

English Language Teaching Overseas

Part II

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A photograph of a modern library interior. The room features tall, light-colored wooden bookshelves filled with books, arranged in a grid pattern. The shelves are illuminated from within, casting a warm glow. The floor is highly reflective, mirroring the shelves and the text overlay. The overall atmosphere is clean, organized, and scholarly.

Resources & Materials

Some common teaching aids

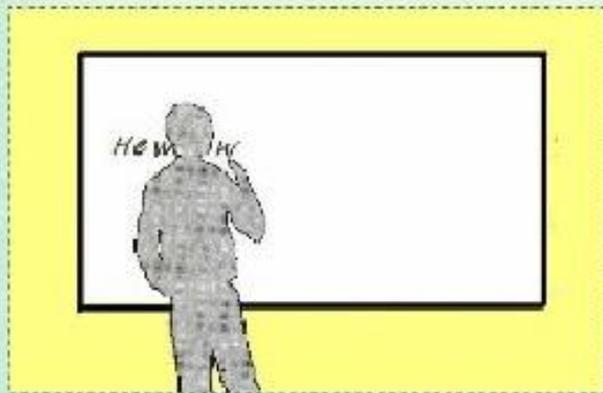
- The board
- Photographs, pictures, flashcards, word cards
- Handouts, worksheets
- Tape/CD/DVD player
- Projectors, SmartBoards
- Course books
- Authentic materials
- Realia

The board

- Traditional chalkboard
 - Whiteboard
 - Interactive whiteboard
-
- The board is the most versatile classroom aid that you have.
 - Provides a motivating focal point during whole whole class grouping

The board

Which teacher's technique is more effective?



1

2



What do you think of this board?

Lesson 27: At the market

basket

pot - 

bowl - 

a kilo of



plate

midday

fish
groundnuts
beans

newspaper
mat
magazine

go shopping

carpet

knife
knives

sell
old
sold

buy
bought
bought

When I arrived she had
sold all her baskets

At 7, she sold one basket

By 7.30, she had sold three
baskets

~~not busy enough~~ too quiet overcrowded

Where did you go for your holidays last year?

Spain the coast ~~has~~ what was the weather like?
what were the beaches like?

disappointing the climate? the weather?

better than expected
tropical vb: X
rainy
unsettled

Untidy and badly organized board

Well presented and organized board

Monday 10th February

Holiday impressions

What

was	the food the climate
were	the people the facilities

like?

new words

unspoilt
overcrowded

tropical
disappointing
unsettled

Practice

Ask about last year's holiday
the place/the accommodation ...

When using the board, do this

- Maintain eye contact with the classroom
- Stand sideways without hiding what you are writing
- Write as legibly, neatly, clearly as you can
- While writing, keep the Ss' attention by reading key words & phrases
- Get learners to write up answers, ideas, draw pictures and timelines, etc.

Don't do this (why not?)

- Write with your back to the class in silence
- Spend a long time at the board
- Write in all capital letters
- Start writing with no instruction to the class or they will try to copy it or not listen
- Forget to erase at the end of class

Visuals, Pictures, Images

- Flashcards - small cards you can hold up for students to see
- Wall pictures – big enough for everyone to see the details
- Cue cards – small cards students can use in pair or group work
- Photographs & pictures – from textbooks and other sources such as ads and magazines

Realia

Any objects or items from real life that can be used in the classroom to illustrate and teach vocabulary or serve as an aid to facilitate language learning



Authentic Materials

- Authentic texts (either written or spoken) are those which are designed for native speakers: they are real texts designed not for language students, but for the speakers of the language in question.
(Harmer, 1983, p. 146)

Why use authentic materials?

- Provide exposure to real language
- ‘Appropriate’ and ‘quality’ in terms of goals, objectives & interest – they are motivating
- ‘Natural’ in terms of real life & meaningful communication
- They are real text; designed not for language students, but for speakers of the language – can improve Ss’ skills as well as confidence in real situations

Examples of authentic materials

Technology in the Classroom



Computer-aided

- Language labs
- Software
- Electronic whiteboards
- E-mail
- Websites
- Content management systems (Blackboard, Moodle, Segue)
- Mobile apps

Online Resources List

Activity

At your table, review the textbook page you have been given and discuss the following questions:

- How would you use or adapt the textbook exercises?
- What outside materials would you use to supplement the lesson?
- How might technology be incorporated?

Planning for Teaching

Group 1: Lesson Planning

Jordan Abu-Sirriya Nana-Korantema
Lindsey Burgess Koranteng
Rachel Carrillo Emily Larkin
Vanessa Diaz Angela Luedke
Elizabeth DiVito Emily Massell
Taylor Donaldson Raquel
Savannah Dowling Rosenbloom
Tessa Fager Estevan Sanchez
Elizabeth Gribben Rachel Sumption
Bridget Hansen Ruchi Tekriwal
Shahnaz Terzi
Lanbo Yang

Group 2: Curriculum Development

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Andrea Flinn
Alexandro Gonzalez-Calvillo
Lena Hamvas
Addie Leak
Matthew Liston
Joseph Massad
Madison Sindorf
LeAnn Tadros

Lesson Planning

Lesson Plan Template

Objectives:

At the end of the lesson, students will be able to:

1. _____
2. _____
3. _____

Materials:

Procedure:

Grouping (Whole class, Individuals, Pairs, Groups)	Activities (What the teacher and students will say and do at various stages of the lesson.)	Time (Estimated length of time for each activity)

Assessment:

The teacher will know if students have met the objectives by _____

Homework:

SMART” Learning Objectives

S -Specific

M -Measurable

A -Achievable

R -Relevant

T -Timely

(Teaching Support Services, 2003)

Which objective is “SMART”?

The teacher will explain simple past tense.

Students will be able to describe a past event using simple past tense.

Which objective is “SMART”?

Students will understand the unit vocabulary.

Students will be able to identify family relationships (father, mother, husband, wife, son, daughter, sister, brother).

Objectives

- Grammatical structures
- Vocabulary
- Pronunciation
- Language functions
- Language skills
- Pragmatic usage
- Learning strategies

Materials

- Which materials are needed?
- How many sets of the materials are needed?
- Where can you locate them?
- Will they need to be modified?

Procedures

- Which activities will be used?
- How will they be sequenced?
- How will students be grouped?
- How long will each activity take?

Assessment

Formal

- Quizzes
- Tests

Informal

- Observation of learners
- Review of student classwork or homework

Homework

- Homework should reinforce what was taught in this lesson or prepare students for the previous lesson.
- Schedule time at the end of your lesson to explain the homework.

Lesson Planning Task

- Examine your learner population, set of language learning objectives, and potential activities
- Decide which of the activities you will use and create a lesson plan using the information provided (sequencing, timing, and any recommended changes).
- Present your plans and receive feedback.

Break



Curriculum Design

Facilitator:

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of Missouri

Where to start?

Textbook

Content

Activities

Assessment

Objectives

Forward Design

Content is determined.

Methods & materials are chosen.

Lesson is conducted.

Learning outcomes are established.

Learning is assessed.

Central Design

Methods & materials are chosen.

Lesson is conducted.

Learning outcomes are established.

Learning is assessed.

Backward design

Learning outcomes are established.

Evidence of learning (i.e., forms of assessment) is determined.

Methods & materials are chosen.

Lesson is conducted.

Learning is assessed.

Approaches to Curriculum Design

Structural Approach

Focuses on the structure of the language (i.e., grammatical structures, phonemes).

“be” verbs in simple present (am, is, are)

Singular and plural nouns

A/An

/v/ vs. /f/

/u/ vs. /ʊ/

Notional/Functional Approach

Emphasizes the kinds of ideas expressed or the purpose of communication.

Notion: Quantity

Singular/plural nouns, count/noncount nouns, a/an vs. some, much/many

Functions: (Social)

Introducing self and others

Comparing/contrasting

Expressing likes and dislikes

Asking for information

(Academic)

Classifying

Summarizing

Situational

Highlights the different situations in which learners will use the language. Related grammar, vocabulary, and language functions are taught.

On the bus

At the post office

At the library

Skills-based

Focus is on developing the subskills of language (listening, speaking, reading, writing) in separate courses or in an integrated-skills course.

Listening: Use grammatical knowledge to construct meaning.

Speaking: Use word stress accurately.

Reading: Make predictions about the content of a reading passage based on the title.

Writing: Use discourse markers to sequence ideas.

Task-based

Emphasis is on using the language for communication. Students complete tasks in groups, and the language learned emerges from the process of completing the task. Lessons are usually divided into pre-task, task, and post-task stages. Projects are more extended tasks.

Create a survey for classmates on X topic.

Survey classmates.

Compile the results of the survey in graph form.

Present survey results to the class.

Content-based

Students learn language while communicating about meaningful content (i.e., content students are interested in or academic content). Skills are usually integrated; vocabulary and grammar emerge from the content.

Outer Space

Fashion Through the Ages

Kitchen Chemistry

Competency-based

A needs analysis is conducted to determine what learners need to be able to do with the language (i.e., which competencies they need to develop). Objectives are observable and measurable and often take the form of “Learners will be able to (+ action verb).”

Learners will be able to describe the physical characteristics of a person.

Learners will be able to read and follow a recipe to prepare a simple dish.

Learners will be able to organize their ideas for an essay into outline form.

Sorting Activity

Need Analysis

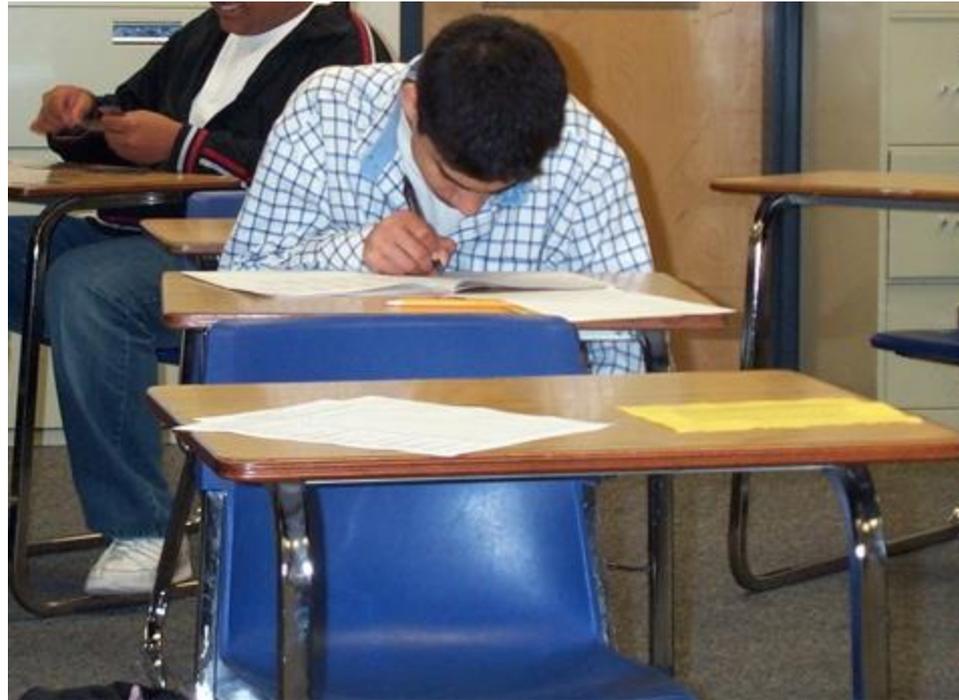
- Learner surveys
- Learner interviews/focus groups
- Analysis of learner test scores/classwork
- Interview previous language instructors
- Interview administration
- (Content-based) Interview content area instructors
- (Content-based) Observe content area classes
- (Content-based) Review textbooks and assignments in content area classes.

Activity:
Draft Needs Analysis Instrument

Break



Language Assessment



Purposes of Assessment

- Determine aptitude for language learning
- Diagnose strengths & weaknesses
- Place in one level within a program
- Measure language proficiency
- Measure achievement of course objectives

Types of Assessment

Informal Assessment

- Takes place during regular class activities
- Ongoing
- Usually more formative in a nature
- Ungraded

Formal assessment

- A planned part of the curriculum (e.g., scheduled quizzes and exams).
- Learners are aware of the assessment
- May be formative or summative
- Graded

Types of Assessment

Discrete-point assessment

- Attempts to measure control of a specific unit of language (e.g., grammar, vocabulary, pronunciation of phonemes)
- Right/wrong responses
- Examples: Multiple-choice, T/F, matching, fill-in-the-blank, short answer items

Types of Assessment

Performance-based

- Attempts to measure learners' ability to use the language. Learners actively perform the skill (listening, speaking, reading, writing) that is being assessed.
- Skills may be integrated.
- Grading can be more subjective.
- Examples: Giving an oral presentation, participating in a group project, writing a paragraph.

Types of Assessment

Alternative Assessment

- Portfolios
- Peer assessment
- Self assessment

Principles of Assessment

- Validity
- Reliability
(test, administration, student, rater)
- Practicality
- Authenticity
- Washback

Activity

At your table, review the assessment you have been given. How would you evaluate its validity, reliability, practicality, assessment, and potential for positive washback?

Lunch

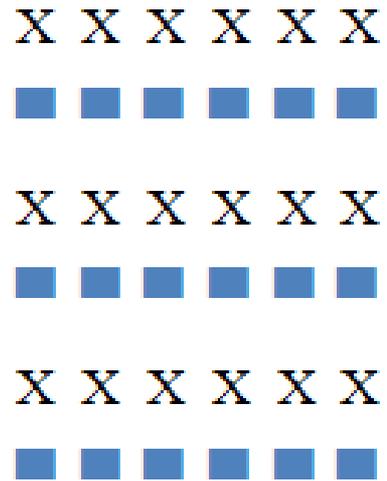


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Classroom Management

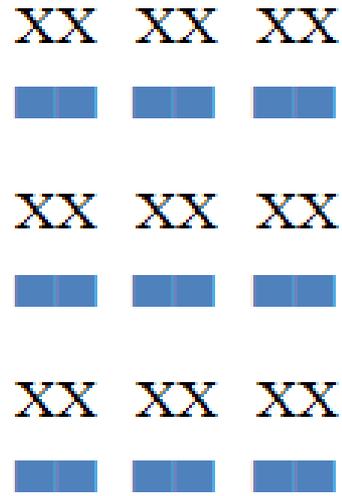


Seating Arrangements



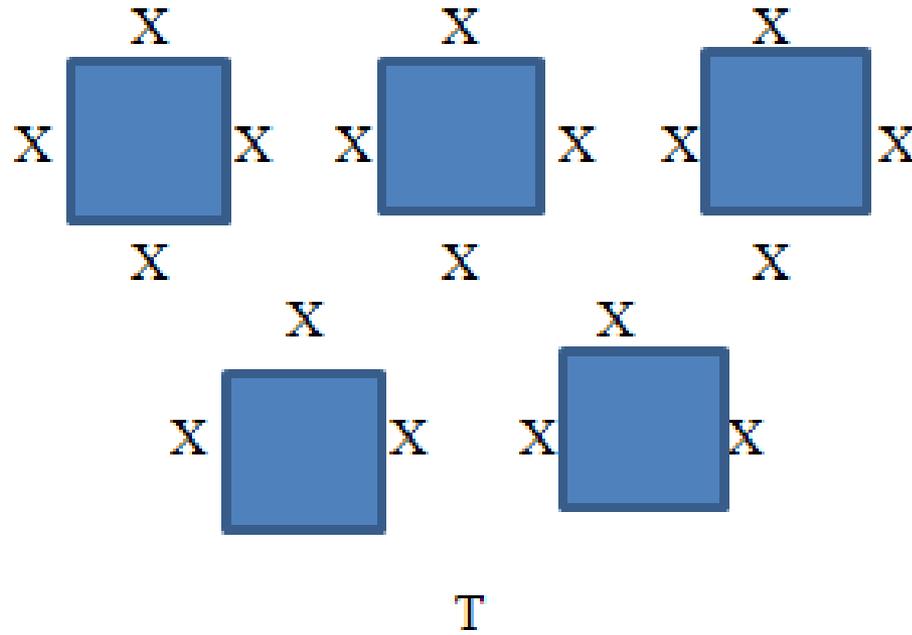
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Traditional

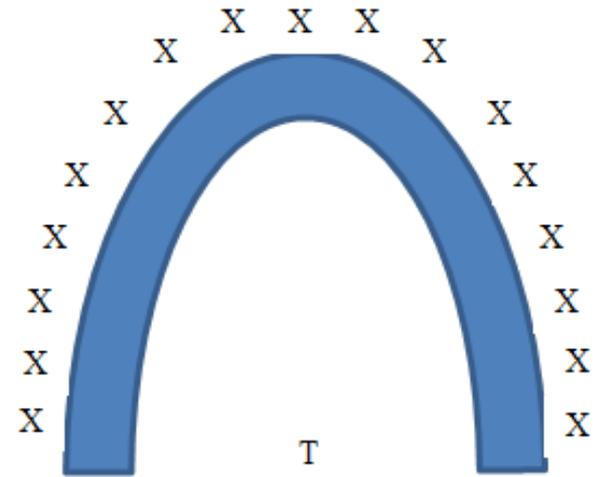
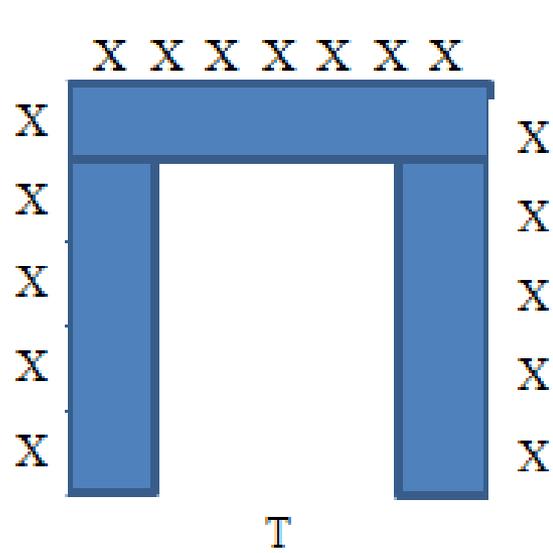


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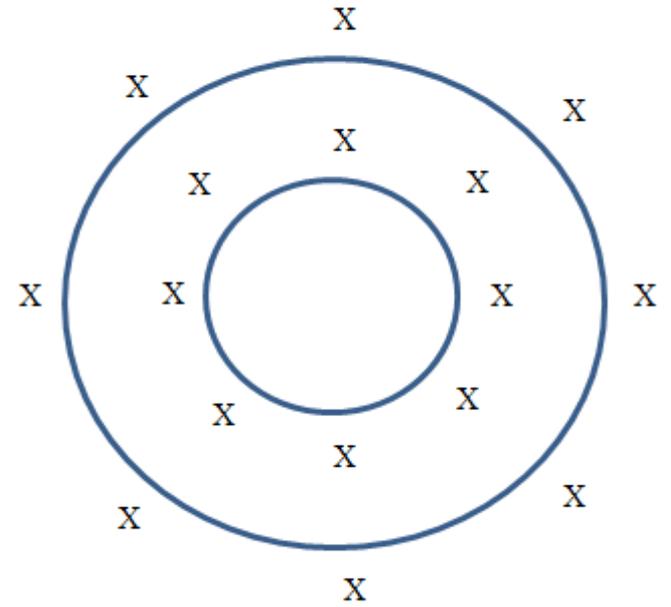
Pairs



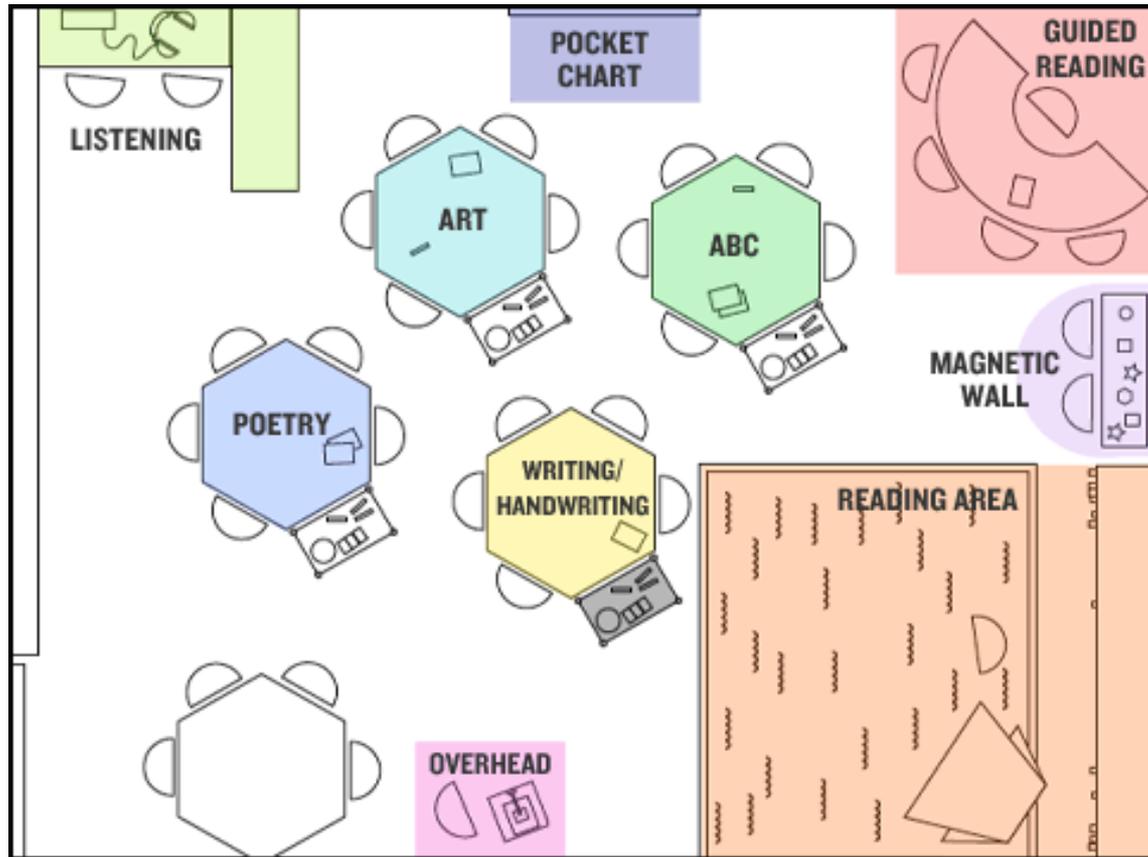
Small Groups



U-Shape



Circle/Double Circle (Onion)



Centers/Zones

Ways to Group Students

- Allow students to choose
- By proximity
- By proficiency level (same proficiency level, high/low proficiency level)
- By characteristics such as age or gender
- By personality
- Random

Student Roles in Groups

Topic monitor

Volume monitor

Language monitor

Participation
monitor

Time monitor

Writer/Scribe

Illustrator/Artist

Technology Master

Reporter/Presenter



Discussion of Classroom Management Scenarios

Workshop Evaluation & Open Discussion