



TEYL

Planning a lesson

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Teacher knowledge, enthusiasm and responsibility for learning.



Just a wordle



TEYL

- How do children learn a foreign language
- Learning a language at infant and primary school level
- How do children think and learn
- Lesson planning
- Approaches to teaching children
- Developing four skills
- Drama and storytelling
- Songs, chants and games
- Using stories and storybooks
- Using technology in the classroom
- Videos
- Forums
- And more...

TEYL

- By the end of the five years course, students will be able to:
- train and improve their language skills (Life long learning)
- identify, evaluate, and selectively apply a wide variety of stimulating and age-appropriate materials (e.g., read-along texts, audio, songs, video, hands-on manipulatives, games, puzzles, realia) to existing or new EFL curriculum, tailored to learners' needs and interests
- effectively apply strategies for both motivating and managing classroom-based language activities for young learners, with a tool set for rewarding desired student behaviors

conduct a needs analysis, develop a learner profile, and then develop unit and lesson plans that would be appropriate for young learners in a specific local context. This may also include the amassing of a collection of new resources and materials for strategic application to the local TEYL-related context

develop themselves professionally in the field of TEYL

clearly articulate language-learning goals and appropriately aligned measures to be able to justify and evaluate any new approaches, activities, and materials applied to local contexts

English learners at the infant and primary school level (approximately ages three to ten) are cognitively primed to acquire language skills in ways that lend themselves to an integrated skills and content-based, experiential approach. The educator who understands the cognitive and social processes of second-language acquisition for TEYL is better equipped to help learners navigate the processes of classroom learning activities while also creating a fun, positive environment. In many cases, TEYL educators in English as a Foreign Language settings have a limited amount of time to accomplish their teaching goals and meet local requirements regarding the use of specific texts, tests, or other materials. A low-resource environment can also pose challenges. In this course, participants have the opportunity to explore solutions for such challenges through an overview of current research and best practices (always context-dependent) for TEYL, plus experimentation with a wide array of freely available online and local resources.

—Edutainment, gamification, making language learning fun. How are language learners motivated to learn, and what produces long-term results?

—Learning styles, differentiated instruction, universal design. “It’s not how smart you are, it’s how you are smart.” (Howard Gardner). How does this translate into a TEYL classroom?

—Language in context and content-based instruction. How can we structure “authentic” experiences for young learners and what outcomes can we expect?

Learner feedback techniques and formative vs. summative assessment for

young learners

Assessment of and for Learning

Survey of listening-speaking-vocabulary resources online and strategic applications in TEYL

—Survey of reading-writing-grammar (literacy) resources online and strategic applications in TEYL

—Teaching styles, administrative styles and local logistics. “. . . [G]rant me the

serenity to accept the things I cannot change; the courage to change the things I can;

and the wisdom to know the difference.” (Reinhold Neibuhr).

~~As a reflective and long-range planning practitioner, how does this apply in my setting?~~

Which
tools/criteria/practises?

This deals with the absolute bare bones of planning.

Writing your first lessons plans will take you a long time.

Don't despair –

this will become quicker and easier as you begin to internalise all the information and skills that lie beneath a good plan.

Why is a lesson plan important?

Because it:

- provides you with a structured 'route' through your lesson so that you can be sure of meeting your lesson objective(s).
- gives you a secure base from which you can project to your class the impression that you are organised and that you know what you are doing.

(That is one of the important elements of effective behaviour management.)

- provides you, your mentor, your tutors and colleagues with insights into the way you are approaching your teaching, and shows that you are helping your pupils make progress.
- offers (over a number of lessons) evidence that you are addressing the requirements of the School system.
- What is a lesson plan????
It's a simple statement of:
 - what your pupils are going to learn
 - how you intend them to learn it
 - how you will know that the learning has taken place.

How do I write a lesson plan?

Stage 1

The starting point for any lesson plan must be, 'What do I want pupils to learn?'

If you begin by answering that question, and call your answer a 'Learning Objective', then your planning will stay focused.

If you look at the 'Bloom's Taxonomy' resource, you will find some active verbs that might help you identify the Learning Objective and build sequences of learning.

Unless it is a 'one off' lesson,
the Learning Objective will usually come
from a Medium Term Plan, or Scheme/Unit of Work
– either one that you have prepared yourself,
or one prepared by your school.

Stage 2

Your course documents will include a
standard pro-forma for writing lesson plans.
Your school will have its own version,
not necessarily the same.
(University will provide guidance on
which pro-formas to use and when.)

A lesson plan will usually contain these elements:

A context. Indicate where the lesson fits into the Medium Term Plan / Scheme of Work or Programme of Study. Use references to the National Curriculum and / or Assessment Objectives drawn from exam specifications.

A statement both of success criteria and of the means by which you will assess the success of the lesson – what learning has taken place, and how effectively. Make these explicit to the class, probably early in the lesson.

An outline of your proposed activities, with an approximation of timings.

Anticipate likely difficulties here, and record not just what you will do, but *how* you will do it.

For example, if you want pupils to move to the front of the classroom, think how you will manage the movement so you don't provoke a single mad rush of thirty bodies.

'Pupils move to the front in threes and fours and sit where directed' would do.

Warm-up brain gym

Look at the words below and say the **COLOUR** not the word.

RED

BLUE

BLACK

YELLOW

GREEN

BLUE **RED**

BLACK

BLACK

RED

YELLOW

GREEN

BLUE

GREEN

RED

RED

Left – Right Conflict

The RIGHT side of the brain tries to say the colour
but your LEFT side insists on saying the word

<http://www.scribd.com/doc/4662989/brain-gym-colours-example>

The importance of being accountable

Accountability:

The obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner...

<http://www.businessdictionary.com/definition/accountability.html#ixzz2mlEE2lDD>

Assessment plays
a key role in
educational
accountability

Robin Mc Gillies Cooperative Learning 2007

Assessment of Learning

AoL

Assessment for Learning

AfL

What's the difference?

Why do we need both?

The teaching-learning process
has always to be child-centred
This main principle should always
be considered also in assessing
children's language learning
Learner centred practice of
assessment

Testing

In the world of foreign language teaching , assessment, usually in the form of 'testing', has become a multi-million dollar global business, in which the need for internationally recognized Certification of language proficiency works with learners ' or Their parents' understandable demands to see proof of the outcomes of their struggle to learn and the money they have Invested in it

Lynne Cameron Teaching Languages to Young Learners
CUP 2001

Trinity exams Grade 1

<http://www.youtube.com/watch?v=SoEshCS1pIo>

Assessment is more than testing

Assessment has always to be
coherent with your teaching
strategies and teaching contents

Assessment

Focus is on documenting individual student growth over time, rather than comparing students with one another.

Emphasis is on students' strengths (what they know), rather than weaknesses (what they don't know).

Consideration is given to the learning styles, language proficiencies, cultural and educational backgrounds, and grade levels of students.

It should be not just a series of tests but a fully organized set of actions aimed at building step by step both in the children and in the teacher the **awareness** of the progress made and the competences aquired

The metaphor of the gardener

Beyond the edge



diagnosis

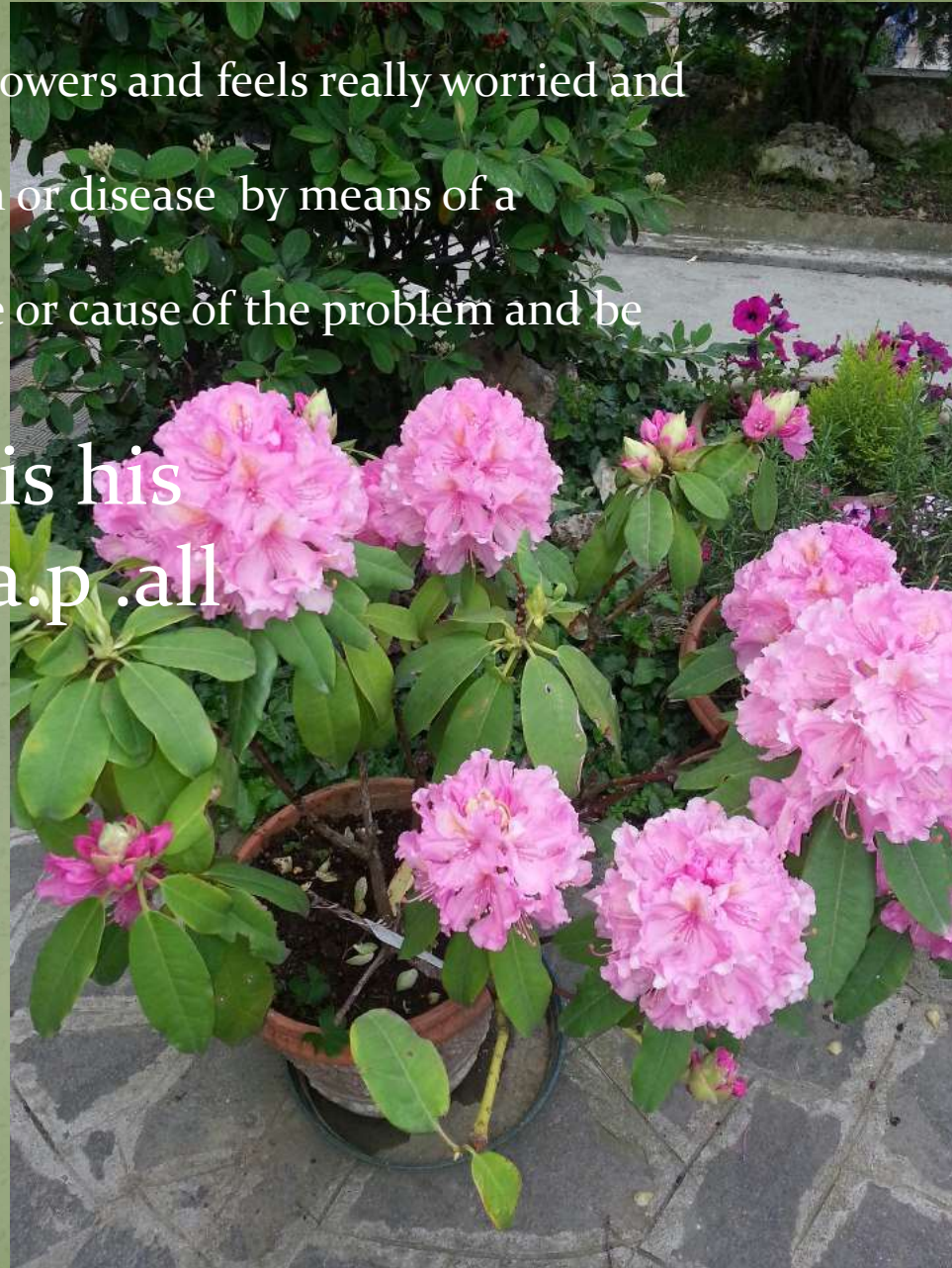


The gardener observes his dying flowers and feels really worried and sad

Identifying a particular condition or disease by means of a diagnosis is just the first step

Then he has to analyze the nature or cause of the problem and be able to find the right remedies

All what he wants is his
flowers regain a.s.a.p. all
their magnificence



Assessment needs to answer different needs of children

Children's learning and progress
will be systematically observed
and evaluated

Children will also be constantly
listened to !

Until the last two years of primary
schools only oral skills should be assessed

Use child-friendly techniques

Take a constant record of your observations

Record children (a great source of information Both for them and the teacher)

Have a pupil profile for each child and record any key events in their learning

Peer and self-assessment

Two stars and a wish

You are good at....

You are very good at...

I wish you could

J.Jones S. Coffey David Fulton 2006

Language learning assessment :
Clear accurate pronunciation
Good recall of vocabulary learnt
Correct use of.....

Only the last two years of primary school
all four skills should be tested and assessed
even if you can ask younger students
to read and write stories ,
dramatize them ...

Further Investigation

- How to work with mixed ability classes
- How to work with special needs
- How to deal with poor results
- How to deal with excellence

Definition of Assessment for learning

Assessment for Learning is determinant to improve the quality of the process

«It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.»
Assessment has to be considered an aid to learning, And the development of self-learning and pupil autonomy in some aspects of their language learning, thereby sowing the seeds of lifelong (lifewide)LL capability J.Jones S. Coffey David Fulton 2006

Be always ENCOURAGING
Use rewards and positive
language in the classroom

Promote play and
the joy of learning





Thanks for your attention