

Graduate School Of Education
Spring 2010

The Practice of Teaching English

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Section 1

Syllabus & Assessment

Section 1: Syllabus

Graduate TESOL Program - Practicum

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The general goal of this course is improve teachers-in-training and teachers' knowledge, awareness, skills and attitude towards the practice of teaching of English. We will focus on the idea of Best Practices; i.e., those practices which help students to learn most effectively and efficiently. Participants will use reflective practice and the Experiential Learning Cycle to develop the skills to improve their own practice.

The course will have several modes of delivery: Lecture and discussions of readings to develop the knowledge and awareness of aspects of teaching English, workshops to further sharpen your awareness and to help you develop the skills that you need, micro-teaching to allow you to apply and practice the knowledge and skills you are developing and reflection and processing of sample lessons and micro-teaching to help you affirm your beliefs and strengthen your attitude to the use and implementation of Best Practices.

We will be using a course packet available at [참글](#)

Grading and assessments:

30% Attendance (10%) and active participation in class activities and projects (20%)

20% Homework on readings

50% Micro-teaching & reflections on those experiences

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 (see below). These

homework assignments are to be submitted at the beginning of class. **Late submissions will NOT be accepted.**

Micro-teaching a and reflection on those experiences (50%)

Each participant will get a chance to put what he or she is learning into practice by teaching several sample lessons. The reason for doing this is so that we can reflect upon our experience. To improve our knowledge, awareness, skills, and attitude towards Best Practices in the classroom, we need to develop our ability to identify within our own practices what helps or hinders our students. Reflecting on our experience will enable us to develop these skills. To assess your ability to reflect upon your experience, you will write one reflective essays for each micro-teaching. In these essays you will be asked to identify two significant moments within your micro-teaching lesson. You will then describe that 3-5 minute moment, you will analyze that moment in terms of what help or hindered your learning, you will make generalization about teaching and learning and connect those generalization to theories of teaching and learning you have studied, finally you will make an action plan which will describe how you will alter your future practice as a teacher based on what you have learned from this experience. (Sample is provided below).

Students will have two to four opportunities to do micro-teaching (depending on the number of students in the class). Ideally each participant will have the opportunity to teach one speaking lesson, one listening lesson, one reading lesson, and redo one skill that was problematic. If we are assigned the room in the multi-media building, all micro-teachings will be digitally recorded. One copy will be for you and another copy will be for me. I will use videos for feedback and discussion.

HUFS grading scale:

A+ = 95-100%

AO = 90-94%

B+=85-89%

BO = 80-84%

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
Week 2	Inquire within	Discussion/Lecture about reading
Week 3	Giving Feedback	Discussion/Lecture about reading Sample Lesson #1 w/ processing
Week 4	Perspectives on Teaching Grammar	Discussion/Lecture about reading Sample Lesson #2 w/ processing
Week 5	<i>EIF framework & Ch 4 of Kurzweil & Scholl</i>	Review of EIF – Micro-Teaching Prep
Week 6		Micro-Teaching & Feedback
Week 7		Micro-Teaching & Feedback
Week 8		Micro-Teaching & Feedback
Week 9		Micro-Teaching & Feedback
Week 10	<i>How words are learned</i>	Reflective Essay #1 Due: Discussion/Lecture about reading
Week 11	<i>PDP Framework</i>	Review of PDP – Micro-Teaching Prep – Sample Lesson #3
Week 12		Micro-Teaching & Feedback
Week 13		Micro-Teaching & Feedback
Week 14		Micro-Teaching & Feedback
Week 15		Micro-Teaching & Feedback
Week 16		Reflective Essay #2 Due:

Sample Extended Reflections

Name:

Date: 10/25/06

Moment/Issue One: Getting Ss Active and Giving Clear Instructions

► Description

In my last PT, Lesson 9 - "Are you sure?", I noticed many students were so confused. They really struggled when I asked them to practice a dialogue with two different people. They were supposed to exchange their cards, but that didn't happen. Before Ss practiced the dialogue, I gave two candy cards to some students and two rose cards to the other students. I also gave Ss explanations about those two different cards. I said, "You will practice a dialogue on the board with two different people and your partner should have different cards as yours. When you finish your dialogue with a new partner, exchange your cards with each other as a gift. So after you finish practicing the dialogue with two different people, you will have absolutely two different cards as you had first." Ss didn't seem to understand what I said. Then I called up one student who had two candy cards - at that time I had two rose cards. I explained the activity by modeling with that student. The student and I practiced the dialogue and after we finished it, we exchanged our cards. Then I added, "If you start with two roses, you will finish with two candies. Do you understand?" One student said, "Yes" and some student started practicing the dialogue. However Some Ss seemed to be still confused not knowing what to do. I noticed boys at Table C didn't practice the dialogue at all. So I practiced with a boy at Table C. Four girls at Table A and two boys at Table B finished their practice, but I noticed the cards of the two boys at Table B had not been changed. Each boy had two cards. - one candy card and one rose card. Nevertheless they said: "We finished".

Comment: Excellent detail. Good job picking a significant 3-5 minute moment to reflect on.

► Analysis

There are several factors in this moment that hindered Ss learning. First of all, I did not clarify the task and purpose of the activity I wanted them to do. Although I modeled the activity with one of my better Ss, some of my lower level Ss still did not understand the task. I didn't know that the task was still unclear, because I asked the CCQ: Do you understand? Although it produced answers, such as "Yes," it did not really measure Ss understanding of the task. As Graves wrote, in order for Ss to do a task successfully they need two things: They need to know what to do and Ss have to have the ability to do it. I believe that my Ss had the ability to do the task I had planned, but not making the task and purpose of the activity clear to them through my instructions and my lack of CCQs to adequately check their understanding lead me to realize that I had run the activity before my Ss were ready. Since my Ss were not ready to do the task, some Ss didn't do the task successfully and that can undermine their confidence.

Comment: This is generalization not analysis

► Generalization

According to what I know about Ss learning, Ss need to be active in a lesson. In order to get Ss involved in an activity, they need to have a reason to participate in the activity. When I planned this activity with cards, I intended to have Ss participate in their activity by giving them a specific task. That was to exchange cards. Actually this idea came from my thought

that Ss would not be so active to practice a dialogue with a new or unfamiliar person. So I would like to give Ss a reason to practice over their hesitation. But unlike my intention, many students were so confused and didn't even know what to do with the cards. It is important to have materials with high impact, and the trading cards would get the Ss interested. But I realized it was more difficult for low level Ss to understand without this being a regular activity for them. So, although Ss were given a reason to work together, they couldn't understand what to do. If I had asked CCQs, Ss could have understood much better. Also it would have been a good chance to have Ss explain the directions to each other at the tables, in pairs or groups. I felt sorry for not modeling enough. Overall, poor instructions caused Ss to struggle and hindered their learning, **and instructions are crucial to having a successful lesson.**

Comment: This is analysis.

► Action Plan

When I plan my lesson, I will continue to get Ss active in the lesson by giving them a reason to work together; however, I will include at least two ways of giving instructions such as verbal and written instructions. I will also use: modeling and CCQs. If necessary, due to observed Ss behavior, I'll try to have higher level Ss explain directions to lower level Ss in pairs or groups.

As a general rule:

- Description and analysis is written in the past tense.
- Generalization is written in the present tense.
- Action plan is written in the future tense.

Generalization represents what you believe is generally true about the learning teaching situation. It is in this section where you make reference to theory and past readings such as Kathleen Grave's "Adapting Coursebooks."

For example you may want to consider writing something like:

"I believe that my students have the ability to do the task that I have planned, but if I do not make the task and purpose of these activities clear, they will not be successful. Materials and textbooks don't teach themselves. My role as a teacher is to facilitate Ss learning. To do this I should....because as Graves said....."

Sample Observation Notes

Practice Teaching Observation Sheet

Name:	Trainer: James	# of Students: 8
Time: 10:20-10:25	lesson type/topic/skill: listening/reading	
Date: Monday, 28 December 2009		
Lesson Plan:		General comments:
turned in before lesson to be reviewed by trainer		YES
detailed, clear steps and sections		YES
clear SWBAT with observable behavior outlined		YES
challenges and solutions listed		YES
Trainer Summary		
Worked well: <ul style="list-style-type: none"> Rapport building with personal Qs such as what did you do this weekend Schema building by asking Qs about shopping and buying, but no visuals to help Ss Prior knowledge assessed, but T didn't write words on the WB Ongoing assessment used to assess Ss understanding of keywords with Kinesthetic component Peer checking used 3 out of 4 times, but can we make that 4 out of 4?? 		
Things to consider: <ul style="list-style-type: none"> When asking guiding Qs to Ss give them time to respond. Use think—pair—share as a technique to give Ss the time they need. Use specific CCQs to check the vocab you elicit Missed opportunity for KT activity with T/F check Mind maps should be used with schema activation 		

Teacher: Trainer: James Date: Monday, 28 December 2009 page number: 1		
Time	I notice... (teacher or student / actions or words)	I am thinking.... (questions, analysis, application of theory, wonderings, thoughts)
1020	Class is arranged into two groups of 4. T has prepared PPT and it is projected on the TV. T asks Ss to pay attn and then T greets Ss and Ss greet T. T asks Q: what do you do last weekend? Ss say various things then T asks about shopping and T shows what she bought cheap	☺ Good classroom arrangement. This will promote pair work and promote kinesthetic activities. ☺ Rapport Building ☺ Realia ☺ Schema building and intro of topic
1021	T asks Ss what do you do when you have things you don't need anymore? Ss hesitate one Ss says donate, but T has to give Ss ideas	?? Could you have had Ss do this as a b'storming activity?? Think—Pair—Share is a way to increase s ability to answer the guiding Qs you are asking.
1023	T shows pictures and asks Ss about what they see. Ss are saying various things, but T is not writing on the WB	☺ Prior knowledge but could you have written the words on the WB and could you have asked specific CCQs for the words. For example which is popular X or Y? Could the keywords for this reading have been introduced through a collaborative learning activity? Such as a picture dictionary activity??

1028	T passes out a matching activity to assess vocab. T models on the WB and monitors.	☺ Ongoing assessment. ☺ Models activity on the WB ☺ Simple clear directions ☺Monitoring, but no CCQs of the task
1031	Peer checking	☺ Good for safety and comfort
1033	T has the cards and Ss are doing to come to WB and amtc words and meaning. T asks Is it clear as CCQ. Ss stand and do	☺ Kinesthetic ?? But were direction clear? One Ss said T we don't get it.
1036	T shows picture and asks Ss what do you see? Ss say various things such as garage, back yard, etc. T then writes garage sales on the Wb and does a mind map	☺ Mind maps are good for schema building but this needs to come prior to the pre-teaching of the keywords to prepare the Ss for the new words they are to learn
1038	T gives Qs before Ss read and T has Ss read then from the PPT	☺ Ss have reason to read ☺ Let Ss read Qs aloud to lower TTT ☺ T is monitoring
1040	T goes over the Qs altogether, but was their peer checking??	?? Safety and comfort??
1040	T has Ss read the T/F Qs on the PPT. T models by doing the first one again.	☺ Ss have reason to read ☺ Let Ss read Qs aloud to lower TTT ☺ T is monitoring ☺ Ss have the Q set in front of them good for tactile and concrete learners. ☺ Modeling
1043	T has Ss check Qs with each other, but doesn't go over	Peer Checking, but could you have had Ss do this kinesthetically with X/O cards??
1045	T intros the Bingo game. In her direction she uses the words horizontal and vertical	?? Appropriate language for MS Ss??

Section 2

Sample Lessons

Part 1: Productive Skill Frameworks

Section 3: Lesson Plan Frameworks & Sample Lesson Plans

Sample Lesson 1 - Comparatives 1

Name: _____

Date: _____

Teaching time: 45 min

Student Age & Level: Middle school second grade; low intermediate but can be adapted for lower and higher level learners

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 listening)
- **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? *At the end of the lesson when Ss are able to ask and answer their own questions in the survey.*

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.

Common abbreviations used in the lesson plans:

T = teacher

S = student

Ss = students

w/ = with

Q&A = question and answer

PPT = PowerPoint

WB = white board

e/o = each other

TL = target language

VAKT = visual, auditory, kinesthetic, tactile


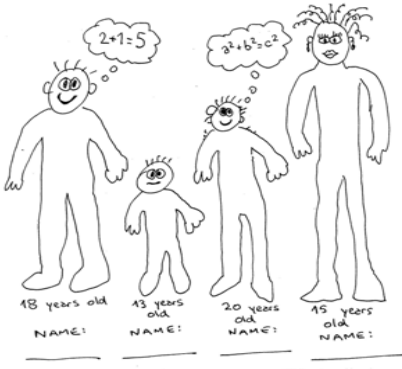
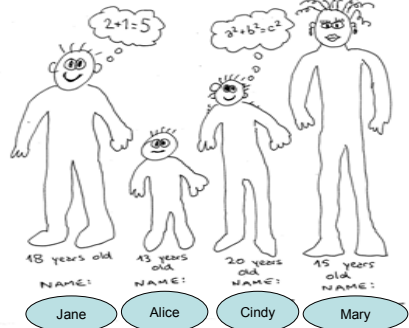
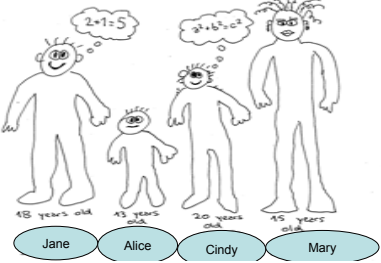
CCQ = comprehension check questions

FMU = form, meaning, use

Steps	Stage	Time	Procedures/Steps→ <i>These need to be written in the perspective of what the students do</i>	Interaction	Activity Purpose/Rationale
1		1	<ol style="list-style-type: none"> 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: <i>Who is that? Do you like him/her? What is she/he famous for? Who's your favorite singer?</i> 3. Introduce topic: Today we are going to talk about people? Do you like to talk about people? Do like ㅁ]? Do you like Ivy? 	T-Ss	<ul style="list-style-type: none"> • Activate Schema • Establish rapport, friendly atmosphere. • Get Ss used to English and my voice / pronunciation. • Intro of topic
2		7	REVIEW / BRAINSTORM <ol style="list-style-type: none"> 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)	<ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 1. Logic puzzle on PPT and handouts. Small groups / pairs to discover names of the people in the picture based on clues: <ol style="list-style-type: none"> 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) 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 	T-S S-S T-Ss	<ul style="list-style-type: none"> • 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

4		5	<p>Next Chunk – Q Form</p> <ol style="list-style-type: none"> 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 	<p>T-Ss S-S S-T</p>	<ul style="list-style-type: none"> • 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	<p>CHECKING FORM</p> <ol style="list-style-type: none"> 1. T models chart on WB...check rules by asking Ss CCQs 2. Ss complete chart on handout 3. T monitors, checks answers <p>Optional:</p> <ol style="list-style-type: none"> 4. Have Ss write answers on WB 	<p>Ss T-Ss</p>	<ul style="list-style-type: none"> • Ss are given a chance to clarify the written form; • Visual/Tactile/Kinesthetic learners accommodated.
6		5	<p>LESS CONTROLLED PRACTICE</p> <ol style="list-style-type: none"> 1. Show pictures/elicite 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 	<p>T-Ss, S-S</p>	<ul style="list-style-type: none"> • Ss are given a chance to practice in a less controlled exercise; • Increase Ss interest by using relevant material.
7		8-10	<p>SURVEY</p> <ol style="list-style-type: none"> 1. Remove TL support 2. Handout survey sheet 3. Ss write 3 to 5 Qs about famous Koreans 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 	<p>T-Ss S-S S-S T-Ss</p>	<ul style="list-style-type: none"> • Students are able to be active in their own learning; • The activity provides an authentic purpose in using the TL: to find out about the opinions of other classmates.

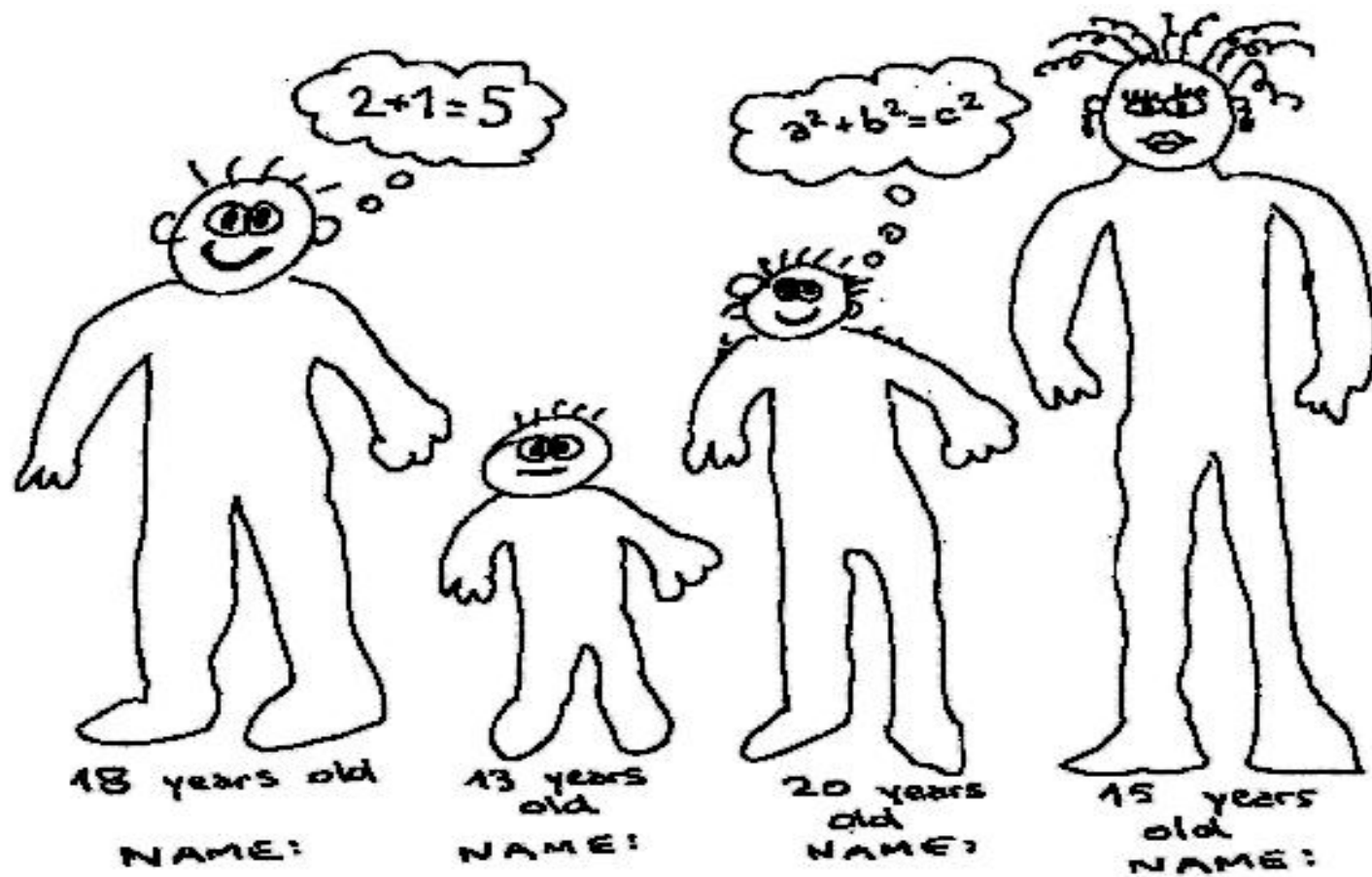
			to change partners) 6. If time T models how Ss can report findings: Gina thinks BoA is more beautiful than Ivy.		
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<p>Sample Lesson 1</p> <p>Let's Talk about People</p> 		<p><u>A</u> is ____ than <u>B</u>.</p> 
<p>A: Is <u>A</u> ____ than <u>B</u> ?</p> <p>B: Yes, <u>A</u> is ____ than <u>B</u> . No, <u>B</u> is ____ than <u>A</u> . // No, <u>A</u> isn't ____ than <u>B</u> .</p> 	<p>Is <u>Bi</u> better than <u>SG Wanna Be</u>?</p> <p>No, <u>Bi</u> isn't better than <u>SG Wanna Be</u> .</p> <p>A: Is <u>A</u> ____ than <u>B</u> ?</p> <p>B: Yes, <u>A</u> is ____ than <u>B</u> . No, <u>B</u> is ____ than <u>A</u> . No, <u>A</u> isn't ____ than <u>B</u> .</p>	

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



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: _____

Student Age & Level: Middle school second grade; low intermediate but can be adapted for lower and higher level learners

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		10	<ul style="list-style-type: none"> * T reviews the “<i>Is A ____ than B?</i>” with objects, pictures or students in class. * T teaches intro new stem to question: “<i>Which/who is ____ interesting, A or B?</i>” and elicits “<i>more</i>” or “<i>less</i>” 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		5	<ul style="list-style-type: none"> * T previews p. 130 “Structures 1” and checks Ss understanding of USE for <i>less/more</i>: T asks focusing Qs: <i>How many sentences have missing words?</i> Use guiding Qs: <i>How much is the CD player? How much is the watch?</i> * 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 <i>less/more</i>). * T has two Ss model the same dialogue (using the pencils). * T uses CCQs to check to see if Ss understand the task: <i>Is this a speaking activity or a writing activity? DO you do this alone or together? Point: Who is your partner?</i> * 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		5	Top of page 125 - “Look and Say II” <ul style="list-style-type: none"> * Optional: Ss demonstrate USE for <i>who/which</i> by completing chart on WB * T previews task by having Ss look at the pictures. T checks USE of <i>who/which</i> by asking Ss: <i>When do we use who? When do we use which? In the first one will we use who/which? Why?</i> * 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 practice who alone and then do top of page 125 so Ss can practice 	T-Ss S-S	S practice in a controlled setting.

			who/which together										
4		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: “ <i>Who is...</i> ” and the short answer: “ <i>A is....</i> ” to the new dialogue.	S-S	The textbook is adapted to fit Ss learning needs.								
5		7	* T elicits Korean places and movie stars and the possible adjectives to describe them (<i>tall, short, thin, fat, rich, good, bad, intelligent, attractive, famous, talented, respected</i>) make chart on WB: <table border="1"><tr><td>Korean places</td><td>adjectives</td><td>Famous Koreans</td><td>adjectives</td></tr><tr><td>•</td><td>•</td><td>•</td><td>•</td></tr></table> * T scaffolds the dialog by putting the following on the WB: A: “ <i>Which/ Who is _____, A or B?</i> ” B: “ <i>A is _____.</i> ” A: “ <i>I agree/ disagree</i> ” * 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	Korean places	adjectives	Famous Koreans	adjectives	•	•	•	•	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
Korean places	adjectives	Famous Koreans	adjectives										
•	•	•	•										
6		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: <i>What your name? Where will you write it?</i> For the second column T can ask: <i>What are you writing in the third column? How many people/things will you write down?</i> For the third column T can	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.								

		<p>ask: <i>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?</i> For the fourth column T can ask: <i>What will you write here? Are you writing what you think or what your classmates think?</i> For the fifth column you can ask: <i>How do you get a point?</i></p> <p>* Ss make questions based on what they have written on their strips:</p> <p>A: “Which is _____er A or B?” or “Who is better, A or B?” B: “A is.....” A: <i>I agree/ disagree.</i></p> <p>* 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.</p> <p>* Ss pass the slips to the person to the right until the original slip of paper returns.</p> <p>* T monitors the game as Ss play listening for fluency.</p>		
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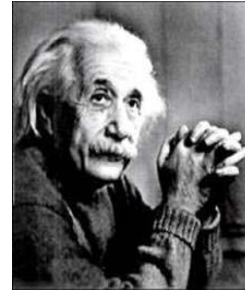
Comparative Lesson	<div data-bbox="785 850 1014 919" data-label="Caption">Queen Elizabeth</div>  <div data-bbox="1026 919 1310 1131" data-label="Image">  </div> <div data-bbox="1026 1154 1295 1214" data-label="Caption">Lee HyoRi</div>	<div data-bbox="1346 867 1621 919" data-label="Caption">Lee Myung Park</div>  <div data-bbox="1629 862 1898 1182" data-label="Image">  </div> <div data-bbox="1642 1187 1898 1239" data-label="Caption">Baby</div>
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China



South Korea

Mabbakie



Albert Einstein

Han Gai



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 Gai 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: (A)/(B) 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

False Sentences

Fix these sentences:

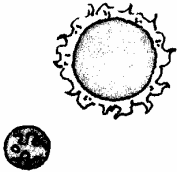
1. Brad Pitt is handsomer than Shrek.
2. Angelina Jolie is more beautifuler than Princess Fiona.
3. Julia Roberts is more smarter than Albert Einstein.
4. Queen Elizabeth is more old than Jennifer Anniston.
5. Soccer is more good than tennis.

Fix these sentences:

1. Brad Pitt is handsomer than Shrek.
2. Angelina Jolie is more beautifuler than Princess Fiona.
3. Julia Roberts is more smarter than Albert Einstein.
4. Queen Elizabeth is more old than Jennifer Anniston.
5. Soccer is more good than tennis.

Look and Say II

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



bigger / the sun
or the earth



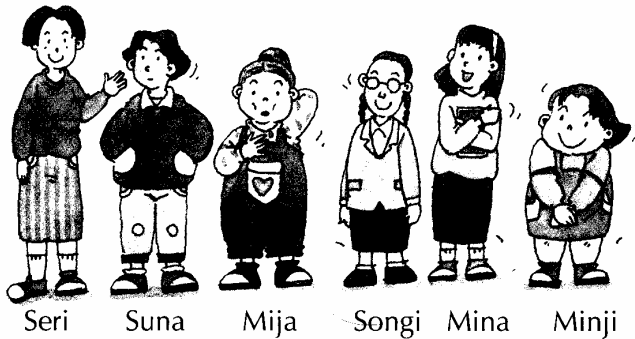
faster / the rabbit or
the turtle



more beautiful / Snow
White or the Queen



Work in Pairs



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.



Danbi

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

- 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.

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

Date: _____ Time: 8:00-9:00 Age & Level: High school or adults intermediate

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 <u>EIF</u>	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 <u>FMU</u>
1.		3	<p>*Greet Ss and establish context of use by showing some pictures, such as a beach, Paris, Harry Potter and a poster from a recent movie.</p> <p>*Ask Ss: Have you ever....? If Ss answer yes, as Qs like: What did you do there? Who did you go with?</p>		1. Activate Schema, 2. Establish context of use, 3. Check <u>meaning</u> 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	<p>*Human sentences: Pass out cards to individuals and have them make a line at the front of class.</p> <p>*Ask their classmates to help them get into the correct order</p>		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	<p>*Scrambled sentences (each group gets a bag of scrambled sentences):</p> <p>*Ss figure out and write rule for statements “subject + have/has + (never) + past participle”</p> <p>*Ss figure out and write rule for question (statements) ”have/has + subject + (ever)+ past participle”</p>		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 statements and three questions using the rules they		1. Controlled practice

			<p>have discovered.</p> <p>*T models: <i>I have been to Thailand. Have you ever been to Thailand?</i></p> <p>*Ss check their work in pairs, then play pass the monkey.</p>		<p>activity 2. Ss affective attitudes are accounted for by allowing Ss to choose who will participate in the task 3. Learning styles accommodated: VKT</p>
6		6	<p>* Ss do the Find Someone Who activity forming Qs and As following rule to show ability to use Present Perfect.</p> <p>*S create their own statement and question and answer—demonstrate understanding of rules</p>		<p>1. Less controlled practice 2. Personalization of the TL 3. Learning styles: K 4. Practice will help Ss develop confidence 5. Communicative purpose</p>
7.		5	<p>*Ss do handout where they compare past and present perfect—Ss are asked what words go along with past (time markers).</p> <p>*Ss make and write a rule about the difference in meaning & use between the two tenses</p> <p>*Ss share with a partner on why they chose that tense</p>		<p>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</p>
8.		8	<p>Ss play “Talkopoly” in which they use both rules with some support language/and rule posted on WB</p>		<p>1. Controlled practice activity 2. Ss affective attitudes are accounted for with a variety of materials and activities 3. Learning styles accommodated: VKT</p>
9.		12	<p>*Remove TL support</p> <p>*Put Ss into two groups (A and B)</p> <p>*Ss write on a slip of paper a country they have been to.</p> <p>*T mixes together group A countries in one hat and group B countries in another hat</p> <p>*Group B draws slips of papers of group A</p> <p>*T tells Group B they are travel reporters trying to research a 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.</p>		<p>1. Communicative purpose 2. Opportunity for outcome feedback 3. Success = confidence</p>

			** 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			

 	<p style="text-align: center;">Card Attack</p>  <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> – 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 	
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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
WON	PAY	CATCH
STEAL	THROW	FLY

have you ever visited

Australia ?

has he ever played ice
hockey ?

have they ever gone fishing ?

have you ever eaten kimchi ?

has she ever been to
Canada ?

I have been to Thailand .

She has eaten kimchi many

times .

They have lived in

Australia .

He has studied English for

five years .

I have been 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.

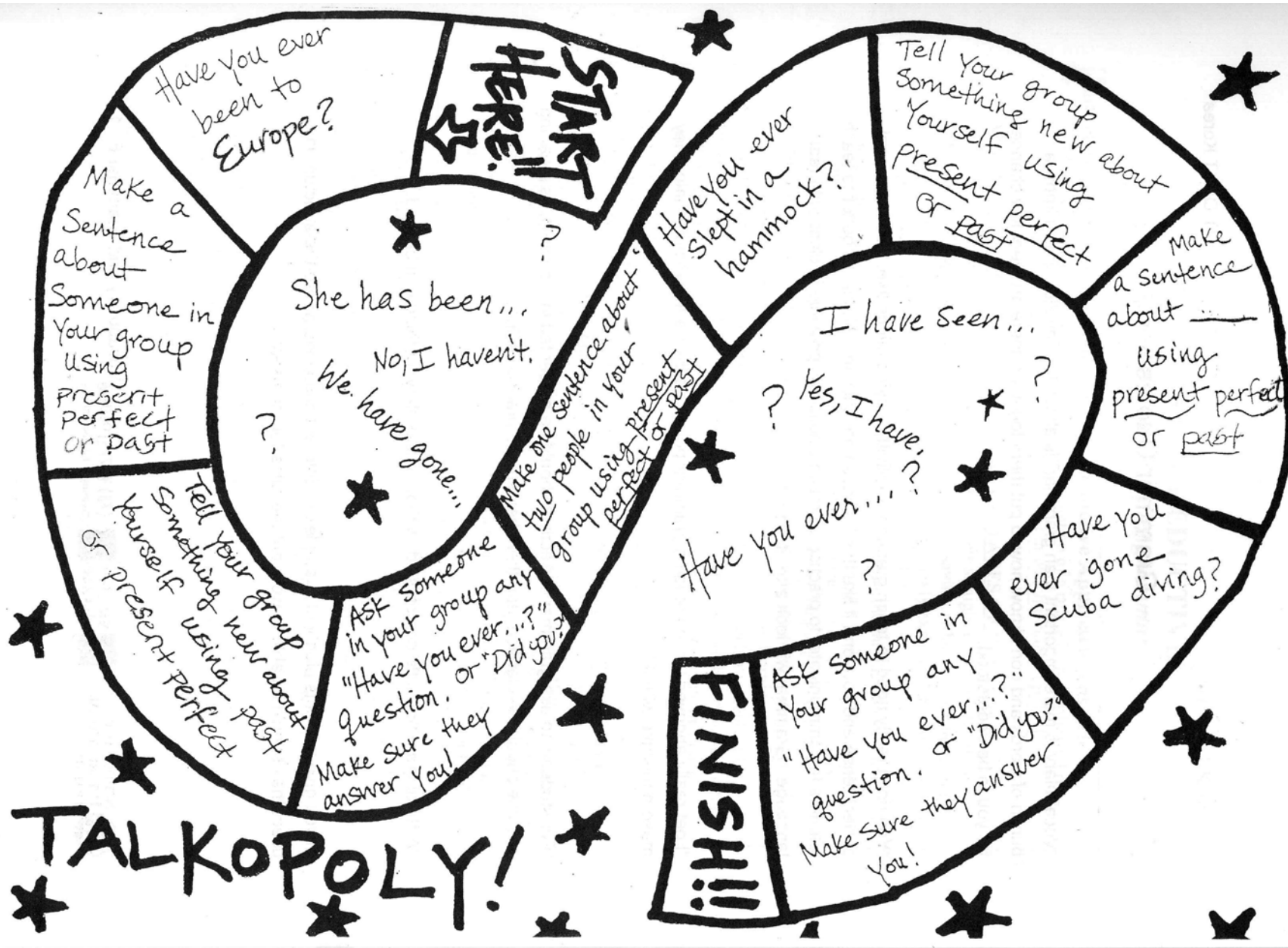
Your past experience:	Your friend:

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**?



Sample Lesson Can and Can't

For 3rd to 4th grade Elementary School Ss beginner level

Teaching time: 45 min

1. 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 playing a card game: Yes, I can – No, I can't, so go fish.

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 will use the playing cards in their hands to ask their peers Qs. If the classmate has a card he will say: "Yes, I can ____." If he doesn't have the card he will say, "No, I can't ____." Go fish.*

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 on their own. I will guide Ss to notice the difference between the structures: He is swimming and He can swim.


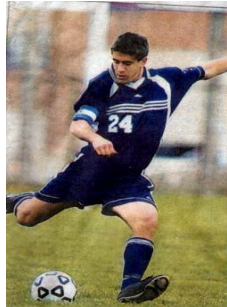



Steps	Stages	Time	Procedure/Steps--these need to be written in the perspective of what the students do	Interaction S-S, T-S, etc.	Activity Purpose						
1	E	1	Greet Ss, my name, a few questions, smiles, eye contact <i>What do you like to do?</i> Write verbs into key word and non-key word columns or Optional: 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>	play	do	go (X)	soccer piano	taekwondo geomdo	run swim surf the internet	T-Ss	<ul style="list-style-type: none">Establish rapport, friendly atmosphere.Get Ss used to English and my voice / pronunciation.Review action verbs and the graphic organizer used the previous week
play	do	go (X)									
soccer piano	taekwondo geomdo	run swim surf the internet									
2	E	5	REVIEW / BRAINSTORM <ol style="list-style-type: none">Show pictures of actions such as swimming, soccer, etc.. Ask Ss: <i>What is he/she doing?</i>Make list on WB; (add key words to key word column, add other verbs to non-key word column)Put Ss in pairs and have Ss create longer listHave Ss share lists and then elicit from group and add to column on WBIf 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)	<ul style="list-style-type: none">Intro key words & validate Ss participation when Ss use correct English even if it is not part of the target vocabularyActivate 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	E	10	MATCHING GAME <ol style="list-style-type: none">Ss demonstrate that they know action verbs. Use flash cards 1 set of 2 cards for each groupMake groups of four.Model the game with two Ss (Cards are face down. Ss turns over the card and says the actions: <i>He is swimming.</i> Ss turns over a second card and says the action. If the cards match. Ss	T-Ss S-S	<ul style="list-style-type: none">Key vocabulary is practiced in a controlled manner. Repetition increases chance that low level Ss will learn target vocabularySs review vocab. in a fun, kinesthetic and tactile waySs have opportunities to repeat						

			takes card and plays again. If the cards don't match, turn moves to next Ss. Game stops when all cards are matched. CCQs: When you turn over a card what do you say? If your cards match, do you get to go again?		key vocab and Ss can learn from peers. <ul style="list-style-type: none">• 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. O/X quiz: Show pictures and model sentences: <i>A penguin can fly.</i> Let Ss use arms to demonstrate understanding 2. Put Chart on the WB or PPT <table border="1"><tr><td>Action/Name</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> 3. Ask Ss question using the target form: A: <i>Can you</i> _____? 4. Elicit the TL form from Ss after they have answered a series of Qs & Write TL form for Q on the board 5. Elicit TL for the answers and write on WB B: <i>Yes, I can</i> _____. or <i>No, I can't</i> _____. 6. Model target language. Practice with the group (T-Ss, Ss-T, Ss-Ss)	Action/Name	_____	_____	_____					T-Ss Ss-Ss S-S	<ul style="list-style-type: none">• Listening before speaking• Ss demonstrate understanding of TL• Controlled group practice to create comfort and safety
Action/Name	_____	_____	_____										
5	E/I	3	CHECKING FORM 1. Put correct and incorrect sentences on the WB or PPT and pass out a worksheet to each group 2. Ask Ss to work together to find the correct and incorrect sentences (Ss can put X/O next to the sentences). Tell Ss to correct sentences with X 3. Ss come to WB or PPT and place an <u>X</u> next to the wrong sentence and <u>O</u> next to the correct sentences 4. Ask Ss to correct the wrong sentences first in groups then on WB		<ul style="list-style-type: none">• Clarify form• Provide for peer learning opportunities• Check answers kinesthetically								

6	I	8	<p>LESS CONTROLLED PRACTICE: CUP, CARD & X-O GAME</p> <ol style="list-style-type: none"> 1. T explains the directions, models and CCQs the directions before passing out material. Possible CCQs: <i>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?</i> 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: <i>Can he/she/ _____?</i> “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	<ul style="list-style-type: none"> • 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	I	12	<p>CAN CAN’T GO FISH GAME</p> <ol style="list-style-type: none"> 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 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. 	T-Ss Ss-Ss	<ul style="list-style-type: none"> • 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. • Ss are given autonomy to use the TL strategically to win the game.

8	F	12	<p>SURVEY</p> <ol style="list-style-type: none"> 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 		•
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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	YouJaong
Swim					
Cook buchimgae					
Play baseball					
Do taekwondo					
Play WoW					

What questions did I ask you?

Fix these sentences if they are wrong:

I cant swim.

She can cook buchimgae.

He can plays baseball.

She can 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

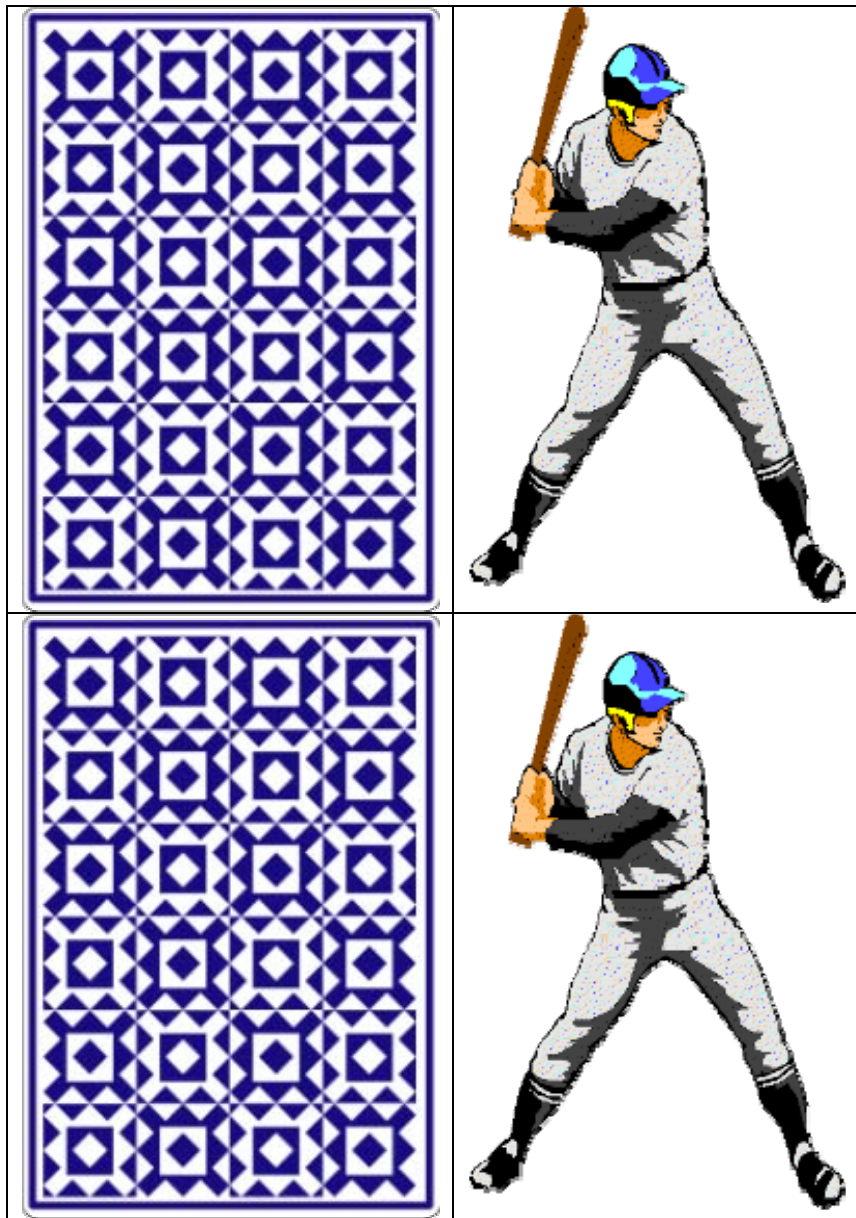
Hobby					
Play baseball					

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. For the full set of cards go to:
<http://songsim.catholic.ac.kr/~jbrown/HUFS-TESOL/MatDev/MatDev-index.html>



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.

Sample Lesson - Locator Prepositions

Teaching time: 50 minutes

Target students: _____

1.) What are you teaching?

- **Language points** – locator prepositions
- **Target language:** “Where is the (classroom object)?” “It’s (locator preposition) the ~”.
- **Language skills** – listening, writing and speaking
- **Skill focus** – speaking

2.) What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Demonstrate an ability to use locator prepositions (*on, under, inside, behind, next to, in front of, between*) by asking and answering questions about where the classroom objects are using 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 they 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: <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • <i>next to</i> • <i>in front of</i> 		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: <ul style="list-style-type: none"> • 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 " Simon Says " game, following the teacher's commands.		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.

		<p>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, <i>it’s under</i> the desk”) After asking about several objects, T elicits language from Ss: “<i>How did we ask the questions</i>” “<i>How were the questions answered?</i>” 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. <i>*Optional: T can make a competitive element by telling Ss that the first one finished wins a prize.</i></p>		<p>Review what Ss already know (classroom objects) and practice the TL in an authentic way.</p> <p>Treating Ss as knowers.</p> <p>Providing Ss with visual support of the TL.</p> <p>Provide Ss with a chance to practice the TL by integrating writing with speaking.</p>
5-10		<p>Information gap activity TL support is still on the white board from the previous activity T explains the information gap activity:</p> <ul style="list-style-type: none"> • T must stress that it is a “<i>secret</i>” 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 ~” <p>Each S will have a list of pictures of objects that should be on the picture (<i>pen, person, chair, desk, ruler, book, bag</i>). 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</p>		<p>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.</p> <p>Use of VAKT.</p>

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 in 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



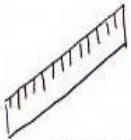
person



chair



desk



ruler



bag



book



Information Gap - Student B



pen



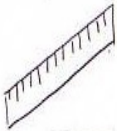
person



chair



desk



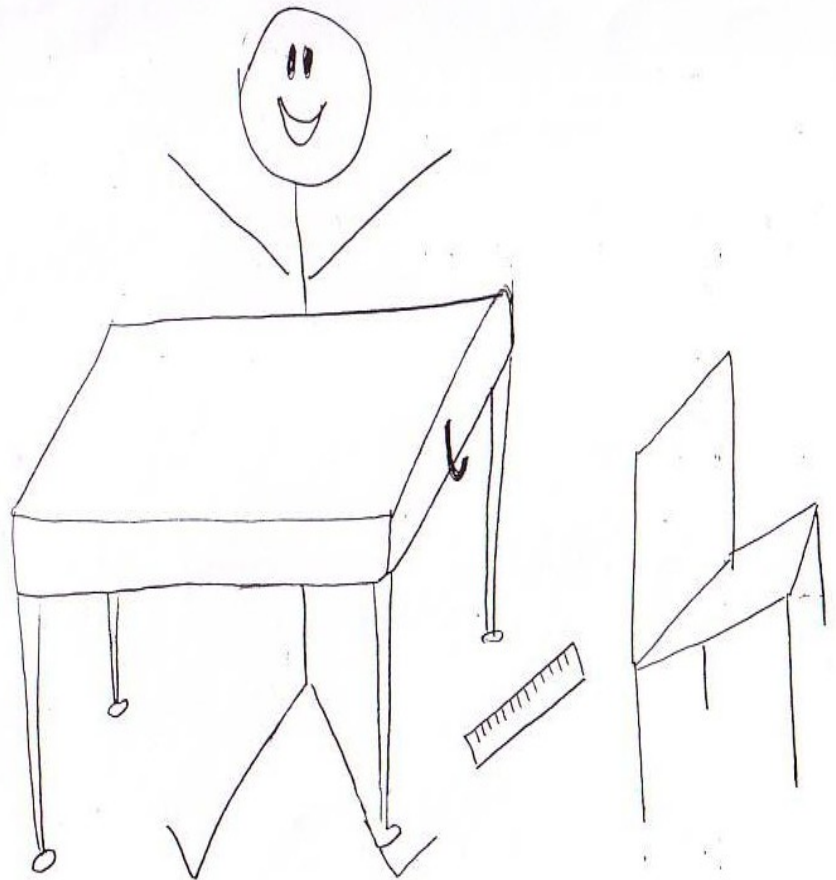
ruler



bag



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
<ul style="list-style-type: none"><i>graduation, to move, be born, attend, learned to, date/go out with, contest/competition, break up and make a difference.</i>	<p><i>A: What was your most interesting experience? / What was your most influential experience? / What was your scariest experience?</i></p> <p><i>B: My most _____ experience was _____.</i></p> <p><i>A: What happened?</i></p> <p><i>B: _____</i></p>

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 <u>EIF</u>	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	<p>1. Greet Ss and ask authentic Qs: <i>What's made a difference in your life? What's the most important event in your life?</i> T can share an important experience such has: <i>Coming to Korea has made me more independent.</i></p> <p>Slide 1: No slide is necessary; unless T decides to have a title page showing on screen</p>	T-Ss	<p>1. Establish rapport, friendly atmosphere.</p> <p>2. Get Ss used to English and my voice / pronunciation.</p> <p>3. Activate Schema and intro topic</p>
2		10-12	<p>BRAINSTORM/ACTIVATE SCHEMA/BUILD VOCABULARY (P. 19)</p> <ol style="list-style-type: none"> 1. Use pictures on PPT to provide context and elicit key vocabulary such as: <i>graduation, to move, be born, attend, learned to, date/go out with, contest/competition, break up</i> 2. As Ss say various words write them on the WB – Use WB strategically; i.e., write the key words on one side and students provided words on the other 3. Check Ss knowledge of the past tense form of some of the verbs in the key words. For example: <i>Do you attend elementary school now? You _____ elementary in the past. When did you move to a new apartment?</i> 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 WB. <p>Slides 2~10:</p>		<ol style="list-style-type: none"> 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 learning and collaboration <p>Check understanding by using a kinesthetic</p>

			<p>to let them know what they will make</p> <ol style="list-style-type: none"> 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. <p>Monitor Ss to make sure they are on task.</p>		<p>what the Ss need to do so Ss can do task successfully</p> <ol style="list-style-type: none"> 2. Ss are allowed to personalize Life Map thru the drawing of pictures
6		15	<p>Sharing Life Map</p> <ol style="list-style-type: none"> 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 your scariest experience? B: My most _____ experience was _____. A: What happened? B: _____ 3. Ss take turns showing their life maps and explaining the events to their partners 	S-S	<ol style="list-style-type: none"> 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

NB: This is a fluency activity because the focus of this lesson is vocabulary not grammar. The dialog support at the end of the lesson provides Ss with a context of use in which they can use the vocabulary for a communicative purpose.

Life Map

graduate/graduation



to move



be born



go to/attend



learn to...



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

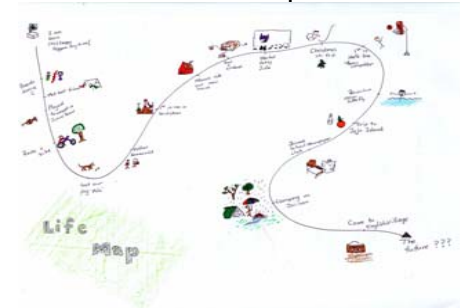
-camping @ the beach
 -broke leg
 -born August 15
 -moved & changed schools
 -learned to ride bike
 -attend kindergarten

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

- important
- interesting
- sad
- scary
- fun
- embarrassing
- exciting

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 conversation, “Problems at the Airport” BY describing the inferred conclusions about what each speaker will do.

Sample Lesson: “Danny Seo: We Can Make a Difference”

Teaching Time: 50 minutes

Age & Level: High School Year 1 Intermediate

Language Points:

Key Words	Additional Vocabulary & Expressions
<ul style="list-style-type: none"><i>environmentalist, vegetarian, bins, responsibility, conserve, prevent and boycotts</i>	<i>harm, organization, donate, expand, involved, national, international, issues, disbanded, and confidence</i>

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	<p>1. Greet Ss and ask authentic Qs: <i>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?</i></p> <p>Slide 1: No slide is necessary; unless T decides to have a title page showing on screen</p>	<ul style="list-style-type: none"> Establish rapport, friendly atmosphere. Get Ss used to English and my voice / pronunciation. Intro of topic
2		8 minutes	<p>PRE-TEACH KEY WORDS</p> <ol style="list-style-type: none"> 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 Model the first one for them by ask some guiding Qs Let Ss check answers with each other Check all together kinesthetically by having Ss come to the WB and match the pictures to the words <p>Slides 2≈10:</p>	<ul style="list-style-type: none"> 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 <p>Check understanding by using a kinesthetic activity</p>
3		10 minutes	<p>First Reading Task</p> <ol style="list-style-type: none"> Show Ss a picture of Danny Seo and ask: <i>Do you know this Korean-American?</i> If Ss don't know him, tell his name, and ask: <i>Have you every heard of Danny Seo? What is he famous for?</i> Ss might be able to guess based on the pre-taught vocab. 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: <i>How did Danny's life change? Was it a good change or a bad</i> 	<ul style="list-style-type: none"> 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

			<p><i>change?</i></p> <ol style="list-style-type: none"> Have Ss check answers with each other. Check answers altogether by eliciting answers from Ss. 	
4		12 minutes	<p>Second Reading Task</p> <ol style="list-style-type: none"> Ask Ss to open work book and to read the T/F statements. Ss read the story and answer T/F statement Ss check answer with each other Put Ss into three or four groups Ss then play a game using a spinner and T/F cards (see rules below) Ss play until all card have been played. Ss who got rid of all his/her card first is the winner 	<ol style="list-style-type: none"> Give Ss a chance to read the T/F statements before they read the text to provide reason to read Peer learning and checking to create safe learning environment T models tasks for Ss and visual represents what the Ss need to do so Ss can do task successfully
5		8 minutes	<p>Third reading Task</p> <ol style="list-style-type: none"> Ask Ss to read the comprehensive comprehension check Qs in their workbook Ss read the text for a third time Ss check answer with each other T checks answers altogether Optional: T can play the game Boards Up with Ss to confirm the answers. 	<ol style="list-style-type: none"> Give Ss chance to read the Qs before they read the text to provide reason to read Peer learning and checking to create safe learning environment Competition for motivation and kinesthetic component
		10 minutes	<p>Post Activity</p> <ol style="list-style-type: none"> Ss are in groups of three or four. Ss take turns asking and answering the following Qs: <i>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?</i> T elicits answers from Ss and writes them on the WB. Ss need to decide what they think the biggest problem in the world is. T elicits answers and writes on the WB 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? 	<ol style="list-style-type: none"> Let Ss personalize the reading material Ss make connection to their own life Ss move beyond the text

Special High School Program

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



Environmentalist



Who is an environmentalist, A or B?

A



B



vegetarian



Who is a vegetarian, A or B?

A



B



bins



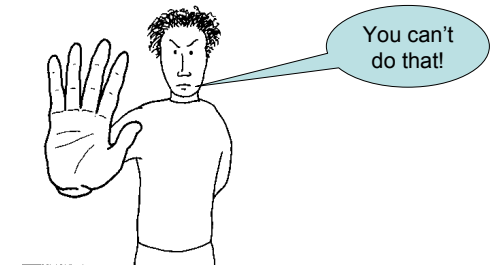
responsibility
taking responsibility for...



conserve



prevent



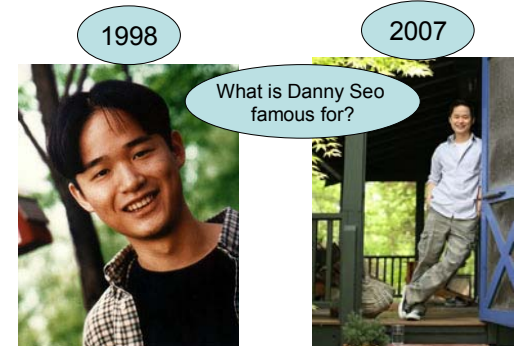
boycott



Match Word With Meaning

- | | |
|--------------------|--|
| • prevent | • a person who doesn't eat meat |
| • conserve | • a person who loves nature |
| • boycott | • to stop |
| • responsibility | • when people won't buy something |
| • environmentalist | • a container; a place to put something |
| • vegetarian | • to save |
| • bin | • something one must do; something one did |

Do you know this Korean-American?



First Reading



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



Second Reading: True & False Preview

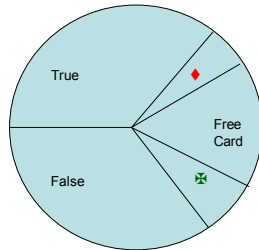
1. Danny Seo was born on Earth Day.
2. Danny Seo enjoys eating meat.
3. Danny's friends joined his organization.
4. Danny got the recycling bins by writing a letter
5. Danny didn't work hard to make his organization famous.
6. Danny retired from his organization when he turned 18.

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 from 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.



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?

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.

**T/F cards and spinner are available at
<http://songsim.catholic.ac.kr/~jbrawn/HUFS-TESOL/MatDev/MatDev-index.html>**

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* – Culture is typically N/A unless the target culture affects how the language is used. For example, in Korean “먹자” means “let’s eat.” In English it is polite to say “let’s eat” to everyone, because Americans believe everyone should be treated the same. Koreans; however, have different values. They believe older people should be treated with respect; therefore I cannot say “먹자” to 장모님. So, even though this story is about holidays in America, Spain and Japan, we are not teaching culture as it pertains to language teaching.

Student Learning Objective (SLO):

By the end of the lesson, students will be able to demonstrate an understanding of the text, “Holidays in the Fall” 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 match title and pictures to the stories and they will also check the predictions they made about the stories.

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.

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 “ <i>holiday</i> ” by asking Ss “ <i>What are these?</i> ”		Ss schema is activated. Interest is generated. Pictures are helpful for visual and low level learners. 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: <i>Where do we usually pray? Is a ghost scary or funny? etc</i>)		Vocabulary is pre-taught to set Ss up for successful reading. Pictures are helpful for visual and low level learners. 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 “ <i>Which countries have these holidays?</i> ” Ss tell their predictions to each other. T elicits and writes on the WB or poster paper.		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 story. Ss glue title and picture next to the appropriate text. Ss check their answers with their partners and then		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 environment to check their answers.

			with the whole class.		
5		5	<p>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.</p> <p>Ss read the text and answer the Qs.</p> <p>Ss check their answer with their partner.</p> <p>T asks Ss the answers to the Qs and shows them on the PPT.</p> <p>Ss and T look at Ss predictions made in the pre-stage and confirm their guesses</p>		<p>Ss are given a reason to read with a task that is more <i>specific</i>.</p> <p>Ss are given another chance to interact with the text.</p> <p>Ss are provided with an activity that requires additional reading and prepares then for more the more difficult assessment Qs.</p> <p>Ss are provided with a safe environment to check their answers.</p> <p>Ss are provided with a visual of the answers (helps visual and low level learners).</p>
6		15	<p>T gives Ss a handout with detailed comprehension Qs.</p> <p>T tells Ss that they will play a game (Typhoon game) and the game is based on these Qs.</p> <p>Ss have a chance to answer the Qs together in groups (7-8min) by reading the text again and finding the answers.</p> <p>Ss play the Typhoon game.</p> <p><i>(*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.)</i></p>		<p>Ss are provided with a reason to read with a more <i>specific and difficult</i> task.</p> <p>Ss can learn from each other (collaborative learning).</p> <p>Ss show their comprehension of the text.</p> <p>Games are fun and can provide motivation for Ss.</p> <p>T can assess Ss achievement of the SLO.</p>
7		10	<p>T asks Ss what their favorite Korean holiday/festival is.</p> <p>T elicits how they might explain this to a foreigner and writes the support language on the board for Ss to follow.</p> <p>Ss will share in small groups how they would explain this holiday/festival to a foreigner.</p>		<p>Ss have a chance to personalize what they learned and think creatively.</p> <p>Other skills are integrated (speaking).</p>

Which title and which picture?

The Tomato War Festival in Spain

Shichi-go-san Day

Ghosts on Halloween



Leave Page BLANK

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?

Title?

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.

Picture?

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?

LISTENING SAMPLE LESSON 1- PARK LESSON

Name_____

Date_____

Age & Level: Upper elementary 4th-6th grades and Middle School & Beginners or False Beginners

1. What are you teaching?

Language points: Review of 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.

Steps	Time	Stages	Procedure	Interaction	Activity Purpose
1	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
2	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		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.
4	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 Ss-Ss	4. Ss are given a general listening task that is safe and manageable. Use of VAT
5	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
6	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.
7	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		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
9	13		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
	50 min				

PowerPoint

<p>Listening Lesson – “THE PARK”</p> <ul style="list-style-type: none"> • <i>Beginner Level Ss → Elementary to Middle School</i> • <i>What do Ss already know?</i> • Ss already know some park-related vocabulary, basic sentence formation and present continuous tense. 	<p>A park</p> 	<p>A: What can you do in a park?</p> <p>B: I can <u>walk</u> in a park.</p>
<p>A: What can you do in a park?</p> <p>B: I can ____ in a park. What can you do in a park?</p> <p>A: I can ____ in a park. What can...?</p>	<p>What do you see?</p> 	<p>A pigeon</p> 
<p>Pigeons in a park</p> 	<p>Which one is a pigeon?</p> <div> <div>1</div>  </div> <div> <div>2</div>  </div>	<p>Statue of Liberty</p> 

1



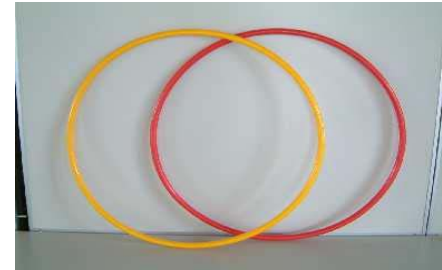
2



A hoop and a stick



Hoops or Sticks?



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?

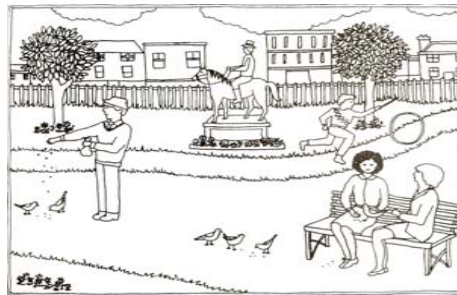
B: I circled _____. What about you?

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 |

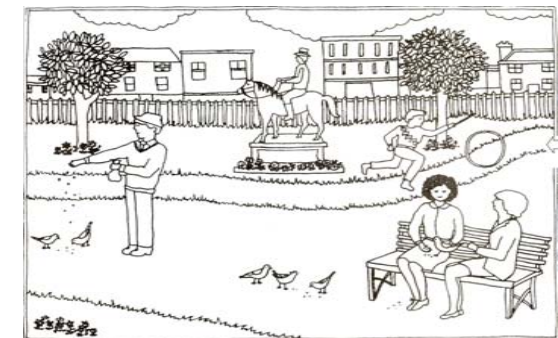
Answers

- | | |
|-----------|-----------|
| • 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





A: What did you circle?

B: I circled _____. What about you?

A: I circled.....

B:

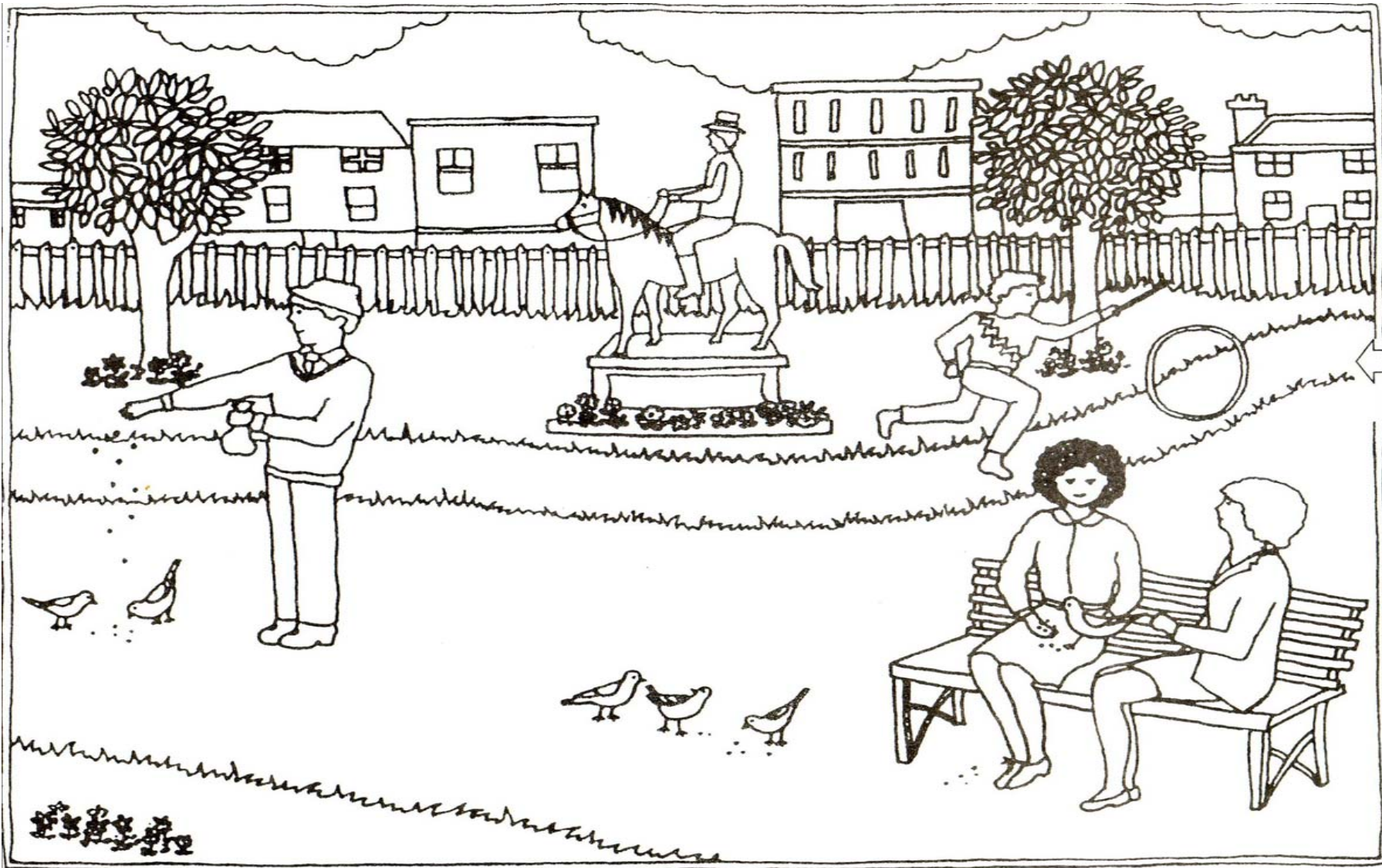


Draw Your Favorite Park

- 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.

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 (**17 words!! How many are appropriate for a 40-60 minute lesson? Why? How can a chart like the one below help you make decisions about what to pre-teach?**)

Key Words Ss know	Key words Ss don't/might not know	Other difficult words

- **Language skills** – listening, reading, writing and speaking
- **Skill focus** - listening
- **Cultural Aspects** – N/A – Culture is typically N/A unless the target culture affects how the language is used. For example, in Korean “먹자” means “let’s eat.” In English it is polite to say “let’s eat” to everyone, because Americans believe everyone should be treated the same. Koreans; however, have different values. They believe older people should be treated with respect; therefore I cannot say “먹자” to 장모님. So, even though this story is about holidays in America, Spain and Japan, we are not teaching culture as it pertains to language teaching.

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.

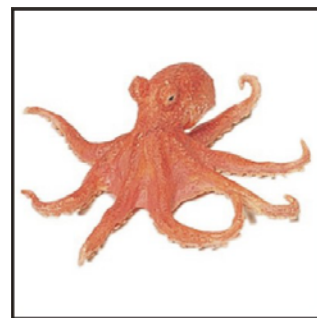
Step	Framework (PDP)	Procedure/Steps	Interaction	Activity Purpose/Reason
1	PRE	T hangs pictures of different kinds of Korean food on walls around classroom T asks Ss <i>"What kinds of Korean food do you like?"</i> Ss share in pairs T elicits from the group and has Ss write answers on the board in 한글 (Korean)		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	PRE	Pass out a laminated menu to each group: <i>"New York' World Famous Korean Restaurant" established in 1988 by Jae Seung Kang</i> 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)		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		Vocabulary is pre-taught to set Ss up for successful listening. Pictures are helpful for

		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		visual and low level learners.
4	PRE	T goes over other keywords with pictures on PPT: e.g. texture		As above
5	PRE	T checks Ss comprehension of new words with PPT pictures and asks Ss what it is in English. Optional: for larger classes some kind of vocabulary assessment activity might be appropriate such as matching or fill in the blank		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		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: <i>What did you circle?</i> S2: <i>I circled _____. What did you circle</i> S1: <i>I circled....</i>		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: 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: <i>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.</i>		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.
9	DURING	9.) Listening task #4: Ss listen to the false text read by T. Ss raise their hands when they hear false information.		Ss are given a more specific listening task that allows them to show

		T elicits the correct information from Ss.		comprehension of the text. Use of VAKT.
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 <i>what Jenny likes and dislikes and why</i> in their own words (they can use the chart to help them) so that their mother can make the dinner. Ss work with their partners to come up with two possible dinner menus for Jenny's visit.		To check Ss mastery of the SLO. Integrating other skills (speaking and writing). To add a creative element.
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 the foods they chose.		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?

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:** 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, 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:** 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 **prawns**. 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 **milk** 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 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 to 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: <i>What’s this?</i> Ss: <i>It’s a pig.</i> 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 <i>reason</i> 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		<p>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.</p>		<p>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.</p>
9		<p>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.</p>		<p>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.</p>
10		<p>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.</p>		<p>To check Ss mastery of the SLO. Ss are provided with a safe environment to check their answers.</p>
11		<p>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. <i>*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)</i></p>		<p>To add a creative and fun element to learning. Use of VAKT. Ss expand on what they learned.</p>

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 in. 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 in. 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 in. 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 and Level: Upper elementary (5th and 6th grades) Middle school and High School (task may need to be altered for older Ss); low-intermediate to intermediate.

2. What are you teaching?

- **Language points** – Listening for genre, rewriting a story into a screenplay.
- **Language skills** – listening, writing, speaking
- **Cultural Aspects** – Horror stories, storytelling. (Genre and register affect language use; therefore, these are appropriate cultural topics for a language class)

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?”

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 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	<p>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.</p> <table><tr><td><i>Comedy</i></td><td><i>Adventure</i></td><td><i>Romance</i></td><td><i>Horror</i></td></tr><tr><td>The Simpsons</td><td>Transformers</td><td>Slumdog Millionaire</td><td>Ring</td></tr></table> <p>then T asks, what genre of movies they are. If Ss don't know, the T tells them.</p>	<i>Comedy</i>	<i>Adventure</i>	<i>Romance</i>	<i>Horror</i>	The Simpsons	Transformers	Slumdog Millionaire	Ring	T-Ss	<p>To increase Ss motivation for the lesson, I have them tell me about movies they like. To activate the students schema about different genres.</p> <p>To elicit different kinds of movies to help them learn genre names and prepare them for the first question.</p>
<i>Comedy</i>	<i>Adventure</i>	<i>Romance</i>	<i>Horror</i>										
The Simpsons	Transformers	Slumdog Millionaire	Ring										
2		5	<p>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.</p>	<p>T-Ss</p> <p>S-S</p>	<p>Pre-teaching vocabulary prepares the students to understand the story when they hear it.</p> <p>Predicting will help the students prepare to listen so that they can check what they actually hear with their predictions.</p>								
3		5	<p>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.</p>	T-Ss	<p>Students are given a reason to listen. This is an easy question to build confidence and help them understand the story.</p>								
4		5	<p>T gives the students the second listening task: Read statements and, as they listen, choose whether the statements are true or false.</p>	T-Ss	<p>Students are given a more difficult reason to listen.</p>								

			After listening, T has Ss check with a partner, then tell him if the statements are true or false. If they are false, T has Ss tell him why and elicits what the true statement is.		Answering these questions 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

One afternoon a boy was **picking vegetable** from the garden to make a salad for dinner. He tried to pick a carrot, but it was stuck. He pulled hard, and it came off in his hands with a 'snap!' Then he heard something **groan**, "Oh...." and **scamper** away. It was a big toe. "Cool!" the boy said and put it in the basket.

The boy took the toe into the kitchen and showed it to his mother. "It looks nice and **plump**," 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. He went to his room and fell asleep quickly. Suddenly, he woke up. He heard something. It was outside in the garden. It was a voice calling to him.

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

The boy pulled the **blankets** 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-o-o-e?" it groaned. He **heard footsteps**. Thump. Thump. Thump. It was in the kitchen. Thump. Thump. Thump. It was in the living room. Closer and closer it came. "Where is my toe," it groaned. It was climbing the stairs. Thump. Thump. Thump. It was outside his door.

"Where is my to-o-o-o-o-e?" it groaned. Then his door opened. Shaking with fear, he listened as the footsteps slowly moved through the dark toward his bed. 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.

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 picking vegetables in the garden. T/F
 - b) The boy found treasure in the ground. T/F
 - c) Mother was making hamburgers 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 in the next page for act I, II and III. **ONLY do section A.**
When you are finished, check with your partner, then listen to the story once more to check your answer.
5. Fill in the rest of the blanks using the scrambled words

Listening Lesson - “From Head to Toe” (Uses Storytelling Techniques)

Teaching time: 40 minutes

1. Target students: high beginner/low intermediate level elementary school students

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 do 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 <u>PDP</u>	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. FWOTAK 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 I ask you to do something	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. FWOTAK 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 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	T-Ss T-Ss T-Ss	Provide Ss with the reason to listen with a general and easy task helps Ss to understand the main

			<p>book cover is the most suitable for the story.</p> <p>Q: Which book cover is the most suitable for this story? (□)</p> <ul style="list-style-type: none"> □ From Head to Toe □ The Very Hungry Caterpillar □ Brown Bear Brown Bear What Do You See? <p>Ss listen to the chant and match the cover to the story.</p> <p>Ss share their answers in pairs first and then share with the class.</p>	<p>S</p> <p>S-S</p> <p>Ss-Ss</p>	<p>idea.</p> <p>Pictures are good for the low level learners.</p> <p>Ss can feel safe to check their answers in pairs first before the whole class (Think-Pair-Share). (VA)</p>
4	DURING		<p>Listening Task #2: Find out which animals don't belong</p> <p>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.)</p> <p>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.</p> <p>T models the activity.</p> <p>T will ask CCQs to check Ss understanding of instructions:</p> <ul style="list-style-type: none"> - <i>If I don't hear the animal name, do I turn the card over?</i> <p>Ss listen to the chant and turn over the pictures of the animals they hear.</p> <p>Ss check their left over pictures with a partner before checking with the whole class.</p>	<p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss, Ss-T</p> <p>Ss</p> <p>Ss-Ss</p>	<p>Ss are given a more specific listening task that is not too difficult. Pictures are easy for low level Ss to show their understanding.</p> <p>Modeling helps Ss to understand better. Check Ss understanding of what to do</p> <p>Think-Pair-Share (VAT)</p>
5	DURING		<p>Listening Task #3: Sequencing Activity (pairwork)</p> <p>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.</p> <p>T asks Ss CCQs:</p> <ul style="list-style-type: none"> - <i>If I hear "cat" first, what do I have to do?</i> - <i>Do you put the pictures in order by yourself or with</i> 	<p>T-Ss</p> <p>T-Ss</p> <p>T-Ss, Ss-T</p>	<p>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.</p>

			<p><i>your partner?</i></p> <p>Ss listen and put the animal pictures in order with their partner.</p> <p>Ss check their pictures with another pair of Ss before checking with the whole class.</p>	<p>S-S</p> <p>Ss-Ss</p>	<p>Checking Ss understanding of what to do.</p> <p>Pair work helps Ss to interact and learn from each other (collaborative learning).</p> <p>Pictures are helpful low level learners.</p> <p>Providing Ss with a safe and comfortable environment to check their answers and feel more confident.</p> <p>(VAT)</p>
6	DURING		<p>Listening Task #4: “Listen and Do” activity</p> <p>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.</p> <p>T models the activity.</p> <p>T asks CCQs:</p> <ul style="list-style-type: none"> - <i>Do you only hold up the picture card?</i> - <i>What else do you have to do?</i> <p>Ss listen again and hold up the correct animal card when they hear the animal words and do the matching action.</p> <p>(When they hear the part "I am a penguin. I can turn my head." Ss should hold the penguin card up and turn their head.)</p>	T-Ss	<p>Ss are provided with another chance to listen to the text to build detailed understanding with a specific and difficult task.</p> <p>Modeling helps Ss to understand.</p> <p>Checking Ss understanding of what to do.</p> <p>Activity is an easy way to check Ss' understanding without reading or writing.</p> <p>T can assess if the SLO is achieved.</p>

					(VAKT)
7	POST		<p>Class chant</p> <p>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.</p> <p>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.</p> <p>T writes support language on the board: I am _____. I can _____.</p> <p>T shows an example with her own picture.</p> <p>T asks Ss to put their pictures on the board.</p> <p>T tells Ss that they will make their own chant with their pictures and actions.</p> <p>Ss and T make a class chant together.</p>	<p>T-Ss Ss-T Ss & T</p> <p>S</p> <p>T-Ss</p> <p>Ss & T</p>	<p>Treating Ss as 'knowers'. Visual support for low level and visual learners.</p> <p>Providing Ss with the language support they need to be successful at the activity.</p> <p>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)</p>

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.

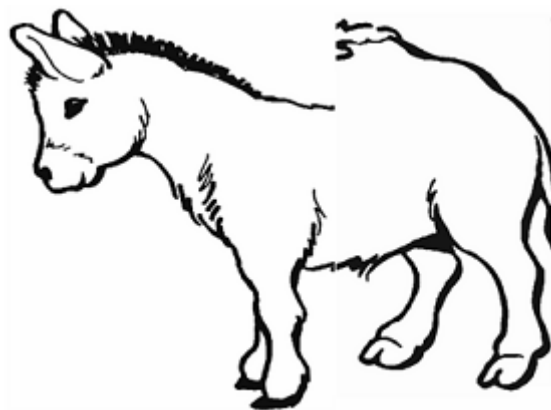
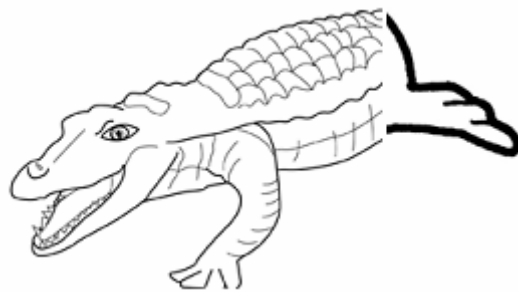
I am a crocodile and I wriggle my hips. Can you do it? I can do it.




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

1. Age Level of Students: Upper elementary 5th and 6h grades

- ***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 W: E	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	<ul style="list-style-type: none"> • Activate Ss’ background knowledge. Prepare them to read the story. Assess their
2	L:Pre W: E	5	T pre-teaches key vocabulary: <ol style="list-style-type: none"> 1. T has Ss repeat after her to teach pronunciation and stress of new vocabulary (<i>problem, type, electric blanket, neutral, exchange, type writer, diving board.</i>) 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 <i>neutral</i>? Does a <i>neutral</i> person fight?) 	T-Ss S-S T-Ss	<ul style="list-style-type: none"> • 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 W:E	7	<ol style="list-style-type: none"> 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?” 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. 	T-Ss S-S	<ul style="list-style-type: none"> • 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 answers and will help each other. • The Ss see a letter writing in context.

4	L:During	7	<p>T puts a chart on the board:</p> <table><tr><td>Animal</td><td>Wants</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>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.)</p>	Animal	Wants							T-Ss	<ul style="list-style-type: none">• 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: <table><tr><td>Animal</td><td>Wants</td></tr><tr><td><i>Cows</i></td><td><i>Electric blankets</i></td></tr><tr><td><i>Hens</i></td><td><i>Electric blankets</i></td></tr><tr><td><i>Ducks</i></td><td><i>A diving board</i></td></tr></table>	Animal	Wants	<i>Cows</i>	<i>Electric blankets</i>	<i>Hens</i>	<i>Electric blankets</i>	<i>Ducks</i>	<i>A diving board</i>
Animal	Wants																				
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<i>Ducks</i>	<i>A diving board</i>																				
5	W: E L: Post	5	<p>Reading a New Letter</p> <p>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?</p>	T-Ss	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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 <i>a, an</i> or <i>some</i> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Ss can use the letter genre to write with a purpose

Section 3

Guiding Questions & Readings

Inquire Within: Reflective Practice in Teaching

1. This article lists three steps for the process of reflective practice (describe, analyze, and intelligent action). For the first step, should you describe the whole class (i.e. all 45 minutes) or just a single event?

2. For the second step, the author finds doing two things really helpful. What are they?

3. What is the relationship between the first two steps and the third step (i.e. future classes)?

Inquire Within:
Reflective Practice in Teaching



A Presentation by Valley Peters
For the Teton Literacy Program

COABE
April 28, 2004

What is Reflective Practice?

“...a reflective approach to teaching, that is, one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching.”

Jack Richards and Charles Lockhart



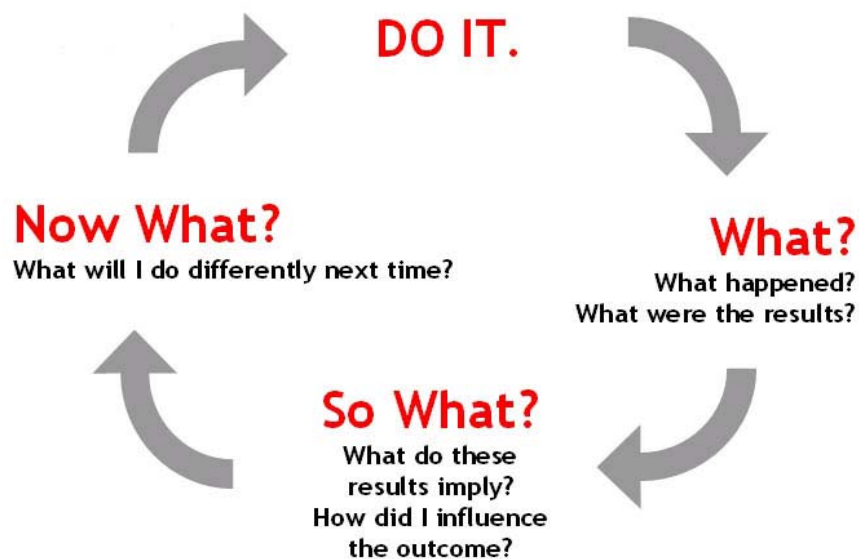
“Viewing teachers as reflective practitioners assumes that teachers can both pose and solve problems related to their educational practice. Daily, hourly, even minute by minute, teachers attempt to solve problems that arise in the classroom. The way in which they solve those problems is affected by how they pose or ‘frame’ the problem. Reflective teachers think both about how they frame and then how to solve the problem at hand.”

Kenneth M. Zeichner and Daniel P. Liston

In other words...

Reflective practice is a process of putting one’s thoughts about, and experiences with, teaching onto paper in order to examine and learn from them.

Note → There is no ultimate method or one prescribed way to do reflective practice. Many different approaches have been created by individual researchers and practitioners based on their program and their needs.



REFLECTION IN ACTION

“...practitioners attempt to frame and solve problems on the spot. When teaching, we frequently encounter an unexpected student reaction or perception. While we are teaching we attempt to adjust our instruction to take into account these reactions. Schon called this reflection in action.”

Zeichner and Liston

While teaching, ask yourself questions such as:

- How do I know what the students are learning? What do I see or hear?
- What is missing that the students need?
- Why are we doing this?
- What do I want them to learn?
- What can I change at this moment to adjust?



REFLECTION ON ACTION

“In teaching, reflection on action occurs before a lesson when we plan for and think about our lesson and after instruction when we consider what occurred.”

Zeichner and Liston

Describe – Analyze – Take Intelligent Action

This three step process provides a model for reflection on action. It works equally well for newcomers to reflective practice, as well as seasoned practitioners.

For instructors: After class, take time to sit down that night or the next day (the sooner the better!) to write about the class in a journal only for this purpose. Usually when I do this, there are immediately things that strike me about what happened during the class and I start with something that either was really great or something that puzzled me and went completely haywire! In your reflection, explore one event or puzzle that you'd like to gain a deeper understanding of what occurred. What was it about your teaching that produced those results?

The Journaling Process

DESCRIBE

First, choose a short segment of the class or meeting in which the puzzling or successful event occurred and describe the situation in detail. You shouldn't describe the whole class or meeting, focus in on the part that you have questions about and want to learn from.

Educator Claire Stanley suggests...

“Be choosy about what you describe. Take on the hat of a detective or researcher – try to see that segment of the class with the eyes of a participant-observer. ...put on the lens of discernment in order to decide what details are important and which are not.”

Guiding questions:

- What did individuals do or say?
(self and students)
- What were my emotional reactions?
What triggered them?
- What worked, what didn't, why?
- What evidence of student learning did I see?



ANALYZE/INTERPRET

This is the part of the process where we try to figure out what happened. An important part of this is trying to come up with several explanations for what happened. I try to see it through several perspectives. I find it really helpful to ask myself questions and answer them.

During this stage, Stanley urged us to...

“take on different identities or visualize yourself sitting in different positions in the classroom in order to gain new explanations for what was happening.”

Guiding Questions:

- What are other ways to look at this?
- What theories could help me understand this better?
- Does this connect to past learning or teaching experiences?
- Where are these emotions coming from?
- Can I examine this more deeply?

PLAN INTELLIGENT ACTION

This is where we take our observations and analysis and we figure out how to make a change in the classroom environment. It is important to take thoughtful action based on the reasons that led to the event we are trying to understand. It has helped me to visualize the outcome that is desired and then imagine several ways of reaching that outcome. We want to take action that is intelligent, in that it is based on several possibilities. Write out what you intend to do in your next class to address the puzzle you're trying to understand.

Stanley encourages teachers to...

“develop both the capacity for analysis and the capacity for taking intelligent action based on the analysis. This may mean coming up with more than one intelligent action. It also means learning to respond to a situation rather than react to it.”

Discussion Questions:

- Does this action target one or multiple dimensions of the issue?
- If there are several actions, which can I try right away and which will I need more information or preparation before instituting?



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*Giving and receiving feedback;
It will never be easy, but it can be better*

1. How is feedback defined in the article? How would you explain the process of feedback in your own words?
2. What is defensiveness and how does it relate to feedback? How have you experienced defensiveness in your own life?
3. In Table 1, can you give some examples of how some effective feedback behaviors that can be applied in this course? (hint: 1, 3... Can you think of others?).

Giving and Receiving Feedback: It Will Never Be Easy, But it Can Be Better

by Larry Porter

"Feedback does not assume that the giver is totally right and the receiver wrong; instead, it is an invitation to interaction."

We live in a world filled with feedback devices. Some are "coupled," that is, the system automatically responds to feedback signals by making changes. A thermostat is one familiar example of this. However, many feedback devices merely provide us with information. It is then up to us to interpret that information and to decide how we want to use it.

"Uncoupled" feedback sources include such things as bathroom scales, fuel gauges, mirrors, tape recorders. Still others include ways in which people behave toward us--what they say and don't say, do and don't do, how they look, sound, etc. These "uncoupled" indicators may be either unused or misused by us, particularly when our interpretations of the data are colored by our hopes, fears, needs, and desires.

When I'm driving, for example, I have a number of devices giving me information about my car--its speed, engine temperature, oil pressure, fuel level. But I must interpret what that information "means" and make decisions as to what I want to do with it. I may, for example, note that the fuel gauge needle is low, but choose to ignore it for a while; or I may convince myself that it's broken; or I may play a game with it, to see how far I can go before I heed the information and pull into a gas station. I am not likely to cover the gauge up because it threatens or offends me; nor am I likely to wrench the needle from the "E" to the "F"(thereby "magically" filling the tank).

Similarly, with a bathroom scale, if I think I'm not going to like what it tells me, I may not get on it at all. Or, if I'm dieting, I may weigh myself continuously and risk fretting myself out of any chance of staying with the diet. Or I may convince myself that it "weighs heavy." Mirrors? I can avoid them, except when I'm "feeling thin" or "nicely rounded." And I know full well, when I listen to myself on tape, that "that doesn't sound like me."

When we get feedback from people with whom we interact, we can play games with it, refuse to believe it, mini-interpret it, etc. Most of us have at one time or another tried to cover up the "negative feedback" gauge ("I don't want to talk about it!"), or wrench the pointer from "Empty" to "Full" ("You're just upset with me; it's not as bad as you say it is"), or choose to ignore it.

Many of these behaviors can be grouped under the general heading of "defensiveness"--denying, explaining, justifying, fighting, surrendering--everything but dealing with the feedback as information that may have great value to us if we can let it in and effectively use it.

For reasons having mostly to do with our upbringing, we want to look "good" to the world (no matter how much we may deny it), and in the interest of doing this we may try to shut out information that runs counter to that so-much-desired image. We fear information that "disconfirms" our "OK-ness." This fear causes us to behave in ways that cut us off from feedback (either because it causes people to stop giving it to us or because it keeps us from being able to hear it), which is a pity, because game-free feedback can have great value. It's one of the major sources of information by which we can know how we're perceived by others, develop clarity about why relationships are what they are (for good or bad), and decide what changes, if any, we want to make in our behaviors so as to improve the quality of some relationships.

There's another problem, too. Not only are many of us afraid of feedback, but we lack skills related to sending and receiving it. Relatively few people have an opportunity to learn feedback skills. So we more or less automatically "do it the way it was done to us." And the way it was done to us is often what makes us fear it in the first place!

One way to break out of this cycle is to learn some feedback concepts. For example, what constitutes effective (i.e., helpful, non-game playing) feedback? And then, practice those concepts, either in a setting that validates such experimentation (such as a human relations laboratory) or with people with whom we can share the information and whom we can use as ongoing resources as we seek to improve our skills.

Definition

For our purposes here, I'm defining feedback as information that flows between people that has to do with their interaction in the here and now.

Telling someone the time or that you'd rather go to a movie than to a baseball game is not feedback in the sense that I'm using the term. It's just information. I define effective feedback as information that:

- can be heard by the receiver (as evidenced by the fact that she or he does not get defensive, etc.)
- keeps the relationship intact, open, and healthy (though not devoid of conflict or pain)
- validates the feedback process in future interactions (rather than avoiding it because "last time it hurt so much")

Further, feedback does not assume that the giver is totally right and the receiver wrong; instead, it is an invitation to interaction, has some give-and-take to it. Also, it is a behavior that is inappropriate in interactions with people who do not have some significance in our lives (remember "Bob and Carol and Ted and Alice" and the waiter?), but all right in interactions that we know (or want) to have duration and importance.

Criteria for effective feedback

Table 1 shows 13 criteria for effective feedback. If this list sounds intimidating, keep in mind that some of them are easy to start using (once you're aware of them). In addition, you probably won't need to concern yourself with all of them and may find yourself focusing on a cluster of four or five which you realize (or are helped to realize) are problems for you. Also, I'm providing the "flip-side" of each criterion: things we do that are not effective and that often trap us into games and other relational confusions. It may be that if you can just stop doing some of those you'll have made significant progress, even though you don't consciously try to do the ones listed as effective.

To repeat, that's a lot to keep track of, especially given the fact that most of us have had extensive training in how not to give feedback. Here are some suggestions you may find helpful:

Find out which ineffective feedback behaviors you most want to get rid of. You can do this by paying careful attention to what you do in significant interactions; you can also find out by asking the "challengers" (and others) in your support group if they can point out any criteria you violate frequently. (Sure--show them the list if that will help.) Work on those--perhaps two or three. Try to stop doing the ineffective things, at the very least.

Don't expect miracles. Non-confirming feedback almost always carries some sting, no matter how skillfully given; and some people are more easily stung than others.

Relationships marked by a relatively high degree of open, competent feedback are likely to be richer, more complex, and more interesting than those marked by little feedback or game playing. They are, however, also likely to be more prickly and intense; and they require more time and energy, at times, than do those relationships in which "disconfirmations" are withheld or masked.

If for one reason or another (fear of punishment, risk of losing a relationship you're not ready to lose, lack of confidence in your skills, etc.) you think you don't want to try to be more open and use more effective feedback behaviors, then don't. But pay attention to the choice you are making--there may be some important learning in it for you. Or you may want to test out some feedback in very small increments, to see what happens.

The 13 criteria are useful to you as a receiver of feedback as well as a giver. You may decide that you can't/won't give much feedback to another in a given relationship. OK. But do try to use what you've learned as a means of "managing" feedback you receive. If someone tells you you're being obnoxious, you may elect to be hurt or angry, or you may choose to be curious (perhaps in addition to being hurt or angry!). You may ask for descriptive information: "What am I doing that causes you to say that?" You can also try to help others "own" their feelings, rather than allowing them to shuffle them off onto others ("People are talking..."). You can help the sender explore his or her feelings (active listening is useful here) or clarify for you (and perhaps himself or herself) the consequences of the behavior being discussed. In short, if you know something about effective feedback skills (and if you can avoid getting into a defensive posture), you may be

able to be helpful to the person giving you feedback, so the two of you are problem solving rather than attacking/defending. This will help you, too, in that it will either get you much clearer feedback or it will indicate what "game" the sender is playing.

Don't become a feedback addict. Sometimes people get excited about new learnings and use them all the time and in every place. This can wear thin very quickly. Not every event needs to be worked through. Not every utterance has to be perfect. Remember to allow for some slippage in your relationships; take small risks, be willing to "approximate" and see what happens. Above all, don't use others as guinea pigs on which to practice your skills.

The feedback process works best when it involves people who are, at least in that interaction, equals. If one person is "up" (dominant, "right," faultless, containing all virtue) and the other "down" (passive, "wrong," the culprit or villain of the piece), it is likely to turn into one of a number of games, as the "down" person attempts (usually without realizing it) to equalize the power between them, to gain what might be called psychological parity. If you can recognize that what began as a feedback interaction between equals has moved to "helpless me" or "awful me" or "you're one too" or "but you don't understand," or any variety of behaviors that might be lumped under the term "attack/defense," you may be able to alter the interaction's direction by having both you and the other person look at what's happening. Note well: "both you and the other person." For as long as the burden is on the other, you're maintaining or increasing your "upness" and promoting an escalation of the power equalization efforts.

By now you may be muttering, "But it's so complicated; and it sounds like hard work; and it also sounds risky." Yes. And the same can be said of many of the things that are important to us. It is, I believe, a matter of "valuing." If I value clear, open relationships, if I value the others with whom I share those relationships, and, most important, I think, if I value myself in those relationships, then I may find that I have no choice but to do the hard work, take the risks, suffer the losses, and be enriched by the gains.

Reprinted from NTL Reading Book, Human Relations Training 1982, NTL Institute.

Effective and Ineffective Feedback Behaviors

1. Describes the behavior that led to the feedback: "You're finishing my sentences for me..."
2. Comes as soon as appropriate after the behavior--immediately if possible, later if events make it necessary (something more important going on, you need time to "cool down," the person has other feedback to deal with, etc.)
3. Is direct, from sender to receiver.
4. Is "owned" by the sender, who uses "I messages" and takes responsibility for his or her thoughts, feelings, reactions.

5. Includes the sender's real feelings about the behavior insofar as they are relevant to the feedback: "I get frustrated when I'm trying to make a point and you keep finishing my sentences."
6. Is checked for clarity, to ensure that the receiver fully understands what's being conveyed: "Do you understand what I mean when I say you seem to be sending me a double message?"
7. Asks relevant questions which seek information (has a problem-solving quality with the receiver knowing why the information is sought and having a clear sense that the sender does not know the answer.
8. Specifies consequences of the behavior--present and/or future: "When you finish my sentences I get frustrated and want to stop talking with you." "If you keep finishing my sentences I won't want to spend much time talking with you in the future."
9. Is solicited or at least to some extent desired by the receiver.
10. Refers to behaviors about which the receiver can do something, if she or he wants to--"I wish you'd stop interrupting me."
11. Takes into account the needs of both sender and receiver: recognizes that this is a "process," that it is an interaction in which, at any moment, the sender can become the receiver. Sender--"I'm getting frustrated by the fact that often you're not ready to leave when I am." Receiver--"I know that's a problem, but I'm concerned about what seems to be your need to have me always do what you want when you want."
12. Affirms the receiver's existence and worth by acknowledging his or her "right" to have the reactions he or she has, whatever they may be, and by being willing to work through issues in a game-free way.
13. Acknowledges and, where necessary, makes use of the fact that a process is going on, that it needs to be monitored and sometimes explored and improved--"I'm getting the impression that we're not listening to each other. I'd like to talk about that and try to do this more effectively."

Ineffective Feedback

Uses evaluative/judgmental statements--"you're being rude"—or generalized ones--"You're trying to control the conversation."

Is delayed, saved up, and "dumped"; also known as "gunny-sacking" or ambushing. The more time that passes, the "safer" it is to give the feedback. Induces guilt and anger in the receiver because, after time has passed, there's usually not much she or he can do about it.

Indirect, ricocheted--"Tom, how do you feel when Jim cracks his knuckles?" Also known as "Let's you and him fight."

"Ownership" is transferred to "people," "the book," "upper management," "everybody," "we," etc.

Feelings are concealed, denied, misrepresented, distorted. One way to do this is to "transfer ownership" (see number 4). Another way is to smuggle the feelings into the interaction by being sarcastic, sulking, competing to see "who's right." Other indicators: speculations on the receiver's intentions, motivations, or psychological "problems"--"You're trying to drive me nuts," "You're just trying to see how much you can get away with," "You have a need to get even with the world."

Not checked. Sender either assumes clarity or--fairly often--is not interested in whether receiver understands fully--"Stop interrupting me with 'Yes, but's'."

Asks questions that are really statements --"Do you think I'm going to let you get away with that?"--or that sound like traps--"How many times have you been late this week?" Experts at the question game can easily combine the two--"How do you think that makes me feel?" or "Do you behave that way at home, too?"

Provides vague consequences--"That kind of behavior is going to get you in trouble"--or specifies no consequences, substituting other kinds of leverage such as "shoulds"--"You shouldn't do that."

Is imposed on the receiver, often for his or her "own good."

Refers to behaviors over which the receiver has little or no control if he or she is to remain authentic--"I wish you'd laugh at my jokes."

Is distorted by the sender's needs (usually unconscious or unconsidered) to be safe (not rejected)--"Now I don't want you to get angry"--or to punish--"You can't ever do anything right"--or to win--"Ah-ha, then you admit that you interrupt me"--or to be virtuous (watch this one!)--"I'm going to level with you, be open with you, etc." In short, most effective feedback behaviors come either from lack of skills or from the sender not seeing the process as an interaction in which both parties have needs that must be taken into account.

Denies or discounts the receiver by using statistics, abstractions, averages; by refusing to accept his/her feelings--"Oh, you're just being paranoid," "Come on, you're overreacting!," "You're not really as angry as you say you are."

Either does not value the concept of "process" or does not want to take time to discuss anything other than content. Consequently does not pay attention to the process, which can result in confusion, wasted time and energy, and lots of ineffective feedback.

Excerpt from: New Perspectives on Grammar Teaching in Second Language Classrooms

1. Which of the approaches to grammar instructions most resembles your own beliefs and methods? How? Why?
2. What case would you make for the teaching of grammar? What role does it play in developing a learner's fluency?
3. What is the teacher's role in grammar instruction? What is the Learner's role in grammar instruction?

New Perspectives on Grammar Teaching in Second Language Classrooms

Edited by
Eli Hinkel • Sandra Fotos

ESL and Applied Linguistics Professional Series

FUNCTIONAL APPROACHES

In the 1960s, British linguists developed a system of categories based on the communicative needs of the learner (Johnson & Marrow, 1981), and proposed a syllabus based on communicative functions. Grammar content was organized on the basis of the forms required for particular communicative or situational activities such as “asking questions” or “at a restaurant.” At first glance, this appeared to be the opposite of a structural syllabus, but, because certain structures are often associated with specific functions, there was actually a structural basis to functional grammar instruction (Tomlin, 1994).

Such structure-based syllabuses have been termed “synthetic” (Long & Crookes, 1992) because they present rules and drills for specific grammatical or functional aspects of a language in a linear sequence from “easy” to “difficult” and stress immediate production of correct forms. Examination of many English as a second language (ESL)/EFL textbooks today reveals that they are often functionally/situationally based, with a dialogue introducing target structures and vocabulary, a formal explanation of the grammar points covered, practice exercises ranging from controlled to free production of the grammar structures and vocabulary, and perhaps a meaning-focused task or reading that elicits use of the structure during performance. Commenting on the durability of this approach, Skehan (1998, p. 94) labels it the three *Ps*: presentation, practice, and production, where the first stage involves presentation of a single grammar point, the second requires learner practice within a controlled framework, and the final stage is learner production of the form more spontaneously.

UNIVERSAL GRAMMAR AND THE ROLE OF SYNTAX

Although there has been no “Universal Grammar” approach, the dominance of structural linguistics, with its focus on surface forms, was largely overturned in 1957 by the publication of Chomsky’s monograph *Syntactic Structures*. Rejecting the structuralist idea of language as habit, Chomsky viewed language as a generative process existing innately in the human brain and based on syntax, which consisted of a surface structure, or the apparent form of an utterance, and a deep structure, the mental concept underlying a particular semantic interpretation. It was therefore possible to identify syntactic universals for all languages such as agent (subject) and object, and Universal Grammar was hypothesized to underlie all languages. A key distinction was competence, that is, what the learner knows about the language, and performance, that is, how a learner uses the language (Cook, 1994).

COGNITIVE APPROACHES

With the development of Chomskian theories of Universal Grammar and syntax in the 1950s and 1960s, explicit grammar instruction received renewed emphasis. Grammar teaching and classroom curricula were designed to build on what learners already knew, giving them opportunities to construct new meanings and emphasizing deductive learning. This cognitive view of language learning held that grammar was too complex to be learned naturally and that language requires mental processing for learners to be able to attain linguistic competence. The cognitive method of L2 (second language) teaching was based on cognitive approaches to human psychology and language acquisition and relied on transformational and generative grammar theories. At the time, the cognitive view of language acquisition held that language includes an infinite number of structures that speakers could create and understand, and that L2 pedagogy needs to include the teaching of grammar as a foundational framework for all L2 skills. L2 methodology adopted in the 1970s and early 1980s centered on traditional formal grammar instruction and had the added goal of developing learners' analytical linguistic skills (McLaughlin & Zemblidge, 1992).

COMMUNICATIVE LANGUAGE TEACHING AND HUMANISTIC APPROACHES

However, in the 1970s, particularly in California, a new type of pedagogy arose in response to the greatly increased number of ESL learners, who outnumbered native English speakers in some school districts. Many of these learners knew grammar rules but could not use the target language communicatively, and others urgently needed immediate survival competency in English. The related humanist approaches were also developed in the late 1970s and 1980s as communicative activities designed to give learners positive feelings toward the instructional process so that language acquisition was facilitated. Used primarily with basic learners, these communicative/humanistic approaches gave no formal grammar instruction but rather presented quantities of meaning-focused input containing target forms and vocabulary. The assumption was that the learners would acquire the forms and vocabulary naturally, during the process of comprehending and responding to the input, similar to a way a child learns the first language.

Krashen's Monitor Model of the 1970s and 1980s had a great deal of influence on the rise of communicative pedagogy. His hypothesis of language acquisition pivoted on learner linguistic competence achieved by means of natural language acquisition in the process of real communica-

tion when learners are exposed to many facets of language use, such as listening, speaking, and reading. Krashen's Input Hypothesis stipulated that the learning of L2 depends on the presence of "comprehensible input" in the form of meaningful activities, listening and speaking, and reading for enjoyment. Thus, the communicative method of L2 teaching does not feature explicit grammar teaching or correcting learner errors.

Although the communicative methods reflecting Krashen's model of L2 acquisition suggested that learners would arrive at intuitive "correctness" (Krashen & Terrell, 1983, p. 58) of their language, given exposure to and experience with L2, and that explicit grammar instruction was not needed, L2 researchers, methodologists, and practitioners have commented that grammatical competence is essential for communication (Brown, 1994; Larsen-Freeman, 1991) but cannot be attained solely through exposure to meaningful input.

Another important limitation of a purely communicative approach is that certain types of language knowledge and skills are difficult to attain in the process of naturalistic learning, for example, academic and professional speaking and writing. It has been suggested that advanced proficiency and accuracy in spoken and written production are essential for effective functioning in academic, professional, and some vocational communications, so attaining high levels of language competence and performance may require instructed learning (Ellis, 1996).

FOCUS ON FORM

To address these limitations of purely communicative methodology, a new approach to grammar instruction combines formal instruction and communicative language use. Called "focus on form," it is based on the distinction between explicit instruction on grammar forms (with an *s*) and meaning-focused use of form (no *s*) in such a way that the learner must notice, then process the target grammar structure in purely communicative input. This concept holds that traditional structural syllabuses that teach specific sequences of grammar forms do not produce communicative competence (Long, 1991), only formal knowledge of grammar rules unless the learners themselves have reached the stage of interlanguage development at which they are psycholinguistically ready to acquire the instructed forms (Piennemann, 1984).

Communicative syllabuses are suggested to be equally inadequate because of their neglect of grammar instruction, tending to produce fossilization and classroom pidgins (Skehan, 1996), and lower levels of accuracy than would be the case under formal instruction. This consideration has received support from a review of research comparing instructed

with uninstructed language learning, finding significant advantages for instruction in terms of the learners' rate of learning and level of achievement (Long, 1988). Considerable research followed on methods for integrating grammar instruction with communicative language learning in such a way that learners are able to recognize the properties of target structures in context and develop accuracy in their use (Doughty & Williams, 1998; Fotos & Ellis, 1991).

NOTICING AND CONSCIOUSNESS RAISING

Many teachers and researchers currently regard grammar instruction as "consciousness raising" (Schmidt, 1990, 1993; Sharwood Smith, 1981, 1993; Skehan, 1998) in the sense that awareness of a particular feature is developed by instruction even if the learners cannot use the feature at once. Such awareness is produced not only by instruction on specific forms but may also result from "input enhancement," that is, operations performed on meaning-focused input in such a way that the target features stand out to the learner (Sharwood Smith, 1993). Other researchers, such as Fotos and Ellis (1991), note that instructed grammar learning of L2 grammar can also serve as communicative input, based on which learners can internalize grammar rules. This is seen as especially important for the EFL situation, in which communicative exposure to the target language is usually lacking. They also point out that knowledge of grammatical structures developed through formal instruction can make these structures more relevant and applicable for learners and, thus, easier to internalize.

However, although the role of input and interaction has been the focus of considerable research, current findings (Gass, Mackey, & Pica, 1998, p. 305) suggest that input and interaction alone cannot determine the learner acquisition process but rather "set the scene for potential learning." The learner's internal factors, particularly the noticing and continued awareness of structures mentioned above, are of more significance in predicting successful acquisition.

The psycholinguistic foundations for this view involve the distinction between two types of grammatical knowledge: explicit and/or declarative knowledge, which is conscious knowledge about grammatical rules and forms developed through instruction; and implicit or procedural knowledge, which is the ability to speak a language unconsciously developed through acts of meaning-focused communication.

Whereas in the past these two knowledge systems were often treated as separate, it has recently been suggested that they are connected and that one possible interface is learner awareness or consciousness of particular grammatical features developed through formal instruction (Schmidt,

1990). Once a learner's consciousness of a target feature has been raised through formal instruction or through continued communicative exposure, the learner often tends to notice the feature in subsequent input (Ellis, 1996; Schmidt, 1990, 1993). Such noticing or continued awareness of the feature is suggested to be important because it appears to initiate the restructuring of the learner's implicit or unconscious system of linguistic knowledge (Ellis, 1996; Schmidt, 1990, 1993; Sharwood Smith, 1993). When a language point is noticed frequently, learners develop awareness of it and unconsciously compare it with their existing system of linguistic knowledge, unconsciously constructing new hypotheses to accommodate the differences between the noticed information and their L2 competence. Then they test these new hypotheses—again unconsciously—by attending to language input and also by getting feedback on their output using the new form (Swain, 1985). In this way, implicit knowledge has been created.¹

According to this model, activities that raise learners' awareness of grammar forms—whether through explicit instruction or through communicative exposure that encourages learners to become aware of the forms—can assist learners to acquire these forms.

INTERACTION FOR GRAMMAR LEARNING

Within a purely communicative methodology, output has not been seen as important as input because language is thought to be acquired by comprehending input. However, in real communication one needs to understand and be understood; therefore, comprehensible output is also essential for successful communication to take place. To a great extent, L2 output (or production) depends on the learner's linguistic and other communicative skills, and L2 use entails an ability not just to comprehend, but also to produce comprehensible output congruent with target language norms (Ellis, 1997). From this perspective, learner implicit knowledge of L2 grammar is important. However, language systems are enormously complex and entail a large number of features that need to be attended to, for example, semantic, lexical, syntactic, pragmatic, phonetic, and sociocultural (Celce-Murcia, 1991). For example, to determine what types of learning situations are suitable for different learners of different languages to attain L2

¹Although educators usually consider automatization to consist of recalling grammar rules and accurately producing instructed forms, it was noted as early as 1984 (Gregg, 1984) that production of explicit knowledge as formulaic language that has been memorized and automatized through use cannot be distinguished from production derived from implicit knowledge.

proficiency, Spolsky (1989) constructed a list of 74 conditions that lead to successful learning of a L2. For beginning learners, the extent of linguistic knowledge acquired naturally may be sufficient. However, to achieve intermediate and advanced linguistic and sociolinguistic skills, learners need to produce language that can increase their interactional exposure to the L2. L2 production also allows learners the additional opportunity to refine their linguistic knowledge by means of hypothesis testing. Based on their experience, many classroom teachers believe that participating in interactions and activities that lead to increased output contributes to learner internalization of L2 knowledge.

DISCOURSE-BASED APPROACHES TO GRAMMAR INSTRUCTION

As mentioned, the concerns of ESL/EFL teachers, methodologists, and other experts on L2 teaching and learning about the effectiveness of the communicative methodology for diverse types of learners has resulted in new approaches to teaching L2 grammar that combine the positive aspects of natural learning and authentic use with those of explicit grammar instruction. In addition to focus on form discussed above, another direction of research deals with authentic language uses and structures and their meanings in discourse and text. The applications of corpus research findings to L2 grammar teaching appear to be particularly fruitful, and today we know a great deal more about the structure of authentic language as used by its speakers than we did even 10 or 15 years ago.

Research of linguistic features and grammar in actual spoken and written communication has been carried out in such areas as spoken and written discourse analysis, spoken and written language corpora (Biber, 1988), and studies of naturally occurring data, as well as experimental studies of elicited data. In addition, many investigations have addressed instructional approaches and techniques for grammar teaching to determine what classroom pedagogy and techniques can best serve the needs of learners at various levels of proficiency.

Discourse analysis examines contextual uses of language structures and investigates what speakers do to express meaning in various interactional settings. In addition to examinations of spoken discourse, studies of written discourse have also shed light on how meaning is conveyed in many types of written texts and genre. Analysis of written and spoken discourse seems to provide a practical avenue for grammar teaching and learning (McCarthy, 1991). Another benefit of using discourse in the classroom is

that learners can start to notice how language contexts affect grammar and meaning and how speakers vary their linguistic structures depending on the sociolinguistic features of interaction.

Similarly, examinations of spoken and written language corpora seek to gain insight into linguistic regularities found in large-scope data sets. Corpora of spoken language allow researchers to analyze the features of English in narratives, service encounters, on-the-job situations, negotiations, and giving opinions in situations with family, colleagues, or debates (Carter & McCarthy, 1997). The corpora of written English include such genre as newspaper reports, editorials, and articles on religion and hobbies; official and government documents; the academic prose in chemistry, biology, sociology, and engineering; fiction; mysteries; science fiction; and biographies; as well as personal, business, and professional letters. By far the most comprehensive reference grammar of spoken and written English was developed by Biber, Johansson, Leech, Conrad, and Finegan (1999) to determine systematic patterns in language use, based on the findings of corpus analysis of conversations, fiction, newspapers, and academic prose. In addition to the descriptions of grammatical constructions traditionally found in reference grammars, Biber et al.'s study also deals with considerations of register, lexis, and discourse variations to show how English grammar functions in real spoken and written texts.

Many of these analyses can inform L2 grammar teaching and be used in communicative activities. For example, if instruction in the meanings and appropriate use of clauses can be beneficial for a particular group of learners, teachers and material writers can determine what types of clauses are actually used in what types of spoken and written English. The advantage that corpus analysis accords teachers, curriculum developers, and textbook writers is that the aspects of grammar encountered in real spoken and written English can become instructional foci for learners.

Experimental studies of naturally occurring and elicited language dealing with L2 grammar have been devoted to the use of language by different types of learners and in various environments, for example, what happens in L2 grammatical development when speakers of different L1s (first language) learn L2, how learners of different ages acquire L2, and what learner background factors affect L2 learning and acquisition. For example, investigations based on natural or elicited data have dealt with the order of learning and acquisition of specific grammatical structures, such as tenses, morphemes, clauses, and noun systems. The wealth of applied linguistics findings creates an environment in which teachers and methodologists can endeavor to establish the effectiveness of their techniques and materials.

THE CASE FOR GRAMMAR TEACHING

Grammar learning and acquisition can enhance learner proficiency and accuracy and facilitate the internalization of its syntactic system, thus supplementing the development of fluency (Ellis, 1996). Designing tasks and curricula that build on what learners already know represents one of the strengths of explicit grammar teaching within the format of communicative and interactional activities. Richards (1994, 1998) describes a number of effective communicative activities centered around classroom interaction, and he indicates that the quality of the interaction between the teacher and the learner and between the learner and the task has a great deal of impact on the extent of learning. He also explains that it is not the adherence to a particular teaching method but teachers' involvement with the grammar-focused activities and their ability to personalize teaching and to make activities engaging that often promotes successful learning.

Although grammar teaching has been a thorny issue among teachers, teacher educators, methodologists, and other ESL/EFL professionals, it has continued to be one of the mainstays in English language training worldwide. All major publishers of ESL and EFL texts include grammar textbooks in their lists. Some particularly popular volumes have become best-sellers, despite their traditional approach to L2 grammar teaching. Furthermore, because the explicit teaching of grammar has been and remains at the core of the grammar-translation methodology adopted in many countries, students who arrive to obtain their language training in Great Britain, the United States, Australia, and other English-speaking countries often demand grammar instruction. As Brown (1994, p. 349) comments, "[f]or adults, the question is not so much whether to teach or not teach grammar, but rather, what are the optimal conditions for overt teaching of grammar."

To this end, the chapters in this book are based on thorough research, sound methodology, the findings of analyses of real language use and communication, and application of these findings to teaching and learning. They represent a wide range of approaches to L2 grammar teaching, seek to address practical instructional issues, and assist teachers in finding ways to benefit learners. Their strengths are in the novelty of contextualized and realistic grammar instruction, rooted in how language is used in real life.

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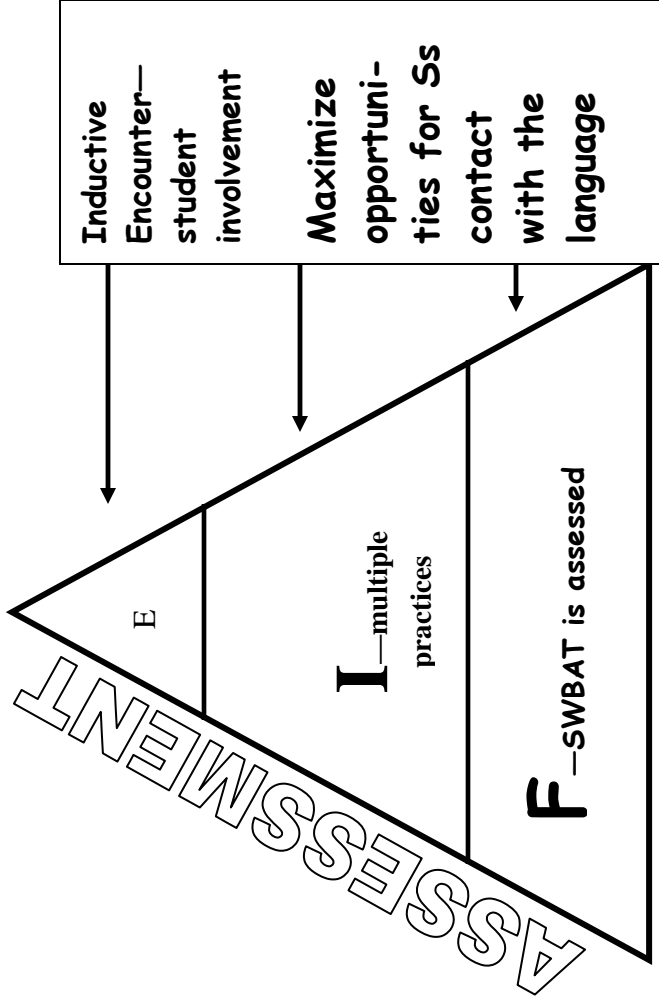
EIF Framework

(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

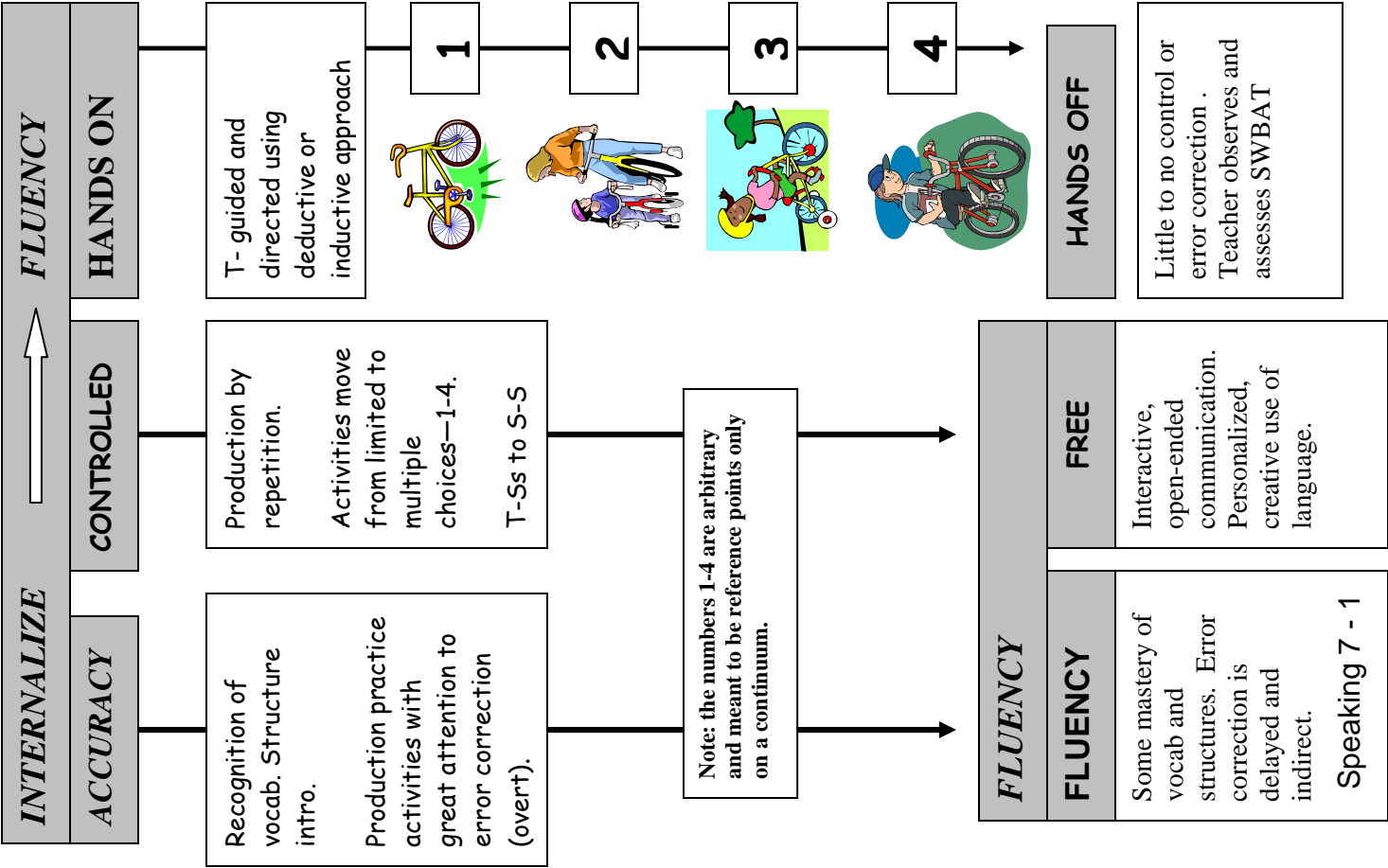
Encounter, Internalize, Fluency



SWBAT Students will be able to...

Student Learning Objective are SMART!
(Specific, measurable, achievable, relevant, and time bound).

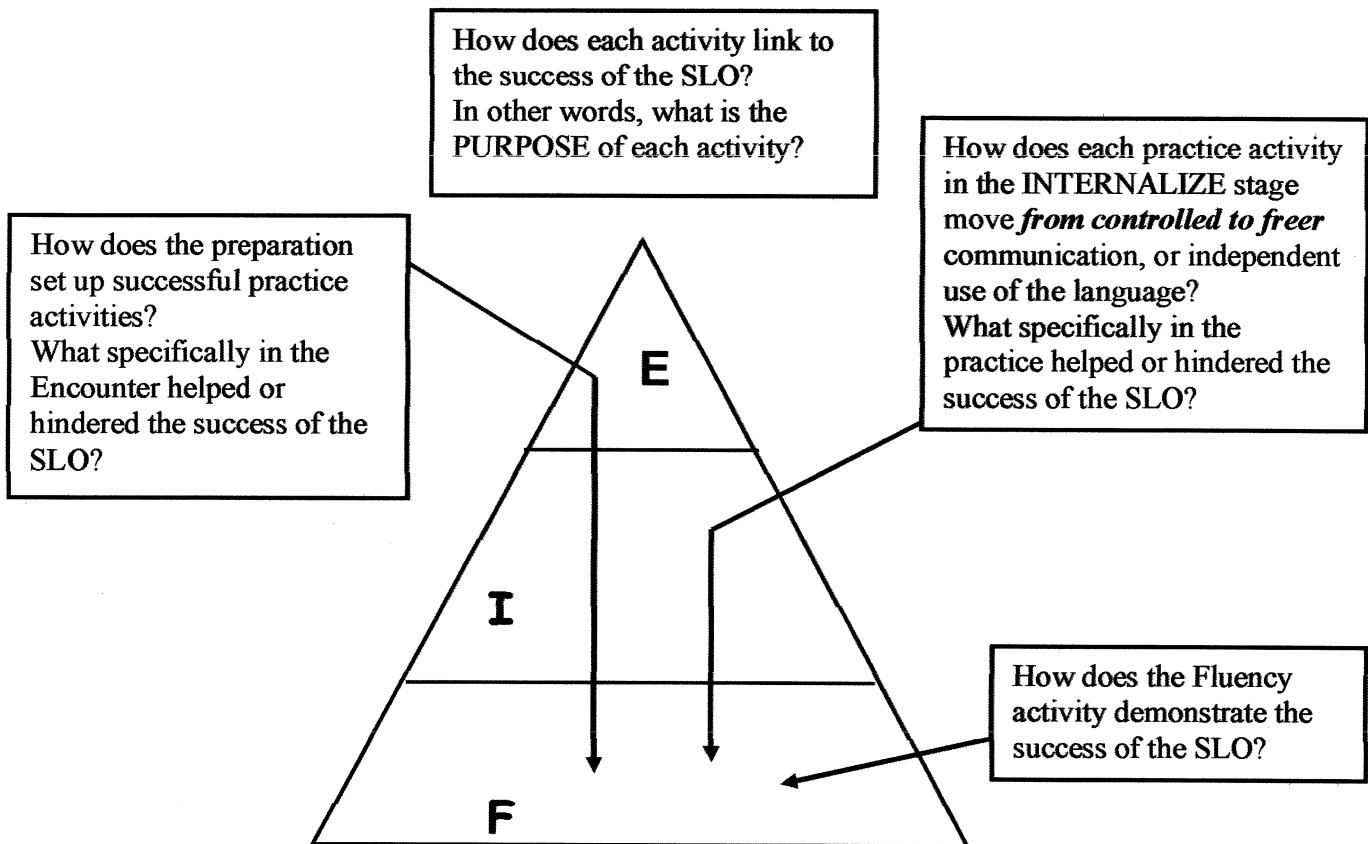
Don't over prepare. Get mileage from your materials. How many ways can the teacher use the same materials by maximizing VAKT?



EIF Analysis

What in the lesson contributed to the success/failure of the SLO being met?

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—Encounter and Internalize stages—led to the SLO being met or not met in the Fluency stage.



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THE EIF PICTURE

Encounter

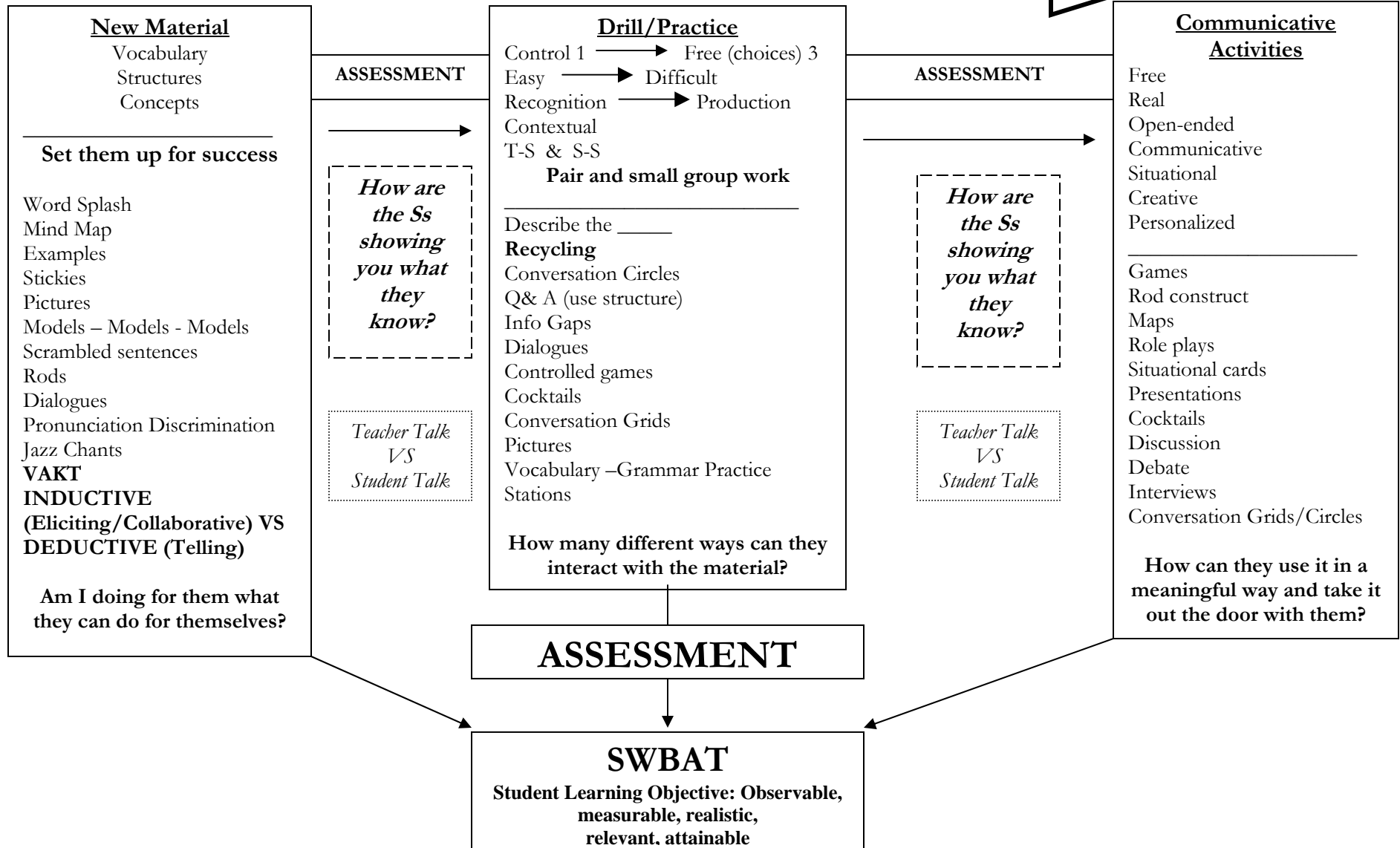
Internalize/Practice

Fluency

ACCURACY

1 Controlled 2 → 3 → 4 Free

FLUENCY



EIF INTERNALIZE (PRACTICE) Continued



1



2



3



4

CONTINUUM
RENTING
TO
OWNING

- 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

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

MOVING FROM CONTROLLED TO FREE PRACTICE AND ACCURACY TO FLUENCY USING A 1-4 SCALE

In the EIF speaking/grammar framework the middle INTERNALIZE/Practice consists of a series of exercises that move from controlled to less controlled and finally to FLUENCY, which is a free, creative and open-ended use of the target language. They also move from recognition types to productive types. The movement is from giving the students no choice, such as in a repetition, to limited choice, to open-ended choice. The movement from controlled to free provides opportunities for students to master material step by step in a progressive manner (stress on accuracy moving toward fluency) and for the teacher to assess along the way, informing his/her decision to move on to a less controlled exercises (essentially little by little taking the hand off the bicycle seat).

For identification sake I will divide these exercises into four basic types or stages (numbering them 1,2,3,4). 1 being the most controlled, with 4 taking place in the FLUENCY activity where the student learning objective for the lesson, or SWBAT, is met or realized.

The following stage descriptions will be accompanied by examples using the Past Tense as the grammar focus and a daily routine in the past as the communicative task or function.

In the early stages, recognition of form and meaning will be considered to be “easier” than production—meaning speaking. (Though it could be argued that simple verbal repetition does not guarantee that the student will understand a word of what was spoken, whereas recognition does imply the student’s understanding of form and meaning, and is assessable by the teacher.) Recognition exercises precede production, with production closely following. It could also be argued that the recognition drills are really part of the ENCOUNTER stage.

The following, then, is a description of exercise stages from 1-4 with examples, using the past tense, with the final activity having the students tell what they did last Saturday.

SWBAT: Students will be able to talk about what they did last Saturday using correct forms of the past tense of 8 new verbs and appropriate time phrases in a paired activity.

INTERNALIZING (PRACTICE)

Stage 1 Controlled

HANDS ON



T- guided and directed using deductive or inductive approach. Strict error correction by teacher with self/peer correction elicited.

Characteristics: Choices are given. They are limited recognition of meaning and there is no choice in production.

Recognition Transition from Encounter	T: Point to the picture: “John ate breakfast at 8:00 yesterday morning.”	Ss: points to the appropriate picture among a few.
	T: Did John eat breakfast at 8:00 in the morning? T: Did he take a shower at 8:00?	Ss: “Yes, he did.” (CCQs) Ss: “No, he didn’t.”
Production	T: Repeat. “John ate breakfast at 8:00 in the morning.”	Ss: Repeats: “John ate breakfast at 8:00 yesterday morning.”

Stage 2 Controlled



HANDS CLOSE BY

T- guided and facilitated using more inductive approach. Self/ peer correction fostered.

Characteristics: Choices are given. Limited choice in recognition of both form and meaning and limited choice in production (2 or 3 choices)

Recognition	Circle the correct verb form: "John (eats / ate) breakfast at 8:00 yesterday morning."	S: Circles the appropriate verb form in a written exercise.
Production	T: Read the sentence using the correct verb form: "John (picture) breakfast at 8:00 yesterday morning."	S: Reads the sentence using the correct form with picture stimulus.
	T: "Did John eat breakfast or did he take a shower at 9:00 yesterday?"	S: "He took a shower at 9:00 yesterday morning."

Stage 3 Less Controlled



LOOK NO HANDS

T- monitored for accuracy and fluency. Self/peer correction used.

Characteristics: Choices not given and are more open-ended. It is all production

Production	T: In pairs taking turns, using the following verbs with appropriate time phrases and pictures Q&A what John did last Saturday. (This could be an Info Gap).	Ss: Ask and answer each other about John's day last Saturday, using the verbs and time phrases learned in the lesson.
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FLUENCY

Stage 4 Free use



T STANDS BY DOOR

Little to no control or error correction . Teacher observes and assesses SWBAT. Correction a last resort. T can take notes on errors made for later class or stop the session for quick review if many ss making same mistake, if errors relate to SWBAT.

Characteristics: Open-ended, personalized communication setting, using the target language (SWBAT), as well as previous learning or experience.

All Production	T: Tell your partner what you did last Saturday.
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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.

.....
The ultimate purpose of learning a foreign language is to use it to effectively communicate in real-world situations.
.....

Language Learning

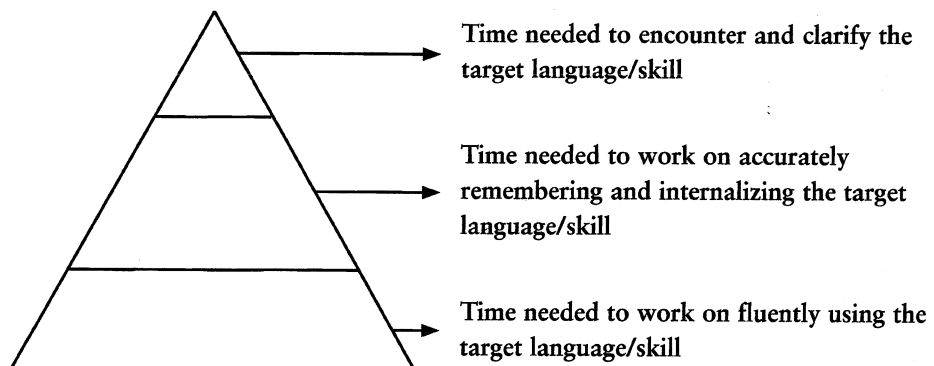
The principles used in the juggling lesson can be applied to language learning as well. Teachers can **assess** student learning only when they see students use their knowledge to accomplish communicative tasks. Just as the ability to describe juggling does not mean one can juggle, a student that can 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.



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.

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 learners to deduce	Predicting
Jigsaw reading		

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 community
Opinion activities	Matching	News reel
Dialog building	Making a video	Video
Problem solving activities	Scavenger hunt	Value gaps
Sequencing activities	TPR	Letter/journal writing
Project work	Field trips	Skits
Strategic interactions		
Ss individual presentations		

Creating real use opportunities for learners:

Treasure hunts	Authentic materials
Telephoning each other/me	Community-based learning
Sending them out into the community to find information	Personalization
Give homework which requires them to find real use opportunities and report back later	Letter-writing/e-mail
Project work	Simulation and role play
Research projects-Internet, etc.	Conversation partners /interviewing/public
Classroom language	Providing sheltered spaces for them to practice and reflect and process
Bringing the real world into the classroom	Class time which focuses on analyzing opportunities for real use sharing with other students in preparation for above
Speakers	

Ways to group learners:

String	Magazine picture puzzle pieces
Pick a rod (colors match)	Matching sound and animal/instrument/vehicle
Matching cards or pictures (by color or shape or thematic groups, etc.)	Matching action and picture/emotion, etc.
Stand up and move (by name or touch)	Line-ups and divide
Count off by 2's, 3's, etc.	Dice or playing cards
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	



SCHOOL FOR
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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

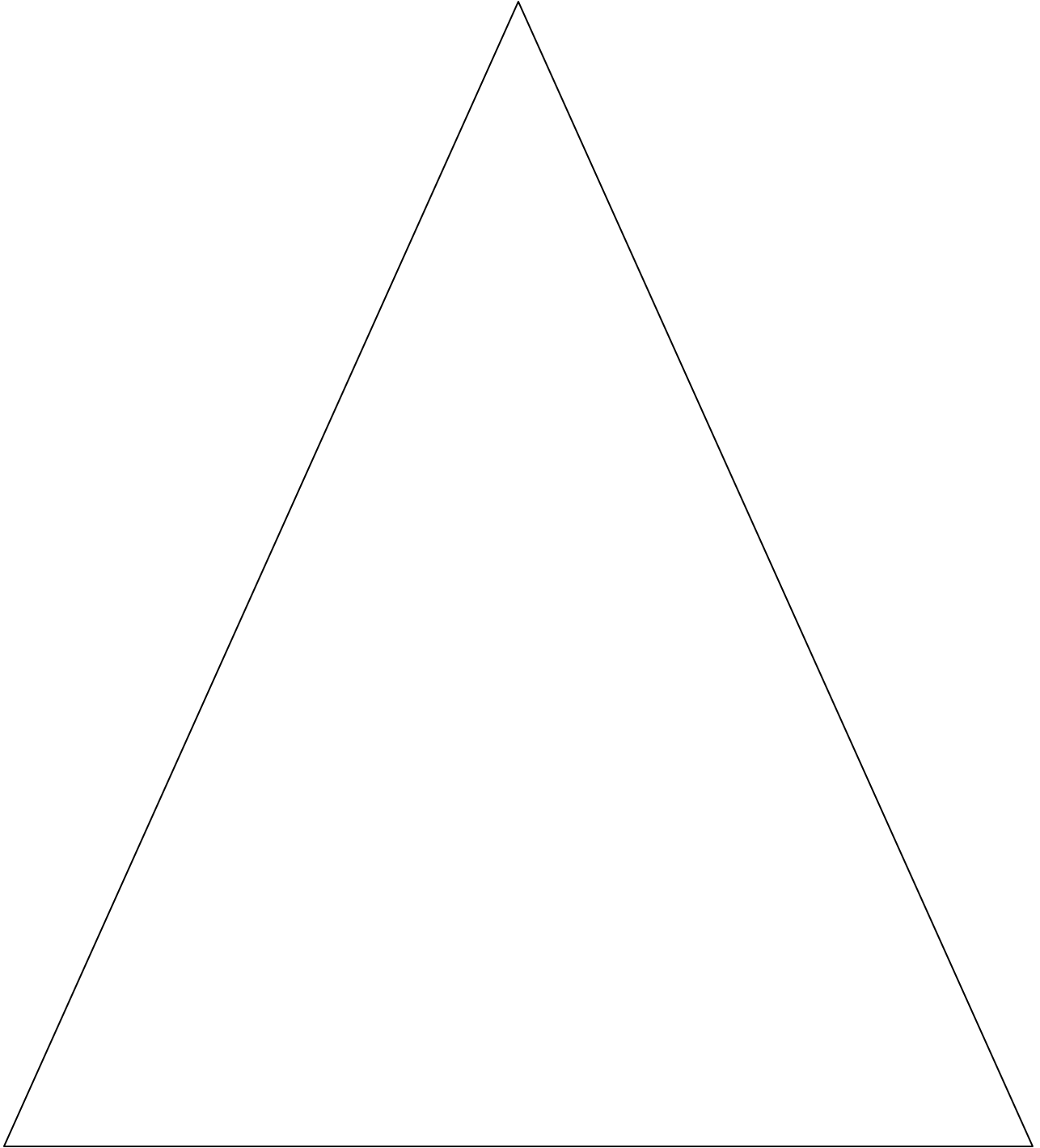
To what extent do the materials in this lesson provide for and/or take into consideration the following aspects (check all that apply):

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:



How words are learned

1. What's involved in teaching/learning a vocabulary word? What do you normally focus on in your lessons?
2. What kinds of mistakes do your students make in vocabulary? How do they relate to the ones described in the article?
3. The article mentioned eleven (11) implications for teaching. Which ones do you strongly agree with? Which ones do you question?



How words are learned

- How important is vocabulary?
- What does it mean to 'know a word'?
- How is our word knowledge organised?
- How is vocabulary learned?
- How many words does a learner need to know?
- How are words remembered?
- Why do we forget words?
- What makes a word difficult?
- What kind of mistakes do learners make?
- What are the implications for teaching?

How important is vocabulary?

'Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.' This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent coursebook (Dellar H and Hocking D, *Innovations*, LTP): 'If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!'

Most learners, too, acknowledge the importance of vocabulary acquisition. Here are some statements made by learners, in answer to the question *How would you like to improve your English?*

- Oral is my weakness and I can't speak a fluent sentence in English. Sometimes, I am lack of useful vocabularies to express my opinions.
- My problem is that I forget the words soon after I have looked in the dictionary. For example when I read a English book.
- I would like to improve my vocabulary. I have the feeling that I always use the same idiomatic expressions to express different sort of things.
- I'd like to enlarge my vocabulary (this word I also had to find in dictionary). Too often my speaking is hard caused by missing words.

What makes a word difficult?

Anyone who has learned a second language will know that some words seem easier to learn than others. Easiest of all are those that are more or less identical, both in meaning and form, to their L1 equivalents. When this is due to the fact that they derive from a common origin, they are called **cognates**. Thus Catalan *vocabulari*, French *vocabulaire*, Italian *vocabolario* and English *vocabulary* are all cognates and hence relatively easily transferable from one language to the other. The global spread of English has also meant that many English words have been borrowed by other languages. Examples of such **loan words** in Japanese are *shampoo* (shampoo), *shoppingu* (shopping), and *sunakku* (snack). Cognates and loan words provide a useful 'way in' to the vocabulary of English, and are worth exploiting (see page 35). However, as we have seen, there are a number of traps for new players, in the form of **false friends**. Knowing that *actually* and *aktualnie* are false friends may make the learning of *actually* difficult for a Polish speaker (or a French or Spanish speaker, for that matter), since they may tend to avoid using it altogether.

Other factors that make some words more difficult than others are:

- **Pronunciation:** Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners – such as *regular* and *lorry* for Japanese speakers. Many learners find that words with clusters of consonants, such as *strength* or *crisps* or *breakfast*, are also problematic.
- **Spelling:** Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: *foreign*, *listen*, *headache*, *climbing*, *bored*, *honest*, *cupboard*, *muscle*, etc.
- **Length and complexity:** Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their 'learnability'. Also, variable stress in polysyllabic words – such as in word families like *necessary*, *necessity* and *necessarily* – can add to their difficulty.
- **Grammar:** Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explain* follows the same pattern as both Spanish *explicar* and English *tell*, and say *he explained me the lesson*. Remembering whether a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (*to swim*) or an *-ing* form (*swimming*) can add to its difficulty. And the grammar of phrasal verbs is particularly troublesome: some phrasal verbs are separable (*she looked the word up*) but others are not (*she looked after the children*).
- **Meaning:** When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*. Words with multiple meanings, such as *since* and *still*, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture-specific items such as words and expressions associated with the game cricket (*a sticky wicket*, *a hat trick*, *a good innings*) will seem fairly opaque to most learners and are unlikely to be easily learned.

- **Range, connotation and idiomaticity:** Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus *put* is a very wide-ranging verb, compared to *impose*, *place*, *position*, etc. Likewise, *thin* is a safer bet than *skinny*, *slim*, *slender*. Words that have style constraints, such as very informal words (*chuck* for *throw*, *swap* for *exchange*), may cause problems. Uncertainty as to the connotations of some words may cause problems too. Thus, *propaganda* has negative connotations in English, but its equivalent may simply mean *publicity*. On the other hand, *eccentric* does not have negative connotations in English, but its nearest equivalent in other languages may mean *deviant*. Finally, words or expressions that are idiomatic (like *make up your mind*, *keep an eye on* ...) will generally be more difficult than words whose meaning is transparent (*decide*, *watch*). It is their idiomaticity, as well as their syntactic complexity, that makes phrasal verbs so difficult.

What kind of mistakes do learners make?

Given the kinds of difficulty outlined above, it is not surprising that learners make mistakes with words. In fact, the researcher Paul Meara estimates that lexical errors outnumber other types of error by more than three to one. Here is a sample of lexical errors (underlined):

- 1 I hope after biggening English studing I shell not have a free time at all.
- 2 I'd like to spend a couple of week somewhere on a peopleless island.
- 3 I like watching flowers and inhaling their lovely smell.

All lexical errors are instances of a wrong choice of form – whether a spelling error (e.g. *biggening*, *shell*), or a suffix error (*peopleless*), or the wrong word altogether (*hope*, *watching*, *inhaling*). However, for convenience we can categorise errors into two major types:

- form-related
- meaning-related

Form-related errors include **mis-selections**, **misformations**, and **spelling** and **pronunciation errors**. A mis-selection is when an existing word form is selected that is similar in sound or spelling to the correct form – the equivalent to a native speaker's malapropism (see page 16). For example: *My girlfriend was very **hungry** with me* (for *angry*). Or, *He persuaded me to have a **noise** operation* (for *nose*).

Misformations often result from misapplying word formation rules (see page 5), producing non-existent words, as in *a **peopleless** island*, or *his **hopeness** of peace*. Sometimes these misformations will show a clear influence from the learner's mother tongue, as in *the people looked **emocionated*** – from the Spanish *emocionado* (*excited*). Whole words may be combined wrongly to form non-existent combinations: *Most of time I just **watch shops' window*** (for *go window-shopping*). Idioms and fixed expressions are vulnerable to this kind of mix up: *A strike could **kill the gold eggs** goose and cause the ruin of a country*.

Spelling mistakes result from the wrong choice of letter (*shell* for *shall*), the omission of letters (*studing* for *studying*), or the wrong order of letters (*littel* for *little*). Pronunciation errors may result from the wrong choice of sound (*leave* for *live*), addition of sounds (*eschool* for *school*), omission of sounds (*poduk* for *product*) or misplaced word stress (*comFORTable* for *comfortable*).

Meaning-related errors typically occur when words that have similar or related meanings are confused and the wrong choice is made. Thus: *I hope ... I shall not have a free time* (instead of *I expect ...*). And *I like watching flowers and inhaling their lovely smell*. While *watching* belongs to the set of verbs related to *seeing* it is inappropriate for relatively static objects like flowers. Similarly, *inhaling* tends to be used for smoke or gas, and not smell. That is to say, *inhaling* doesn't **collocate** with *smell*. Many 'wrong word' mistakes are in fact wrong collocates. For example: *I have fifteen years experience as a particular professor* (rather than *a private teacher*).

Meaning-related wrong-choice errors may derive from the learner's L1, where the meaning of an L1 word may not exactly match its L2 equivalent. A common example made by Spanish speakers is: *I'm live with my fathers in Mexico city*. In Spanish, the plural of *padre* (*father*) means *parents*.

Learners may also be unaware of the different **connotations** of related words, causing wrong-choice errors such as: *I have chosen to describe Stephen Hawking, a notorious scientific of our century*. Wrong choice may result in clashing styles, as in this letter by a Japanese student to the accommodation bureau at my place of work:

Dear Sirs/Madams,

I'm so harry because I may leave Japan at the end of January.

I'm gonna stop by NY and go to España. Please get busy!

Indiscriminate dictionary use may be the cause of this stylistic error by a Russian learner: *May be I'll stay here and keep on my hodiernal work* (where *hodiernal* is an archaic synonym for *day-to-day*).

Sometimes errors can be both form- and meaning-induced. That is, a similar-sounding form is selected because it has a similar meaning to the target one. For example: *I went to a party for see my friends. It was very funny*. (Instead of *It was a lot of fun*.) Or, *I have friends who speak English as their nature language* (for *native language*). The occurrence of this kind of error is not surprising, given the way words are stored and accessed in the mind, with form and meaning modules overlapping and interconnected.

What are the implications for teaching?

In this chapter we have looked at how the mental lexicon is structured and the way it develops, in both first and second languages. What then are the implications of these findings for the teaching of vocabulary?

- Learners need tasks and strategies to help them organise their mental lexicon by building networks of associations – the more the better.
- Teachers need to accept that the learning of new words involves a period of 'initial fuzziness'.
- Learners need to wean themselves off a reliance on direct translation from their mother tongue.
- Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocations, and their syntactic environments.
- Teaching should direct attention to the sound of new words, particularly the way they are stressed.
- Learners should aim to build a threshold vocabulary as quickly as possible.
- Learners need to be actively involved in the learning of words.
- Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- Learners need to make multiple decisions about words.
- Memory of new words can be reinforced if they are used to express personally relevant meanings.
- Not all the vocabulary that the learners need can be 'taught': learners will need plentiful exposure to talk and text as well as training for self-directed learning.

Conclusions

In this chapter we have surveyed the principles underlying the acquisition of vocabulary in a second language, and sketched some possible implications for teaching. Perhaps the most important points to be emphasised are these:

- learners need a critical mass of vocabulary to get them over the threshold of the second language
- achieving this critical mass requires both intentional and incidental learning
- the first language is a support but can also be a potential block to the development of a second language lexicon
- vocabulary learning is item learning, and it is also network building
- vocabulary learning is a memory task, but it also involves creative and personalised use, i.e. learning *and* using
- learners have to take responsibility themselves for vocabulary expansion

Looking ahead

Having sketched out some implications for teaching, the rest of the book will explore these implications in more detail. One key issue is the relation between teaching and learning. What is the teacher's role in vocabulary development? And how useful are other possible sources of vocabulary input? In the next two chapters we will review and evaluate some of the main potential sources of vocabulary input, including the teacher.

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.

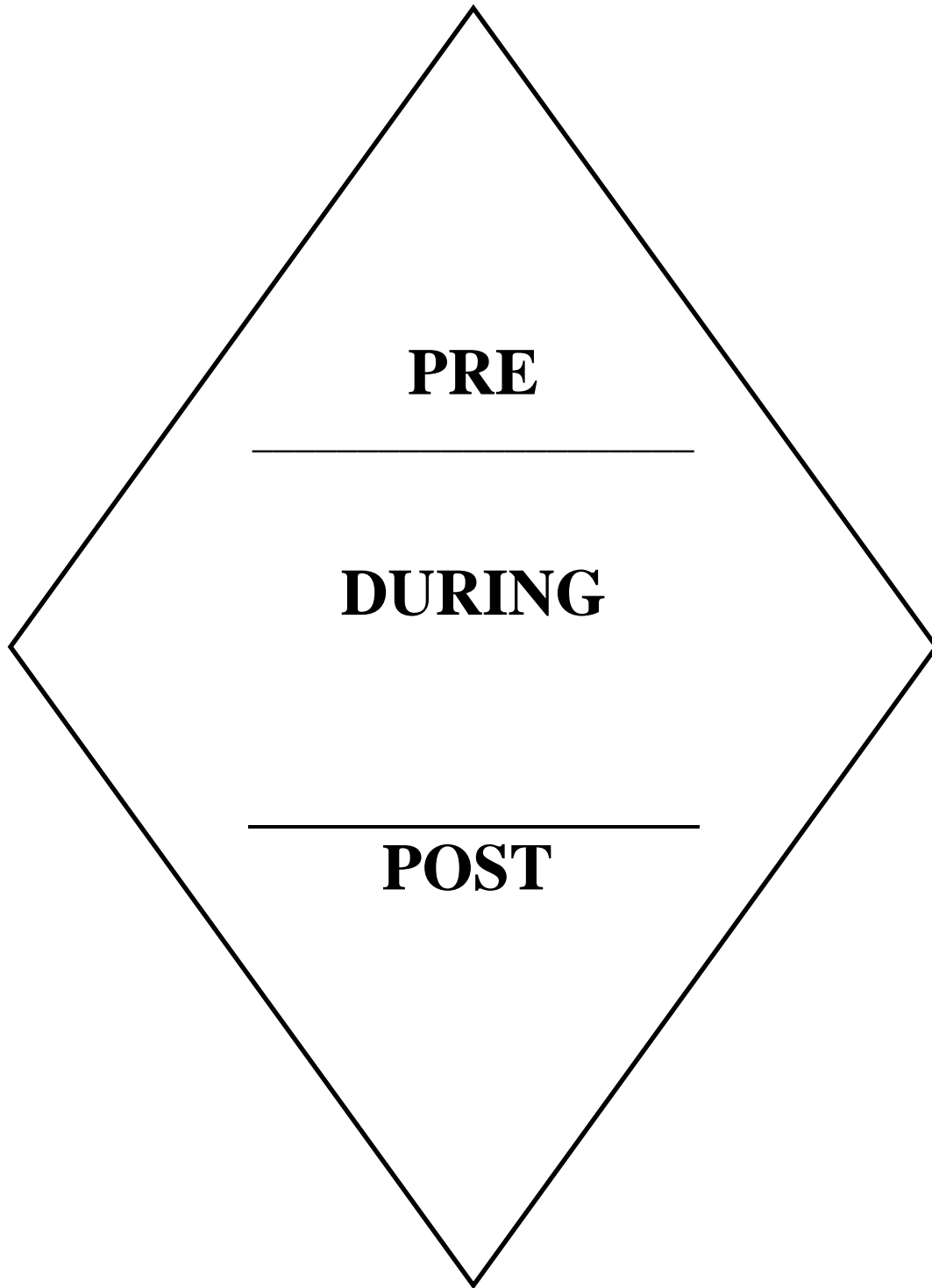
The first “**P**” in **PDP** refers to the “**PRE**” reading/listening stage in a lesson. This is the stage of the lesson *before* (i.e.: “PRE”) the learners read or listen to the text. Activities in this stage include such things as: activating schema, assessing students' background knowledge, pre-learning 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 is 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

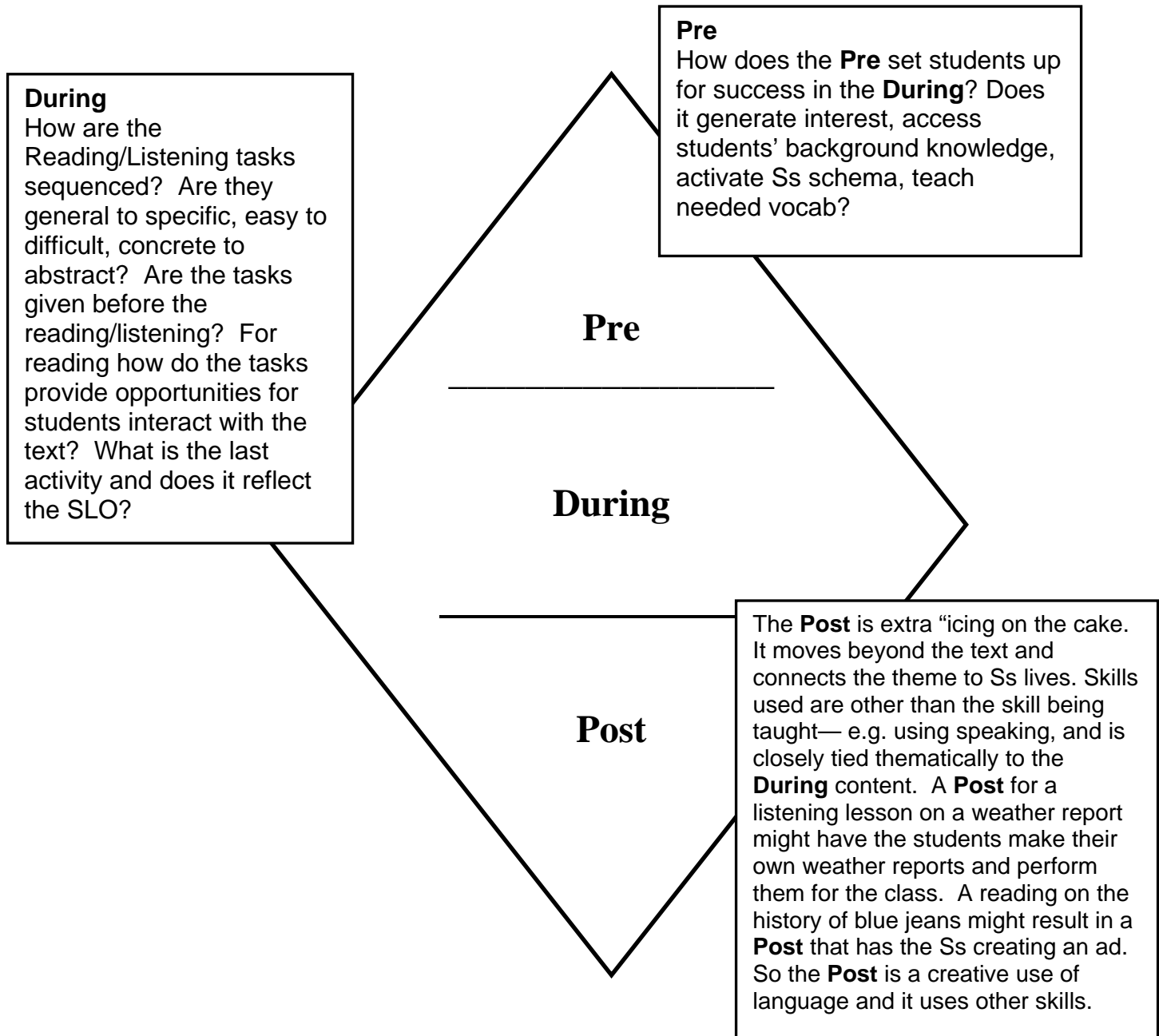


PDP Analysis

Questions to think about after teaching a 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.



Reading Guidelines

Skill: READING

Definition: Reading is actively making meaning from written input.

What reading involves:

- 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.
- at a literacy level, decoding letters to understand words.
- 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 literacy level: 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.

Beginners: 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.

Intermediate/advanced: 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 from 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:

Students write a response to the text; discuss the text; listen to something related to the text; make up new endings; tell what happened before the text started.

Recommended Resources:

Grellet, Françoise (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.

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.

Pre-During-Post Framework For Receptive Skills Lessons¹

PRE Listening

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 to something totally out 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 vocab items

finding items in a visual

fill-in-the-blanks with vocab words

answering questions using vocab

matching questions and responses (e.g. formulaic language, such as greetings, telephone language, talking about opinions, etc.)

ordering

write sentences about visual or own info using vocab words

finding or producing antonyms/synonyms

making inferences/deductions from picture to use vocab

- interact personally with the new/activated vocab

completing a chart or table

'Talk About Yourself' using given phrases and/or vocab 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

¹ By Lois Scott-Conley, Teacher Training Consultant, School for International Training

DURING the Listening

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, pronunciation, grammar)
- develop strategies for listening/reading more effectively

Examples of multiple listenings: General to specific information

First Listening/Reading (Usually in terms of main ideas, theme and/or topic)

<p>Listening/Reading for:</p> <ul style="list-style-type: none">- gist- purpose: to persuade, to apologize to invite, ask permission- main idea- attitudes/emotions: positive, negative, warm, angry- key words- acceptance or refusal of an idea or invitation- permission granted or refusedopinions: good/bad, useful/worthless, lovely/dirty, convenient- time references: past, present, future, completed, incomplete,- preferences- agreement and disagreement with own previously stated ideas- agreement and disagreement between speakers- general time: season, period of the day (evening or morning)- context or setting (outside, movie theater, restaurant, home, office, school)- likes and dislikes- identify speech act: greeting, toast, introduction- interest level of speaker/listener for topic <p>listening for tense/aspect/time</p>	<p>Example activities:</p> <ul style="list-style-type: none">- ordering/numbering items of main ideas- fill in the blanks for main ideas such as in an outline where the details are provided but not the main ideas- ranking- true/false- select the correct response such as what's the best title for this passage- multiple choice- label pictures, graph, or graphic organizer- matching picture with description- matching two pieces of information- checking off relevant information from a text or picture- writing summary statements
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Second Listening/Reading

Listening/Reading for more <ul style="list-style-type: none">- detail- reasons- affect- tone- implications- inference- examples	Example activities: <ul style="list-style-type: none">- 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- writing short answers
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Additional Listening/Reading (Not Comprehensive Assessment)

Listening/Reading to: <ul style="list-style-type: none">- 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	Example activities: <ul style="list-style-type: none">- cloze- short answer- matching- multiple choice- labeling- write out (words, numbers, phrases)- check off- list- mark stress or intonation- apply punctuation to tape script
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A list of Comprehensive Assessment Activities: Appropriate for achievement of SLO

- Summary
- Retelling
- Sequencing 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
- Discussion
- 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 movie/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.**