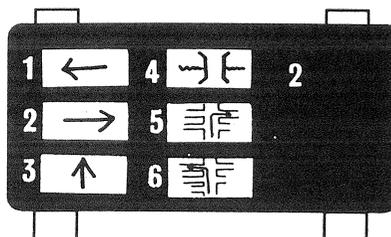
– Do the same again but get one of the children to write on the board the numbers of the phrases you say.
– Now get the whole class to write down on their paper the numbers of the phrases you say. (Remember to keep a record for yourself of the order you say them in!)
– Check quickly by simply writing up the numbers of the sequence of phrases you said. The children check their own.
– Repeat the exercise several times with increasing speed and with a different order each time.

Variation

To practise parts of the body you can get the children to draw a pin man and to write the numbers on the appropriate parts.

Other language you can practise with this activity

This is one of those activities you can use to introduce any group of words or phrases you want to teach.

Final comments

This is an example of an exercise which provides 'written' work without expecting the children to be able to write. Because it is a listening activity and because it occupies the whole class at the same time, it makes a good settler to start a lesson with and can also be used mid-lesson to calm a class down.

43

Activity **2**
Listening grid
****

Here is another activity suitable for your 'core'. It too is intended to provide active response to new language. For this activity, the children have to mark on a matrix or grid the information read out by the teacher. The example below is practising prepositions. The teacher has so far read out:

'The cup is on the table.'
'The cat is under the chair.'
'The girl is in front of the tree.'

Language focus in this example	Describing where things are.

| Materials required | – A small grid for each child. |

NOTE: If it makes life easier for you, there is no reason why they should not draw their own grids, but it takes time so if you are fortunate enough to have access to a photocopier, it is much simpler to draw the grids and duplicate them yourself. They do not have to be big. Dividing an A4-sized piece of paper into four is perfectly satisfactory. It also cuts down on costs!

– Promptcards which are the same as the pictures on the grid.
– Blutack or something similar which will allow you to stick your pictures temporarily on the board.

Preliminary work

The previous 'write down the number' activity makes a very good lead-in to this.

Suggested procedures

– First pre-check the various elements of the grid quickly and build up an example grid on the board. You can do this by saying each phrase two

44

or three times and putting the matching promptcard up as you say it, in the same position as it appears in the grid:

TEACHER: On the chair . . . on the chair.
Behind the tree . . . behind the tree.
Under the table . . . under the table.
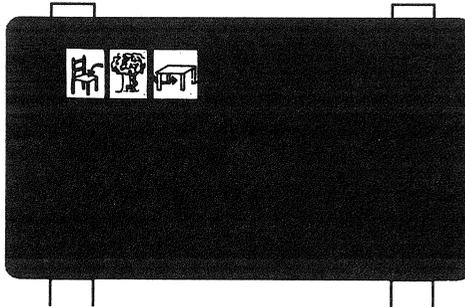
In this way, build up the complete grid pattern of cards on the board.
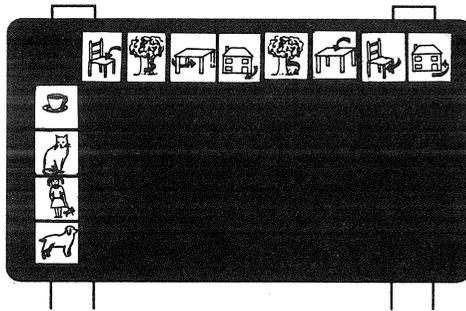
(If the class look as if they are falling asleep, you can slip in the occasional chorus repetition, but at this stage you are still just asking them to listen.)

– Now draw in the lines round your cards so you have a board grid.
– Make a statement and mark in the appropriate box:

TEACHER: The cat is on the table.

45
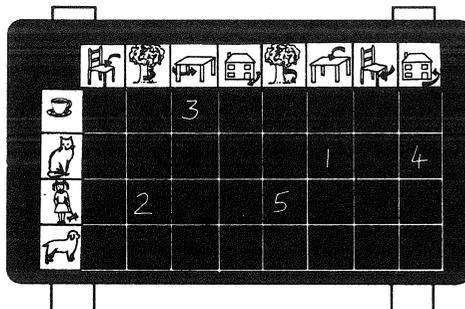
– Do several examples like this yourself then get a child to come to the board to write the numbers in the appropriate squares. (With some classes you may want to do this several times to check their understanding before you start them working on their own.)
– Hand out the class grids.
– Rub out the numbers from the grid on the board and start again. This time, the children fill in their own grids. If some of the class are looking a little unsure, you can always do the first one or two on your board grid with them so they can see that they have got the right idea.
– When you have finished, check by reading through the statements again and getting a child or children to write up the numbers on the board grid. Each of the class checks their own grid against the board version as you go through it.

Possible follow up

As Chapter 3 pointed out, you do not want to spend a long time preparing something like these grids and then throw them away after five minutes. So, once the grids have been completed as a listening exercise, you can use them again in several different ways, either immediately or in a later lesson. For example:

a) Further listening: True/false

– Make a statement like '2 . . . The cat is on the chair.'
– The class look at the grid and tell you 'Yes, it is.' or 'No, it isn't.'
– When you have done this several times, you can rub off the answers from the board grid, get the children to turn their grids over, and challenge them to say from memory whether your statement is true or false.

b) Later oral work with the teacher

At a later stage, after the children have done some repetition work of the phrases and can now say them well, you can go back to the grids and the class can challenge you and each other to a game of true/false along the lines described above.

c) Later oral work in pairs

Once they can say the phrases and are used to playing true/false with you as a class, they can do the activity in pairs. Child A looks at the grid to 'memorise' it, then turns it over so she can't see it. Child B then makes a statement from his grid, e.g. 'The dog is behind the tree.' Child A has to say 'Yes, it is./No, it isn't.'

d) Later written work

After they have done some reading work on the phrases, you can get them to make up and write out several sentences of their own from the grid.

46

Variation	These grids are simplest if you have only one piece of information per line and if you give the information in the order it appears on the grid, so that the children do not have to search too frantically. On the other hand, more able or older children will enjoy having to search all over the grid for what you have just said. By altering the order in which you give the information you can adjust the level of the activity to suit your class.
Other language you can practise with this activity	The possibilities are almost limitless but, for example, you could combine:

Colours and clothes.   Places and directions for getting to them.
Times and activities.   People and activities.
People and places.   Days of the week and the weather.
Rooms and furniture.   Shops and things bought in them.
                                      etc.

Final comments	This kind of listening grid has a great deal to commend it. It involves all the children in the class at the same time. It makes them think hard about what they are hearing and is therefore mentally engaging as well as actually occupying. It can provide worthwhile sustained listening work so we don't rush too soon into oral work with new language. It is a 'writing' activity they can do long before they can write the words. It is also possible for all children in a mixed ability class to work with the same grid quite happily. That is why it is recommended as a core activity.
Activity **3** **Listen and find**	This is a rather more lively activity. This time the children have to pick out the real object which the teacher is talking about. In the example here it is a team game. In fact it is quite a 'stirrer'. It is designed to provide physically active listening practice *before* the children have moved on to speaking. (It can of course also be used later as a fun revision activity too.) The version described here is called 'The washing line game'.
Language focus in this example	Clothes and colours.
Materials required	– At the front of the room, have two boxes or bags, each containing identical sets of the items you want to practise. – Some clothes pegs if you have them, but they are not essential.

Preliminary work

Pre-check the vocabulary in some way, even if they seemed to know it yesterday! You can do this by just telling them quickly, or by doing a 'write down the number' activity of the kind we have just looked at on page 41.

47

Suggested procedures

– At the front of the class, get two children to hold a short length of rope between them like a washing line.
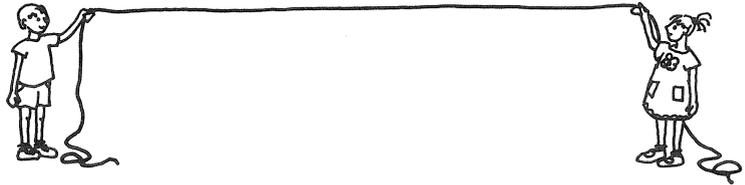
– Divide the class into two teams and get a representative of each team to come to the front.
– Ask for an item from one of the boxes:

TEACHER: Please bring me a blue sock.

– The two representatives search their boxes to identify and take out the object concerned. The first one to hang it on the line is the winner and that team scores a point.
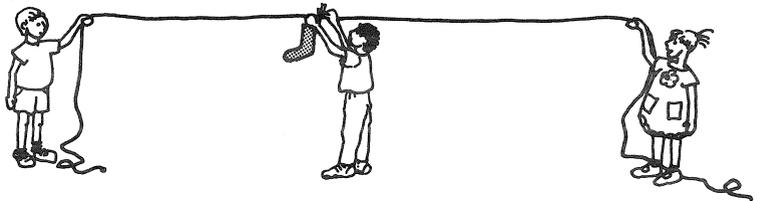
Variation

If your classes come to school reasonably well provided with felt tip pens or crayons and if they like drawing, you could practise the same items in the form of a kind of drawn lotto. It would look like this:

Suggested procedures

– Each child draws their own small washing line with four items of clothing on it. They then put a dot of colour on it to show what colour it is. (If we let them colour them in properly, it will be next week before some of them have finished!)
– You read out a list of items:

'I have a blue sock.'
'I also have a green shirt.'
'I have a red shirt . . .
and a blue skirt . . .'

and so on until one child has been able to cross off all the items on their line and has won that round. Remember to keep a list of what you say or you will have a rebellion on your hands!

48

Other language you can practise with this activity	This activity is more suited to practising separate vocabulary items rather than whole phrases. It is most fun if you can use real objects but it is perfectly possible to do it with two sets of picture cards or word cards.
Final comment	Any competition like this tends to stir a class up so you will probably want to follow it with something settling.

Activity **4** **Listen and arrange**	This time the children are being asked to arrange a picture or diagram according to the information they hear. This is another activity which aims to strengthen understanding by linking it to response. It again asks the children to respond physically to what they hear, although not in the energetic way that the washing line game demands. It is not such obvious fun as the washing line game but is still mentally engaging because the children have to work out the significance of what they hear. At the same time, it is much more involving than the washing line game because every child is doing something at each moment. That makes it a good settler.
Language focus in this example	Rooms in the house.
Materials required	– For this activity you need, for each child or pair of children, a base sheet like this one of the house and some name slips. If the children in your class are used to using scissors, they can cut out the name slips for you and put them in an envelope at the end of the activity. You can then reuse the materials with another class or on another occasion. – Blutack if you have it.

49
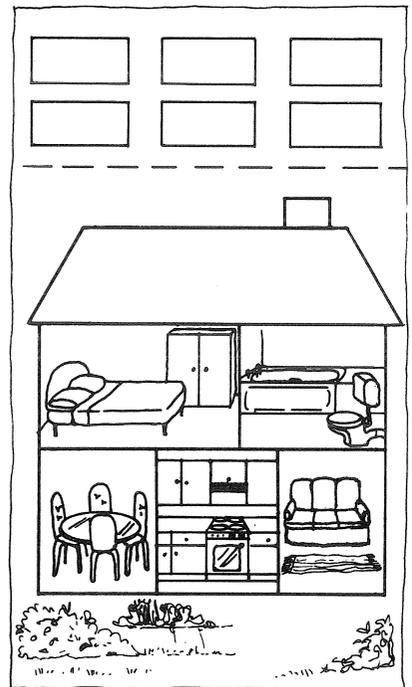
Preliminary work

To show the class what to do, you need five names on slips of paper and an outline of the house on the board.
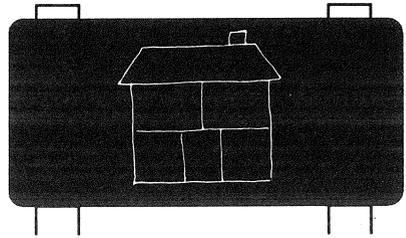
– Make a statement like: 'Lizzie is in the bedroom.' and stick the name slip in the appropriate place.
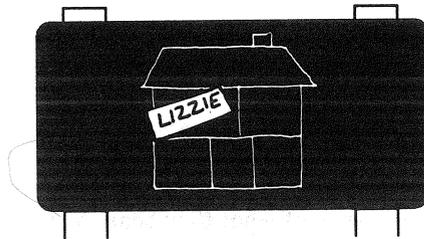
NOTE: It is better to stick the name slip in the right place if you can, because that is what the children are going to have to do. Otherwise, you can simply write in the names on the board.
– Do a couple more examples with them, glancing round to see if most of the children are following.
– Remove the name slips.

The children should now be ready to work on their own.

Suggested procedures

– Hand out the base sheets to the class. If you have not already done so, the children write the five names on the name slips and cut them out.
– Make the first statement, e.g. 'Kevin is in the bedroom.'
– The children put the name slip in the right room. (You can check supportively for the first one or two by putting the names in the right place on the board after they have all had the chance to put theirs on their sheets. In this way, you and the class will know that all is well.)
– Continue until all the name slips are placed.
– Use your board version to check back.
– Repeat the exercise as often as you like, changing the combinations of people and rooms.

50

Possible follow up	You can follow up with the same activities as were suggested for following up the listening grid (page 46).
Variation	This activity can also be changed to an interactive activity for pairs like the arrange and describe activity on page 14.
Other language you can practise with this activity	This activity lends itself best to any work involving locations, for example: Shops in a street.
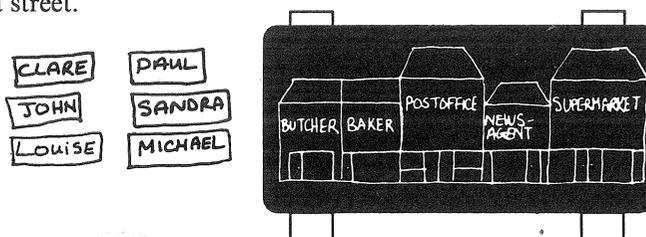
Furniture in a room.

Or, by using speech bubbles, you could also use it for phrases and expressions:
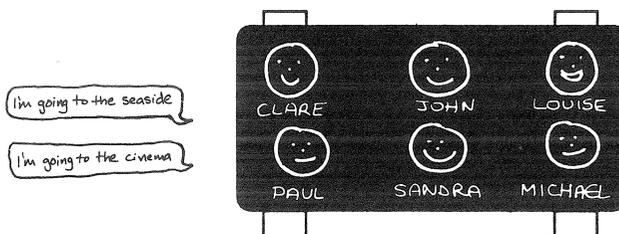
Final comment	The advantage of this paper arranging activity is that you can reuse your base sheet because the children are not writing on it. You can also reuse the same base sheet on another occasion but with different items to arrange.

Activity **5** **Listen and work out the order**	In this activity, the children are given a set of pictures which are in the wrong order. The teacher describes the pictures in the correct order and the children have to identify them in sequence. They may not understand everything they hear. That is quite deliberate. We are encouraging them to use their ability to work on partial information and to take risks. It is easier for them to do both these things with listening than speaking, because they are being asked to respond not to produce the language themselves.
Language focus in this example	Food.

51

Materials required   – For each child or pair of children you need a sheet of pictures like the example below. (Remember they are in the wrong order!)
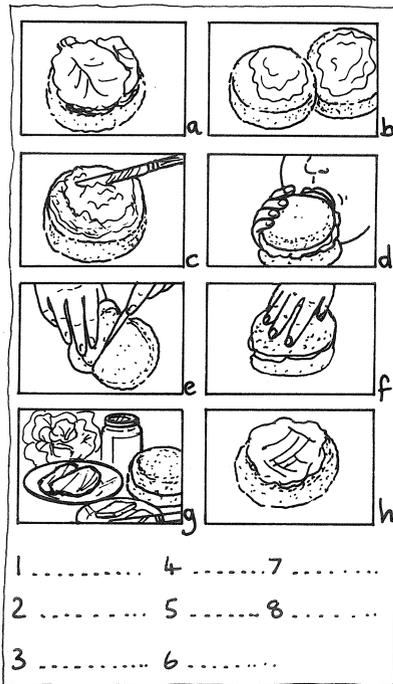
– For yourself you need a list of sentences which describe the pictures. These are in the *right* order:

To make a ham and lettuce sandwich

1. You need a slice of ham, a roll, some lettuce, some butter and some mayonnaise.
2. First cut the roll in half.
3. Butter the two pieces of roll.
4. Put the ham onto the bottom half of the roll.
5. Spread a little mayonnaise onto the ham. Be careful! Not too much!
6. Now put some lettuce on top of the ham.
7. Put the top of the roll on top and press it down.
8. Eat it!

52

Preliminary work

This activity would fit well into the general topic of food. It is best if the children already know the words for some of the food which comes into the activity, but it is not necessary for them to know everything. For example, they may not yet know the words 'half' and 'mayonnaise'. The whole idea is that they should be encouraged to guess the meaning on the basis of the clues in the pictures, their existing knowledge of the topic, or possibly the sound of the word.

Suggested procedures

– Hand out the picture sheets, keeping one for yourself.
– Give the children a couple of seconds to look at the pictures so that they know what is there.
– Hold your picture sheet so that it is facing them and ask them to look at you.
– Read out the first sentence and show that you are looking for the picture which matches:

TEACHER: You need a slice of ham, a roll, some lettuce, some butter and some mayonnaise. . . . Is it this picture? *(pointing to the wrong picture)* . . . or this one? *(pointing to another picture)* . . . or this one?

– When the children agree which picture it is, show them that you are going to write the letter alongside 1 . . . . . . on the sheet.
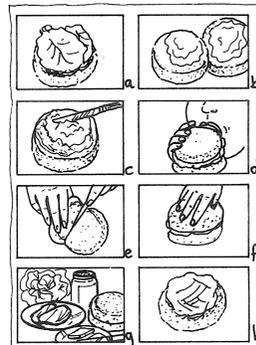
– Read out the next instruction, start searching for it as before, and let them tell you what number picture it is.
– Read out the third instruction, but this time make them decide for themselves which number picture you are talking about. They write down the number without telling you. (A quick glance at the papers of one or two children near you will tell you if they are getting the idea.)
– Carry on with the rest of the instructions, giving them time to find the right picture and write down the number each time.

53

Possible follow up	If the children can write, they might like to devise their own surprise sandwich. They can take the basic pattern of instructions from the board but choose their own ingredients. Let them use their imaginations, even if you would not like to eat the sandwiches they describe!
Other language you can practise with this activity	You can use this basic format of jumbled pictures for any sequence of sentences you like. For example, they could be simply a list of shops the children are asked to 'go to' and the things they are asked to buy:

Shopping list

1. First please go to the bakers . . .
2. . . . to buy some rolls.
3. Next, please go to the post office . . .
4. . . . to buy some stamps . . .
5. and post two letters to England.

etc.

Or the pictures could tell a story.

Activity **6** **Let's tell a story together**	You tell the story. They do the actions! It is an actively fun and simultaneously involving form of responding by doing.
Language focus in this example	The story actually practises prepositions but that is a very dull way to think of it!
Materials required	You can use any short story which has plenty of repetition and which contains plenty the children can mime. Here is one which all the children can mime at the same time, sitting in their seats. It is a version of a story called 'The Lion Hunt'. It is set out in two columns so you can see what prompts and actions might be useful.

Suggested procedures

First tell the story with pictures or symbols on the board.

TEACHER'S WORDS	SYMBOLS
We are going on a lion hunt.	
Off we go!	
First we walk along the path.	→

54

Then we go over the bridge.
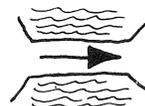
Next we go up the hill.

Then we run down the hill.

Next we walk across the swamp.

Now we walk through the long grass. . . .

. . . Wait a minute, whatever's this?
. . . It's got four legs. . . . It's got a
long tail. . . . It's got a big head. . . .
Help! It's the lion! Quick. . . !

(Now go back the way you came – but fast! Point to each drawing as you go.)

Through the long grass.
Across the swamp.
Up the hill. *(Remember you are going the other way!)*
Down the hill.
Over the bridge.
Along the path.
Home! Hooray!

Now sit down yourself and tell the story again, this time with the actions as follows. Get the children to copy the actions and do each one with you before you move on to the next stage.

TEACHER'S WORDS	TEACHER'S ACTIONS
We are going on a lion hunt.	
Off we go!	
First we walk along the path.	*Make walking noises on your knees with your hands, left, right, left, right.*

55

Then we go over the bridge.	*'Walk' on the desk to make the hollow sound of the bridge.*
Next we go up the hill.	*Slow down, it's a steep hill!*
Then we run down the hill.	*Speed up.*
Next we walk across the swamp.	*Make squelchy noises and lift your hands as if lifting them from something sticky.*
Now we walk through the long grass. . . .	*Part the long grass with your arms, making swishing noises.*
. . . Wait a minute, whatever's this? . . . It's got four legs. . . . It's got a long tail. . . . It's got a big head. . . . Help! It's the lion! Quick. . . !	*'Feel' each leg.* *Feel the tail.* *Feel the head.*

(Now go back the way you came – repeating the actions in reverse order – but fast!)

Through the long grass.
Across the swamp.
Up the hill. *(Remember you are going the other way!)*
Down the hill.
Over the bridge.
Along the path.
Home! Hooray!   *Slump in your chair and wave your hand in victory.*

Possible follow up   The children could draw the story in their books using very simple symbols like those above. The drawings can then be used for later repeat tellings of the story as in the variations below. If the class can write, they could write the story out too to go with the pictures.

Variations   a) In this form, the story has been kept very simple so you may find one of the class would like to tell it instead of you. Leave the symbols on the board and practise them with the whole class first. Then choose a volunteer to come to the front and be the storyteller.
b) You can also turn this into pairwork with all the children taking turns to tell their partner the story while they both do the actions.
c) Best of all, get the children to make up their own simple story in pairs and teach it to the rest of the class.
You can make up your own story to practise almost any language you want.

Final comment   This activity is very definitely a stirrer so think of something quiet to follow, like drawing the pictures as suggested above.

56

GROUP **2**

'Guess!'

The intention behind this group of activities is:

– to set up meaningful practice through real language use by providing the children with a good reason for going over and over the same items;
– to exploit the children's sense of fun and instinct to respond to a challenge;
– to stimulate the asking of questions.

Activity **1**
Guess what I've got on my promptcard **

In this activity the children cannot see the promptcard which has been chosen. They have to guess and work out by process of elimination. This is such a successful and easy activity to set up that it has already been mentioned several times in preceding chapters. Here it is in detail.

Language focus in this example

This time, the activity is being used to provide oral practice on the topic of the weather.

Materials required

– A set of drawings representing the phrases you want to practise. For example:
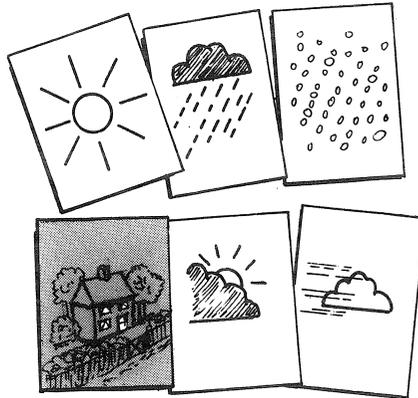
– Blutack or something similar which can be used to stick the cards temporarily to the board.

Preliminary work

This activity builds on oral work the children have already done but, even so, it is a good idea to 'warm them up' by some straightforward chorus and individual repetition of the phrases. This will also give you a chance to encourage the children to be accurate.

57

Suggested procedures

– Collect the promptcards into a pile and give the pile to one child who holds them so that the other children cannot see which card is on the top of the pile.
– Start the guessing yourself, so that you provide a model for the children to follow:

TEACHER: Is it raining?
CHILD WITH CARDS: No!
TEACHER: Is the sun shining?
CHILD WITH CARDS: No!
TEACHER (*to rest of class*): Guess!
ANOTHER CHILD: Is it snowing?

– When someone guesses correctly another child is allowed to choose a card and you start the process again.

Possible follow up/Variations

a) Simultaneous pairwork (oral)

The only slight disadvantage of the guessing activity as it is set out above is that the teacher usually enjoys it too and is tempted to remain the central figure instead of letting the children take over. So, once the routine and the materials are familiar, try to find ways of changing it to pairwork so that all the class are working at once.

Suggested procedures

Demonstrate what they have to do.

– Stick the promptcards on the board.
– Write a number alongside like this:

58
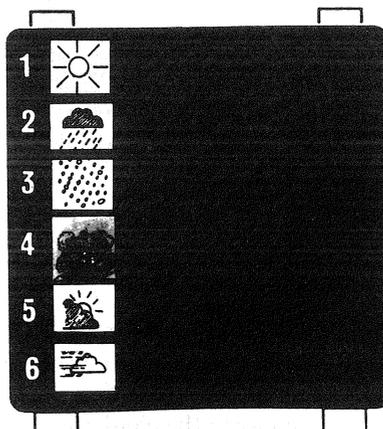
- Choose one of the promptcards and write its number somewhere on the board, concealing it so that the children cannot see what you have chosen.
- Get the children to guess which card you have chosen:

    CHILD: Is it foggy?

    TEACHER: No!

    And so on until they guess correctly when you reveal the number you chose and wrote up.
- Set the children to work in pairs. Child A writes down the number of a card they have chosen.
- Child B starts to guess as before.

b) Simultaneous pairwork (written)

Another way to turn this activity into pairwork is to turn it into a written activity. We learn best when we use language to convey messages. Real written messages are quite hard to generate in the classroom so it is worth trying this.

The children work in pairs. Each child has a sheet of rough paper.

Suggested procedures

- Alongside each numbered picture on the board write the phrases they are learning.

- Each child decides on the word/phrase from the numbered selection on the board as in the previous activity.

59

– Both children in each pair write a question to find out what their partners have chosen.
– They exchange papers and underneath their partner's question they write their answer.

Is it windy?

Yes, it is.

Is it raining?

No, it isn't.

– They continue guessing in writing like this until one of them has successfully identified the other's choice. Most children like to keep a score of who gets the correct answer first each time.

Other language you can practise with this activity

In fact, this particular activity can be used to practise almost any piece of language because all you have to do is to think up the right question. For example, the children can guess by asking:

'Do you like?' + food
+ animals
+ school subjects
+ actions (e.g. swimming).

Or

'Have you got?' + personal possessions
+ brothers and sisters, etc.

Or

'Are you going to?'
'Have you?'
'Did you?'

The list is endless but it would help to look through the work you want to cover and to make your own list.

Final comment

One of the advantages of these guessing activities is that the children find their own level of language. This helps to build confidence. For example, it is possible for children to join in 'guess what I've got on my promptcard' when they only know one of the words. As the game progresses, they will hear the other phrases repeated and begin to learn them too.

The next example does not involve questions but is still based on guessing and on the same principles. It is something of a fraud, but maybe that is part of its appeal to the children. They certainly enjoy it!

60

Activity **2**
Telepathy

This activity is based on the idea of one child pretending to send a message to the others in the class by telepathy. The idea is to see how many people receive the message correctly!

This is another activity which is designed to make repetitive practice fun and a matter of real exchanges and interaction. It provides a reason for going over and over the same phrases. It can be done either as a totally oral exercise or it can make a very useful exercise for classes which are already writing.

Language focus in this example

As with all the best activities, it can be used to practise almost any phrase. In this example the topic is the days of the week.

Materials required

Some prompts for whatever you want to practise. In this example, they are letters written up on the board, but these prompts could also be pictures/ symbols/words/sentences on the board.

Preliminary work

This activity builds on oral work the children have already done. Even so, as with most activities, it is a good idea to 'warm them up' with some quick chorus and individual accurate repetition before you start.

Suggested procedures

– Put the prompts on the board.
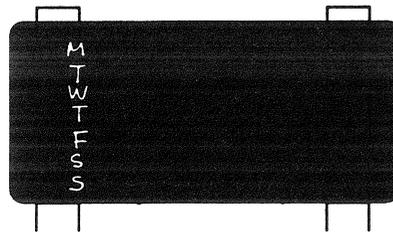
– Do some quick revision by getting the children to practise saying them in chorus and individually.
– Number each one.
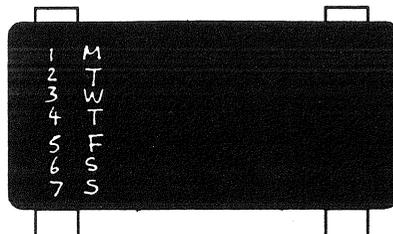
– Get one child to come to the front.

61

- She whispers to you or writes down the number of the phrase she is going to 'transmit'.
- She is given a few seconds to transmit the message to the others by 'telepathy'.
- Each child in the class writes down the number of the phrase they have 'received'.
- Check *quickly* round the class, getting each child to say the phrase they 'received':

> FIRST CHILD (who wrote down 2): It's Tuesday.
> SECOND CHILD (who wrote down 4): It's Thursday.
> THIRD CHILD (who wrote down 2): It's Tuesday.

And so on.

- The child at the front can keep the score for each phrase alongside the prompts on the board:
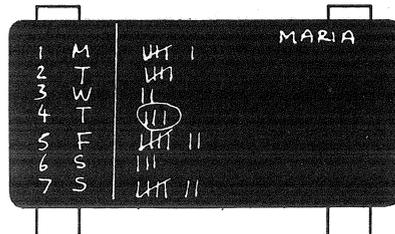
Maria chose to 'transmit' Thursday and scored 3.

- Repeat the whole process and let another child see if they can score a higher number of correct 'transmissions'.

Variation

You can use this to practise writing by getting the children to write the whole sentence down instead of just the number.

Other language you can practise with this activity

Anything!

Final comments

Again, even the children who only remember one phrase or word can join in this activity with confidence. If necessary, they can choose the same phrase each time. But they will hear the other phrases over and over again as the activity progresses, so they can soon start using those as well. What is more, the child who is 'transmitting' the message does not in fact have to say or write anything at all. Here is a chance for your least able pupils to take a central role!

This is suggested here as a whole class activity but could equally, if not better, be done in groups once the children have the idea.

The next guessing activity also lends itself well to pairwork.

62

Activity **3**
How many can you get right?

This activity is very like the 'guess what I've got on my promptcard' activity suggested at the beginning of this section. However, this time all the cards are laid out at the same time, face down, and the children have to see how many they can guess correctly out of the whole set.

    The aim of this activity is again to provide repetitive but fun practice of whatever the class is learning at the moment. It is mentally engaging because it involves logical thinking as well as pure guesswork. It is also actually involving in the form suggested here because the whole class is working simultaneously in pairs.

Language focus in this example

This particular example is practising 'can' + verb.

Materials required

– Visual or written prompts.

– You will also need blutack or something similar if you are using visual promptcards.

Preliminary work

This activity would follow preliminary listening activities and repetition of the new phrases so that the class is already familiar with 'He can swim', 'He can ride a bike', etc.

Suggested procedures

– Stick or write your prompts on the board and number them.

63
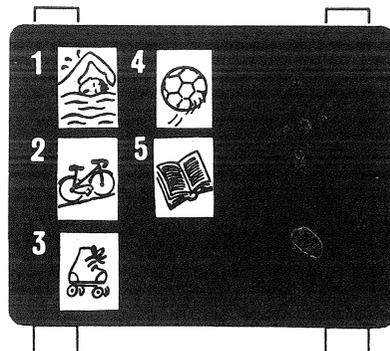
- The class works in pairs.
- Child A writes down the numbers in any order he chooses and covers them so that B can't see.
- Child B guesses what the first number is by saying the phrase it represents:

  'She can swim.'

- Child A reveals the number and announces whether B was correct or not:

  'No, she can't./'Yes, she can.'

- Child B proceeds to see how many of the five he can get right.
- They keep a score then it is Child A's turn to guess and to see if he can improve on B's score.

Possible follow up

For classes that are already writing, you could move to a simple writing activity. Each child writes a list of numbers in any order they like and their partner writes out the sentences in that order. They then correct each other's list.

Other language you can practise with this activity

Anything you choose!

Activity 4
Battleships

This idea is based on a pencil and paper game called Battleships that children in England play in pairs. Perhaps you have your own version. In true 'Battleships', the two players each secretly mark on squared paper their fleet of ships. They then try to 'sink' their partner's ships by giving the coordinates for the squares where they think the ships may be. In this traditional form, the idea is rather limited as a language exercise, because all that the players say are the numbers and letters to give the coordinates. In the language learning version below, however, the coordinates are given by using phrases not numbers.

Again, the aim of this final guessing activity is to provide simultaneously involving, mentally engaging, repetitive real oral exchanges in a way which is also motivating and confidence boosting! It is the most complicated of the guessing activities suggested here and therefore is more suitable for the older primary children. However, it is enormously popular.

Language focus in this example

Food likes and dislikes.

64

Materials required   A small grid for each child in the class.

Alan	☺						
	☹						
Debbie	☺						
	☹						
Clare	☺						
	☹						
Hugh	☺						
	☹						

NOTE: If it makes life easier for you, there is no reason why the children should not draw their own grids, but it takes time so, if you are fortunate enough to have photocopying facilities, it is much simpler to draw the grids and duplicate them yourself. They do not have to be big. You can fit four onto a sheet of A4-sized paper.

Preliminary work

As this is a fairly complicated activity it is most suitable as a final practice activity, when the words or phrases are already very well established.

Suggested procedures

– Without letting their partners see, the children mark ten squares on the grid with a * in the top corner, like this:

Child A's grid:

Alan	☺						✳
	☹	✳	✳				
Debbie	☺						✳
	☹						
Clare	☺						✳
	☹			✳	✳		
Hugh	☺					✳	✳
	☹				✳		

65

Child B's grid:

		(meat)	(fish)	(vegetables)	(fruit)	(sweets)	(chips)
Alan	☺					✳	✳	
	☹						
Debbie	☺						
	☹		✳		✳	✳	
Clare	☺		✳				✳
	☹			✳			
Hugh	☺						
	☹		✳				✳

– The children keep their grids hidden from their partners but try to find out what their partner has marked. So, for example, Child A 'fires' by asking the question:

'Does Alan like sweets?'

In this particular example a hit is scored.

– Child B answers:

'Yes, he does.'

and A marks it with a tick on her own card.

Child A's grid now
looks like this:

		(meat)	(fish)	(vegetables)	(fruit)	(sweets)	(chips)
Alan	☺					✔	✳
	☹	✳	✳				
Debbie	☺						✳
	☹						
Clare	☺						✳
	☹			✳	✳		
Hugh	☺					✳	✳
	☹				✳		

– It is now B's turn to 'fire' at one of A's choices:

'Does Clare like fruit?'

B marks the result on his card.

Child B's grid now
looks like this:

Alan	☺					✳	✳	
	☹							
Debbie	☺							
	☹	✳			✳	✳		
Clare	☺	✳						✳
	☹		✳		✕			
Hugh	☺							
	☹		✳					✳

Note: the table above has 6 picture columns following the Name and face columns.

— The children continue with alternate questions until one child has found all the other's choices.

Variation	There is another form of this activity which ties in with maths work on intersecting sets. You will find it set out in detail in *Practical Activities 2* on page 154.
Other language you can practise with this activity	You can combine any two elements of information you like, for example: – Days of the week + hobbies to practise 'Do you swim on Mondays?' etc. – Furniture + rooms to practise 'There is a chair in the kitchen.' etc. (Notice that the children do not have to make questions. The activity can be done with statements.) Why not make your own list of the topics you most frequently need to practise and then see how many different combinations you can make out of them in this way?
Final comment	If the children in your class are not familiar with the game, it may take a little while for them to get used to it but once learnt, they will enjoy it.

67

GROUP **3**

'Get up and find out!'

The intention behind the activities in this group is to set up meaningful and real language interaction which involves movement round the room. Young children can become restless if they have to sit still for long periods. It is only fair to them and to us to provide them with the opportunity to move around. If we can do that, then they are more likely to be able and willing to sit still when we want them to! So, just as we wanted to exploit the desire to talk, we can also make good use of the desire to move.

Some of these activities involve more initial preparation than some of the others. However, they do repay the effort. For example, the materials made for the second and third activities in this group can be reused over several years.

Perhaps with some of these rather bigger activities it would be worthwhile sharing your resources with someone else. If there are other English teachers in your school, you could each produce a set of materials for one of these activities and then make them a common resource. You will, in any case, find that discussing these ideas with other teachers will stimulate other ideas and improvements of your own which are perhaps more suited to your circumstances.

The first activity, a class survey, is something you can easily set up on your own however.

Activity **1**
Interview grids *

The idea of these interview grids is that all the children in the class conduct a class survey by interviewing each other. This kind of activity is very useful for encouraging real communication. Children can exchange real information about likes and dislikes, details of possessions, hobbies. If the question and answer work on these topics is only ever done by the teacher talking to the whole class at the same time, it is unsatisfactory in several ways. For a start, the activity tends to feel like a language learning routine rather than a real finding out and exchanging of information. Moreover, it has three particular drawbacks. The first is that only one child at a time is involved in answering. The second is that the children only produce the answers. They don't practise asking the questions. The third disadvantage is that each child is only likely to answer once at the most. Compare this with what happens in the activity below. By using a grid, you can turn the activity into simultaneous conversations which involve all the children in the class at the same time, and which require them both to ask the questions repeatedly and to give their answers repeatedly.

Language focus in this example

Conducting a class survey on likes/dislikes + animals.

68

Materials required — For this activity, you need a grid for each child as in the example below, with several question prompts across the top (either written or drawn) and spaces at the side for the names of those interviewed.
— If you are going to demonstrate on the board what they should do, you will also need some blutack.

Preliminary work

Before the children are ready to do this exercise you will need to make sure of two things. Firstly, they need to have a reasonable chance of getting it right. So before you start this, you will want to provide some accurate practice of the words and phrases involved. (Remember that the children are going to be using the *questions*.) Secondly, the children must be clear as to how to do the exercise.

Suggested procedures

— Help the children to practise the answers by asking the questions yourself.
— Now practise the questions with them. You could just do some repetition work at this stage.
— Now begin to build up the grid on the board. As you and they are practising each item, stick or write it up in the position it will occupy in the grid.
— Draw the grid framework round the prompts.
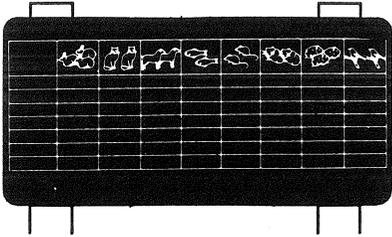
— Interview a child yourself, filling in the grid as you go.

69
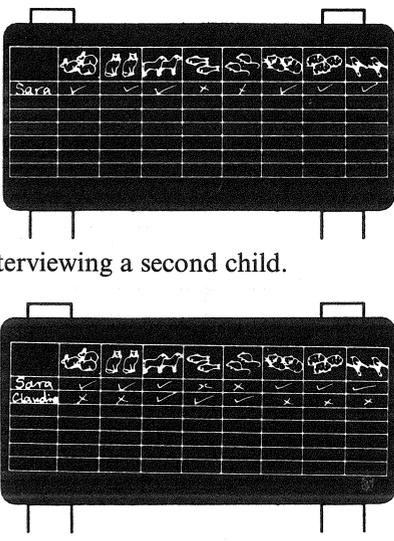
— Repeat this, interviewing a second child.

— Do a third interview, this time getting one of the children to ask the questions and fill in the answers on the board.
— Now the class are ready to start on their own. Issue the grids to the class or get the children to draw their own.
— Let the children move round the room interviewing each other.

Possible follow up

a) The class can simply report back to you orally on what they have found out:

ANNA: Martin likes dogs.
TEACHER: *Do* you like dogs, Martin?
MARTIN: Yes, I do.

b) If they can write, you can get the children to write some of their findings up as sentences. Remember to give them a model sentence on the board initially.

c) If you are trying to integrate the foreign language and other work, the information the children have collected can be used for chart work in mathematics as suggested in *Practical Activities 2* (page 145).

Variation

With a younger class, it might be a good idea to keep the survey exercise very much simpler and just have one question for the children to ask each other, e.g.: 'How do you come to school?'

Other language you can practise with this activity

It is possible to do class surveys on practically any topic you like, for example:
Times + events during the day (*What time do you get up?*);
Weather and hobbies (*What do you do when it is raining?*);
Likes and dislikes in foods (*Do you like fish?*).
In this form, the children are practising one basic question.

70

It is also possible to practise clusters of questions which belong naturally together, such as personal details:

'Have you got a brother?'
'Have you got a sister?'
'How old are you?'
'Where do you live?'

NAME				

Final comments

i) If you have done this kind of 'get up and move around' work in languages before, you will know how effective it is. If it is a new technique for you, you may well be worried about how much English the children are actually talking. It is true that some children may be tempted to 'cheat' by using the mother tongue. In this respect, children are rather like water; they choose the easiest route. Our job is to make the route we hope they will follow easy enough to be worth trying. That is why practice beforehand is so important. It is also worth pointing out that even if they lapse occasionally into the mother tongue, ten minutes of simultaneous talk will have demanded more English from any single child than would occur in a similar teacher/child question and answer session with the whole class, however machine-gun-like its speed.

ii) This activity is perfectly feasible with a large class if there is room for them to move around. If your classroom is very cramped, you can limit the number of children on the move at any one time in the following way. Start with a smaller number of children on the move as interviewers. (I suggest ten but it depends on your classroom. In any case, you want as many children moving as is reasonable in your particular room.) Each of these children is allowed to interview three classmates and then has to sit down. Meanwhile, as soon as any child has been interviewed twice, they can get up and themselves become an interviewer. As soon as they have done their three interviews, they sit down again. This system also has the effect of making the children want to be interviewed so that they can get up and become one of those moving around.

iii) As regards accuracy, it is also true that not all the class will be getting the phrases exactly right. You may worry that you cannot get around and correct everyone. There are several things to say here. The first is that if you have practised the activity reasonably before you set the children to work independently, this is not likely to be much of a problem. Besides, you know your children. You know who to listen to first and whom you can leave to get on with the activity on their own. You can also offer the occasional correction as you go around if something is badly wrong or if the child looks as if they would be glad of help. But be careful not to break too heavy-handedly into what the children are doing. That is the second point. What matters in this kind of exercise is that the children concentrate on getting the message across.

71

Thirdly, you will also find that they correct each other. However, if you do find that the whole class is getting something disastrously wrong, then you can stop everyone, practise it briefly and then restart them.

(iv) You may also be concerned that the children's behaviour will deteriorate. You will discover that although the noise level must go up because they are all talking at once, they tend to get so involved in what they are doing that behaviour ceases to be a problem. In fact, this kind of activity is not just suitable for 'good' classes who behave well anyway, but is particularly appropriate for restless classes precisely because they will talk to each other whether we like it or not!

Activity 2
Test your friends

This is another speaking activity which is based on the children's instinct and need to get up and move around. It gives them a good reason for doing so by building on their desire to talk to each other. It also provides a great deal of practice of a limited topic because each conversation they have is slightly different. In the process, it seems like fun rather than serious learning because it involves making and using something usually more associated with play than with school.

Making a 'fortune teller'
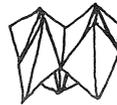
Language focus in this example

Numbers.

Materials required

A square of paper (21cm by 21cm is a convenient size) for each child and one for yourself (a bit bigger so they can see it clearly when you are demonstrating what to do).

Preliminary work

Listening and oral work on the numbers 1–10.

Suggested procedures

Stage 1: Making the 'fortune teller'

– Show the children what to do. They copy you at each stage. The English is very simple. It goes something like this.

TEACHER'S WORDS   TEACHER'S ACTIONS

Now, watch carefully.

First, fold your paper like this.
Press hard (with your thumb) like this.
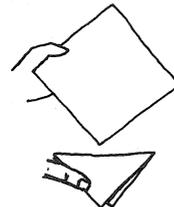
TEACHER'S WORDS	TEACHER'S ACTIONS
Now, open it again.	
Next, turn it round. Now fold it like this.	
Open it. Now, watch!	
Fold it like this. Press hard with your thumb.	
And like this . . . press hard.	
And like this . . . press hard.	
And like this . . . press hard.	
Now, watch carefully.	
Turn it over like this.	
Next, fold it like this . . . press hard.	
Now like this . . . press hard.	
Then like this . . . press hard.	
Then like this.	
Next, fold it like this. Yes! Press hard.	
Then like this.	

73

Now, watch . . .

(and you demonstrate how the fortune teller works).
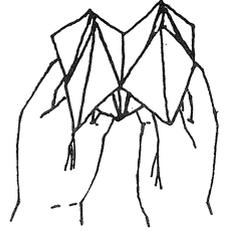
Stage 2: Writing inside

– Each child chooses eight numbers and writes them on the flaps.
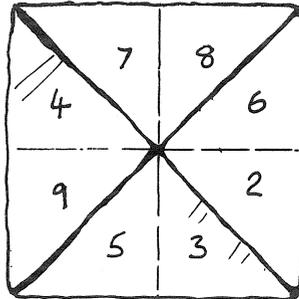
– The children then each make up eight sums with the numbers between 1–10 and write those *under* the flaps.
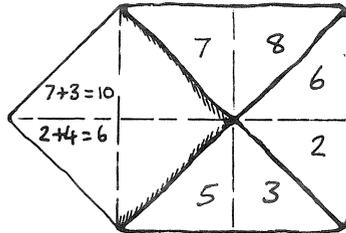
Stage 3: Testing their friends

– Show them first what to do by using a volunteer from the class.

TEACHER: Say a number.
   CHILD: Three.
TEACHER: *(makes 3 moves with the fortune teller, counting)* One, two, three.
TEACHER: Choose a number.
(The child chooses one of the numbers now revealed by the fortune teller.)
   CHILD: Five.
TEACHER: *(lifts the flap and reads out the sum)* What is five plus two?
   CHILD: Seven.
TEACHER: Yes.

When the children have got the idea, let them get up and test their friends.

74

Variation	You can adapt this activity by altering the questions the children write under the flap.

Other language you can practise with this activity

You can make the questions general questions, such as: Where do you live? How old are you? Do you like . . .?

Or, for a class that is learning to read and write English, the questions under the flap could test spellings on any topic you like, such as food, animals, parts of the body, colours. To make sure they start with the words spelt correctly on the fortune teller, the children can choose eight items from a list on the board. Getting them to practise spelling simple words to each other is, in fact, a good way to practise the alphabet in English.

Final comments

Notice that the demonstration of how to make the fortune teller is done in English. Simple demonstrations like this, which use limited language but a great deal of visual support, will help the children and you to get used to the process of doing things in English. Even a small task like this is a good example of real language use. Later in the book you will discover that apparently more complicated tasks in fact build on exactly the same techniques.

Activity **3**
Find someone who has the same card

Like the previous activities, this is designed to provide simultaneous meaningful involvement.

The idea is that the children have to find someone else in the room whose card of pictures or words is the same as the one they themselves have been given.

Language focus in this example

Pets: 'Do you like' + animals.

Materials required

Make a set of cards for the topic you are practising.
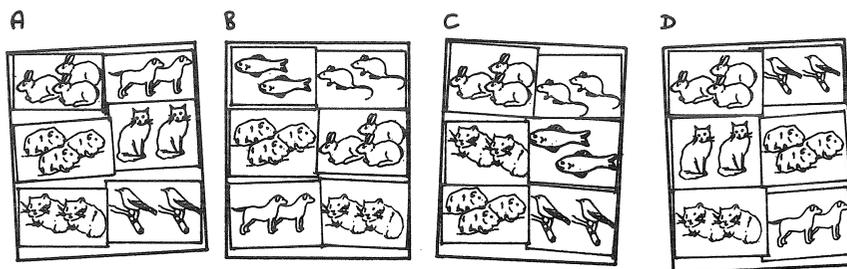
All the cards are based on the same group of items, but the exact selection on any one card only matches one other card in the set, i.e. in the above example, card A matches card D, although all four of the cards have several pictures in common. You need enough cards for all the class, so for a class of thirty children you will need fifteen pairs of cards.

75

Preliminary work

This activity will come towards the end of your work on any topic. For example, it would follow on well from the interview grid which has just been suggested. So, this example uses the same pictures as the interview grid in order to remind you that many of the activities in this chapter can be combined to create very full but varied and enjoyable practice of one set of phrases.

As with the interview grid, you need to practise the questions and answers carefully beforehand, so that you can let the children get on with it on their own once the activity starts. It can also help to have one or two key sentences on the board. You will find that the more able children will ignore them, the middle ability children will look occasionally for reassurance, and the least able will look every time.

I like dogs. do you?

Yes, I do.
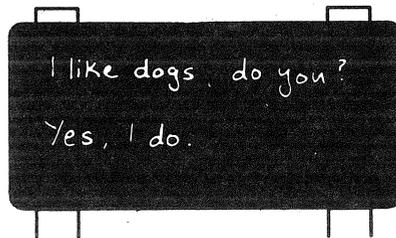
Suggested procedures

You will need to demonstrate how to do the activity. As you can see in the suggested procedure below, the technique of demonstrating is basically the same as in the fortune teller example above or the paired reading example of how to teach in the target language on page 17.

– Take two pairs of cards from the pack.
– Keep one card yourself. Give the other three cards to three children, keeping a careful mental note of which child has the card that matches yours. (Finding the easiest route is also allowed for the teacher sometimes!)
– Make a statement about your card saying:

 'I like hamsters. Do you?'

– If the child you are addressing also has a hamster on their card, they will reply:

 'Yes, I do!'

– Carry on asking, until it is clear that your two cards do not match.
– Ask the next child. Leave the third child who *has* got your card till last, by which time the class will have got the idea that you are looking for the matching card.
– Take back all the cards, reshuffle the pack, issue one card to each child in the class, and tell them to 'find your partner'.

76

Possible follow up

As a final settling activity to calm the class down again after all the wandering around and talking to each other, the children could choose phrases from their cards and write them in their books.

Variation

There is no need for the prompt to be a picture card if the class can read. It could just be a list of words.
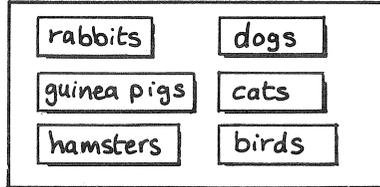
Other language you can practise with this activity

To make economical use of your preparation, one set of cards can be used to practise other different language exchanges on other occasions. For example, the cards above could also be used to practise 'I have got . . .' or 'I can see . . .'.

You can also produce a different set of cards to practise other language such as 'going to' + places:

'I am going to the cinema. Are you?'
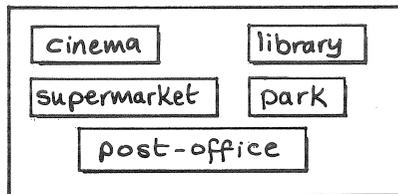
Or 'I like' + hobbies:

'I like swimming. Do you?'
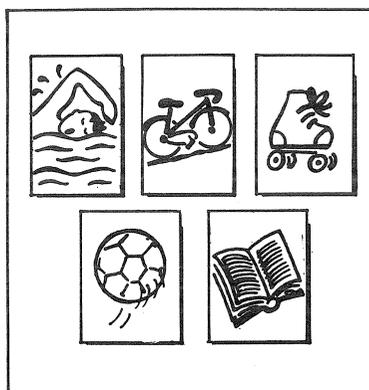
Final comment

You can make these cards yourself or get the class to do them for you. First you need to work out the combinations of prompts for each pair of cards. Here is one way to do it.

77

To work out the card combinations:

– Choose which language items you want to practise. Each pair of cards will need at least five prompts. So work out your system along the following lines (worked out here for eight items to give five per card).
– Allocate each prompt a letter of the alphabet.

Prompts:
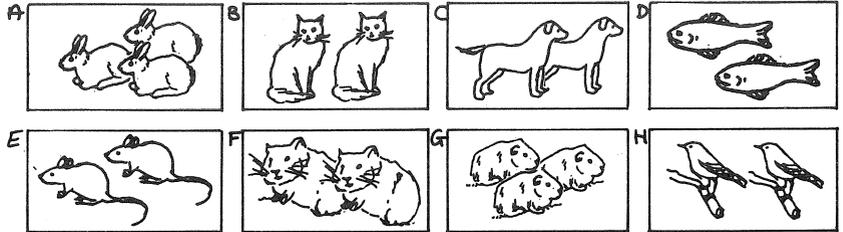
Card pair 1 has picture prompts   A B C D E
  ,,   ,,   2 has picture prompts   A   C D E F
  ,,   ,,   3 has picture prompts   A   D E F G
  ,,   ,,   4 has picture prompts   A   E F G H
  ,,   ,,   5 has picture prompts   C D E F G
  ,,   ,,   6 has picture prompts   D E F G H
  ,,   ,,   7 has picture prompts   B   E F G H
  ,,   ,,   8 has picture prompts   A B   F G H

and so on until you have enough card pairs for a class set.
– One sheet of A4 thin card will provide eight cards. You can cut up the prompts and stick them on the cards yourself. Alternatively, you could turn the preliminary work into a reading exercise, give the children the words to be written on the cards, and let them cut the pictures out and stick them on.

Activity **4**
Poster search

The basic idea behind poster searches is that children are given a set of questions to answer. The information they need to answer these questions has been put up on posters round the room. The children move around, searching for the answers.

This is another way of providing a valid reason and necessary opportunity for the children to get up and move around. It is also another activity which demands considerable preparation but, again, the materials required will last for several years. Again, it would be worth sharing the preparation and the end product with other teachers if you can.

Here are two examples which work in slightly different ways. The first is the easier version of the two, both for you to prepare and for the children to do. The list of things to find out is in English and the posters are simply pictures of people with speech bubbles containing drawings.

Language focus in this example

Weather.

78

Materials required – You need five or six largish backing sheets of plain paper (the reverse side of old wallpaper is one cheap possibility) to make a series of 'posters' relating to the topic you are practising. These examples were made by cutting pictures of people out of magazines. The 'speech' bubbles and names were first drawn on plain paper then cut out and stuck on to the posters:
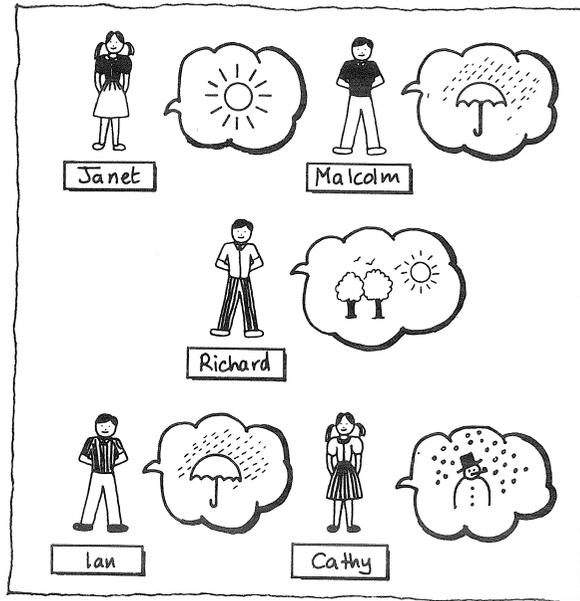
– You also need a question sheet for each child. In this case, the questions are in the form of multiple choice because in this way they repeat the reading the child has to do.

```
                                    Name........  Class.....
        What are they saying?
        Richard is saying:  it's raining.           □
                            it's a nice day.         □
                            it's windy.              □
                            it's hot.                □

        Ian is saying:      it's cold.               □
                            it's a nice day.         □
                            the sun is shining.      □
                            it's raining.            □

        Janet is saying:    it's snowing.            □
                            it's raining.            □
                            it's foggy.              □
                            it's hot.                □

        Cathy is saying:    it's raining.            □
                            it's cold.               □
                            it's snowing.            □
                            it's windy.              □

        Malcolm is saying:  the sun is shining.      □
                            it's raining.            □
                            it's snowing.            □
                            it's foggy.              □
```

79

Preliminary work

As a reading activity, this will come towards the end of your work on the topic. It could follow preliminary reading work based on the idea of 'identify which one I'm saying'. For example:

– Draw (or stick) your visual prompts on the board.
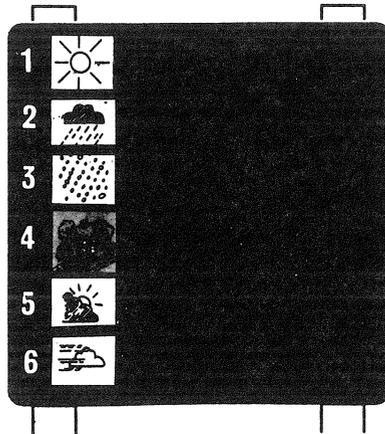
– Write the phrases up on the board alongside the visual prompts.
– Write a number alongside each one.
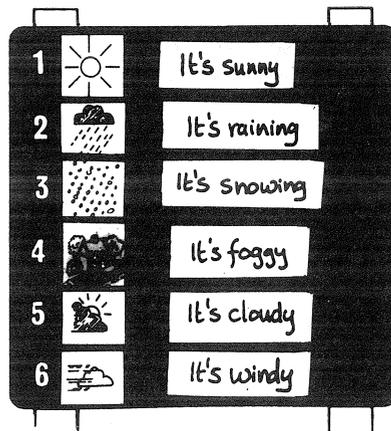
– Say one of the phrases and ask the children to write down its number.
– Do the same with the rest of the phrases. The children write down the numbers each time in the order you say them.
– Check quickly by giving them the numbers.
– Repeat the activity until they are all recognising the phrases confidently. At some stage, remove the visual clues so that the children are identifying the written words alone.

If they can do this, the children are ready to tackle the main activity.

80

Suggested procedures

– Pin or blutack up your poster sheets around the room. Space them out so that the children don't end up crowded together.
– Issue the question sheet to each child.
– Give the children time to read through the sheet so that they know what the questions are.
– Read out one of the questions yourself. (Choose one from some way down the page so that the children can see that they do not have to start with question 1.)
– 'Search' for the answer obviously, by going from poster to poster. When you have found it, let the children see you write down the answer so that they can see that this is what is expected of them.
– Tell the class to get up and find out. (It is probably a good idea to start the children off at different points in the room so that they don't all cluster in one spot answering the first question.)

Possible follow up

If you like the class to write, the children can copy the correct answers into their books and draw a speech bubble clue alongside.

Variation

Instead of using speech bubbles, you could use pictures of objects. For example, here is a poster with six names in the middle and pictures of six objects around the outside. Each name is connected by a line to one of the objects. The children must find out who has which object.
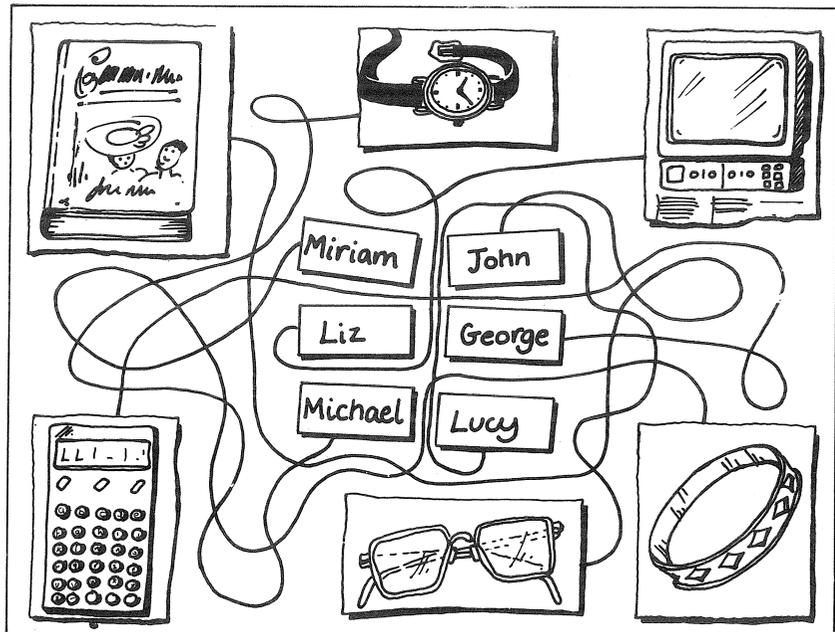
This poster could be one of a set about personal life. The other posters being about favourite foods:
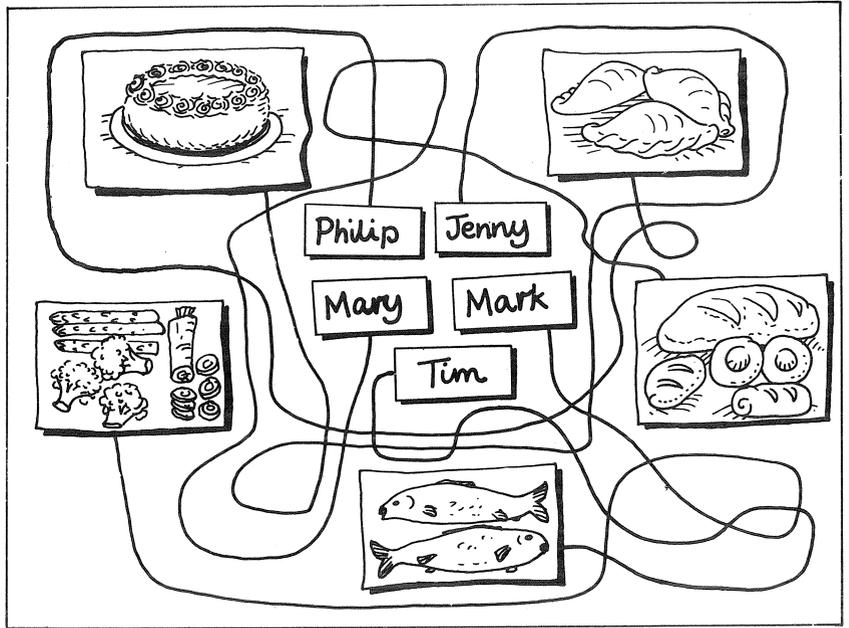
favourite colours, or animals:
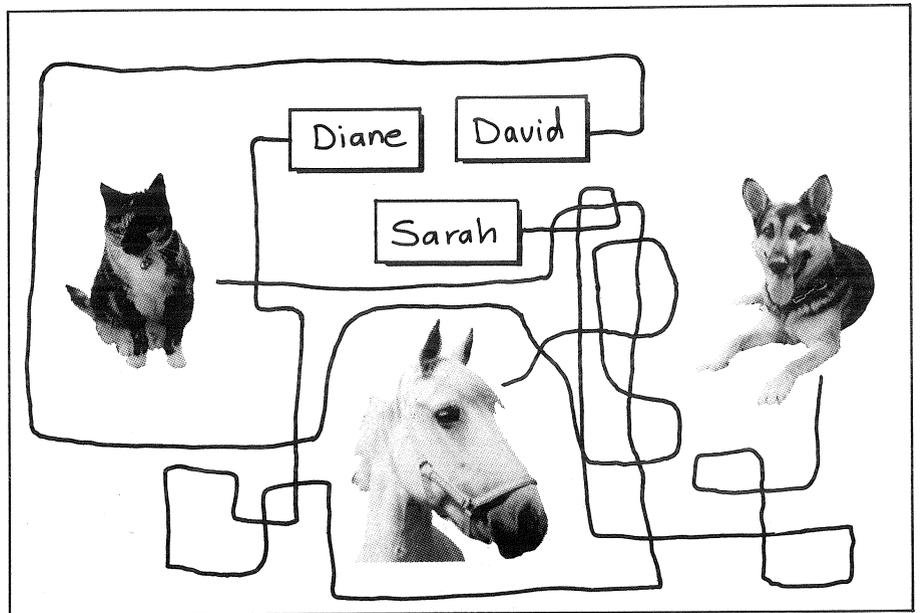
and so on. The question sheet would be a multiple choice sheet like the one on the weather.

Other language you can practise with this activity	The only real limitations to the basic idea are your drawing skills or the pictures you can find to use. In theory, the activity can be used for any words or phrases you want to practise.

The second example of a poster search is probably suitable for older children only. Whereas the first example just involved looking for the *picture* to match the phrase written on the worksheet, this time the children are scanning the English on the posters for *information*. The activity in this form encourages intelligent guessing and confidence in partial understanding.

Language focus in this example	Shops and shopping.

Materials required	– For this particular topic, you can make your posters by drawing the basic outlines of shops in a street and then sticking up notices and advertisements on different coloured pieces of paper.
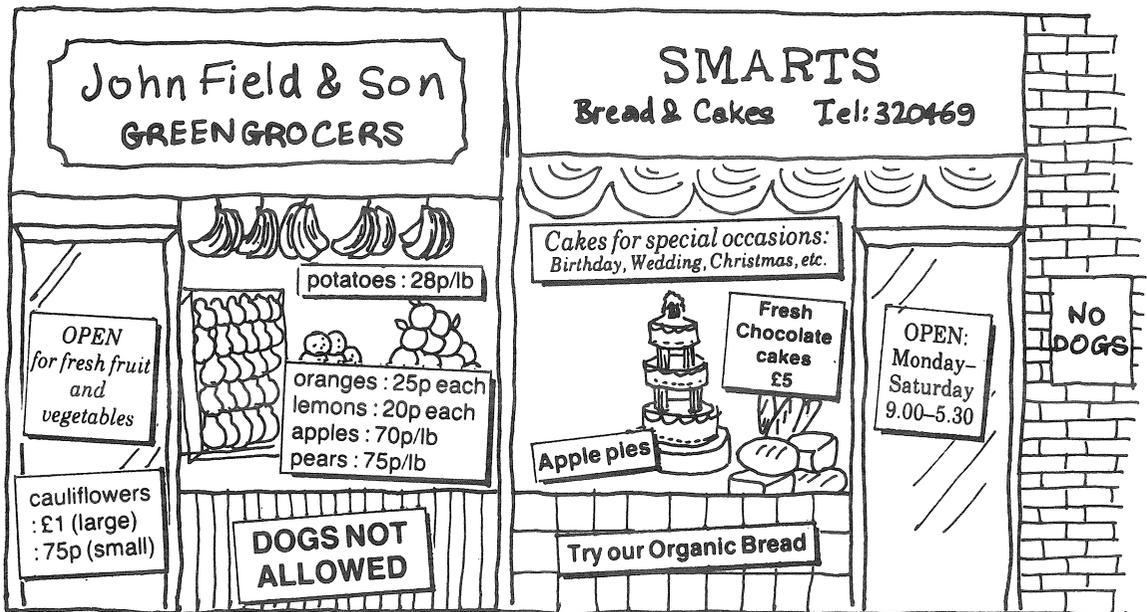
– You also need a question sheet for each child or pair of children. This time, the questions are single choice questions like:

'What do apples cost?'
'When does the cake shop close?'
'In how many shops can you buy bread?'
'Where are the cheapest lemons?'

(On other occasions, the questions can be in the mother tongue to enable more challenging things to search for. What matters is that the children scan the English 'text' on the posters.)

83

Preliminary work

As a reading activity, this will again come towards the end of the topic of shopping. Furthermore, as the activity is designed to practise scanning and you are not expecting the children to recognise or know every single word, this time you do not need to pre-check everything.

Suggested procedures

– As before, show the children what to do by reading out one of the questions and yourself walking round to find the answer. Show them how to write down the answer.
– Let the children get up and find the other answers.

Variations

These posters can also be on any topic you like. Here is a chance to introduce authentic materials. You could make some posters which use English advertisements. Or, if you visit England, you could take some photographs, for example of road signs, which would also make attractive and interesting posters.

For once you would not have to worry that ordinary photographs which you yourself have taken are too small for the classroom. This time, the children are moving around and can get close up to them.

Final comments

i) As they are described here, the posters look complicated to make. Remember they can be reused on different occasions.

ii) The success of this activity shows in the fact that some teachers who have originally come across it as a language activity frequently adapt it for other subjects! So here is an example of a technique from language work which you can integrate into other areas of the curriculum. Even potentially boring facts can become quite interesting if they are written up on several sheets round the room and the children have to find the answers. There is one group of children who signalled their enjoyment of this activity by calling it a 'treasure hunt'!

84

GROUP **4**

'Can you remember?'

The activities in this group are intended to show that we can use memory to create real communication. In other words, the main concern is to increase mental engagement by giving the children a good reason to remember what they are saying, hearing, reading or writing.

Activity **1**
Disappearing prompts **

In this activity, the children are initially shown a sequence of promptcards for which they say the appropriate phrases. The cards are then removed one by one until the children are saying the whole sequence from memory.

This is a simple activity which you can set up quickly. It gives the children a chance to recall the English directly. As well as providing a good reason for repetition, it appeals to the children's sense of fun and challenge. It is a good activity for the core repertoire.

Language focus in this example

'I am going' + the names of shops.

Materials required

- A set of prompts for the words or phrases you want the children to learn. In this case, they are just initial letters written on the board. Here, Bu = Butcher, PO = Post Office, N = Newsagent, S = Supermarket, F = Fish shop.
- On occasions when you use picture prompts, you will require blutack or something to stick them to the board.

Preliminary work

This kind of activity follows on well from some of the listening activities in Group 1 such as 'Write down the number' (page 41) or a 'Listen and arrange' activity (page 49).


Suggested procedures

- Write your prompts on the board. (Even if you are just writing them this time, it helps to draw a line underneath each one for reasons that will become clear.)

85
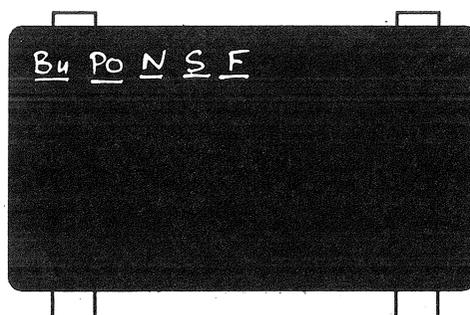
– Get the children to repeat them after you in sequence.
– Next the children practise saying the whole sequence while you just point. Keep them in sequence.
– When the children are familiar with the sequence, rub out a letter or prompt from the row.
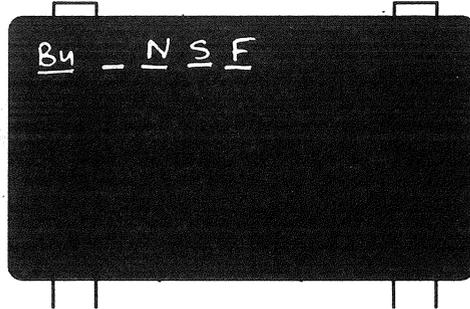
– The children now say the sequence including the one that isn't there.
– Carry on removing items in stages until the children are saying the whole sequence entirely from memory. (It helps to touch the empty space on the board or the table as they try to remember. This is why it helps to draw a line under your prompt so that you and they can see where there is a space.)
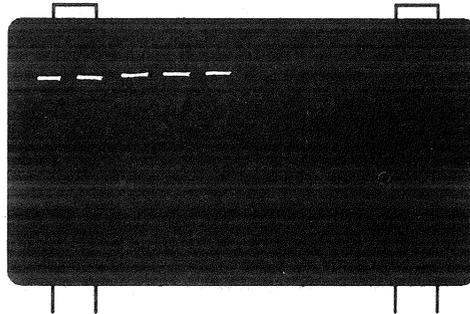
Possible follow up/Variations

Try to remove yourself from the centre of activity by inviting a child to the front to be teacher. You can also increase involvement by letting the children test each other in simultaneous pairs.

For a class that can read and write English, you can also turn this into a writing activity, in which case it could look something like this:

86

Suggested procedures

- Write up the phrases, but in a different sequence, on another part of the board and leave them there so that the children have a model in front of them.
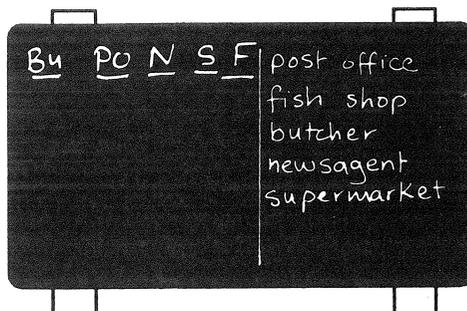
- Remove the prompts in the same way, one at a time, only this time the children have to *write* the sequence out from memory.

Other language you can practise with this activity

You can use this technique to practise any list of words, but it is even better if you can give the words a natural context such as 'I bought . . . .'.

In this way, you practise two things for the price of one while increasing the meaningfulness of the language being used. Other useful introductory phrases which you might also want to practise anyway are: 'I like . . . .', 'I don't often . . . .', 'I can . . . .', 'I have . . . .', 'I don't want to . . . .', 'I must . . . .', etc.

Final comment

As an oral activity, this provides plenty of actual and mental involvement although it is quite noisy. As a written activity, it is both settling and quiet.

Activity **2**
Matching pairs **

For this activity the children work in pairs or small groups. They are given two sets of cards and have to find the matching pairs. In the form suggested here, the activity is designed to develop scanning skills in reading.

Language focus in this example

Describing what people are wearing: clothes and colours.

87

Materials required For each pair or group of children you need an envelope containing a set of twelve picture cards and a set of matching statements. Below you can see an example of these before they were coloured and cut up into cards. You do not need to go to the expense of proper card. Cards made of ordinary paper seem to survive in the classroom.

She is wearing a green hat and a yellow dress.	She is wearing a yellow blouse and a red skirt.	He is wearing a green shirt and blue trousers.
He is wearing a blue shirt and yellow trousers	She is wearing a green hat, a blue blouse and a red skirt.	She is wearing a yellow skirt and a green blouse.
She is wearing a yellow blouse and red trousers.	She is wearing a blue hat and a red dress.	She is wearing a blue blouse and a green skirt.
He is wearing a blue hat, a red shirt and green trousers.	He is wearing a yellow shirt, blue trousers and a red hat.	She is wearing a yellow dress and a blue hat.
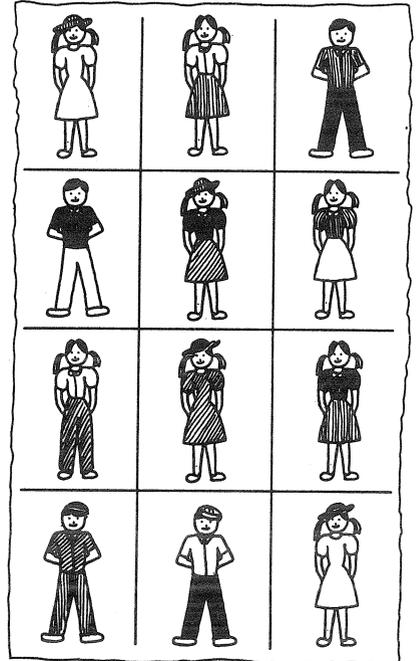
Preliminary work

This is a consolidation activity so, before the children start on an activity of this kind, you will want to have done plenty of listening, speaking and reading practice with them.

Suggested procedures

– First demonstrate how the activity works by playing a few turns with a child at the front.
– The children then work in simultaneous pairs or groups in the following way. They put the picture cards face down in a pile. The matching sentence cards are spread face down on the table.

88
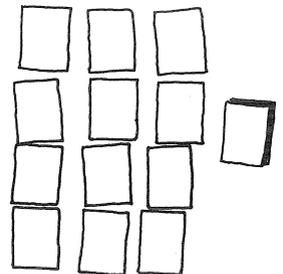
   – Child A takes the top picture card from the pile and turns over one of
     the sentence cards.
   – Together the children scan the sentence card to see if it matches the
     picture.
   – If the cards match, Child A keeps the pair. If the cards do not match,
     the picture card is returned to the bottom of the pile and the sentence
     card is turned back face down in its place.
   – The next child has a turn.

   The skill in the game lies in remembering where the various sentence
   cards were.

Possible follow up   When they have finished the game, the children can choose five matching pairs
                      and write out the sentences. Later, they can draw the pictures to go with them.

Variation   One very effective variation is to combine *three* elements of information rather
                      than just two (i.e. clothes and colours) as above. For example, you can have
                      directions on one set of cards, the names of shops on another and a map with
                      each set of cards, on which they have to follow the directions.
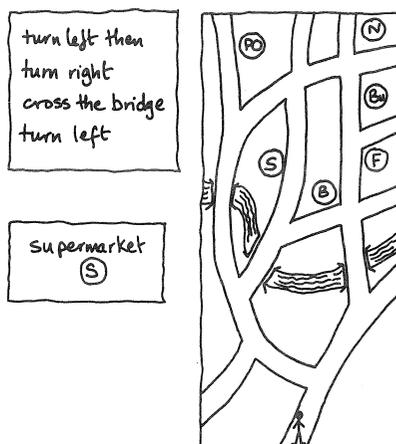
This time, the only way the children can tell if they have got a pair is to use the
map to follow the directions on the first card they have picked up and see if
they reach the shop on the second card.

89

Other language you can practise with this activity

You can use this activity to practise a wide variety of language. It can be used just to practise vocabulary with a picture card and a word card. You could also use the activity for language associated with:

Descriptions of people

| She has long hair and wears glasses. She is tall. | |

Numbers

| seven + five | twelve |

Weather

| | it's raining |

Actions

| they are swimming | |
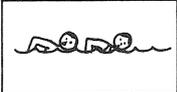
and so on.

Final comments

i) You may still be uncertain about using the language you are teaching to show the children how to do the activity. You may be tempted just to tell them in their mother tongue. Remember, however, that they can understand better if they can *see* what to do. By talking to the children in simple English while they watch what you are doing, you are providing real language use and are building on and developing their confidence in working on partial linguistic information. If you would like some guidance on how to do this, you will find this particular demonstration written out in full on pages 17–18.

ii) This is one of the activities that the children could help you to prepare. You can give them the word sheets and the picture sheets already drawn but not yet coloured in. They would have to read the word sheets and colour the pictures in correctly. This in itself is a very satisfying reading exercise, and all the more so because the children are preparing a game which they are then going to play. Alternatively, they could make their own game. Give them two blank sheets of paper. One for the pictures and one for the words. They can fill the sheets in themselves with the pictures and phrases of their choice. When they have finished, they can cut up the sheets and play matching pairs.

Activity 3
Silent dictation!

This activity comes at the transition between reading and writing. The children are briefly shown a phrase, word or sentence which they then have to write from memory. It is a very simple activity from the teacher's point of view, but demands a quite complex mental process from the children. It must be stressed that they are *not* remembering each part of each word. They are understanding the words and remembering *the message* which they then have to produce for themselves.

90

Language focus in this example

Giving personal information.
As with all writing activities, it makes sense for the children to practise the kinds of things they will actually want or need to write and not just things they are more likely to want to say. So, in this example, they are using the kinds of statements they are likely to want to write in a letter to a penfriend.

Materials required

– You need some word cards (again paper will do) with phrases that you want to practise.

I am nine.	I have two sisters.
My brother is ten.	I have a dog.
I like football.	I don't like football.

– Paper for the children to write on. Scrap paper will do.

Preliminary work

With all written work it is very important that the children have heard, said and seen the words many times before they come to write them. This activity comes late on in your work on a topic.

Suggested procedures

– The teacher holds up the word card or a sentence card without saying anything.
– After a *brief* pause, the teacher puts down the card and the children write down what was on it.
– It sometimes helps to give a second viewing but it is important to remember that they are *not* copying so don't show the phrase for too long.

Possible follow up

You could let the children copy into their books the list of words or phrases you write on the board. (This time you want them to copy so it is accurate!) They could then do silent dictation in pairs. It works like this:

– Child A is the pupil first and closes his book. He has a piece of scrap paper to write on.

91

– Child B opens her book, points to a word/phrase, counts to three under her breath and then closes the book.
– Child A has to write the selected word/phrase.
– After three turns, both children check how correctly A has written the words or phrases.
– They then change over and Child B becomes the pupil for the next three 'dictations'.

(It is suggested that they count to three or they will probably be tempted to show their friends the words for no more than a millisecond and you might have arguments on your hands!)

Variations

If you have a very able or slightly older class, you could do more complicated versions of this activity.

a) Single words into whole sentences.
e.g.: You hold up
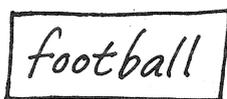
football

The children write **I like football**

b) Opposites
The teacher holds up a word card **big** in the same way as before but this time

the children write the opposite. **small**

Other language you can practise with this activity

This activity is suitable for learning to spell any words you want and is also useful for practising writing short phrases.

Final comment

This is one of those satisfying settler activities that calm a class down beautifully! It also makes a very good 'off the cuff' standby activity for those awkward five minutes you suddenly have left over at the end of a lesson. If you have no word cards prepared, you can write the words on the board and cover each one with a sheet of paper while the children are writing it.

92

Activity **4**
What did it say?

This activity has already been referred to several times because it follows on naturally from some of the previous activities. True/false statements or questions are used to test the children's memory of the information they have just had in front of them.

Language focus in this example

Possessions: 'have' + objects.

Materials required

A completed grid for each child. The example below is a grid which has already been used as a listening grid and filled in by the children in response to a series of statements from the teacher, e.g. 'Sheila has got a football and a television. She also has a cat. She hasn't got any brothers or sisters or a bicycle.'

	⚽	📺	🚲	🐱	👥
Sheila	✓	✓	✗	✓	✗
Adam	✓	✓	✗	✗	✗
Carole	✗	✓	✓	✓	✓
Alan	✓	✓	✓	✗	✓
Dorothy	✗	✓	✗	✓	✓

Preliminary work

Completion of the grid as a listening exercise as above.

Suggested procedures

– Let the class look at their grid for ten seconds to remember it.
– They turn the grid over and you make a statement like 'Sheila has a bike.'
– They have to tell you if it is true or false. They can do this in a variety of ways. For example, if they don't yet know the new phrases and you are still just using this as a listening activity, they can just say 'True' or 'False', or they can say 'Yes' or 'No' or, 'Yes, she has.'/'No, she hasn't.'
– If you want something a little more calming, they can write T or F on a piece of rough paper.
– Or if you want to wake the children up a bit, they can react physically with some agreed signal (left hand/right hand, or stand up/sit down).

Possible follow up

It is possible to move on from this to a written activity. The children stick their grids in their books. They then each write out ten sentences as a quiz and record the answers upside-down at the bottom of the page.

93

Variations

a) You can change it into pairwork.

– Child A acts as teacher, Child B as pupil.
– Child B turns over the grid so that it can't be seen.
– Child A makes a statement, e.g. 'Dorothy has got a bike', and Child B must indicate in some way as above whether that is true or false.
– The children take it in turn to make statements about the information, which their partner has to accept or deny without looking at the paper.

b) Alternatively, you can keep this as a whole class activity but change the roles round. *The class* can look at the information and offer statements. *You* are the one who has to remember whether the statements are true or false. On this occasion, they will probably want to keep a score of the number of times they catch you out!

Other language you can practise with this activity

Anything you like!

94

GROUP **5**

'Think for yourself!'

In languages, just as in other subjects, we need to leave the children as much mental space as we can to do their own generating and organising of ideas. This is the particular focus and intention of the activities in this section, and it ties in very closely with the need to engage the children mentally in a combination of language use and thinking. It is a vital part of the process of helping them to make the language their own, which is one of the priorities identified earlier.

Activity **1**
Listing ****

The children are being asked to group words according to categories.

The activity combines the mental engagement of thinking for yourself with actual occupation. It provides a good way of learning vocabulary and phrases in their written form, because it provides meaningful repetition and demands that the children handle the concepts, not just the words. It appeared earlier, in Chapter 3 (page 26), in the form of an activity for practising shops and shopping. Here it is again with a different topic.

Language focus in this example

Clothes and seasons.
This particular example asks the children to group various items of clothing under the time of year when they are likely to wear them.

Materials required

No special materials are required.

Preliminary work

This kind of writing activity follows on from plenty of practice in hearing, saying and reading the words.


Suggested procedures

– Ask the children to work in pairs to make a rough list of any words they know for clothes. Give them a couple of minutes to do this.
– On one side of the board collect together the words they have thought of. (This is your chance to spell their rough versions correctly. Simply write them correctly yourself, however peculiar their version has sounded and don't ask them to spell the words at this stage.)
      CHILD: Pulver.
   TEACHER: Good idea . . . pullover *(writes it up)*.

95

– When you have a reasonable list, read the words through quickly with the class so that they are reminded of the sounds before they write them. This will also give you a chance to check the meanings.
– Next, write the four seasons on the board as four headings:
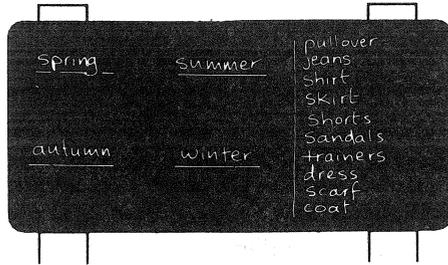
– Read one of the items of clothing from the list and ask the children when they wear it:

TEACHER: A pullover . . . . Do you usually wear a pullover in winter?
   CHILD: Yes. *(Teacher writes it on the board under the right heading.)*
TEACHER: *(Continues)* And do you wear a pullover in spring?
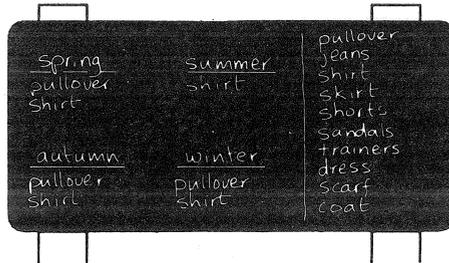
(Make it clear that things will come in more than one category.)
– Do a couple of examples like this and then set the children to write the column headings in their books and to copy the items into the column that *they* think is appropriate.

Possible follow up   The children could make their own little dictionaries in little booklets like those suggested at the end of this section on page 104. One column from the above exercise could become a page entry and the children could draw a little picture alongside some of the items.

96

Variations

The list does not have to be a dull, plain list of words. If you were practising rooms and furniture, the children could write their lists on a picture of a house:
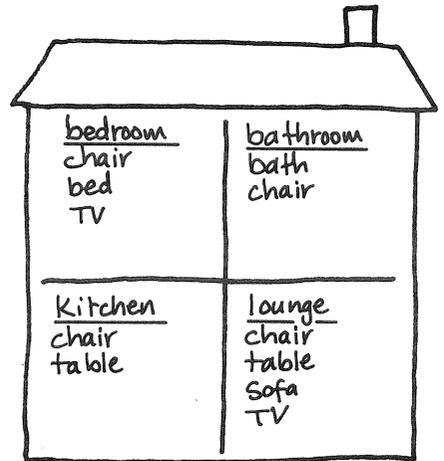
Or a list of sports could be written inside big weather symbols:

Or if they were making a list of what animals eat, they could write the words inside the animals:

97
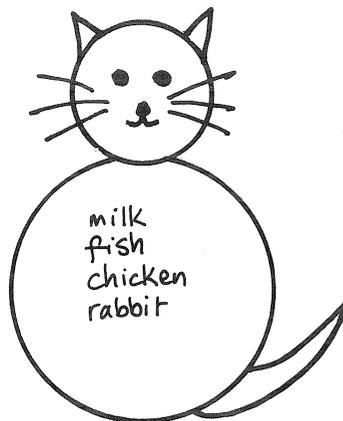
Let the children use their imaginations. Remember, we want them to make the language event their own. For example, here is a house made like an advent calendar by an eight-year-old French girl. The lists of furniture are behind the doors and windows.
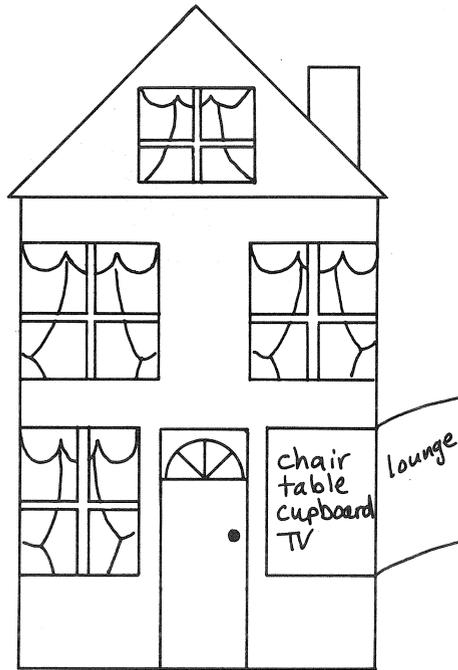
| Other language you can practise with this activity | It is quite fun working out combinations of categories and objects. Look through your textbook or syllabus to see what possibilities it offers, for example: |

Rooms and furniture	Weather and hobbies
Weather and seasons or months	Days of the week and school subjects
Sports and clothes	Colours and food, etc.

Final comment

The children do not have to be able to write the words already to do this activity. In fact, it is intended to help them learn *how* to write them. So, when they make their rough lists, they can write the half-remembered words down as they like. This allows the children to take risks and draw on their partial knowledge in the way we are trying to encourage. They can, however, do it safely, because you are going to write the words correctly on the board a few minutes later.

98

Activity **2**
Imagine

Instead of asking children to describe what you and they can both see, the idea of this activity is to stimulate them to find the words for what they imagine. We saw this on pages 7–8, where the children were given a picture of an animal's lair and asked to describe the monster they imagined lived down the hole.

Language focus in this example

In this present example, the children are going to make up a character and life for the child in the picture. In the process, they will practise the words and phrases they need to describe their own lives. This can be a purely oral activity or it can lead to imaginative written work.

Materials required

– You need one interesting, largish picture of a child for all the class to see.

(The picture should be big enough for the children at the back of your classroom to see but they do not have to see all the detail because, remember, they are not going to describe the picture.)
– A collection of several small pictures of children. You can cut these from magazines and stick them on paper so that the edges don't get too worn and you can use them again.

> **Preliminary work**
>
> You will want this activity to be preceded by plenty of other work on describing families/hobbies/likes and dislikes, so it is a useful way of drawing together several topics.

99

Suggested procedures

Stage 1: It helps if you structure what the class are doing. You are going to leave the content and the end product to the children, but their imagination needs something to start it off. Total freedom is rather inhibiting! So . . .

– On the board write up question prompts for the kind of information the children are going to make up. For this example, they are going to think up a name for the child in the picture. They are going to imagine where he lives, who else there is in the family, what his hobbies are, and whether he has any pets. So the headings are: *Who? Where? Family? Hobbies? Pets?* (Once the children get the idea, they might like to suggest the topics themselves.)
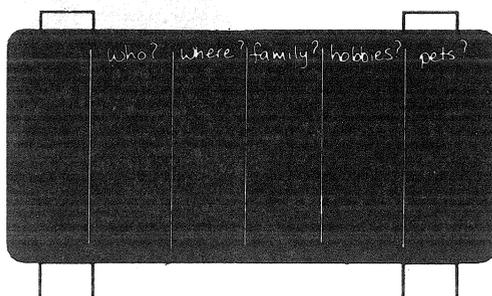
– Discuss the picture with the class, taking suggestions for the subject's name, where they live, etc. Take your time talking round the picture, reacting to and extending the children's suggestions if you can. The importance in the activity comes from exploring the possibilities:

> TEACHER: What is his name? What shall we say? Nick? Brian?
> *(Suggests several to show there is no right answer.)*
> CHILD: Max.
> TEACHER: Um . . . Max . . . that's a good name. OK. Has he only got one name? Perhaps he has two names . . . perhaps he has three names. Imagine . . .
> ANOTHER CHILD: Stefan.
> TEACHER: *(Writes up both names.)* OK. Max . . . Stefan.

Later:

> TEACHER: Where does he live? . . . What shall we say?
> CHILD: England.
> *(Teacher writes up 'England'.)*
> TEACHER: Is it a house or a flat? Imagine . . .
> CHILD: House.
> TEACHER: Oh, he lives in a house, not a flat, does he? Is it large or small? *(Writes up a child's suggestion.)* How many bedrooms has it got? Ten? That *is* big!

– As the children offer their ideas, write them on the board in note form so that the children can see what to do later when they are working on their own.

– In this way you build up a story on the board.
– When your notes are complete you can tell the story from them:

'This is Max Stefan. He is nine years old. He has one brother and two sisters. His brother is called John.' etc.

– Then get someone in the class to tell you the story too.

Stage 2: Having shown the children what to do, you now want them to work on their own in simultaneous pairs or small groups.

– In their books or preferably (because this is rough work) on scrap paper, the children draw the starter grid and copy in the headings.
– Give the small pictures out to the pairs.
– The children talk in pairs and agree on a story for their picture. You can go round and help them.
– When they have finished, choose one or two pairs to tell their story to the others in the class. You can make more of this by noting their versions on the chart on the board as they offer them.

Possible follow up/Variations

a) You can make more of the opportunities for oral work which this activity provides if you get the children to pass the pictures to another pair when they have finished their own story. In this way, each pair creates a life for more than one picture. If you do this, number the pictures for easy reference. The class can then compare ideas:

PAIR 1: This girl is called Anna.
PAIR 2: No, she isn't. She is called Jane.
        etc.

101

b) You can extend the activity in another way by getting the pairs to write up their story. They could write it in their exercise books or they could turn it into a little story book as the next activity suggests.

c) Another variation would be to get the children to imagine a conversation. You could find a picture of two people talking. For example, you might find something fun like these drawings of two imaginary beings. The children invent a conversation, perhaps on the topic you are practising at the moment. You can make this a regular feature of classwork by using it as a way to round off a topic or unit in a textbook if you are using one. If you have a classroom of your own with wall space where you can put up the children's work, this could make an interesting display.
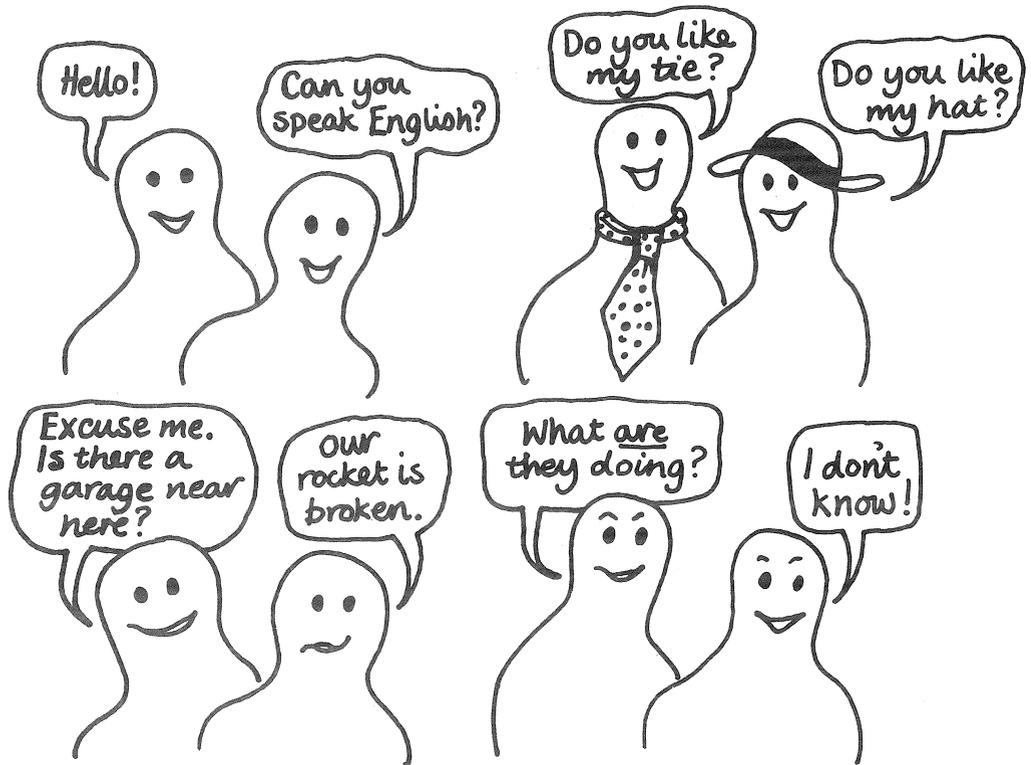
Other language you can practise with this activity

This kind of activity lends itself to descriptions (as the monster in its hole, pages 7–8) and personal details (as in the example above). You can also use it to encourage the children to tell a story about an imaginary day excursion. For example, start with a picture of a place like the seaside or a big town, perhaps on a travel poster. Or, if you cannot find a big poster, you could give each pair of children a postcard or photo.

102

The prompt questions on the grid could then be:

When?	Day, month, time.
Who?	Remember that this is an exercise in imagination. There does not have to be anyone in the actual picture. The children can write themselves into the story if they want to.
Why?	A reason for going, e.g.: 'It is my birthday.'
What is going to happen?	'I am going to swim.'

Final comments

i) By asking the children to make up their own story instead of just getting them to describe what they can already see, you are creating real language use, which is one of our priorities.

ii) Do not worry if they use a mixture of foreign language and mother tongue in the notes and discussion. This doesn't matter. They are only preliminary rough notes to act as a prompt for oral feedback which will be in English.

iii) If you have some children in your class who are not very confident or able, *you* can tell the story in English from their rough notes, so that they feel they have played a full part in the lesson.

103

Activity **3**
Writing booklets

The idea of this activity is to get the children to make their own little booklets for their class.

Language focus in this example

Describing their home town or village.

Materials required

You can make each booklet out of two sheets of A4 paper. Fold the sheets into four, staple them down one of the long folded edges, and cut them to provide a quick, attractively-sized, sixteen-page booklet. You could, of course, get the children to make them for you at some point in a handicraft lesson. This is all part of making sure that language work is not isolated from the children's other work. The first time you do this activity with them, it may help to have a finished model to show what they are going to do.
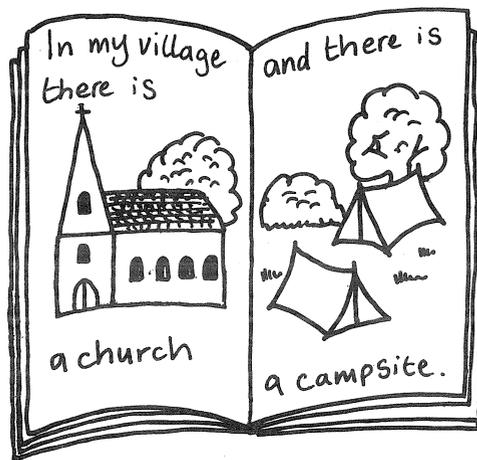

Preliminary work

This activity would come at the end of a topic when the class has already had plenty of practice on the topic.

Suggested procedures

– When the children are thoroughly familiar with the phrases in spoken and written form, write the key phrase on the board. In the example illustrated above the key phrase would be:

'In my village there is . . .'

- On *rough* paper, they make their lists of twelve things they will include in their booklets. Choosing twelve leaves enough room in the booklet for the much decorated title page and a 'hard words' list at the end.
- You could help them by discussing as a class what they might like to include and writing it up on the board for reference.
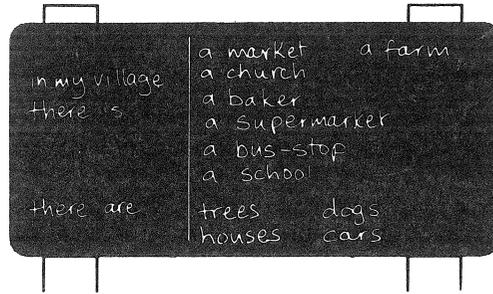

- When they have made their choice of items, the children have their spelling checked by you.
- They copy up the checked sentences into their booklets.
- They can then do the illustrations. (If you let them start with the illustrations, some of them will never reach the writing!)

Possible follow up When completed, these booklets can be hung on the wall or put in a class library box to provide material for early finishers or quieter moments.

Variations a) The children could make little workbooks to practise a particular structure, e.g. 'How many . . .?' or 'Do you like . . .?' They write the answers at the back of the book.

105
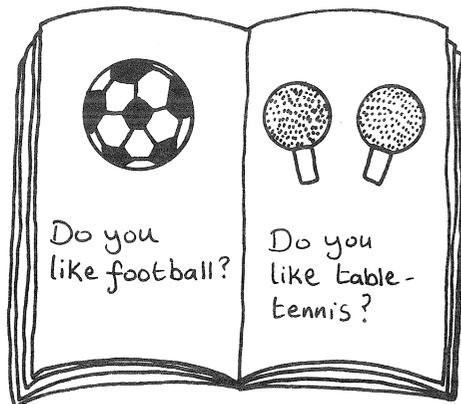
b) The children could also write up a small story based on a picture as in the previous activity.

Other language you can practise with this activity	You can use this activity to practise writing the kinds of personal things the children might want to write to a future penfriend, e.g. 'Me', 'My house', 'My family'. (Some children might like to use photographs instead of drawings to illustrate them.)
Final comment	You may prefer some classes to do the neat version of their writing on bits of paper which they then stick onto the pages of the booklet they have made. The advantage of this is that it allows for things going wrong without spoiling the whole booklet. The disadvantage is that it means you have to deal with the glue!

|	
Activity **4** **Design your own sticker**	Most children seem to love badges and stickers. Why not get them to design their own? In doing this, they are expressing a genuine personal opinion or enthusiasm and in the process they are producing their own individual phrase in the foreign language. What they write is theirs. It is not an answer to a teacher's question. It is not an exercise where everyone in the class is trying to produce the right answer. The children can make up something that no one else in the class has thought of.
Language focus in this example	The example below is intended to encourage the children to use colours and to combine them with any other words which they choose.
Materials required	– Circles of plain paper. (You can get the children to make these if you like.) – Coloured pens or pencils.

Preliminary work

This would make a good final activity in a sequence on colours.

Suggested procedures

– Tell the children what they are going to do. (If you have a sticker to show them it will help.)
– Draw a big circle on the board so you can design a sticker as an example.

106

– Remind the children of the colours and write them up on one side of the board.
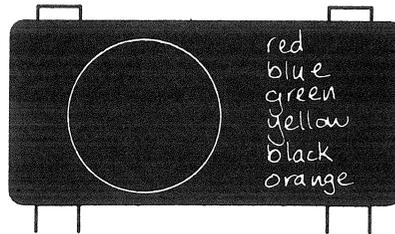
– Write your starter phrase in the circle:
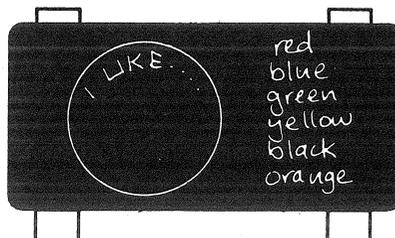
– Think aloud about what you are going to put in the space:

TEACHER: I like . . . red. I like red . . . apples. Yes. I like red apples.
(Writes it in the circle and draws the picture.)
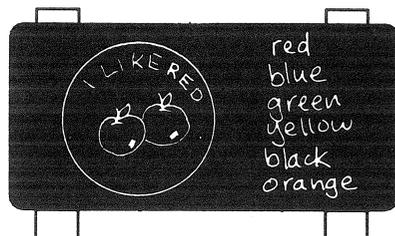
– Give out the paper and let the class make their own stickers.

Possible follow up   These would make a very attractive display to put on the classroom window (facing outwards) or on the wall.

Variation   The children could make badges out of cardboard and safety pins (perhaps in a handicraft lesson) and stick small circles of paper onto them to make personal badges.

107

Other language you can practise with this activity	Any short phrase which the children can combine with other language of their choice:

'I like' + sport
      + pop stars
      + food
      + animals

Or: 'I am' + adjective
         + age

Or: 'I can' + verbs

Final comment	The children may ask for words they don't yet know or perhaps words you don't know. It doesn't matter. In fact, it can provide a useful introduction to dictionaries and their peculiarities. Any new words which come up can be written on the board and later shared with the whole class.

Activity **5** **Logical puzzles**	The last example in this section is the most difficult and is really only suitable for the top of the primary range. In this activity, the children have to solve a logical problem. To do this they have to do more than just understand the words. They have to work out the implications of what they read.
Language focus in this example	Shops and shopping.

108

Materials required   A problem sheet for each pair of children.

Derek, Ann, Rob and Richard all go into a big shop. They each go to a different floor of the shop. One buys some sweets, one buys some pencils, one buys a book and one buys a tee shirt. Can you work out: What does Derek buy? Where does he buy it? What does Ann buy? Where does she buy it? What does Richard buy? Where does he buy it? What does Rob buy? Where does he buy it?

We know some things already.

1. Derek goes to the first floor.
2. You can buy pencils on the fourth floor.
3. Rob goes to the second floor.
4. Ann buys a tee shirt.
5. Derek does not buy sweets.

Use the grid to help you find your answers.

floor	who?	what?
1		
2		
3		
4		

Suggested procedures

– Give out the problem sheets and let the children try to read them for themselves first.
– Quickly draw the grid on the board.
– Read the text to them slowly.
– Enter the first piece of information (Derek goes to the first floor) on the grid on the board so that the children can see what they have to do.

floor	who?	what?
1	D	
2		
3		
4		

– Let the children work it out in pairs.

109

Other language you can practise with this activity

You can combine any three elements of information you choose and make a different puzzle for another occasion. You can reuse exactly the same format if you like. In the following example, the activity has been changed to practise people and possessions. (The names have been kept the same so that you can see how the formula has simply been transferred.)

The animals have escaped!

Here are four children called Derek, Ann, Rob and Richard. They live in these four houses. They each have a pet. One has a dog. One has a rabbit. One has a white mouse. One has a cat. The animals have got out. Can you work out: Whose cat is it? Which house does it come from? Whose dog is it? Which house does it come from? Whose rabbit is it? Which house does it come from? Whose white mouse is it? Which house does it come from?

We know some things already.

1. Derek lives at No. 1.
2. The rabbit comes from No. 4.
3. Rob lives at No. 2.
4. Ann has a cat.
5. Derek does not have a dog.
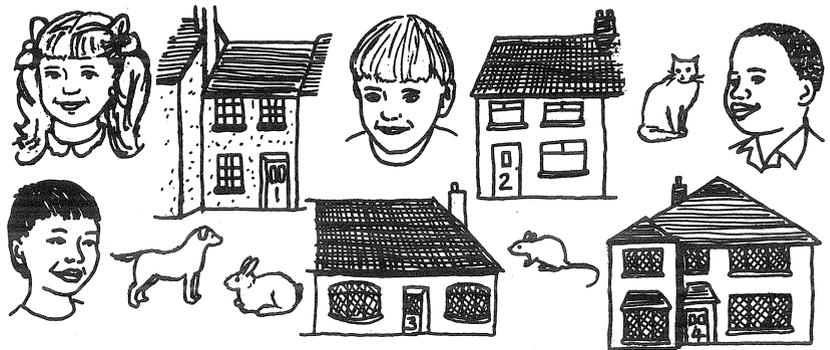
Final comment

Not everyone finds this kind of logical puzzle easy. That is why this variation uses exactly the same format as the original activity! If you need to use a different pattern, you can find puzzles like this in children's puzzle books. You will also find other ideas in them which you can adapt to the language classroom.

This first selection of practical activities has shown how we can give our priorities real form in the materials we choose and the kinds of learning experiences they offer. However, in order to be effective, any activity needs to be set within a coherent overall framework. The second half of the book looks at the kinds of decisions and choices teachers have to make when creating a language programme or when implementing a programme they have been given.

110