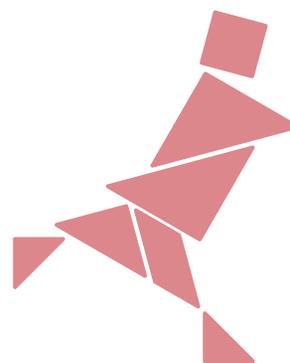
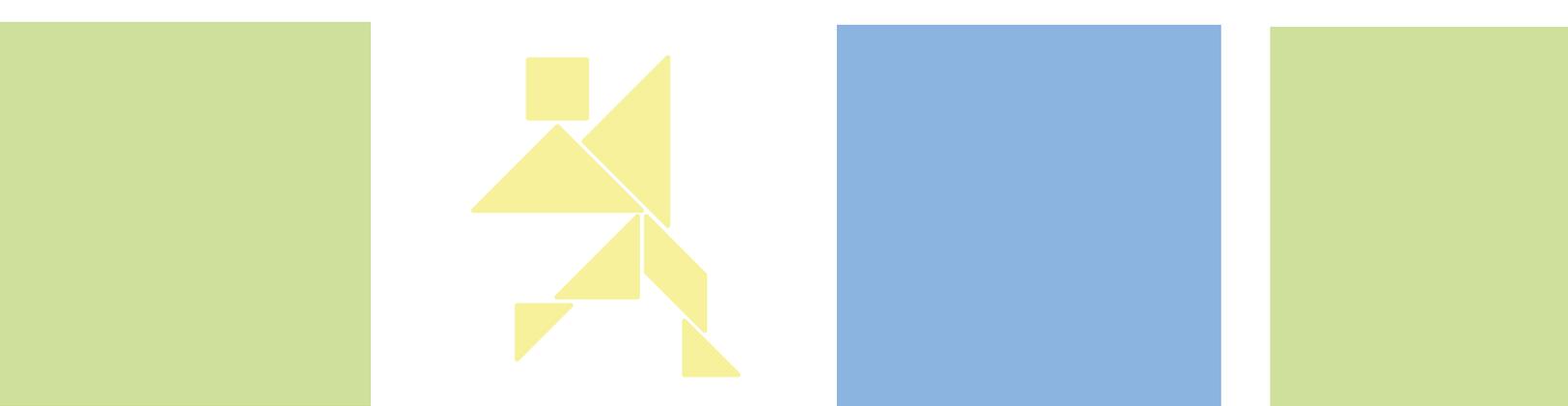




**Shaping the Way We Teach English:
From Observation to Action**

A video-based professional development resource for teachers of English as a Foreign Language



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A video-based professional development resource for teachers of English as a Foreign Language



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Shaping the Way We Teach English: From Observation to Action videos are available online at:

<http://americanenglish.state.gov>

<http://tinyurl.com/ShapingO2A> (YouTube)

<http://tinyurl.com/UO-ShapingO2A> (non-YouTube)

Credits

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Table of Contents

Introduction

<i>Background</i>	1
<i>Video Viewing Guide Overview</i>	3
<i>General Recommendations for Using These Materials</i>	5
<i>Tips for Facilitators and Trainers Hosting a Professional Development Event</i>	6

Part 1 — Exploring the Primary Classroom: Very Young Learners

<i>Unit 1 Video Viewing Guide</i>	11
<i>Unit 2 Video Viewing Guide</i>	17
<i>Unit 3 Video Viewing Guide</i>	21
<i>Supplementary Resources</i>	26
How to Make a Flip Book	28
How to Set Up Learning Stations.....	29
Individual Student Assessment: Plants and Farm Vocabulary.....	30
Graphic Organizer: Brainstorming	31
How to Make Full-Sized Paper Puppets	32
How to Make Hand Puppets.....	33
How to Make Stick Puppets	34
How to Make and Use Pocket Books: What Do I See?	35
How to Make and Use Pocket Books: The Book About Me	36
How to Make and Use Pocket Books: The Book About Bugs	38
Lesson Plan Template (Blank)	41
Lesson Plan Example	43

Part 2 — Exploring the Primary Classroom: Young Learners

<i>Unit 4 Video Viewing Guide</i>	51
<i>Unit 5 Video Viewing Guide</i>	55
<i>Unit 6 Video Viewing Guide</i>	61
<i>Unit 7 Video Viewing Guide</i>	65
<i>Supplementary Resources</i>	69
Graphic Organizer: Brainstorming	72
Graphic Organizer: Story Star Chart	73
Graphic Organizer: Story Planner	74
Project-based Learning Essential Elements Checklist.....	75
Graphic Organizer: Brainstorming	76
Sentence Patterns Chart	77
Graphic Organizer: Brainstorming	79
Sockeye Salmon: Reading Expert Worksheet	80
“Habitat” Chant	81
“I Can Spell” Chant	82

Part 3 — Exploring the Secondary Classroom: Teens

<i>Unit 8 Video Viewing Guide</i>	87
<i>Unit 9 Video Viewing Guide</i>	93
<i>Unit 10 Video Viewing Guide</i>	98
<i>Supplementary Resources</i>	102
Write a Story for the Picture	104
Graphic Organizer: K-W-L Chart	106
How to Make a Mad Lib	107
Project Checklist: Learning New Vocabulary	109
Project-based Learning Essential Elements Checklist	111

Part 4 — Exploring the Post-Secondary Classroom: Young Adults & Adults

<i>Unit 11 Video Viewing Guide</i>	115
<i>Unit 12 Video Viewing Guide</i>	119
<i>Unit 13 Video Viewing Guide</i>	123
<i>Supplementary Resources</i>	127
Discussion Leader Self-Assessment Worksheet	130
Peer Assessment Worksheet	131
Teacher Rubric	132
Final Score Worksheet for Discussion Leaders	133
How to Conduct Self- and Peer Editing Stations	134
Self-Editing and Peer Editing Checklist for Writing	136
Writing Mechanics Checklist	137
Bloom's Taxonomy: Description and Verb List	138
Bloom's Taxonomy Revised	140

Glossary	143
-----------------------	-----

Additional Information for Facilitators and Sample Responses

Part 1 — Very Young Learners

<i>Unit 1</i>	151
<i>Unit 2</i>	155
<i>Unit 3</i>	158

Part 2 — Young Learners

<i>Unit 4</i>	161
<i>Unit 5</i>	164
<i>Unit 6</i>	167
<i>Unit 7</i>	170

Part 3 — Teens

<i>Unit 8</i>	174
<i>Unit 9</i>	178
<i>Unit 10</i>	182

Part 4 — Young Adults & Adults

<i>Unit 11</i>	185
<i>Unit 12</i>	188
<i>Unit 13</i>	191

INTRODUCTION



Background

Welcome to ***Shaping the Way We Teach English***, a series of video-based training materials for English as a Foreign Language (EFL) educators!

The expression “a picture is worth a thousand words” takes on rich meaning when applied to videos of teachers in their classrooms. The *Shaping* video materials proudly showcase English language teachers and students in action in a variety of contexts around the world.

In *Shaping the Way We Teach English: Successful Practices Around the World* (2006), the original set of *Shaping* materials, each video had a specific pedagogical focus and featured relevant short clips from different classes. Since their release, these videos and supporting materials have been accessed by thousands of teachers worldwide through online and face-to-face training opportunities.

Teachers around the globe have requested access to the full-length videos of classes seen in the original series. These requests led to the development of this publication, ***Shaping the Way We Teach English: From Observation to Action*** (2013). In this second series, each video highlights a single lesson, and most classes are shown from beginning to end. Viewers now have the opportunity to see how the short video clips from the original series fit into the context of full-length lessons.

Who Should Use ***Shaping the Way We Teach English: From Observation to Action***?

Whether teachers are working with children, teens, or adults, *Shaping the Way We Teach English: From Observation to Action* offers thought-provoking input to help stimulate new ideas for the classroom.

These materials are designed to be used by groups of teachers, either in an organized teacher training workshop led by a facilitator or in less formal situations where teachers gather to further their own professional development. The materials are for both new and experienced EFL teachers and teacher trainers who wish to:

- **Observe** a wide range of teaching practices
- **Evaluate** these teaching practices through peer discussion and individual reflection
- **Adapt** materials and techniques to suit their own teaching needs
- **Act** upon insights gained by implementing new ideas
- **Reflect** on what they have learned and begin the “observe, evaluate, adapt, act” cycle again

The “Observation to Action” Experience

Shaping the Way We Teach English: From Observation to Action contains 13 units that explore 11 full-length class videos and two shorter videos about alternative assessment. The units provide hands-on, discussion, and reflection activities that help users to develop a variety of pedagogical skills:

- Classroom management
- Language teaching techniques
- Encouraging critical and creative thinking
- Lesson observation skills
- Adapting activities and lesson planning

Each unit is designed with the following goals in mind:

- (1) To help viewers observe the class videos in a focused and meaningful manner by directing their attention to particular features seen in these classrooms
- (2) To guide educators in applying those observations to their own teaching contexts; to help them reflect on what they have learned by watching the videos and to act upon insights gained by completing the unit activities

***Shaping the Way We Teach English: From Observation to Action* materials include the following:**

- This **Introduction** of general background information along with three additional sections:
 - A **Video Viewing Guide Overview**, which describes the steps included within each unit to guide users from observation to action
 - **General Recommendations for Using These Materials**, which offers four specific recommendations for making the most of the material
 - **Tips for Facilitators and Trainers Hosting a Professional Development Event**, which offers practical advice for planning and conducting a teacher training session
- **13 Videos** featuring a variety of English language classroom settings from around the world; the videos are close-captioned (subtitled) in English.
- **13 Video Viewing Guides** that lead educators through “observation to action” experiences. Educators can reflect on classroom practices seen in the videos, compare them to their own classes, and then adopt or adapt teaching ideas from the videos to fit their local needs. The next two pages describe the Video Viewing Guide structure. The guides can be completed in any order and are divided into four parts based on the age of the learners:
 - Part 1: Exploring the Primary Classroom: Very Young Learners (ages 5–6)
 - Part 2: Exploring the Primary Classroom: Young Learners (ages 6–12)
 - Part 3: Exploring the Secondary Classroom: Teens
 - Part 4: Exploring the Post-Secondary Classroom: Young Adults & Adults
- **Supplementary Resources** for each part; practical, printable materials and articles related to unit content are available on the accompanying CD or can be downloaded from <http://americanenglish.state.gov>. The classroom handouts and planning tools are also shown at the end of each of the four parts in this publication.
- **Sample Responses** for each part that are designed to assist facilitators and trainers in guiding observations, participant discussions, and individual reflections. This section does not attempt to provide exhaustive methodological explanations or “correct” answers.
- A **Glossary** that defines key EFL terms used in the materials; selected glossary terms that are particularly relevant to the unit are listed at the beginning of each unit and are printed in bold text the first time they appear.
- **Video Transcripts** that assist facilitators and participants in analyzing content from certain portions of the videos. Transcripts are available on the accompanying CD or can be downloaded from <http://americanenglish.state.gov>.

Shaping the Way We Teach English: From Observation to Action materials are available free online at <http://americanenglish.state.gov> or <http://oelp.uoregon.edu/shaping>.

Video Viewing Guide Overview

Every observation experience can help teachers better understand how they approach their own students, curricula, and classroom routines. To provide a framework for this experience, each Video Viewing Guide follows these steps to guide users from observation to action:

Unit Introduction

The beginning of each Video Viewing Guide provides a brief description of the classroom featured in the video for that unit. “Video Focus Areas” are provided to call attention to several key teaching concepts and classroom management techniques illustrated in the video.



1. Activate! Warm-up Activities

The Warm-up Activities relate to Video Focus Areas and invite educators to use their previous experiences and knowledge before watching the video. For example, teachers may participate in brainstorming sessions, experience and analyze games or activities shown in the video lesson, or complete exercises that ask them to draw or visualize things from their own classrooms.



2. Pre-viewing Questions

Before watching the video, educators may discuss these questions that relate to Video Focus Areas in small groups and then share their ideas in a whole group discussion. Individuals may also consider the questions on their own.



3. Facts-based Observation

Viewers make notes as they watch the video to accurately and concisely record the steps, interactions, and environment seen in the lesson. They should record only the facts and avoid making judgments about what they observe.



4. Focus Questions: A Closer Look

Users answer a series of observation-based questions to analyze important elements from the beginning, middle, and ending of the lesson in the video. A concluding “Objectives and Assessment” item invites participants to describe the lesson objectives based on what they saw in the video.



5. Discussing Alternatives

There are always numerous ways to approach any teaching situation. In this spirit, educators work in groups and utilize their facts-based observation notes from Section 3 along with a set of guiding questions to develop a set of alternative teaching techniques to what they saw in the video. Users then discuss advantages and disadvantages of the alternatives they suggest.



6. Reflecting and Adapting

At this point, educators are asked to reflect—on their own or in small groups—on their observation experience and to think about what approaches or techniques they have seen that could be used in or adapted for their own teaching contexts.



7. Action Plan and Further Reflection

The “observe, evaluate, adapt, act” cycle ends with a clear plan of action. Educators design a full or partial lesson plan for their teaching context that incorporates concepts or techniques related to the Video Focus Areas. A lesson plan template and an extensive sample lesson plan are provided in the Supplementary Resources section. Teachers are encouraged to share their lesson plans with colleagues to get feedback, and then revise as needed. Finally, teachers can try all or part of the lesson plan in class, and reflect on what went well and what they might do differently in the future.

General Recommendations for Using These Materials

- 1. Use the Video Viewing Guides and take advantage of their flexible structure.**
 - The guides are designed to support the “observation to action” experience and will help you identify and analyze important features in the videos. Several sheets of paper are needed to make notes during observations and discussions. If training facilitators plan to reuse the guides, participants should not write in them, and additional paper may be required to complete some of the activities.
 - Although the units are ordered numerically 1–13, educators can complete as many or as few units as desired and in any order that is preferred.
 - Within the guides, question topics are often listed in bold text at the start of each item. Facilitators or other users of the guides may choose only the questions that relate to their training objectives.
 - The **Supplementary Resources** for each part contain printable materials and professional development readings that relate to classroom practices from the videos. Classroom materials are shown at the end of each part; all items are also available on the accompanying CD or can be downloaded from <http://americanenglish.state.gov>.
- 2. Be positive, collaborative, and creative when using the videos and related materials.** Keep an open mind as you observe other teachers and students in action in the videos. Training facilitators should encourage considerate discussions to enrich the learning experience. As you observe and discuss, seek answers to these questions:
 - What did I see in this classroom that I could use with my own students?
 - How can I adapt this example to my own classroom and my teaching context? What changes would be needed to suit the needs of my students and institution?
- 3. View the video as many times as needed.** The videos contain rich examples of actual language classes. Stop the video at any point to view it again or discuss what you see. This process may reveal more detail and patterns in the teachers’ practices and the students’ engagement with the material.
- 4. Make use of video technical features**, as available, to enhance the video observation experience:
 - **Sound Off** (image only): To better focus on the physical setting or on what people are doing, view key scenes from the video with the volume turned off.
 - **Image Off** (sound only): Listen to key scenes from the video without the image to focus on what people are saying, how they are saying it, who is doing most of the talking, etc.
 - **Closed Captioning (CC)**: Turn closed captioning on to be able to see the words that people in the video are saying. Some closed captioning systems allow viewers to adjust settings, such as the font size.
 - **Change Video Quality**: In low-bandwidth locations, it may be helpful to change the settings and view the video at a lower quality/resolution rate. The image may be less clear but should download faster.
 - **Watch Later**: This feature lets viewers conveniently save videos to watch at a later time.

Tips for Facilitators and Trainers Hosting a Professional Development Event

Pre-Training Needs Analysis and Preparation of Participants

As a trainer or professional development session leader, feel free to adaptively use these materials to meet the needs of your local context and participants. In addition to the recommendations in the previous section, some of the following suggestions may help in planning your training session(s) and ensure productive outcomes for all.

- **Complete a needs analysis.** Collect information from teacher-participants in advance to help shape how you will structure the training session(s). You can administer a needs analysis survey in several ways: by talking to participants (e.g., face-to-face, on the phone, etc.); on paper (e.g., provide them with a copy of a survey on paper, posted on a wall in a common area, on a chalkboard or whiteboard, etc.); or electronically (e.g., by email, by using a free survey website, etc.). You can delegate this and other tasks to co-presenters or assistants, if available. The following are examples of possible survey questions:
 1. How long have you been teaching English, and for what student ages, levels, and subject areas?
 2. What grade level (or age) of students and subject areas do you teach now?
 3. What texts and materials are you using?
 4. What training topics most interest you? Check all that apply:
 - Classroom management
 - Working with groups
 - Content-based instruction
 - New materials for my classes
 - Critical and creative thinking
 - Other: _____
 5. How do you learn best? What can you say about your own “learning style”?
 6. Is there anything else you would like to share about your own teaching or your learners? Do you have any questions about the training?
- **Employ the feedback.** Use the results of your survey to determine topics of need and interest to participants, and to select units and materials accordingly. Every item in every unit does not have to be completed. Use the bold text that identifies topics to choose the items that are most relevant. There is value in viewing videos from contexts that are different from those of the participants. For example, you can explore methodology topics and class management principles across videos featuring students of different ages.
- **Assign pre-workshop tasks.** In addition to the needs analysis survey, you can prepare participants for the training by giving them other tasks to do in advance. For example:
 - Give them one of the warm-up questions from Section 1 of the Video Viewing Guide units as “food for thought.” That way they may come to the workshop interested and ready to participate.
 - If resources allow, assign a pre-workshop reading from the **Supplementary Resources** sections.
- **Give trainees advance notice about any materials they need to bring to the training.** To encourage participants to apply training content to their teaching, ask them to bring textbooks or other materials they are using with their students, a copy of the curriculum or learning goals for their classes, samples of lesson plans, or examples of student work.

Pre-Training Preparation Checklist

The following checklist can serve as a guide in preparing for your training event. Add or delete items as needed for your local context. Enlist a co-presenter or assistant(s) to help, if available.

- | | |
|--|--|
| | 1. Ask invited participants to confirm that they will be attending; then send participants a reminder shortly before the training. |
| | 2. Distribute information in advance about the training content, expectations, and outcomes. |
| | 3. Reserve a training site in advance; confirm again shortly before the training.* |
| | 4. Arrange for any equipment or supplies you may need, for example: |
| | • Your own copy plus at least one back-up of the <i>Shaping</i> videos, guide, etc. |
| | • Laptop, projector, screen, speakers, extra power cords. |
| | • Paper, pens, glue, tape, staples, folders, etc., for participants. |
| | • Whiteboard, flipchart, pens, eraser, etc., for the presenter(s). |
| | • Nametags, sign-in sheets, other “tracking” materials you may need for participants. |
| | • Copies of videos, handouts, <i>Forum</i> articles, or other materials you plan to use. |
| | • Certificates, training event evaluation forms, other “wrap-up” materials you need. |
| | • What else? |
| | 5. Arrange for beverages and snacks, as appropriate, for the start of training and break times. |
| | 6. Other: |

* Ideally the training should be held in a space with tables and chairs that can be moved to form groups or open circles, as needed. When possible, arrange for extra tables where materials can be stored, and where participants can stack bags and coats. The room arrangement should allow everyone to see the video; for example, columns or other obstacles should not block viewing. If lighting can be controlled, it should not be so bright that the video is difficult to see. The sound should clearly reach everyone. Testing your equipment in advance in the room you plan to use is always a good idea.

Managing the Training Event

Additional tips for creating a workshop environment in which you help participants take an active role in discussions and activities rather than simply lecturing to them include:

- Post the schedule and sequence of events plus estimated times in a clearly visible location.
- Allow enough time at the beginning for participants to arrive and settle in.
- Set the tone at the start of the event with a list of things that participants can start while they are waiting for latecomers to arrive. Give them questions or topics to consider during breaks.
- Set clear learning objectives. Revisit those objectives regularly and “measure” the degree to which they are being met throughout the training event. Sections 5, 6, and 7 in each Video Viewing Guide offer a built-in structure for helping participants apply concepts from their video observations and produce concrete results, such as lesson plans.
- In everything you do, model the concepts and practices you will focus on in your training. For example, if your focus is classroom management, use some of the techniques from the videos; if your focus is content-based instruction, ask participants to identify content areas from their texts or wider school curriculum to use as a basis for generating new lesson plan ideas.
- Bring a positive “can do” approach to the training activities. For example, acknowledge participants’ contributions and successes, offer encouragement, listen with care, seek a balance of participation so that all are included, incorporate activities that allow for a variety of learning styles (see information from the pre-training survey), and actively involve participants in helping identify solutions for any challenges or problem areas they pose.
- Provide trainees with ample time to interact with the video, video guide, and each other. Be directive and supportive; set up groups in a variety of ways; facilitate discussion, encourage those with differences of opinion to share ideas respectfully; explain objectives, give clear directions, set time limits, and keep the group on task.
- Use the **Glossary** to help define unknown terms.
- Use the **Sample Responses** section to review possible answers for questions and activities in the

Video Viewing Guide. Please keep in mind that these are suggestions *only*. You and your participants may come up with many other excellent ideas or valid observations.

- Use the **Supplementary Resources** when directed to do so in the warm-up activities (e.g., graphic organizers, lesson plan template). You can also look through the **Supplementary Resources** sections in advance and select items that can be used in conjunction with activities shown in the videos you are using in the training (e.g., the handouts on how to make puppets in conjunction with the use of puppets in Unit 2; the rubric used with projects in conjunction with individualized learning and projects in Unit 10).
- For longer or multi-day training sessions in particular, ask participants for formative feedback at the midpoint(s), for example:
 - What do you like best about the training so far?
 - What, if any, parts of the training process are unclear?
 - What topics or materials would you like to have more information about for use in your classes?
 - What other comments or questions do you have?
- At the end of the training sessions, set aside about 15 minutes and ask participants to provide feedback orally or with a written survey. This “summative evaluation” may include some or all of the same formative questions. You may also want to ask for suggestions for future training topics.

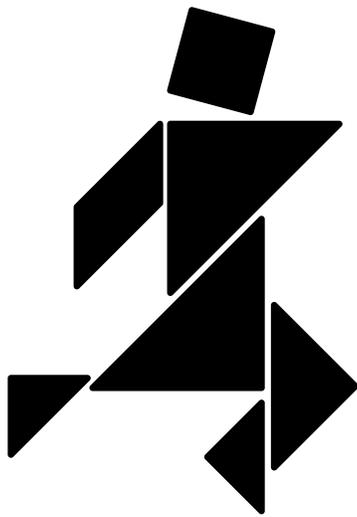
Post-Training

When viewed as part of a long-term professional development process, training events end by looking forward. After your training event, questions to consider may include the following:

- Will there be any follow-up events? Participants might like to offer their own local training with the same materials, report on their results at later training events or conferences, and/or share their successes through other local teacher events or online social networks.
- Can you identify others who can take a turn at leading the next training event? If you didn’t have a co-presenter, consider inviting someone for the next training event so that you can help increase leadership among your peers.
- As you would do in the classroom, take time to reflect. Keep notes or an informal reflective log of what you feel went well with the training and what you would like to do differently next time.

PART 1

Exploring the Primary Classroom: Very Young Learners





Unit 1 — Video Viewing Guide

School level: Primary: Very Young Learners

Ages: 5–6 years old

Language level: Mixed levels

Setting: United States, bilingual classroom (English and Spanish)

Video focus: Learning stations and classroom space
Content-based Instruction (CBI) for very young learners
Assessment for very young learners
Transitions and classroom management
Learner autonomy and student choice

Summary: In this class, students choose the learning stations where they want to work and play. The teacher also presents a science lesson about plants. The teacher assesses the students' science knowledge in many ways during the class period. She uses a variety of techniques to encourage good behavior and create a positive learning environment for these lively students. This is a class at the end of a 10-month school year. Over time, the teacher has developed routines that include students in classroom management processes.

Video length: 47 minutes

Glossary spotlight: *Glossary spotlight terms appear in **bold** the first time they are used in this unit.*

Activate knowledge
Active learning
Assess, assessment
Classroom management
Content-based Instruction (CBI)
Elicit, elicitation
Learner autonomy
Learning stations
On task
Transition, transition techniques
Visual aid



1. Activate! Warm-up Activity

An Ideal Classroom

On a separate piece of paper, draw a picture of what you think an ideal classroom for very young learners should look like. Think about all the parts (ceilings, floors, walls, etc.), as well as the arrangement of other resources within the room (desks, chalkboards, **visual aids**, TV, etc.). Include as much detail as possible.

Share your picture with your neighbor and discuss the following:

- What is the same about your pictures? What is different?
- Have you ever seen a classroom with some or all of the features in your pictures? If yes, what type of class was it?
- Why would teachers arrange their rooms like your picture? How do the features you included in your picture help students learn and facilitate **classroom management**? Are there disadvantages to any features in your picture? What could you do to address the disadvantages?



2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group's ideas during a whole group discussion. You can also consider these questions on your own.

1. Do you ever teach content-based material (subjects such as science, math, art, etc.) in your English language classes? If so, what subjects have you taught? What are some of the challenges of **content-based instruction (CBI)**? Can you use content-based material to teach very young learners? If so, how?
2. What are some ways to **assess** very young learners' knowledge of English?
3. What classroom management techniques do you or could you use to keep very young learners **on task**?
4. What do you know about **learning stations**? Do you use learning stations with your students? If yes, describe how you set them up and how you prepare students to use them.



3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- Ss sit on floor; T sits in chair in front
- T plays intercultural song; asks Ss to sing
- T makes gestures to go with the lyrics (waving, “tear drop” motion, clasped hands, driving a bus)
- T encourages all Ss to participate: “let me hear you”
- Ss sing and some make gestures with the words

(Abbreviations: T = teacher, Ss = students)

Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the “Video Focus” topics listed on the first page of this unit.



4. Focus Questions: A Closer Look

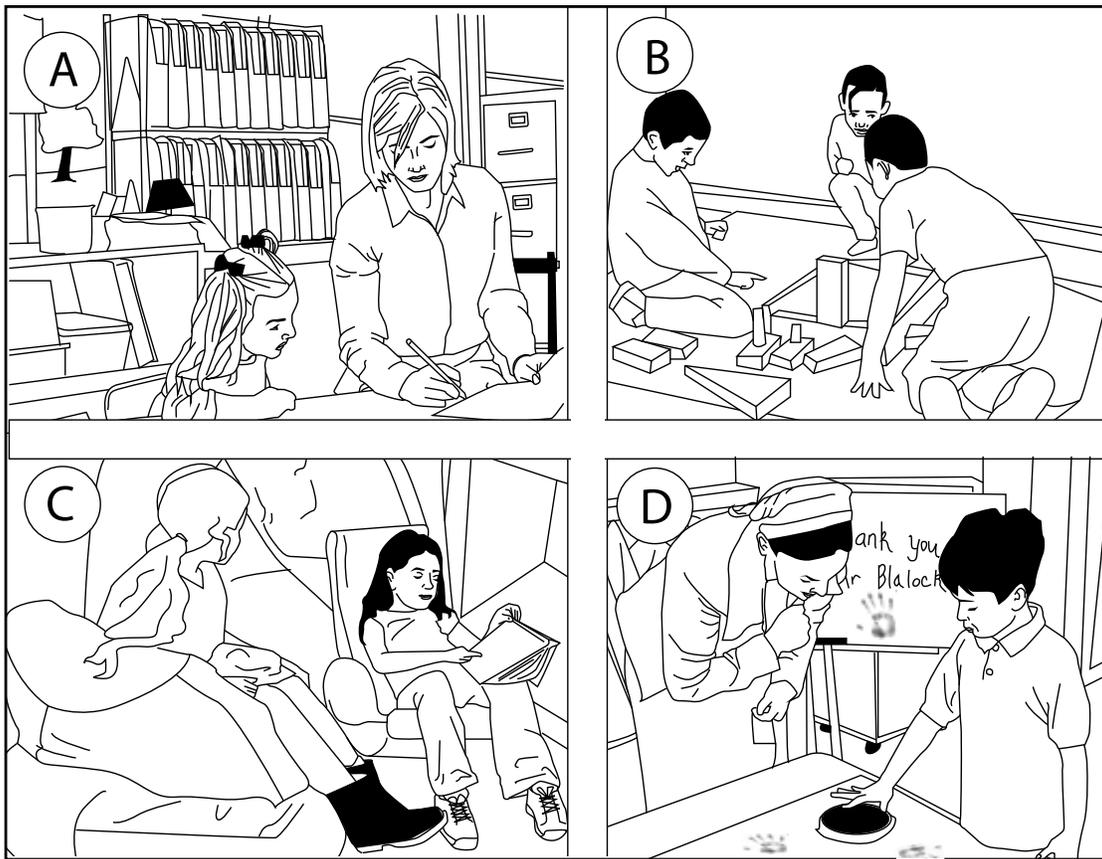
Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

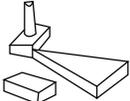
1. **Warm-up** (0:08-4:31): How does the teacher start the lesson?
2. **Learner Autonomy** (4:33-7:24): The teacher promotes **learner autonomy** by involving the students in classroom management procedures. The teacher asks a boy to come to the front of the group. What is his job?
3. **Classroom Management** (5:00-5:03): According to the teacher, what kind of behavior is the boy looking for as he decides which student to call next?

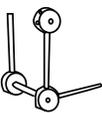
Middle

4. **Student Choices and Teacher Role** (5:00-19:26): The four pictures below are reminders of things you saw in the video. Think about what you observed and answer the following questions: What is the teacher doing (Picture A) while the students are at the learning stations? Why do you think the students are allowed to choose from several activities like the ones shown in Pictures B–D?



- Encouraging Good Behavior** (4:33-7:24): Write down a few of the phrases this teacher uses during the lesson to encourage good behavior and **active learning** habits. See how many you can identify!
- Learning Stations** (7:25-20:24): Column A in the chart below lists the learning stations seen in the video. Describe what students do at each station in Column B (there can be more than one answer for some stations). You can record your answers on a separate sheet of paper.

A. Learning Station	B. Describe what students are doing
1. Painting/Easel Station 	
2. Hand Print Station 	
3. Block Corner 	
4. Reading Corner 	

<p>5. House Corner</p> 	
<p>6. Computer Center</p> 	
<p>7. Imagination Station</p> 	
<p>8. Modeling Clay Table</p> 	
<p>9. Tinker Toys Station (wooden building toys)</p> 	
<p>10. Work Board</p> 	
<p>11. Teacher's Desk</p> 	

7. **Assessment** (13:38-14:29 and 14:35-15:42): How does the teacher assess the students' knowledge of previously covered science material? What questions does she ask? How does she get students to add more detail to their answers? How long does she spend with each child? What visual aids does she use? How does she record information about student performance?
8. **Transitions** (20:00-20:54): How does the teacher manage the **transition** from the learning stations to the science lesson? How does she call students over to the rug? What are some of the phrases she uses? How is the clean-up process managed?
9. **Activating Knowledge** (22:56-28:09): How does the teacher begin the science lesson? What does she do to **activate knowledge** and encourage students to think about what they already know?
10. **Student Participation** (28:26-35:47): How does the teacher ask students to display or share their knowledge during the lesson?
11. **Teaching Vocabulary** (35:47-38:27): The word of the day is *photosynthesis*. How does the teacher introduce this difficult vocabulary item to the young learners?
12. **Elicitation** (35:47-38:25): The teacher does not tell the students what the word *photosynthesis* means. How does she guide them toward the answer and **elicit** their ideas?
13. **Transitions and Visual Aids** (38:18-41:48): How does the teacher transition from the seated-floor discussion about plants to using the charts hanging from the ceiling? What is on the charts and how are they used?

Ending

14. **Wrap-up** (41:49-43:21): What activities does the teacher use to end the lesson?
15. **Learner Choice** (43:22): At the end of the lesson, the kids ask to “do it again.” What does the teacher decide to do?

Objectives and Assessment

16. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned during this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics that appear in **bold** below; however, other strategies can also be effective. Think about what you saw in the video, and then explore alternative strategies by discussing the following questions in small groups. Make sure to consider advantages and disadvantages of the alternatives you suggest.

1. **Learning Stations and Learner Autonomy:** How else can teachers create learning stations or offer several activities as choices for students?
2. **Content-based Instruction:** How else could teachers introduce language through content-based instruction in this type of lesson?
3. **Assessment:** What other ways could teachers use to assess young learners’ knowledge of the content area?
4. **Classroom Management:** How else can teachers call on students to share information? How can teachers get more than one student to answer each question?
5. **Transitions:** What other ways can teachers use to signal “it is time to pay attention” or to transition between activities in a lesson?
6. **Classroom Routines:** How else can teachers have students help with classroom routines?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Learning Stations:** This teacher uses learning stations for a large part of the lesson. Go back to the learning stations chart in Section 4, Question 6. What are the benefits of using these stations with younger learners? How could you adapt learning stations for older students? Could you use anything you observed about learning stations with your students?
2. **Content-based Instruction (CBI):** What are the benefits of CBI, such as the science lesson seen in the video? What content-based topics could you include in your lessons?
3. **Learner Autonomy:** Establishing routines can help younger students become more well-behaved and autonomous learners. This teacher uses many classroom management and self-management routines. Could you adapt any of these routines for your classes? What other techniques could you use to develop student autonomy?
4. **Classroom Set-up:** This classroom is large and well-equipped for these very young learners. If your classroom environment is not like the one in the video, how could you use available resources to adapt the idea of learning stations for your teaching context?
5. **Transitions:** Managing transitions between activities can be difficult, especially when working with very young learners. How could you adapt **transition techniques** seen in the video for use with your students?
6. **Music in the Classroom:** The teacher in the video uses several songs during the lesson. What are the benefits of using music with very young learners? Can you use music with students of all ages? How do you use songs with your students?



7. Action Plan and Further Reflection

1. Design a lesson plan for your teaching context that incorporates learning stations. You can use the Lesson Plan Template in the **Supplementary Resources** section. Your lesson might incorporate Content-based Instruction, or use songs and charts like those seen in the video.

As you create your plan, consider how you can use classroom management routines or other techniques to encourage student autonomy. How will you manage transitions between the lesson phases? How will you arrange your room and prepare students for learning stations? Also, think about how you will assess students' knowledge and performance during the lesson.

Share your lesson plan with colleagues and get feedback. Revise your plan as needed.

2. Try your plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?



Unit 2 — Video Viewing Guide

School level:	Primary: Very Young Learners
Ages:	5–6 years old
Language level:	Beginner
Setting:	Costa Rica, English as a Foreign Language (EFL) classroom
Video focus:	Using puppets or realia to teach vocabulary Total Physical Response (TPR) Using a variety of activities to achieve lesson objectives Using encouragement and other feedback techniques Classroom management
Summary:	In this video, the teacher leads a vocabulary lesson using puppets, songs, and games. The lesson incorporates movement, repetition, and several types of activities to engage the young students and reinforce the use of the target language (English). The teacher gives positive feedback to students when they answer questions correctly. She also manages situations involving distractions and off-task students.
Video length:	30 minutes
Glossary spotlight:	<i>Glossary spotlight terms appear in bold the first time they are used in this unit.</i> Elicit, elicitation Encourage, encouragement Feedback Off task Realia Target language Total Physical Response (TPR)



1. Activate! Warm-up Activity

Using Real-World Objects or “Realia”

Get into groups of three or four. Choose a topic or theme from your curriculum, such as “food” or “free-time activities,” that involves physical objects. Use the Graphic Organizer: Brainstorming tool in the **Supplementary Resources** section to list as many types of **realia** related to your topic as you can. Make sure to choose items that you could actually bring to class, for example:

“food” = oranges, bread, menu, restaurant bill

“free-time activities” = basketball, soccer ball, board game, puzzle, CD, book

When your group is done brainstorming, discuss how you could include your realia ideas into vocabulary teaching activities.

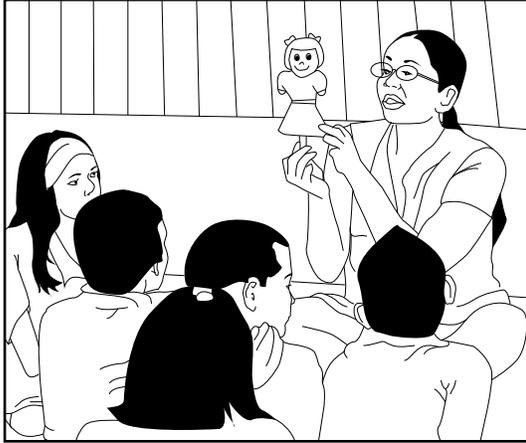


2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group’s ideas during a whole group discussion. You can also consider these questions on your own.

1. Imagine that tomorrow you will teach a group of very young learners (5–6 years old). Based on what you know about very young learners, what challenges might you encounter? What strategies can you use to address these challenges?

2. Imagine some of your students are disruptive or **off task** during the lesson. What would you do to get them back on track?
3. Do your classroom management strategies change based on the age of learners? If so, how?
4. What do you know about **Total Physical Response (TPR)**? How can you use TPR in your lessons?
5. Look at the following pictures. What are some advantages and disadvantages of using small, handheld puppets as seen in Picture A? What are some advantages and disadvantages of life-sized “flat” paper puppets as seen in Picture B (the puppets are facing the reader)? See the **Supplementary Resources** listing at the end of Part 1 for instructions on making different types of puppets to use in your classroom.



Picture A: Small Handheld Paper Puppets



Picture B: Large “Flat” Paper Puppets

3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- Ss sit on floor facing T
- T shows class stick puppets to **elicit** the TL: “boy” and “girl”
- Puppets have same clothes as Ss
- T asks Ss to say “hello” to puppets
- T repeats “boy” and “girl”
- T does choral drill of “boy” and “girl”

(Abbreviations: T = teacher, Ss = students, TL = target language)

Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the “Video Focus” topics listed on the first page for this unit.

4. Focus Questions: A Closer Look

Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Classroom Set-up** (0:10-0:42): Where are the students when class begins? What are the benefits of having the students away from their desks?

2. **Warm-up** (1:19-2:01): The teacher uses a movement-based activity to begin class. What actions do the children perform? What are the benefits of this kind of warm-up activity?
3. **Vocabulary** (2:11-5:50): The teacher introduces the class to two small puppets. What vocabulary items does she present with the puppets? Which verbs do the students act out during the TPR song?
4. **Target Language Use** (throughout the video): With a few exceptions, the teacher speaks only in English, the **target language**. She uses it to greet latecomers, give instructions, and make comments to students. What techniques does she use to help these young beginners understand her?

Middle

5. **Practicing Vocabulary** (5:56-10:44): The teacher uses several techniques to reinforce the target vocabulary, such as having students listen and repeat, pointing, and referring to the large puppets. What other techniques does she use to teach and practice the target vocabulary?
6. **Encouragement** (10:02, 14:35, 15:17, and 26:57): During the class, how does the teacher provide **encouragement** and positive reinforcement when a child provides a correct answer? What words does she use?
7. **Feedback and Elicitation** (12:20, 14:46, and 19:56): How does the teacher provide **feedback** to students who respond incorrectly? How does she respond when the students do not provide any answers? Why does she laugh and smile instead of scolding the students when **eliciting** answers?
8. **Using Movement** (11:05-15:26): The teacher asks the girls to stand up, says sentences with the target vocabulary item *girl*, and then has the girls sit down. She repeats this sequence with the boys. Why do you think the teacher does this sequence twice?
9. **Classroom Management** (12:58-13:09 and 13:43-14:13): Some students do not stand up when they are supposed to; later, students talk to the teacher about things that are not related to the lesson. How does the teacher respond to the off-task students? How does she react to off-topic comments and keep the lesson on track?

Ending

10. **Games for Practice** (18:03-23:30): What are the steps in the “Hot Potato” game?
11. **Hands-on Practice** (23:45-29:00): Describe the activity the teacher does with the puppets in a box.
12. **Wrap-up** (29:00-29:46): What is the last activity in this lesson? Why do you think the teacher chooses this activity?

Objectives and Assessment

13. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned during this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics highlighted in **bold** font below; however, other strategies can also be effective. Think about what you saw in the video, and then explore alternative strategies by discussing the following questions in small groups. Make sure to consider advantages and disadvantages of the alternatives you suggest.

1. **Warm-ups:** What other kinds of warm-ups can teachers use to start this type of vocabulary lesson using puppets?
2. **Introducing Vocabulary:** How else can teachers introduce or reinforce target vocabulary using realia or other techniques?
3. **Encouraging Production:** What are other ways that teachers can encourage very young students, especially shy students, to produce oral language?
4. **Using a Variety of Activities:** What other types of activities can teachers incorporate in this type of vocabulary lesson for very young learners? What are other ways that teachers can use TPR or movement to add variety in a lesson?

5. **Classroom Management:** What other classroom management techniques can teachers use with very young learners?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Using Variety to Introduce and Practice Vocabulary:** This teacher used several activities to introduce and reinforce the vocabulary. Examples include using small puppets, using large puppets, chanting, playing a game, asking all the girls/boys to stand up, and asking the students to produce simple sentences using the vocabulary. Why is it important to incorporate a variety of activities during a lesson? How do you ensure that your lessons contain enough variety for your learners?
2. **Using Puppets or Realia:** Have you used puppets or realia with your students? How can these tools be used to teach vocabulary, grammar, or other language skills? Can these tools be used with students of all ages? How might you use them in your class?
3. **Seating Arrangements:** The teacher has the students sit on the floor, and she stays close to them during the lesson. What are the advantages and disadvantages to the teacher being physically near the students? Is this closeness especially important for very young learners? Would it be appropriate in your setting to have students sit on the floor? What other seating arrangements could you use?
4. **Encouragement:** The teacher provides encouragement in a variety of ways when students give correct answers. Would these techniques work well with your class? Why or why not? What other techniques do you use to give positive feedback?
5. **Elicitation and Using Humor:** Sometimes the teacher intentionally gives wrong answers such as “This is Mickey Mouse.” or “This is Spiderman.” Why does the teacher do this? What is the advantage of using humor in a lesson? Do you ever use wrong answers or humor for the same purposes as the teacher in the video? When is it appropriate or inappropriate to use humor in responding to student mistakes?
6. **Adapting to Your Own Setting:** You may work with students of a different age or language level. How can you adapt techniques from this lesson to use in your classes?



7. Action Plan and Further Reflection

1. Design a lesson plan for your teaching context that incorporates puppets and/or realia. You can use the Lesson Plan Template in the **Supplementary Resources** section.

As you create your plan, consider the amount of variety in your lesson’s activities and how you will provide encouragement to students. Reflect on your classroom management strategies. Would you like to try a new classroom management technique during this lesson?

Share your lesson plan with colleagues and get feedback. Revise your plan.

2. Try your plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?



Unit 3 — Video Viewing Guide

School level:	Primary: Very Young Learners
Ages:	5–6 years old
Language level:	Mixed levels
Setting:	United States, bilingual classroom (English and Spanish)
Video focus:	Supporting vocabulary development and listening skills through storytelling, poetry, and songs Incorporating movement in lesson activities Concept-checking questions Critical thinking skills: interpretation and prediction Classroom management
Summary:	In this class, the teacher uses movement along with poems, songs, and storytelling to engage learners and to support vocabulary development and listening skills. During storytelling, she incorporates a variety of techniques to check students' understanding of the plot and vocabulary. She also promotes critical thinking skills by asking students to interpret information and make predictions. The teacher shows skill in managing a large and lively group of small children.
Video length:	19 minutes
Glossary spotlight:	<i>Glossary spotlight terms appear in bold the first time they are used in this unit.</i> Attention span Chant Concept-checking questions Critical thinking Off task On task Student-centered Teacher-centered



1. Activate! Warm-up Activity

Story Time: Reading to Very Young Learners

Close your eyes for a few moments and imagine you are reading a favorite story or poem aloud to very young learners. Let your mind focus on the details. Think about what the classroom looks and sounds like as you read aloud. Be mindful of how you are interacting with your students.

After you open your eyes, think about the following questions and discuss them with your neighbor:

1. Which story or poem did you choose? What is it about this text that you like?
2. What did your learners like about the story or poem?
3. Where did the students sit as you read to them?
4. Did you use gestures or voices to create interest or to help students understand the vocabulary?
5. Did you ask students any questions as you read the story? If yes, what did you ask?
6. Did the students ask you any questions? If yes, what did they ask?

2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group's ideas during a whole group discussion. You can also consider these questions on your own.

1. Have you used songs, **chants**, or poems in your English language classes? If so, how?
2. How do you support your students' vocabulary development? How do you address meaning, pronunciation, and spelling when introducing new vocabulary?
3. Based on what you know about very young learners, what classroom management techniques are appropriate for this age group? For example, how would you establish classroom routines? How would you respond to students who are **off task**?
4. Imagine you are working with a large group of young learners, as in the image below. What are some ways to make books and songs interactive when working with a large group of students? (Hint: Think about the "Video Focus" items on the first page of this unit.)



3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- T and Ss chant 'Humpty Dumpty' rhyme
Ss sit on floor; T stands in front
- T asks if Ss remember a previous poem about birds
Ss: "yes"; T asks Ss what it was called; S answers
- T asks Ss to stand
T reminds one S to "stay in your spot"
T to all: "Let me see your beaks," makes a bird beak with her hand
- T and Ss say poem while making gestures to match words
- Ss end poem by saying author's name; T asks Ss about the type of writing: "poem"

(Abbreviations: T = teacher, Ss = students, S = student)

Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the "Video Focus" topics listed on the first page for this unit.

4. Focus Questions: A Closer Look

Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Vocabulary** (1:00-3:10): How does the teacher make the meaning of vocabulary items clear while using poems and songs?
2. **Classroom Management** (1:39-3:10): The teacher uses the word “magic” several times. What does this word signal to the students? She also uses other classroom management phrases such as “Keep your hands to yourself” and “Stay in/on your spot.” Describe the teacher’s voice when she reminds students about their behavior.
3. **Incorporating Movement** (3:19-4:20): Although the students stood during previous poems and songs, the teacher asks them to sit for the “Rumpity-tum” poem. How does she incorporate movement and a musical element while the students are seated on the floor?

Middle

4. **Pre-Listening** (5:17-6:20): How does the teacher get the students interested in the story before she begins to read it? What does she tell the students their job will be?
5. **Checking Comprehension** (5:17-16:32): The teacher uses **concept-checking questions** and other techniques to make sure students understand the vocabulary and the story’s plot. Describe as many of the questions and techniques as you can in the chart below or on a separate sheet of paper.

1.	<i>Example: “Claws” — T asks: “Where would you find claws? On his nose? Would claws be soft? What would they feel like? Would they be sharp and pointy?”</i>
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

6. **Wrapping Up** (16:40-17:40): How does the teacher end the storytelling activity?
7. **Involving Everyone** (16:51-17:23): The teacher asks a question to the whole class, but she does not initially call on just one student to answer. How does the teacher give all students a chance to display their knowledge and check their understanding?
8. **Classroom Management** (0:09-18:21): Very young learners have short **attention spans**; it is a challenge for them to sit still and pay attention for long periods. What techniques does the teacher use to maintain order during the class?
9. **Staying On Task** (0:51, 3:13, 3:26, 3:36, 4:28, 5:03, 5:31, 6:16): There are several moments in the lesson when students are off task: standing when they should be sitting, not following directions, or talking out of turn. What techniques does the teacher use to manage the off-task students without disrupting the flow of the lesson?

Ending

10. **Wrap-Up** (17:50-18:22): Describe the last activity in this lesson. Why might the teacher include movement in this stage of the lesson?

Objectives and Assessment

11. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned during this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics highlighted in **bold** below; however, other strategies can also be effective. Think about what you saw in the video, and then explore alternative strategies by discussing the following questions in small groups. Be sure to consider advantages and disadvantages of the alternatives you suggest.

1. **Supporting Vocabulary Development and Listening Skills:** What are other vocabulary or listening activities that teachers can incorporate in a lesson that uses songs, poetry, and stories?
2. **Incorporating Movement in Lesson Activities:** How else can teachers include movement during this type of lesson?
3. **Concept-Checking Questions:** What other types of concept-checking questions can teachers use to teach vocabulary?
4. **Student-Centered Learning:** This was a **teacher-centered** lesson. How can teachers make this type of lesson more **student-centered**?
5. **Encouraging Student Output:** The students had limited opportunities to freely produce language. What activities can teachers include to enable students to produce more language?
6. **Critical Thinking Skills:** The teacher asked students what lesson the squirrel had learned at the end of the story. What other kinds of listening comprehension or **critical thinking** follow-up activities can teachers include?
7. **Classroom Management — Classroom Space:** How else can teachers arrange the classroom seating during a storytelling lesson?
8. **Classroom Management — Staying On Task:** How can teachers make sure students are staying **on task** and actively listening?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Selecting Materials:** How can using poems, songs, and stories help students practice English? How do you choose poems, songs, and stories to meet your students' learning needs? What are the benefits of using this type of content with very young learners? How could you adapt this content for older students?
2. **Incorporating Movement:** Allowing young learners to move during activities can keep them engaged. In this class, children sat, stood, and used arm movements. What other kinds of movement-based activities can be used while still maintaining order in class?
3. **Checking Comprehension:** The teacher used several techniques to check comprehension and support vocabulary development (see the chart in Section 4 for examples). Which of these techniques have you used? What makes a concept-checking question effective? How can you incorporate more concept-checking questions into your lessons?
4. **Staying On Task:** Keeping young learners focused and on task can be challenging. This teacher used a variety of techniques to keep the students engaged and the lesson on track (see Section 4, "Middle," Questions 8 and 9). What new techniques did you see that you might use in your classes?
5. **Using Your Space:** This class took place in a room without desks, and children sat on the floor in a group. If you don't have a space like this, how could you structure similar activities (storytelling, songs, and poems with movement)? How might changing the seating arrangement for "story time" affect the class?

6. **Signal Words:** The teacher used a special word (“magic”) to indicate the beginning or end of an activity and transition to another activity. What is the advantage of using signal words to create routines? What words, sounds, or gestures do you use for this purpose?
7. **Interactive Stories:** This teacher interacted with the students by asking questions. She made the storytelling process conversational so that students would feel actively involved and listen attentively. How can you make “read-aloud” stories or extensive listening tasks more interactive?
8. **Critical Thinking:** The teacher asked the students to predict what was going to happen. She also asked the students to infer the lesson the chipmunk learned in the story. How do you encourage your students to think critically? What are some ways in which language lessons can go beyond comprehension questions and also use some critical thinking skills (predicting, evaluating, inferring, synthesizing, problem-solving, etc.)?



7. Action Plan and Further Reflection

1. Design a lesson plan for your teaching context that incorporates songs, poems, or storytelling. You can use the Lesson Plan Template in the **Supplementary Resources** section.

As you create your plan, consider including hand, arm, or body movements that correspond to the words in your chosen songs, poems, or stories. If you include storytelling, think about how you might get students interested in the story before you or student volunteers begin reading it.

Also consider the following questions: How will you support vocabulary development and student interaction during the story? How will you use concept-checking questions for vocabulary instruction and to encourage critical thinking? What kind of follow-up activities might you include? What classroom management techniques may be required during the lesson, especially if movement is included?

Share your lesson plan with colleagues and get feedback. Revise your plan as needed.

2. Try your plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?



Part 1 — Exploring the Primary Classroom: Very Young Learners

You can find these practical materials and professional development resources on the Supplementary Resources CD or online at americanenglish.state.gov. Printable take-away resources are also included after the list of *English Teaching Forum* articles below.

Printable Take-Away Resources

	Resource	Description
Unit 1	How to Make a Flip Book	This document briefly explains how flip books can be used, and lists the materials and step-by-step instructions for making flip books. Teachers can refer to this document if they would like to use flip books in their own lessons.
	How to Set Up Learning Stations	This document explains issues to consider when setting up a class using learning stations and provides examples of learning stations. Teachers can refer to this document when they use learning stations in their own lessons.
	Individual Student Assessment: Plants and Farm Vocabulary	This worksheet includes a rubric and visual cues that teachers can use to assess very young learners' vocabulary knowledge. Teachers can use or adapt this worksheet to suit their teaching context and topics.
Unit 2	Graphic Organizer: Brainstorming	Participants will use this graphic organizer for the <i>Activate! Warm-Up Activity</i> section of Unit 2. This blank graphic organizer also can be used to support brainstorming in the classroom. Teachers can provide copies of this graphic organizer or reproduce it on the board during class.
	How to Make Full-Sized Paper Puppets	This document shows the materials and step-by-step instructions for making a full-sized paper puppet. Teachers can refer to this document if they use full-sized paper puppets in their own lessons.
	How to Make Hand Puppets	This document shows the materials used to make a hand puppet. Teachers can refer to this document when they use hand puppets in their own lessons.
	How to Make Stick Puppets	This document shows the materials used and brief instructions for making a stick puppet. It also provides a template of a line drawing of a boy and girl that can be colored and cut out. Teachers can use this template when they make stick puppets for their own lessons.

Unit 3	How to Make and Use Pocket Books: What Do I See?	This document explains how to make a pocket book called "What Do I See?" and includes the materials needed to make the book. Teachers can have students make their own "What Do I See?" pocket book by having them fill in the blanks.
	How to Make and Use Pocket Books: The Book About Me	This document explains how to make a pocket book called "The Book About Me" and includes the materials needed to make the book. Teachers can have students make their own "The Book About Me" pocket book by having them fill in the blanks and add illustrations.
	How to Make and Use Pocket Books: The Book About Bugs	This document explains how to make a pocket book called "The Book About Bugs" and includes the materials needed to make the book. It also includes some bug images that can be cut out and glued into the pocket book. Teachers can have students make their own "The Book About Bugs" pocket book by having them fill in the blanks and add images.
All Units	Lesson Plan Template (Blank)	Teachers and participants can use this blank lesson plan form to design their own class session and specify lesson objectives, skill/content focus areas, lesson sequencing, materials, and procedures. Teachers can modify the form to suit the needs of their context.
	Lesson Plan Example	Teachers and participants can use this completed lesson plan from a post-secondary English class to see an example of what types of information they might include in their own lesson plans.

Suggested English Teaching Forum Articles (available at <http://americanenglish.state.gov>)

- ["Teaching Listening Skills to Young Learners through 'Listen and Do' Songs" by Mustafa Şevik: 2012, 50\(3\)](#)
- ["The Future Is Now: Preparing a New Generation of CBI Teachers" by Bradley Horn: 2011, 49\(3\)](#)
- ["Learning to Learn Cooperatively" by Anne Hammond Byrd: 2009, 47\(4\)](#)
- ["A Story-Based Framework for a Primary School Classroom" by Eleni Griva: 2007, 45\(4\)](#)
- ["Student-Centered Teaching in Large Classes with Limited Resources" by Susan Renaud, Elizabeth Tannenbaum, and Phillip Stantial: 2007, 45\(3\)](#)
- ["Developing Dynamic Units for EFL" by Joan Kang Shin: 2007, 45\(2\)](#)
- ["Ten Helpful Ideas for Teaching English to Young Learners" by Joan Kang Shin: 2006, 44\(2\)](#)
- ["Channeling Children's Energy through Vocabulary Activities" by Andrea Schindler: 2006, 44\(2\)](#)
- ["First Road to Learning Language through Stories" by Myrtis Mixon and Philomena Temu: 2006, 44\(2\)](#)
- ["Using Drama with Children" by Galina Zalta: 2006, 44\(2\)](#)
- ["Using Favorite Songs and Poems with Young Learners" by Caroline Linse: 2006, 44\(2\)](#)
- ["The Children's Response: TPR and Beyond" by Caroline Linse: 2005, 43\(1\)](#)
- ["Assessment of Young Learners" by Kassim Shaaban: 2005, 43\(1\)](#)
- ["Teaching the World's Children ESL for Ages Three to Seven" by Mary Ashworth and H. Patricia Wakefield: 2005, 43\(1\)](#)

How to Make a Flip Book

Overview

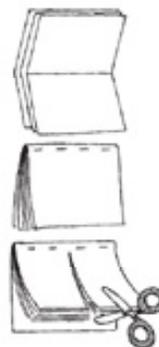
Teachers or students can make flip books (also called “flap books”) that feature songs or chants, stories written and illustrated by students, or text and images related to topics from class. In the Unit 1 video, two students read/sing *The Pink Book* together in a learning station.

Project Materials

- three or more sheets of paper (depending on how many pages the book needs to have)
- scissors
- stapler

Instructions

1. Place three or more sheets of paper together. Use extra-large paper to make large books with large print. Add illustrations or photos as you like.



2. Fold in half and staple the sheets at the fold line. This becomes the top of the book (see *The Pink Book* image on right) or the side of the book (*The Blue Book*, below *The Pink Book*).



3. For a split or “double” flip book, cut the sheets in half. Each half can have different information. (*The Red Book* and *The Green Book* have side-by-side formatting in the bottom image.)



How to Set Up Learning Stations

Classroom set-up can dramatically affect students' attitudes toward and habits of learning. Students need an environment that is organized, stimulating, and comfortable in order to learn effectively. Creating such an environment entails arranging a practical physical layout, supplying diverse materials and supplies, and encouraging students to have a sense of belonging and ownership.

Arranging the Whole-Group Area

Set aside an area for whole-class portions of the lesson. These portions may include, for example, warm-up and wrap-up, informal discussion, direct instruction, and student presentations.

- Make sure that all students can see the board or relevant visual displays.
- Consider the whole-group activities that will take place to determine how to arrange student desks or floor seating. Keep in mind that arranging desks in a circle promotes discussions and small clusters of desks can be used to support group work and for small-group meeting areas.
- Your desk should be out of the way, but in an area where you can view the entire classroom.

Learning Stations: Tips for Getting Started

Take the physical features of your classroom into account when planning learning stations. You may wish to start with one station in a corner. As you and the students become more comfortable with learning stations, you can create additional stations and change the tasks at the locations.

- Use bookshelves, easels, or other vertically oriented objects to separate different areas.
- Provide comfortable seating, if possible.
- Save floor space by using areas along walls for posters, display shelves, books, and supplies.
- Separate learning centers of high activity and noise (e.g., Content-based Learning Station) from areas where students need to be quiet (e.g., Reading Station).
- Set aside an area to meet with small groups. Allow enough seating for four to eight students.
- If the classroom has computers, face them away from windows to keep glare off the screens.
- Ask students where they think the different learning stations should go and what types of station activities they would enjoy.
- Let students help to define appropriate behavior for each station.
- Post activity guidelines and behavior rules (text or signs with pictures) at each learning station.
- Help students learn how to behave appropriately by role-playing and practicing with them.

Examples of learning stations:

Reading Station: Students read independently or quietly with a partner; features comfortable seating, a variety of books, and a quiet atmosphere.

Writing Center: Students work independently or collaboratively in a comfortable space with a variety of supplies and resources (charts, posters, picture dictionaries, models of letters) to support writing.

Content-based Learning Station: Students complete activities that explore content drawn from across the curriculum (e.g., science, social studies, art, and math); usually an active station.

Computer Station: Students use computers for language practice, keyboard and technology skills development, projects, and learning games. Students can work alone or with partners.

Creative Arts Station: Students can get involved in visual art and dramatic play. It should have a variety of art supplies, costumes, and props; this is an active station.

Hands-on Learning Station: Students can work with modeling clay, realia, building blocks, and other kinesthetic materials; this is an active station.

Listening Station: Students can listen to recordings of books, stories, songs, and poems either using headsets or with speakers set at a low volume.

Adapted and used with permission from: EduPlace, <http://www.eduplace.com/rdg/res/classroom.html>

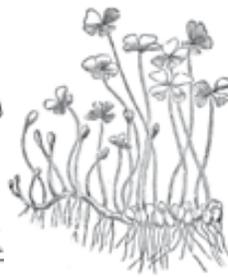
Individual Student Assessment: Plants and Farm Vocabulary

Student Name: _____ **Date:** _____

Mark student's performance according to ability to recognize (listen and point to) and produce (say/talk about) the following vocabulary items. Students can add a plant or farm picture in the empty box.

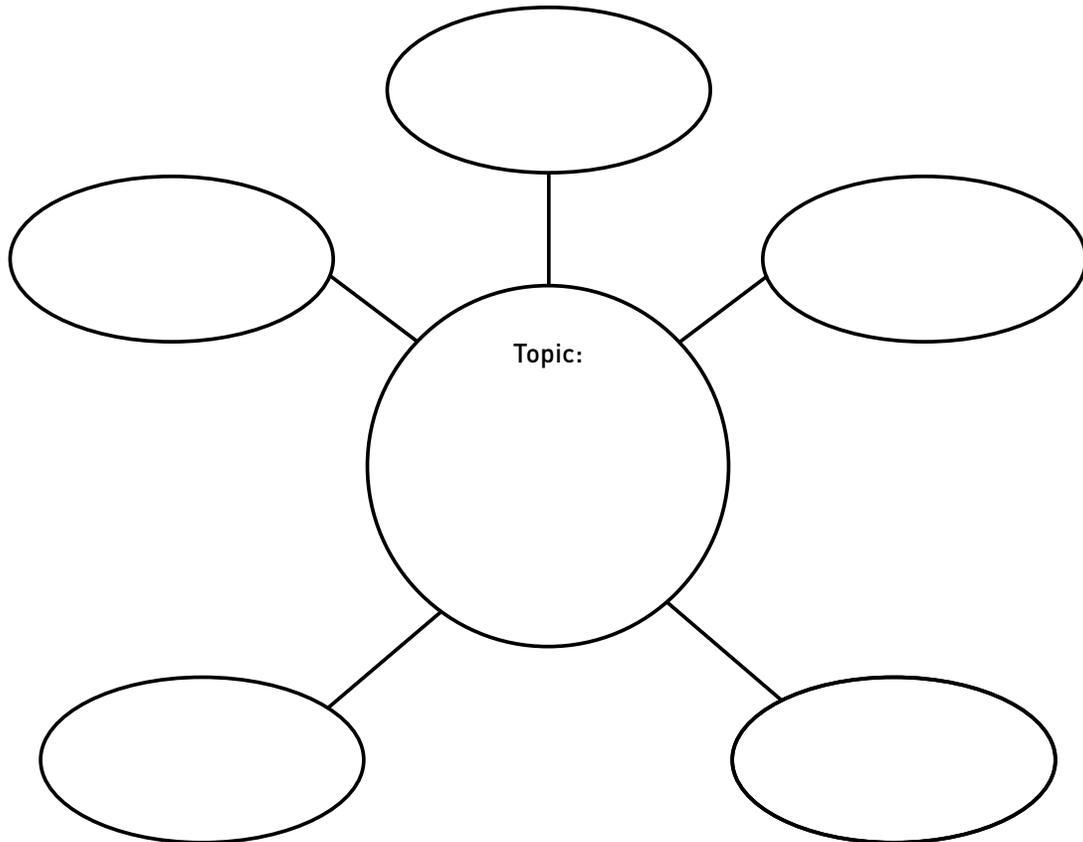
Learning Objective: Target Vocabulary	No Apparent Knowledge (no response)	Emergent (listens and points to it)	Meets Expectations (says/talks about it)
Plant vocabulary: - grow (v.) - leaf, leaves (n.) - flower (n.) (v.) - roots (n.) - seed/s (n.) - stem/s (n.)			
Farm vocabulary: - barn (n.) - dig (v.) - dirt, soil (n.) - farmer (n.) - field/s (n.)			

[student can draw or paste a picture of a favorite farm or plant item here]

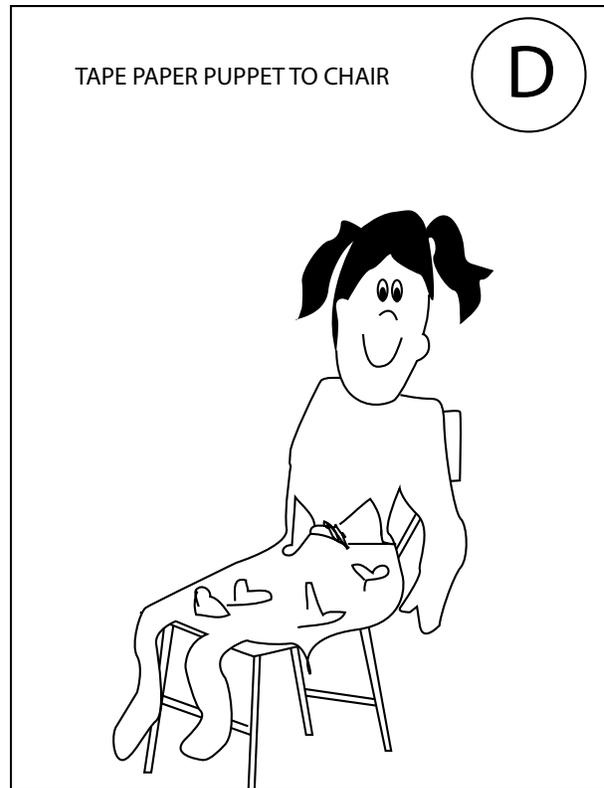
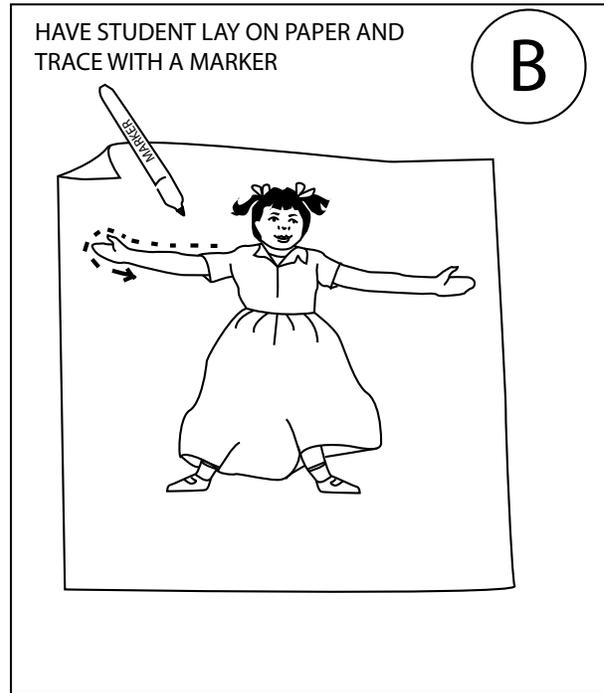
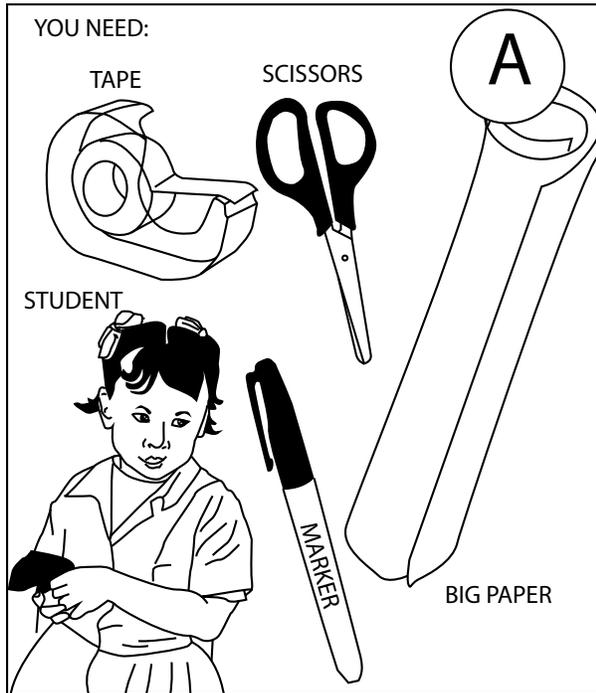


Graphic Organizer: Brainstorming

Instructions: Write the main topic in the center circle below. Record all of your related ideas in the circles around the topic. Make more idea “branches” by adding circles and lines as needed. You can use text, drawings, or other symbols to represent your ideas.

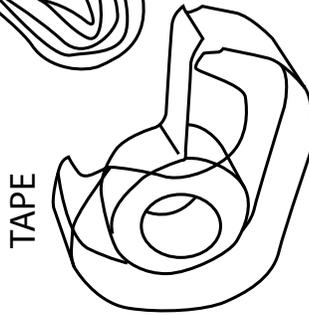
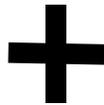
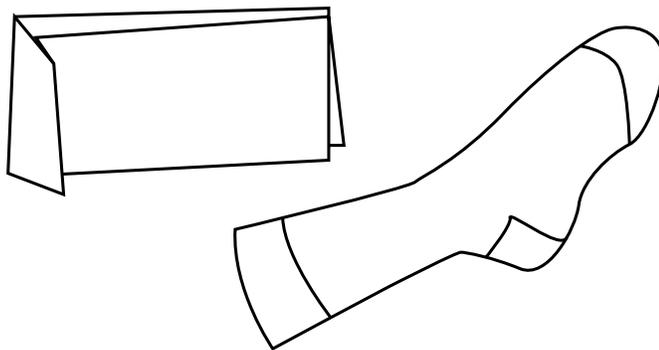


HOW TO MAKE FULL-SIZED PAPER PUPPETS

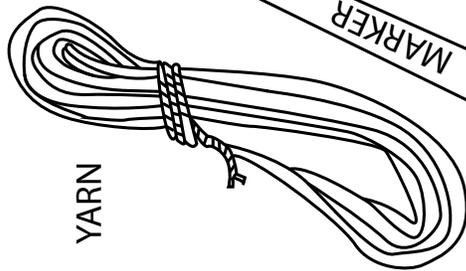


HOW TO MAKE HAND PUPPETS

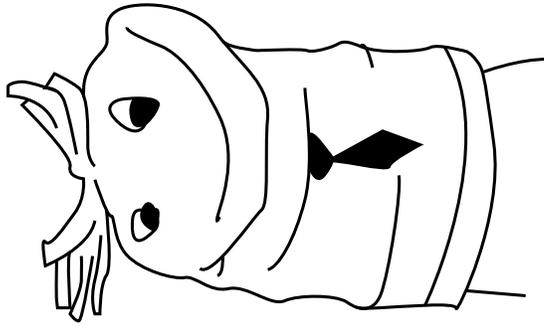
YOU NEED A PAPER BAG OR SOCK



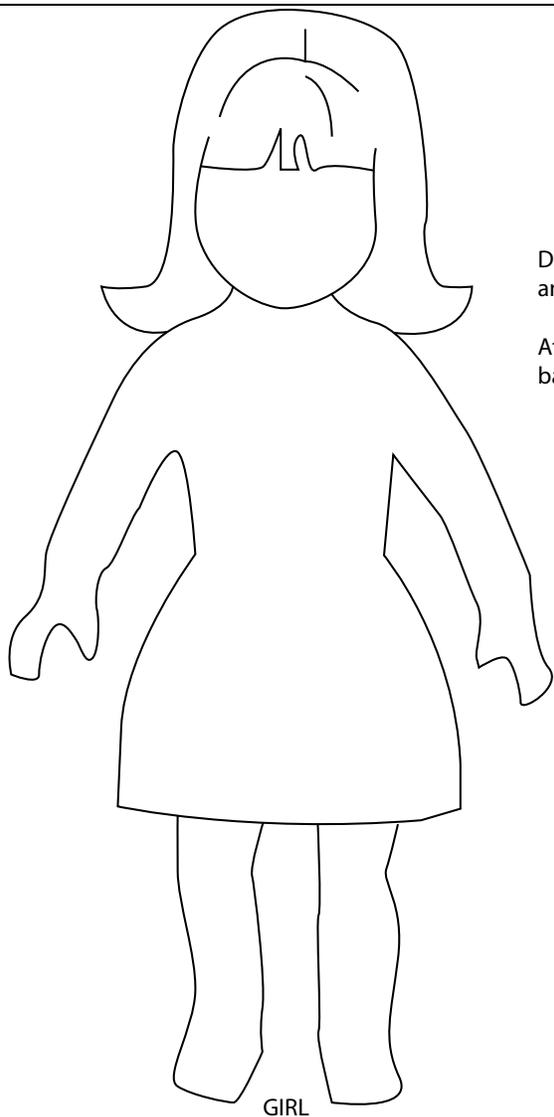
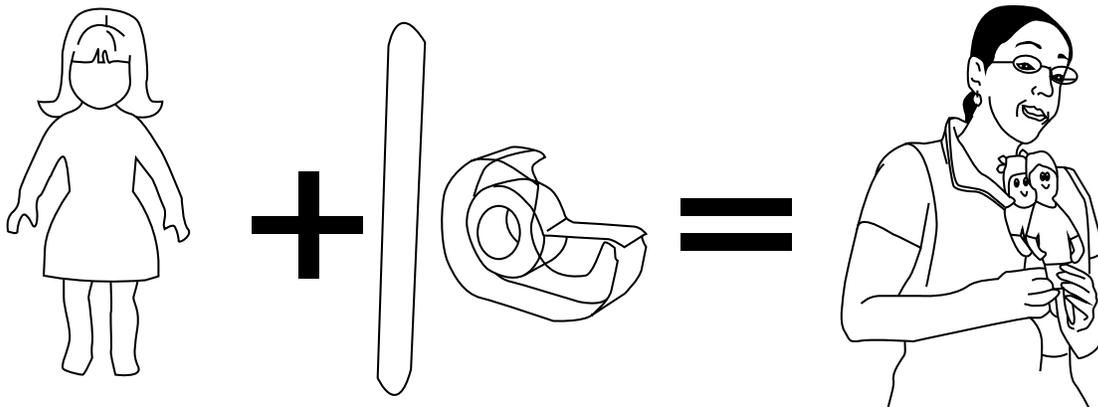
TAPE



YARN



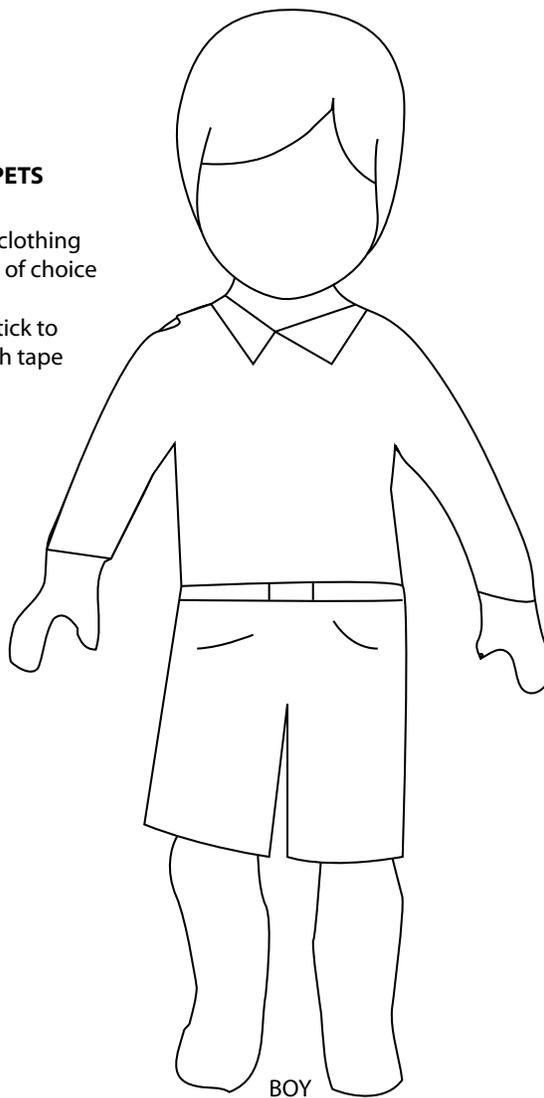
HOW TO MAKE STICK PUPPETS



PUPPETS

Draw in clothing and face of choice

Attach stick to back with tape



What Do I See?



By: _____

-1-



A bat on a _____.

-4-



A hat on a _____.

-2-



A rat on a _____.

-5-



A cat on a _____.

-3-

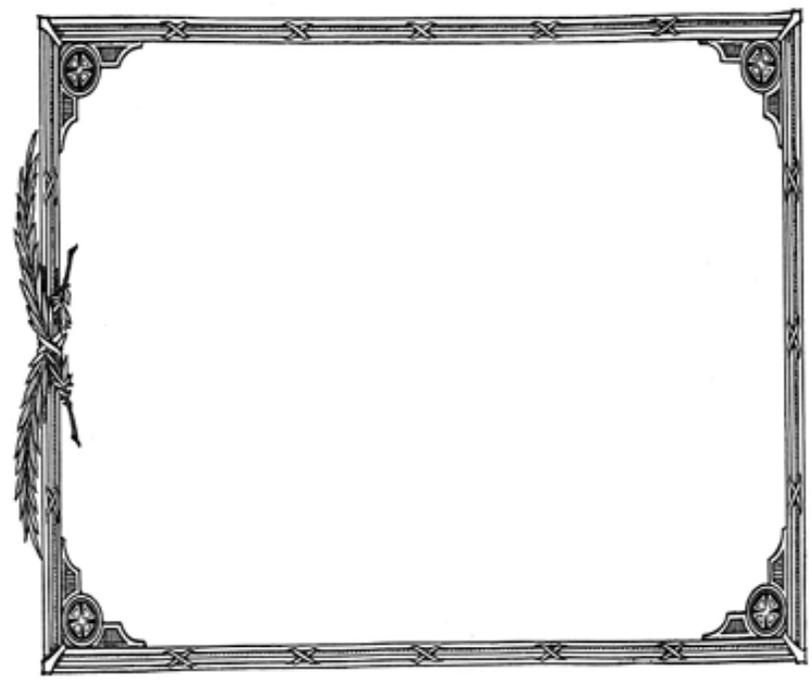
A _____ on me!

-6-

My favorite things are...

and

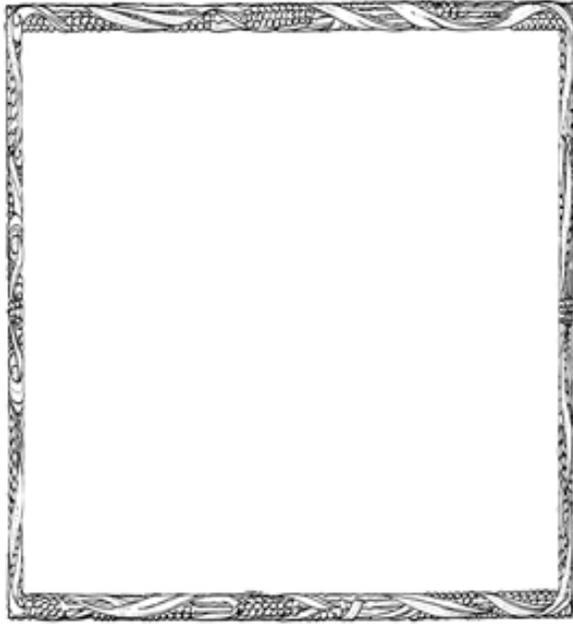
The Book About Me



By: _____

© 2013 Shaping: From Observation to Action—Photocopy double-sided and fold in center.

My family is...



-2-

My friend is...

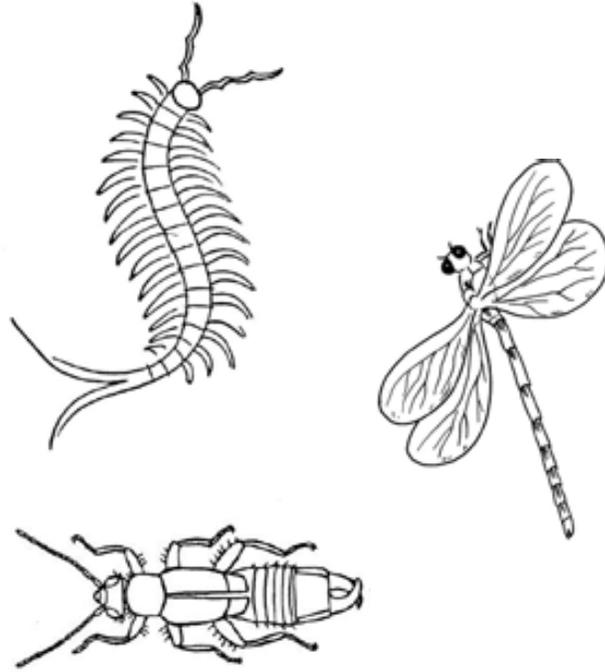


-3-

© 2013 Shaping: From Observation to Action—Photocopy double-sided and fold in center.

These are the bugs for me:

The Book About Bugs



By: _____

© 2013 Shaping: From Observation to Action—Photocopy double-sided and fold in center.



Bugs are in boxes.



Bugs are in trees.



-2-



More bugs are on foxes.

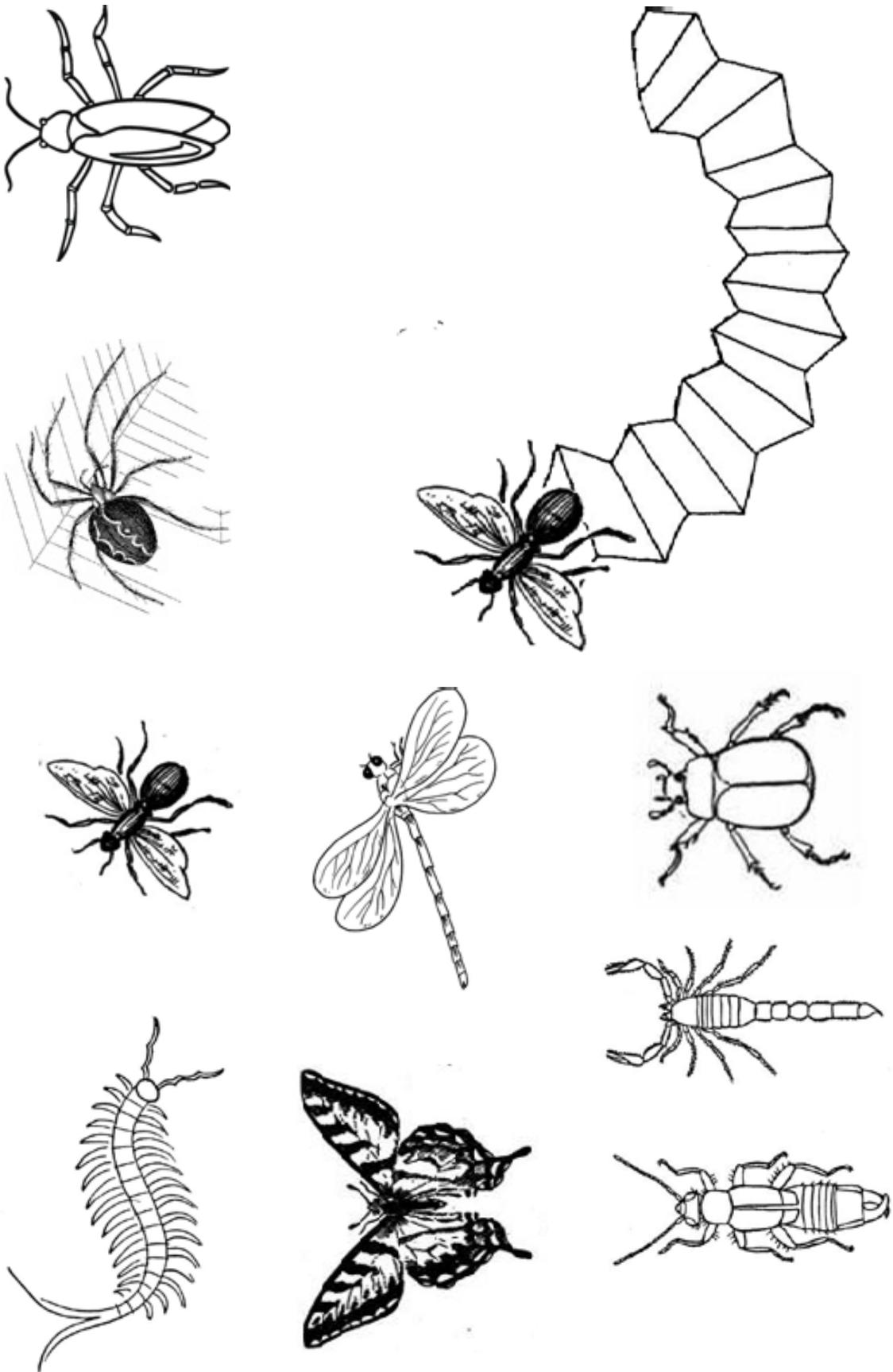


More bugs are on bees.

-3-

© 2013 Shaping: From Observation to Action—Photocopy double-sided and fold in center.

Directions: Students can cut out the bugs they like and glue them flat onto the pictures in the book or as “pop-up” bugs using accordion-style strips of paper (see the example in the bottom right corner with the fly).



Lesson Plan Template

Class Date:

Background Information:			
Course Name/Description:	Institution:	Lesson Length:	
Description of Students:	Level:	Number of Students:	
Lesson Information:			
Lesson Objectives — Students will be able to:			
Specific skills/content focus:			
How does this lesson fit in with the previous and next lessons?			
Lesson Plan:			
Time	Procedure	Materials and Rationale	
		<i>Materials:</i>	
		<i>Materials:</i>	

Lesson Plan Template

		<i>Materials:</i>
		<i>Materials:</i>
Assessment:		
Notes:		
<i>Pre-class preparation:</i>		
Lesson Evaluation:		
<ol style="list-style-type: none"> 1. What do you think the students actually learned? How do you know? 2. What parts were most successful/least successful? Why? 3. Did you finish the lesson on time? If not, why? 4. What changes (if any) will you make in your teaching and why (or why not)? 		

Lesson Plan Example

Class Date:

Background Information:		
Course Name/Description: Introduction to English 102	Institution: Eastern College	Lesson Length: Class meets for 2.5 hours/session; details below are for an 80-minute lesson, the first half of the 2.5-hour session Number of Students: 36
Description of Students: Ages: 20–45; 60:40 female:male ratio; most learners have or are seeking service industry (retail, hospitality, or janitorial) or technical (cable TV repair, mechanic) jobs. Learner motivations include communicating at work, getting a job or a better job, and helping children with schoolwork.	Level: Intermediate	
Lesson Information:		
Lesson Objectives — Students will be able to: <ol style="list-style-type: none"> 1. Orally identify common causes of traffic accidents 2. Determine main ideas in a listening text about post-traffic accident police interviews (orally or in response to written questions) 3. Identify specific details in a listening text about post-traffic accident police interviews (orally or in response to written questions) 4. Use previously encountered unit vocabulary (car and driving terminology) and grammar (past continuous tense) to interview another student about a traffic accident 5. If time permits, use previously encountered unit vocabulary (car and driving terminology) and grammar (past continuous) to orally report details about a traffic accident to another student 		
Specific skills/content focus: <ul style="list-style-type: none"> — Grammar review: use of the past continuous (e.g., <i>I was driving too fast.</i>) — Skills: listening for gist and detail; asking about/reporting events and details — Unit theme-based content: road safety and auto care 		
How does this lesson fit in with the previous and next lessons? Last class: a grammar lesson on using past continuous to report events; next lesson: a writing skills lesson in which Ss draft a letter to city officials about a dangerous traffic area in their city.		
Lesson Plan:		
Time :00	Procedure	Materials and Rationale — Create positive, welcoming atmosphere <i>Materials: printouts of pictures, tape</i> — Create interest; activate prior knowledge related to road safety

Lesson Plan Example

:05	<p>T asks Ss to look at the pictures; asks Ss to identify what is happening in each picture.</p> <p>T asks Ss what these pictures have in common [T expects: dangerous driving behavior, things that cause car accidents, etc.]</p> <p>T asks Ss which is most dangerous, if any of these behaviors are OK; T asks Ss if driving while talking on a cell phone is legal or illegal.</p>	<ul style="list-style-type: none"> — Activate vocabulary; involve Ss — Ss identify relationship, discover topic — Discussion is relevant to Ss' lives (authenticity + personalization) and relates to upcoming listening text content (scaffolding)
:15	<p>Situational presentation: T writes "Traffic accidents" on board, asks Ss to list the accident causes they just talked about in the pictures; writes on board. T elicits more causes of traffic accidents and writes on board [T expects: speeding, bad weather, something in the road, car mechanical problems]; T may elicit items Ss don't suggest.</p> <p>T asks Ss what happens after a traffic accident occurs. Who comes to the scene? (police) What does the police officer do? [T expects: take a report; ask for license/registration/insurance; give a ticket; make an arrest, etc.] Embedded vocab to pre-teach — take a statement (v.), make a statement (v.); accident report (n.); license/registration/insurance (n.); come out of nowhere (idiom). T elicits concept, provides oral and written examples for each.</p>	<ul style="list-style-type: none"> — Ss practice classifying/listening skills; vocab building/activation — situations will be used in info gap activity later in lesson (schemata building/scaffolding); [Objective 1] — Transitioning to listening exercises; setting expectations & situations about what Ss will hear; addressing select vocabulary items from listening text in a contextualized manner; vocab presentation appeals to oral/aural and visual learners
~:20	<p>Pre-listening: T tells Ss: "You are going to hear about a situation that happens after a traffic accident. A police officer is talking to two people that were in the accident to get information. You will get to hear the dialogue more than once. The first time you listen you do not need your textbook. Think about these things while you listen" (writes on board):</p> <ol style="list-style-type: none"> 1.) Who are the people in the accident? 2.) What do you think caused the accident? <p>T asks concept-checking questions (CCQs) about the directions to a student (e.g., "Tariq, what are we going to do while we listen?" "Are our textbooks closed?")</p>	<ul style="list-style-type: none"> — Listening preview as scaffolding; set a clear purpose/goal for listening — Ease Ss' concerns that they have to "hear" everything the first time; get Ss to focus on aural channel only with books closed — Confirm instructions are understood, especially that textbooks should remain closed
~:25	<p>Listening — Gist: T plays recording — does a volume check w/ Ss when dialogue number is said. T pauses audio after police officer talks to the first man; tells Ss the police officer is going to "take a statement" from the other driver. T plays second part of dialogue. <i>Technology plan B:</i> T reads from <i>printed dialogue</i>.</p> <p>T asks Ss to turn to their partners and discuss the questions on the board [T sets pairs, as needed]. T leads whole-class review on questions; asks Ss to share answers. T expects: 1. two drivers were in a car accident, a man [Mr. Garcia] and a woman [Ms. Johnson]; 2. speeding and cell-phone use. (If students have a hard time with question 2, have them open books to p. 112 and look at the multiple-choice question about the cause of the accident.)</p>	<p><i>Materials: CD 2, Track 35 (1:44); CD or mp3 player + speakers, dialogue transcript as a technology backup; Textbook, p. 112-114</i></p> <ul style="list-style-type: none"> — Break up text into manageable chunks for this level; reinforce new vocabulary — Pair discussion before whole-class review — Whole-class review [Objective 2] — Scaffolding, if needed [T does not give answer, but reduces difficulty level]



Lesson Plan Example

<p>~:30</p>	<p>Listening — Detail: T tells Ss they will listen to both drivers again. Directs Ss to open textbooks (if not already opened during last phase) and look at the questions in the middle of p. 114, Part C. T tells Ss they will answer T/F questions about Mr. Garcia’s statement. Explains this time we are listening for specific information; asks Ss to read the questions to discover the information they need to listen for & gives Ss time to read; tells Ss to look up when finished. (Quick CCQ, if needed — Who are we going to hear on the tape?) Plays first dialogue segment again.</p> <p>Ss answer questions as they listen; T gives Ss another minute to finalize answers; T asks Ss to check answers with their partner. Whole-class review to ensure everyone agrees on answers.</p> <p>T tells Ss they will hear the second driver’s statement again. T tells Ss they will answer questions about the details in Ms. Johnson’s statement; asks to read the questions to discover the information they need to listen for & gives Ss time to read; tells Ss to look up when finished. (Quick CCQ, if needed — What are we doing while we listen?) Plays second dialogue segment again.</p> <p>Ss answer questions as they listen; T gives Ss another minute to finalize answers; T asks Ss to check answers with their partner. Whole-class review to ensure everyone agrees on answers.</p> <p>T briefly draws attention to form of reported speech used in Ms. Johnson’s statement. T writes: “I was driving in the right-hand lane. It was slowing down in front of me.” on the board, asks Ss to identify form and use with CCQs (“What do we notice about the verbs in Ms. Johnson’s statement?” or “What grammar form that we covered in the last lesson is used to report facts here?”).</p>	<p><i>Materials: CD 2 – Track 36, Mr. Garcia (:47); Track 37, Ms. Johnson (1:05); Textbook, p. 114, Parts B & C</i></p> <ul style="list-style-type: none"> — Give Ss an intensive listening goal; scaffolding with time to pre-read questions — Pair discussion before whole-class review — Whole-class review [Objective 3] — Give Ss an intensive listening goal; scaffolding with time to pre-read questions — Pair discussion before whole-class review — Whole-class review [Objective 4] — Activate grammar knowledge from previous lesson; scaffolding with written examples from listening text; Ss will need to use this form during information gap
<p>~:45</p>	<p>Production: T asks Ss who they think is “at fault” in the accident (writes “at fault” on board, asks Ss to supply meaning). T asks Ss for evidence from the dialogue. T can replay second part of dialogue, if needed. (Looking for speeding & probably talking on cell phone...if not mentioned, highlight the quality of Ms. Johnson’s voice: wavering/pausing...ask: “Does she sound confident?” “Truthful?”) T tell Ss that in this case they won’t know for sure who is at fault, but that next they are going to have a chance to talk about other traffic accident situations.</p> <p>T resets pairs, if needed. T hands each student an information gap prompt, A or B, and tells Ss to leave prompts face down on the desk. (NB: Each set of prompts is different, so they need to stay together, 1A & 1B, etc.) Once all prompts are distributed, T tells Ss that a traffic accident has occurred. Person A is the police officer at the scene, Person B is the driver in an accident. If there is an odd number of Ss, a group of three can have two police officers at the scene.</p> <p>T explains that Person B (driver) has details about the accident and Person A (police officer) needs to get a statement for the accident report. T tells Ss to look at their own information, but they cannot show their information to their partner; gives Ss a couple of minutes to read their data; tells Ss to put prompt face down when they are done reading.</p>	<p><i>Materials: CD 2 – Track 37, Ms. Johnson (1:05)</i></p> <ul style="list-style-type: none"> — Transition to oral production task; listening activities serve own skill objectives and also model an oral task — create continuity by using same theme. Establish concept of “at fault” needed for oral task — Draw attention to how voice characteristics can reveal speaker’s state of mind, veracity, intentions <p><i>Materials: Paired, labeled A (yellow paper) & B (blue paper) prompts in folders; OHP transparency with sections for delayed feedback; OHP markers</i></p> <ul style="list-style-type: none"> — Task admin — ensures Ss do not look at each other’s prompts (reminds Ss they have done tasks like this in the past) — Task preparation; task instructions



Lesson Plan Example

~:50	<p>T tells Ss that they have no more than 10 minutes to complete four goals: (1) police officer should ask questions to find out what happened, (2) the driver should answer questions (thinking about what S would do in this situation), (3) the police officer decides if the driver is at fault in the accident, (4) pairs should be ready to describe the accident report and decision to the class.</p> <p>T asks Ss to repeat the goals and T writes them on board; T asks other quick CCQs (“Can you show your partner your paper?” etc.), reminds Ss to be finished at time X.</p> <p>Ss begin task; T monitors from desk and by strolling; as Ss work T ensures Ss are not showing each other the paper, but otherwise minimally interferes with Ss’ production. T uses an overhead transparency with three sections: grammar, pronunciation, meaning/vocabulary to collect examples of Ss’ errors. T gives Ss two-minute warning. T conducts whole-class review early if Ss complete task ahead of schedule.</p> <p>Whole-class review: T asks one Person A (police officer) in a pair to describe their traffic accident situation; T asks Person B (driver) if the police officer had the details correct. T asks police officer if the driver is at fault and why. T repeats process with another pair.</p> <p>At this point, if for whatever reason a significant amount of time remains, T instructs the pairs to pass their prompts to another pair; this time Person A will take the Person B role and vice versa (swap prompts so everyone has a new scenario, and the police officer/driver roles are exchanged within the pair). Repeat process above, with a whole class debriefing by one or two pairs.</p> <p>If time is running short, T elicits reports from more pairs or can move to close.</p>	<ul style="list-style-type: none"> — Set time limit and clear task goals; reporting task mimics real-life situation — Instruction check before turning over control to Ss — T monitors unobtrusively and does not interrupt Ss; only interacts with Ss if there is a question about instructions; emphasis is on fluency, extended S-S interaction and negotiation for meaning — T collects form and meaning-based errors for delayed feedback session — Ss share results; T and other Ss ask questions, as appropriate [Objective 4/5]
~:77 :80	<p>Close: T gives quick verbal review of what was covered. Tells Ss that after the break they will complete additional feedback on the speaking session before they move on to a reading activity. T reminds Ss to return from break in 10 minutes.</p> <p>Note: When Ss return from break, T will conduct a delayed feedback session focusing on form and meaning errors that occurred during the information gap task. T will display transparency with collected, numbered errors (pronunciation section hidden); T will assign pairs/small groups to identify and correct the grammar/meaning (word choice) errors. T will review errors with whole class after the break, and will address any pronunciation issues that were observed during the task (question intonation, stress, etc.).</p>	<ul style="list-style-type: none"> — Review of concepts covered; restate purpose of lesson — Focus on forms and meaning follow up to complement fluency exercise
Assessment:		
<p>Objective 1: T observes Ss’ oral output during warm-up and situational presentation; calls on individual Ss as needed to ensure all participate.</p> <p>Objectives 2/3: T observes Ss’ responses to gist/detail questions; T monitors Ss’ answers during pair work answer checks and to CCQs during discussions.</p> <p>Objectives 4/5: T monitors Ss’ abilities to complete task and report results; collects Ss’ accuracy errors, which are highlighted during delayed feedback session and corrected by Ss.</p> <p>Overall, T will make anecdotal records of any problem areas for incorporation into future instruction or homework assignments; Ss will also self-assess their abilities to report/collect data about a traffic accident during the end-of-unit skills inventory.</p>		



Lesson Plan Example

Notes:

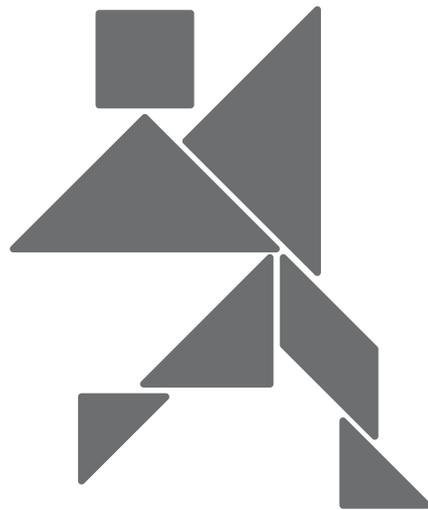
Pre-class preparation: check out CD player from the library; print out/copy pictures and handouts

Lesson Evaluation:

1. What do you think the students actually learned? How do you know?
2. What parts were most successful/least successful? Why?
3. Did you finish the lesson on time? If not, why?
4. What changes (if any) will you make in your teaching and why (or why not)?

PART 2

Exploring the Primary Classroom: Young Learners





Unit 4 — Video Viewing Guide

School level:	Primary: Young Learners
Ages:	8–12 years old
Language level:	Beginner
Setting:	Thailand, English as a Foreign Language (EFL) classroom
Video focus:	Integrated language skills, teaching of grammar and vocabulary Transitions and pacing when using a variety of activities Using chants to practice speaking skills Using realia to aid comprehension Total Physical Response (TPR)
Summary:	In this class, the teacher uses TPR, realia, and chants to teach vocabulary, pronunciation, and grammar. The teacher creates a dynamic, cohesive lesson through her use of pacing and purposeful transitions.
Video length:	38 minutes
Glossary spotlight:	<i>Glossary spotlight terms appear in bold the first time they are used in this unit.</i> Chant Pace, pacing Realia Student-centered Teacher-centered Total Physical Response (TPR) Transition, transition techniques



1. Activate! Warm-up Activity

Brainstorming — Realia

Work in pairs or small groups. Use the Graphic Organizer: Brainstorming handout in the **Supplementary Resources** section of this guide. Choose someone to record your group's ideas on the graphic organizer.

Choose a topic or theme from your lessons, class texts, or curriculum and write the topic in the center of your graphic organizer. Think about the kinds of **realia** (real-world objects) you or your students could bring to class to support learning and make this topic come to life. Write all of your group's ideas on the graphic organizer. You can use words, drawings, or anything you like to represent your brainstorming ideas.

After your group is done brainstorming, discuss ways you can use the realia in your lessons. Compare and share ideas among the groups.



2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group's ideas during a whole group discussion. You can also consider these questions on your own.

1. What do you know about **Total Physical Response (TPR)**? Have you used TPR techniques in your classes? If yes, give examples.

2. What are some examples of realia? What types of language lessons or skills can you teach with realia? Have you used realia in your classes? What types of objects have you used?
3. What are some examples of **chants**? What types of language lessons or skills can you teach with chants? Have you used chants in your classes? What types of chants have you used?
4. What techniques do you use to keep your students engaged when teaching grammar, vocabulary, and pronunciation? In what ways do you vary techniques depending on the age or language level of the students?
5. What are some ways to create smooth **transitions** between activities?

3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- T stands in front of class
T speaks very slowly, clearly
- Topic = new vocabulary
- T directions: “Today, we are going to learn three verbs...”
- T shows Ss first verb
- Ss listen and watch
- Ss stand in rows

(Abbreviations: T = teacher, Ss = students)

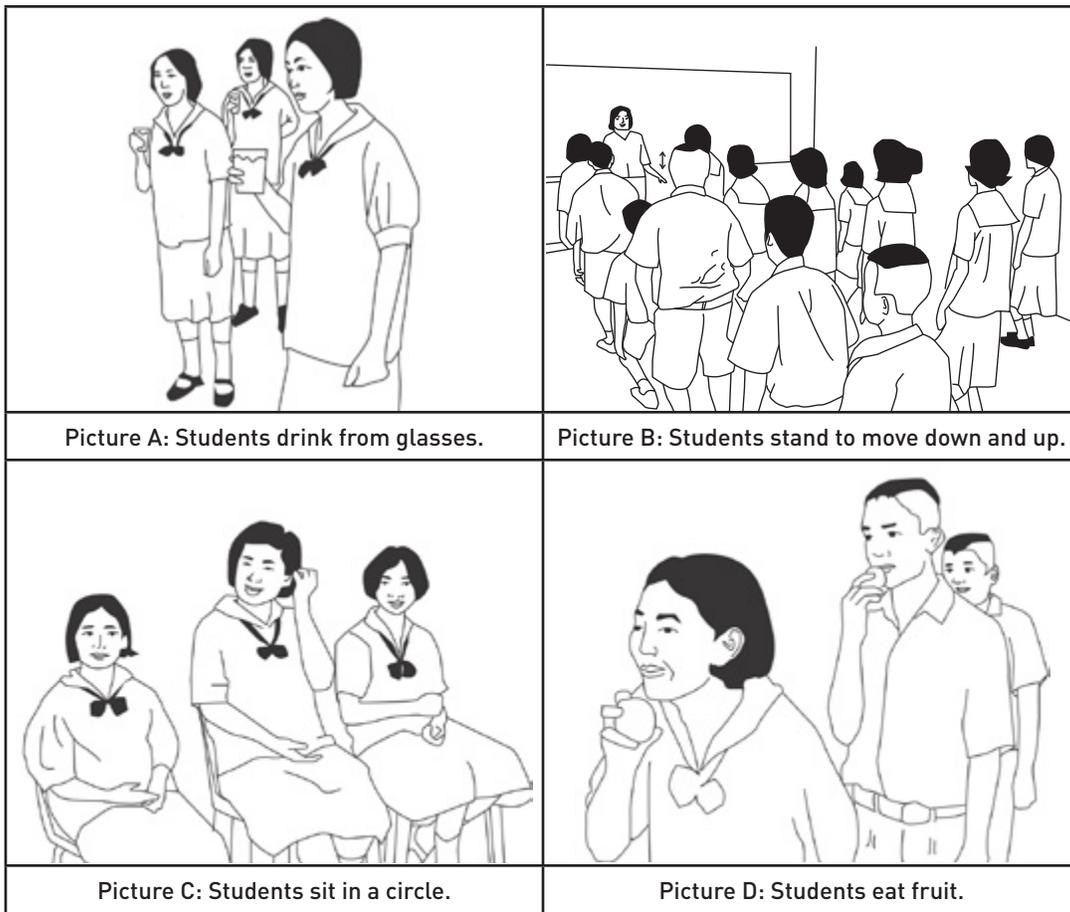
Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the “Video Focus” topics listed on the first page of this unit.

4. Focus Questions: A Closer Look

Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Classroom Arrangement** (1:08): How is the room arranged at the beginning of class? Why is it arranged this way?
2. **Warm-up** (1:57-7:41): What is the opening activity? Why do you think the teacher uses this activity to begin the class?
3. **Target Language Use** (0:10-7:41): The teacher speaks only in English even though this is a beginning-level class. How does the teacher help her students understand the instructions? Do the students seem to understand? How do you know?
4. **Introducing Vocabulary** (0:10-7:41): Do the students see or hear the target vocabulary words first? How does the teacher present the meaning of the words?
5. **Reinforcing Vocabulary** (0:10-7:41): In what ways does the teacher reinforce the target vocabulary in the first set of activities?
6. **Checking Vocabulary Comprehension** (6:10-7:41): How does the teacher give students opportunities to show they understand the vocabulary?
7. **Variety of Activities** (throughout the video): During this lesson, the teacher moves the students through several Total Physical Response activities and classroom arrangements (e.g., sitting, standing, acting out the verbs). Look at the pictures below and put them in the order in which they occurred in the video lesson. You may want to write down the order on a separate piece of paper.



Middle

8. **Integrated Language Skills** (throughout the video): What language skills are practiced in this lesson?
9. **Grammar** (throughout the video): What are the grammar focus areas for this lesson? Is the focus on meaning, form, use, or a combination of these?
10. **Transitions** (throughout the video): What makes the teacher's transitions between activities smooth and effective?
11. **Keeping Students Engaged** (throughout the video): How does the teacher keep the students involved in the lesson?

Ending

12. **Wrap-up** (33:34-38:09): How does the class end? How are the final activities different from the opening activities?

Objectives and Assessment

13. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned during this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics that appear in **bold** below; however, other strategies can also be effective. Think about what you saw in the video, and then explore

alternative strategies by discussing the following questions in small groups. Be sure to consider advantages and disadvantages of the alternatives you suggest.

1. **Student-Centered Learning:** This lesson was **teacher-centered** but also kept the students engaged. How else could this lesson or follow-up lessons incorporate chants and realia in more **student-centered** activities?
2. **Grammar — Meaning and Use:** The teacher focused mainly on the form of the grammatical structure for this lesson. What are other activities teachers can use to encourage students to focus on the meaning and use of the target structure?
3. **Comprehension Checks during TPR Activities:** The teacher checked comprehension through student performance during the TPR activities and by asking students to come to the board to answer questions. What are some other ways to check student comprehension?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Rearranging the Classroom:** Do you ever move desks to make room for certain activities? If yes, for what types of activities? If you cannot rearrange the desks in your classroom, how else can you allow students to move and be active?
2. **Target Language Use:** If you teach a beginning level, do you use only English in the classroom? What are the benefits of this approach? What techniques do you use to help students understand what you are saying? If there is a shared first language (L1) in the classroom, is it acceptable to use that L1? When and how should teachers use the L1? When and how should students use the L1 (with the teacher, with each other)? Do your answers to these questions change depending on the students' language level? Why or why not?
3. **Changing the Pace:** The teacher in the video begins activities with a slower **pace** and then increases the pace as students become more familiar with the concepts, vocabulary, and pronunciation. What are the benefits of changing the pace? Do you pre-plan changes in pace, or do you make changes in the pace based on the students' level of engagement? Why?
4. **Fast or Slow Pacing:** What are the benefits of a fast-paced class with many short activities? What are the benefits of a slow-paced class with longer activities? What factors affect your decisions about pacing?
5. **Chants:** What language skills can be taught with chants? Do you ever use chants in your classes? Why or why not? In your opinion, what are the benefits?
6. **Wrapping Up:** The teacher in the video chose to repeat the TPR activity at the end of class. Do you repeat activities at the end of your classes? Why or why not?
7. **Transitions:** Do you pre-plan transitions between activities? Why are smooth transitions important? What elements contribute to successful transitions?
8. **TPR and Realia:** What are the benefits of using TPR and realia in language classes? How might you use these tools in your classroom?
9. **New Ideas:** What new ideas did you get from this lesson that might work with your students?



7. Action Plan and Further Reflection

1. Design an integrated language skills lesson for your teaching context that incorporates TPR, realia, and/or chants. You can use the Lesson Plan Template in the **Supplementary Resources** section. Think about what kind of vocabulary, pronunciation, and/or grammar points you might include in your integrated language skills lesson. As you create your plan, consider what you have observed or discovered about pacing and transitions between activities.

Share your lesson plan with a colleague or colleagues and get feedback. Revise your plan as needed.

2. Try your plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?



Unit 5 — Video Viewing Guide

School level:	Primary: Young Learners
Ages:	8–9 years old
Language level:	Intermediate
Setting:	United States, English for Speakers of Other Languages (ESOL) classroom
Video focus:	Project-based Learning (PBL) Personalizing learning, helping students connect with content Pair and group work Content-based Instruction (CBI) Teaching students with different learning styles Visual aids in the classroom
Summary:	In this video, the teachers conduct a lesson with the theme “Traveling and Journeys.” The class begins with a role-playing activity that tells the story of the difficulties early settlers to North America (the Pilgrims) faced during their journey across the ocean. After this activity, the teacher asks the students to reflect on issues related to journeys and moving to a new land. During the remainder of the lesson, students work in pairs to complete a poster project. There are many visual aids around the room (on the board, walls, etc.) for students to refer to as they work.
Video length:	35 minutes
Glossary spotlight:	<i>Glossary spotlight terms appear in bold the first time they are used in this unit.</i> Content-based Instruction (CBI) Critical thinking Learning styles (see: aural, kinesthetic, visual) Open-ended question Personalize, personalization Project-based Learning (PBL) Role-play Scaffolded instruction, scaffolding Visual aid



1. Activate! Warm-up Activities

1. Teaching Aids

Close your eyes and picture the classroom(s) where you teach. What types of **visual aids** are on the board, on walls, or other places in the room for students to use as references or guides (e.g., list of spelling words, classroom rules, lesson objectives, daily agenda)? If you don't have your own classroom, what are some examples of teaching aids that you can easily carry with you from room to room? Share your examples with one or more partners.

2. Pair-based Story Writing

Find a partner to form a writing pair. Think about topics from your textbooks or lessons; choose one that is interesting to both of you. Each writing team should choose a *different* topic to avoid repetition across the larger group of participants.

Next, imagine you and your partner are students. Your task is to work together as a writing team to write a short story (two or three paragraphs) about the topic. You can use facts and/or your imagination. Use

the Graphic Organizer: Story Planner or Graphic Organizer: Story Star Chart handout from the **Supplementary Resources** section to help plan your story. Make sure each person has an active role in both the planning and story writing. If time allows, your pair can also act out, read aloud, or illustrate your story. Finally, discuss how you could use pair-based writing activities like this one with your students. Share your ideas with other writing teams.

2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group's ideas during a whole group discussion. You can also consider these questions on your own.

1. Imagine that tomorrow you will be working with a group of young learners. What are some challenges of working with this age group? What techniques work best for keeping young learners actively engaged during a lesson?
2. Have you used drama or **role-plays** in your class? Why or why not? What are some reasons that young learners may enjoy and benefit from role-plays?
3. What do you know about **Content-based Instruction (CBI)**? Have you ever used it in your class? If so, describe your experiences with it. What themes or content have you used/can you use to create lessons that address a variety of language skills?
4. What do you know about **Project-based Learning (PBL)**? Have you used PBL in your class? If so, describe your experience with both the learning process and end results. What type of project did learners complete (e.g., solving a problem or creating a product such as a brochure, model, poster, collection of stories, class newspaper, etc.)? Did students work as individuals, in pairs, or in groups? How long did students work on the projects? If you haven't used PBL before, share some ideas about how you might use it in your classroom.
5. What do you know about **learning styles**? What are some ways you can incorporate activities that appeal to students with different learning styles or strengths? For example, what are some ways you can meet the needs of **visual** learners, **aural** learners, **kinesthetic** learners, etc.?

3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- Ss role-play/act out the story, "Across the Wide Dark Sea"
- Ss wear some paper costumes (hats)
- some Ss throw a little water as "rain"
- T asks Ss to think about their own journeys to USA

(Abbreviations: T = teacher, Ss = students)

Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the "Video Focus" topics listed on the first page of this unit.

4. Focus Questions: A Closer Look

Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Warm-up** (0:08-2:32): Describe the first activity in the lesson. What are the students wearing? What are the students and teachers outside of the “boat” doing? Why are they doing that?
2. **Teacher’s Role** (0:08-2:32): What does the teacher do during the role-play (drama)?
3. **Role-playing** (0:08-2:32): The class is studying about the Pilgrims’ journey to a new land. How does this role-play make the topic more meaningful for students? Why do you think the teachers use this activity to introduce the project?
4. **Learning Styles:** What kinds of learners do you think would like this kind of role-playing activity the most? Why? What do you imagine they may be thinking as they participate in the role-play (see the picture below)?



5. **Content-based Instruction:** What kinds of language are the students learning while studying the content material (the story of the Pilgrims)? How do they learn the language if they are not studying grammar rules?

Middle

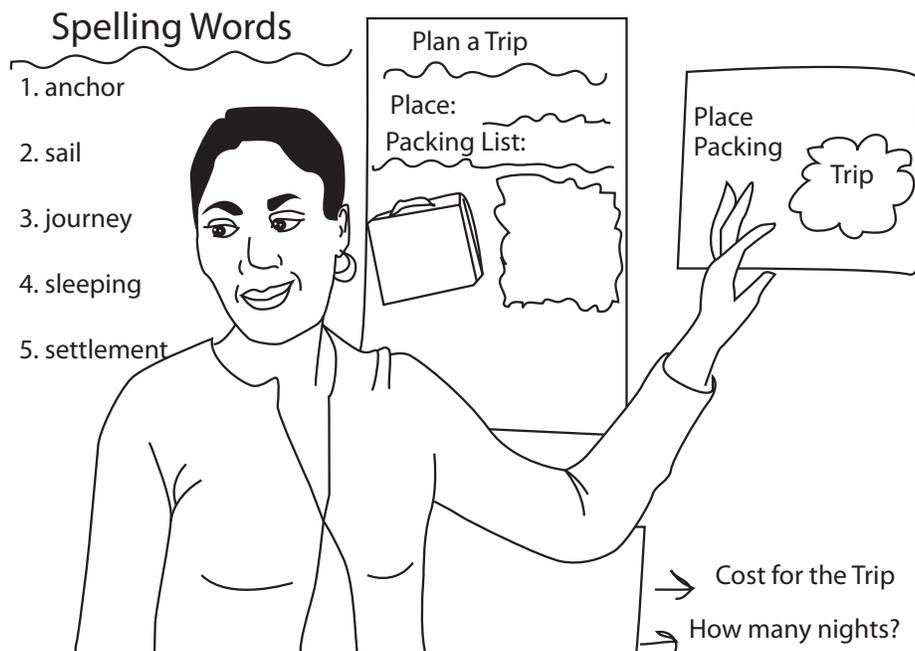
6. **Question and Answer** (2:55-8:28): List examples of the questions the teacher uses during the Question and Answer activity that comes after the role-play. Where are the students sitting during this activity? How does this location relate to the lesson’s theme?
7. **Critical Thinking** (2:55-8:28): During the Question and Answer activity, the teacher asks students to compare their journey to the United States to the Pilgrims’ journey. How do these **open-ended questions** compare to comprehension questions with *yes/no* answers? Which type of questions encourages **critical thinking**?
8. **Personalization** (2:55-8:28): It can be difficult for young learners to relate to the content in history lessons. How do the teachers **personalize** the discussion to make it more relevant for the children?
9. **Feedback** (2:55-8:28): During the Question and Answer session, how does the teacher provide feedback after a student answers a question?

Ending

10. **PBL and Group Work** (9:25-34:36): After the Question and Answer session, the class completes a Project-Based Learning task. The project’s basic steps are listed in the left-hand column of the chart below. Add more details about what the students and teachers do in the middle column. In the Rationale column on the right, add a possible reason for doing this step (that is, what is the value of this step?). (Hint: You may want to think back to the “Video Focus” items and/or Glossary Spotlight terms listed on the first page of this unit). You can record your answers on a separate sheet of paper.

Task Steps	More Details	Rationale
1. Collect information to plan a trip	Example: <i>Students choose a travel brochure</i>	Example: <i>Using authentic materials and language for a "real-world" purpose</i>
2. Write the plan on a green sheet of paper		
3. Make a poster		
4. Decorate the poster		

11. **Giving Instructions for PBL** (9:20-10:34): How does the teacher give instructions for the poster-making task? Why might she give directions in more than one way?
12. **Integrated Language Skills** (9:20-34:36): What language skills do the students use during the poster-making task?
13. **Providing Feedback and Assistance** (10:39-34:36): During the project, teachers circulate around the room and assist the students. What kinds of assistance do the teachers provide? What kinds of visual aids are available to help students with their projects? (See the picture below for reminders.)



Objectives and Assessment

14. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned during this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics that appear in **bold** below; however, other strategies can also be effective. Think about what you saw in the video, and then explore alternative strategies by discussing the following questions in small groups. Be sure to consider advantages and disadvantages of the alternatives you suggest.

1. **Organizing Pair and Group Work:** Students created posters working in pairs. What are other ways to group students for PBL activities?
2. **Promoting Interaction in Pair/Group Work:** What other types of projects/activities can teachers use that encourage interaction between the group members and help them connect to the project content?
3. **Content-based Instruction:** What other activities can teachers use to reinforce vocabulary or language concepts related to the lesson's theme?
4. **Project-based Learning:** What other types of student output could a trip-planning project include?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **PBL and the Solo Teacher:** Three teachers work with this relatively small group of students, which is very unusual, but teachers working alone can still incorporate projects into their classes. How could you adapt the activities you saw in the video for a larger class taught by only one teacher, and perhaps with more limited resources? Give some specific examples.
2. **Scaffolding:** In this video, we don't get to see the activities that came before the role-play to help prepare for it. What do you think the teacher might have done to prepare students before the role-play? What would you do to provide **scaffolding** in your classroom?
3. **Final Presentation:** In the video, we don't see what the students do with the posters after they are finished. What would you ask your students to do with the posters? Why? Have you ever had a poster presentation session in your class? If yes, describe it. If not, do you think this type of activity could work in your class? Why or why not?
4. **Personalization:** During the Question and Answer session after the role-play, the teacher asks the students theme-related questions which are connected to their own lives. What is the purpose of personalizing these questions? How does this approach seem to affect the students' motivation to answer? Do you try to connect lesson content to your students' lives? How do they react? How could you adapt or adopt this approach in your classroom?
5. **Different Learning Styles:** Students have different styles and strengths in how they learn new material. For instance, some students may be especially strong in a particular skill area such as writing or listening. Others can draw well and easily interpret pictures. Others are skilled in learning kinesthetically. How do activities in this class appeal to different styles? Do you incorporate activities that support students with these different styles and strengths? If so, how? What are some ways you could do so in the future?
6. **Student Preferences about Group Work:** Some students prefer to work in groups, while others prefer to work alone. This lesson included a group role-play activity, a Q and A activity in which individual students shared responses, and a pair-work project. In what ways do you consider preferences about group work when planning your lessons?



7. Action Plan and Further Reflection

1. Design a lesson plan that incorporates Content-based Instruction (CBI) and Project-based Learning (PBL). Consider including a role-play or drama activity to help establish the content theme and reinforce vocabulary. You can use the Project-based Learning Essential Elements Checklist and the Lesson Plan Template in the **Supplementary Resources** section.

As you create your plan, consider what types of scaffolding you need to provide to prepare students to complete the project. How will you provide instructions and structure the steps in the project? What is the product or output for the project? Will students work alone, in pairs, or in groups? How will students share what they have learned and created?

Try to find ways to connect the content material to your students' personal lives. What kinds of activities might make the lesson more personalized for the learners? Can you include activities that accommodate different learning styles? How might you encourage critical thinking and creativity through open-ended questions or activities?

Share your plan with colleagues and get feedback. Revise your plan as needed.

2. Try your lesson plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?



Unit 6 — Video Viewing Guide

School level:	Primary: Young Learners
Ages:	7–8 years old
Language level:	Beginner to intermediate
Setting:	United States, English for Speakers of Other Languages (ESOL) classroom
Video focus:	Classroom management: keeping students on task and engaged Teaching students with different learning styles Integrated language skills, vocabulary, and grammar for young learners Using visual aids to reinforce language content
Summary:	In this video, the teacher presents a grammar lesson using “the rainforest” as the guiding theme (content area). She uses movement, singing, color, and repetition to engage students and to reinforce grammar points and vocabulary. The teacher uses pacing and a variety of activities to keep the students engaged and the lesson moving forward.
Video length:	23 minutes
Glossary spotlight:	<i>Glossary spotlight terms appear in bold the first time they are used in this unit.</i> Content-based Instruction (CBI) Elicit, elicitation Learning styles On task Pace, pacing Recycling Scaffolded instruction, scaffolding Visual aid Wait time



1. Activate! Warm-up Activity

Brainstorming—Visual Aids

Work in pairs, small groups, or individually. Use the Graphic Organizer: Brainstorming handout in the **Supplementary Resources** section; choose someone to record your group’s ideas on the graphic organizer.

Think about the types of **visual aids** that can be used to teach grammar and vocabulary. Some of these visual aids can be physical (e.g., pictures or charts), whereas others can be electronic (e.g., PowerPoint slides). What are some grammar points and vocabulary that you could teach using these visual aids?

After your group is done brainstorming and if time allows, create a simple visual aid to illustrate your ideas. Show your visual aid or describe one of the specific examples your group created to other groups or individuals; discuss your ideas.



2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group’s ideas during a whole group discussion. You can also consider these questions on your own.

1. What are warm-up activities in language lessons? Give some examples of warm-up activities that you use in class and the reasons for using each one.
2. What are some techniques that work well when teaching vocabulary and grammar to young learners?
3. How do you keep students engaged during a lesson? Do you change your methods when teaching younger students? Older students? How do you do it and why?
4. What do you know about **learning styles**? Do you consider your students' learning styles when you plan your lessons? If yes, how?

3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- Ss sit in groups
- Ss stand up
- T leads Ss through weather words and song
- Ss laugh, sing....do arm movements
- T reviews sentences, word order
- Yellow chart at front of room has words for sentences:
adjectives → nouns (things) → verbs → adverbs → prep phrases

(Abbreviations: T = teacher, Ss = students, prep = prepositional)

Alternatively, your facilitator or trainer may ask you to make specific observations about one or more of the “Video Focus” topics listed on the first page of this unit.

4. Focus Questions: A Closer Look

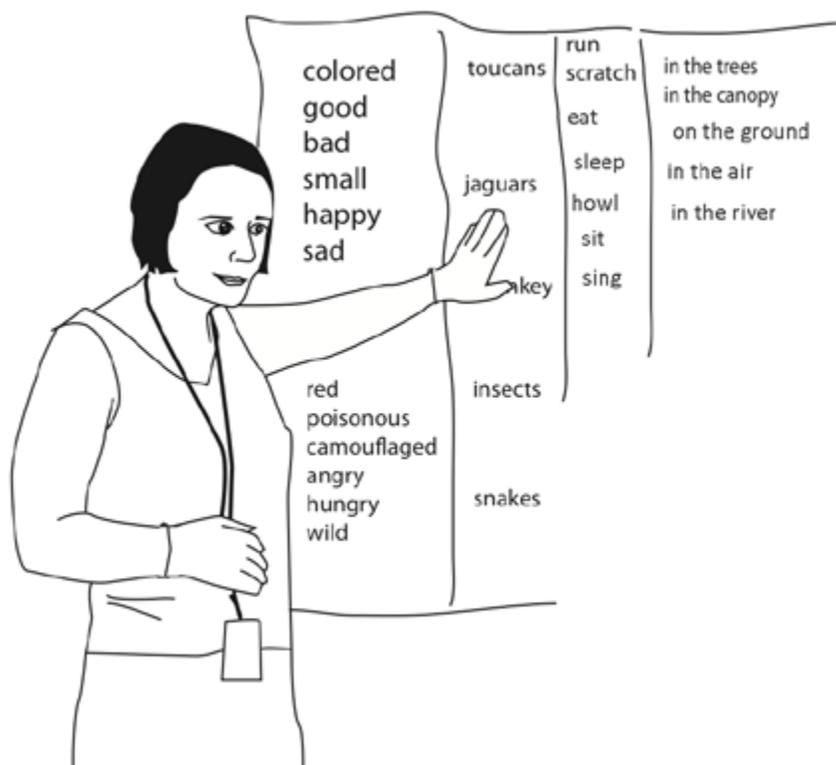
Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Preparing Students to Begin Class** (0:18): What does the teacher ask students to do at the beginning of class?
2. **Preparing for the Warm-up** (0:38-0:55): How does the teacher prepare the students to do the warm-up activity?
3. **Warm-up** (0:58-1:25): What is the warm-up activity used in this lesson?

Middle

4. **Beginning the Lesson** (1:29-2:22): How does the teacher begin the grammar lesson?
5. **Reviewing Vocabulary** (2:23-7:32): How does the teacher review the vocabulary that will be used in the lesson? What types of information does she **elicit** about the vocabulary?
6. **Wait Time** (4:51-5:36): How long does the teacher wait between when she asks the question and when the student answers it? What happens as a result of the **wait time**?
7. **Reviewing Grammar** (7:33-8:36): How does the teacher review the sentence that was written in a previous lesson? What is the purpose of the chart with words at the front of the room? Use the picture below as a reminder if needed.



8. **Checking for Comprehension** (8:38-12:52): How does the teacher check students' comprehension of the sentences?
9. **Using Visual Aids** (10:55-11:19): What kinds of visual aids does the teacher use to reinforce the grammar points?
10. **Student Engagement and Participation** (throughout the video): How does the teacher encourage student participation and keep students **on task** during the lesson?
11. **Reinforcing Content** (throughout the video): How does the teacher reinforce the rainforest content during the grammar lesson? How does the teacher use repetition and **recycling** to reinforce the points of the lesson?
12. **Target Language Use** (throughout the video): What are the different ways the teacher gets students to use English during the lesson?

Ending

13. **Checking for Comprehension** (19:16-21:01): How does the teacher make sure the students are prepared for the writing task?
14. **Scaffolding** (19:16-23:18): How does the last activity build on what has been done over the course of the lesson? That is, what activities have provided **scaffolding** to help students produce language in the last activity?

Objectives and Assessment

15. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned during this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics that appear in **bold** below; however, other strategies can also be effective. Think about what you saw in the video, and then explore

alternative strategies by discussing the following questions in small groups. Be sure to consider advantages and disadvantages of the alternatives you suggest.

1. **Warm-ups:** What other kinds of warm-up activities might work well in this type of lesson?
2. **Student-centered Learning and Engagement:** What are other ways to make this type of lesson student-centered and engaging?
3. **Grammar Activities:** What other activities can teachers use to reinforce understanding of parts of speech, sentences, and word order?
4. **Production Activities:** Students write their own sentences in their journals. What other production or “output” activities can help students demonstrate their ability to use the target language forms?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Learning Styles:** The teacher incorporates activities for different learning styles in this lesson, such as visual, auditory, kinesthetic, etc. Do you do this in your classroom? If so, how? If not, how could you accommodate different learning styles?
2. **Keeping Students Engaged:** This teacher uses effective **pacing** and many short activities with visuals and movement to keep students engaged and learning. Which of these activities could you try in your classroom? What other effective classroom management techniques did you see?
3. **Wait Time:** How does this teacher’s wait time compare to your own? What are the advantages and disadvantages of long and short wait times? Do you use both? Why?
4. **Content-based Instruction:** This teacher uses the “rainforest” theme as the basis for this **content-based instruction** lesson. What are the advantages of using a theme or specific content to teach grammar points and new vocabulary? What themes/content areas would work well with your students?
5. **Adapting:** If you work with students of a different age or language level, how could you adapt this lesson for your students?
6. **New Ideas:** What new ideas did you get from this lesson that might work with your students? Try to think of specific content and specific tasks that you might use.



7. Action Plan and Further Reflection

1. Choose the rainforest or another content theme that is appropriate for your class. Design a lesson plan with several short content-based activities related to the theme. You can use the Lesson Plan Template in the **Supplementary Resources** section.

Consider how you will keep students engaged and how you can incorporate activities that accommodate different learning styles and student interests.

Think about how you might present grammar and vocabulary in an integrated manner. Perhaps you will use a visual aid with vocabulary/parts of speech like the chart in the video (“Poisonous monkeys scratch madly in the trees.”). See the Sentence Patterns Chart in the **Supplementary Resources** section as a template for making such a chart. What other kinds of visual aids will you use and why?

Share your plan with a colleague or colleagues and get feedback. Revise your plan as needed.

2. Try your lesson plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?

Unit 7 — Video Viewing Guide

School level:	Primary: Young Learners
Ages:	9–10 years old
Language level:	Intermediate
Setting:	United States, bilingual classroom (English and Spanish)
Video focus:	Integrated language skills Managing group work Classroom management techniques Giving effective instructions Making effective transitions Using visual aids to support grammar and vocabulary
Summary:	This class is one in a series of several lessons on the topic (content area) of sockeye salmon. The teacher has organized the room and the integrated skills activity to encourage collaboration between the students. The students respond to questions and tasks, while the teacher deals with error correction in a variety of ways. She fills in a brightly colored chart with the information they discuss. Students move to another part of the room to chant as a group using material from the lesson.
Video length:	31 minutes
Glossary spotlight:	<i>Glossary spotlight terms appear in bold the first time they are used in this unit.</i> Chant Classroom management Collaborate, collaborative learning Elicit, elicitation Integrated language skills Transition, transition techniques Visual aid



1. Activate! Warm-up Activity

Integrated Language Skills

Individually, think about your curriculum and choose a short story or reading passage that you use with your students. The story can be factual or fictional.

For five minutes, work alone to brainstorm ways you can integrate the four language skills—reading, writing, speaking, and listening—into a lesson that uses the story or reading you selected as the core theme. To organize your **integrated language skills** ideas, use the Graphic Organizer: Brainstorming handout in the **Supplementary Resources** section. Write a brief description of your story or text in the middle of the page. Draw a circle around it. In the next set of circles write “Reading,” “Writing,” “Speaking,” and “Listening.” You can include “Vocabulary” and/or “Grammar,” if you wish. Next, generate activity ideas that relate to your story topic for each of the skill areas.

After the brainstorming period ends, look at the ideas you developed. Can you combine any of the ideas from two or more language skill areas into a single activity or a sequence of related activities?

Share your ideas for integrating language skills with a partner. Can your partner suggest other ways to combine some of your ideas?



2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group's ideas during a whole group discussion. You can also consider these questions on your own.

1. Imagine that tomorrow you will use group work in your classes. How might you use group work to effectively teach the material you need to cover? How will you make sure that all students contribute during **collaborative learning** activities?
2. What **classroom management** challenges do you experience in the classroom? If you do not teach young learners, what classroom management challenges might a primary teacher experience? What kinds of classroom management techniques can teachers of young learners use?
3. Do you use activities that involve integrated language skills (two or more language skill areas such as reading, writing, speaking, listening, grammar, and vocabulary)? Give an example.
4. How do you decide which students will answer questions in class? Do you ask for volunteers? Do you call on students, or do students ever call on each other? How do you ensure that students get equal opportunities to participate in class?



3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- T tells Ss that each group has a “salmon expert”
- T points to yellow chart at front of class
other animals on the chart already (e.g., bear), salmon is next
- T tells Ss: “Ready? Heads together!”
— Ss begin working in groups right away
- T: “1-2-3, eyes on me”
— Ss stop working and look at T
- T takes a red stick from cup: “red, number 3”
- S number 3 from red group answers the question

(Abbreviations: T = teacher, Ss = students, S = student)

Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the “Video Focus” topics listed on the first page of this unit.



4. Focus Questions: A Closer Look

Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Arranging the Room** (0:50): Why does the teacher have the desks arranged in islands (stations consisting of four desks)?
2. **Sharing Knowledge** (0:21-1:00): The teacher tells the class that each group has a “salmon expert.” What is the role of the “expert”? What are “experts” expected to do? What does the rest of the group do?
3. **Using Visual Aids** (0:20-0:48): The large yellow grid on the board is a **visual aid** showing that the class has previously studied grizzly bears and red-backed voles (a small mouse-like mammal). Why might the teacher display all of this information in one chart?

Middle

4. **Giving Clear Instructions** (0:19-0:48): The teacher’s oral instructions contain several pieces of information about how to complete the activity. How does the teacher make these directions clear and comprehensible? What does she say?
5. **Managing Group Work** (0:19-11:24): The teacher poses one question at a time to the class. How does she ensure that all students in the groups are participating? What phrase does she use to get everyone discussing and answering each question? What other techniques does she use to manage the group-work process during this lesson segment?
6. **Classroom Management — Calling on Students** (1:03-1:06, 1:48-1:52, 2:02-2:05, and other times): What system does the teacher use to call on students to answer questions?
7. **Eliciting More Information** (4:02-6:16): The teacher asks the question, “Why are sockeye salmon threatened or endangered?” The Green group answers “erosion.” The answer is correct but incomplete. What does the teacher do and say to **elicit** a more complete answer from the group?
8. **Making Transitions** (11:24-11:56): The teacher makes a **transition** at this point from one activity to another using several classroom management techniques. How does she make the transition and give instructions? What are the benefits of doing it this way?

Ending

9. **Successful Instructions** (16:07-18:11): How does the teacher make her directions clear to her students?
10. **Student-centered Learning** (19:58-20:19): When the students are writing their sentence strips in the last activity, one group is deciding whether the line should read, “The sockeye salmon live/lives in the river.” What do they decide? What is the value of this sort of discussion?
11. **Collaborative Work** (16:07-30:49): Below are the five steps in the last collaborative activity but they are mixed up. Write the steps in the correct order on a separate piece of paper.
 - A. discuss with other team members and answer the question on the strip of paper
 - B. read the paragraph aloud together
 - C. listen to the team question
 - D. sit on the floor and decide if information, grammar, and punctuation are correct
 - E. read through material again to find their answer

Objectives and Assessment

12. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned during this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics that appear in **bold** below; however, other strategies can also be effective. Think about what you saw in the video, and then explore alternative strategies by discussing the following questions in small groups. Be sure to consider advantages and disadvantages of the alternatives you suggest.

1. **Classroom Management:** What are other ways to arrange a classroom for this age group?
2. **Transitions:** What are other words, rhymes, and phrases teachers can use as signals to begin or transition to another activity?
3. **Chants:** How can teachers find or develop **chants** that reinforce language material?
4. **Calling on Students:** What are other ways to get different students to answer questions?
5. **Group Work:** How else can teachers incorporate collaborative group work into language lessons?
6. **Giving instructions:** What are different ways to give clear instructions and to check that students understand directions?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Group Work:** The teacher had students work together in small groups to discuss the material and look back at the reading. What are the advantages of using collaborative group work? Have you used collaborative work with your students? What have you done? If not, how might you try a group activity in your classroom?
2. **Seating Arrangements:** This teacher has 27 students in her class, arranged in groups of four to work in islands. Are you able to arrange your own class in this way? If so, do you? If not, what else could you do to facilitate group work, for example, if your desks cannot be moved?
3. **Using Student “Experts”:** In the first activity, each group has an “expert,” a student who read about sockeye salmon with the teacher earlier in the day. The expert helps guide the other students to read and discuss the information. What do you think about using students as “experts”? Could you try this technique in your classroom? Why or why not? What are other ways we can encourage students to teach each other?
4. **Using Visual Aids:** The teacher used the chart to record the students’ answers about sockeye salmon. Why might using such a chart or other visual aids be helpful for students? Do you ever use charts to record the information your class is discussing? Why or why not? If you do not have your own classroom, how could you display similar kinds of charts?
5. **Using Chants:** The teacher used chants to reinforce the content material the class was studying. How do you think the teacher trained her students to use chants? Have you ever used chants in your classes? If yes, what are the benefits of using chants? If no, could you use chants? Why or why not?
6. **Classroom Management and Transitions:** This teacher uses a variety of classroom management techniques to make smooth transitions, to draw the students’ attention, and to manage student behavior. Have you tried any of these techniques in your classroom? If so, which ones? If not, which might you like to try? How could you incorporate these classroom management techniques into your own classes?
7. **Giving Instructions:** Consider the techniques for giving instructions that have worked well for you in the past. What are they? Did you see any techniques in the video you would like to try or adapt for your classroom? Why?
8. **Adapting to Your Own Setting:** Did you see anything else new in the video that you might try in your classes? How could you adapt techniques from this lesson to use in classes with students of different ages or language levels?



7. Action Plan and Further Reflection

1. Design an integrated language skills lesson plan for your teaching context that incorporates group work. You can use the Lesson Plan Template in the **Supplementary Resources** section.

As you create your plan, consider how you will manage group work. How will you group your students? Think about how the students will divide responsibilities and collaborate. How might you incorporate students as “experts” or in other kinds of information-sharing roles?

Also consider the following questions: How will you provide clear instructions and confirm that students understand them? How can you elicit more information if students give incomplete answers? Can you use visual aids to support your students’ efforts? What techniques will you use to keep your students focused and on task? Consider inventing some of your own “signal” phrases to indicate transitions or to refocus students on a topic.

Share your plan with colleagues and get feedback. Revise your plan as needed.

2. Try your lesson plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?



Part 2 — Exploring the Primary Classroom: Young Learners

You can find these practical materials and professional development resources on the Supplementary Resources CD or online at americanenglish.state.gov. The printable take-away resources are also provided after the list of *English Teaching Forum* articles.

Printable Take-Away Resources

	Resource	Description
Unit 4	Graphic Organizer: Brainstorming	This document provides a blank map to help you brainstorm ideas and look for connections among them. Teachers can provide copies of this graphic organizer to students or reproduce it on the board during class. This tool can be used in any brainstorming situation such as a teacher thinking about activity ideas for a lesson or students developing ideas for their essays in a pre-writing activity. Participants will use this graphic organizer in the <i>Activate! Warm-Up Activity</i> section in Unit 4.
Unit 5	Graphic Organizer: Story Star Chart	This graphic organizer uses a star image to help students develop ideas when writing a story, or to guide students through the process of analyzing a story they are reading. Teachers can incorporate this tool in reading and writing activities. Participants may use this graphic organizer in the <i>Activate! Warm-Up Activities</i> section in Unit 5.
	Graphic Organizer: Story Planner	This graphic organizer uses six empty boxes that students can use to plan the content and sequence of stories they are writing; students can plan using images or text. Students can also use this tool to analyze the plot and create timelines for stories they are reading. Teachers can incorporate this tool in reading and writing activities. Participants may use this graphic organizer in the <i>Activate! Warm-Up Activities</i> section in Unit 5.
	Project-based Learning Essential Elements Checklist	This checklist can help teachers design robust projects according to the principles of Project-based Learning (PBL). Teachers can also use the checklist to evaluate project ideas.
Unit 6	Graphic Organizer: Brainstorming	This document provides a blank map to help you brainstorm ideas and look for connections among them. Teachers can provide copies of this graphic organizer to students or reproduce it on the board during class. This tool can be used in any brainstorming situation such as a teacher thinking about activity ideas for a lesson or students developing ideas for their essays in a pre-writing activity. Participants will use this graphic organizer in the <i>Activate! Warm-Up Activity</i> section in Unit 6.

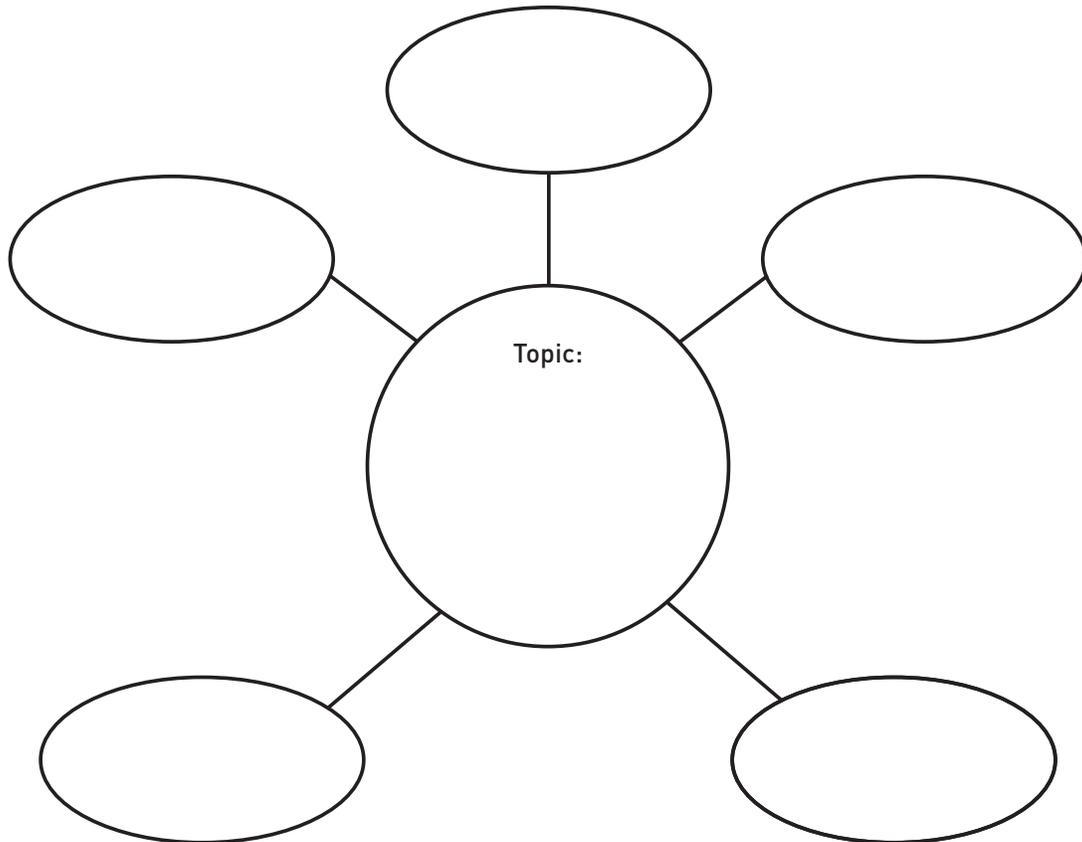
Unit 6	Sentence Patterns Chart	This chart is similar to the one seen in the Unit 6 video used to categorize words into different parts of speech. A sample completed chart is included. Teachers can create a large visual aid like the one in the video, or students can make their individual charts. This resource is helpful to process new language input and to review vocabulary and grammar. Participants may choose to use or adapt this resource when creating a lesson plan in the <i>Action Plan and Further Reflection</i> section in Unit 6.
Unit 7	Graphic Organizer: Brainstorming	This blank graphic organizer also can be used to support brainstorming in the classroom. Teachers can provide copies of this graphic organizer or reproduce it on the chalkboard during class. Participants will use this graphic organizer in the <i>Activate! Warm-Up Activity</i> section in Unit 7.
	Sockeye Salmon: Reading Expert Worksheet	This worksheet includes the reading passage used in the Unit 7 video; it also includes space where “reading experts” or other students can draw pictures or make notes to remember unfamiliar words. Participants may choose to use or adapt this resource when creating a lesson plan in the <i>Action Plan and Further Reflection</i> section in Unit 7.
	“Habitat” Chant	This is one of the chants used in the Unit 7 video. The chant handout includes space where students can draw pictures to illustrate the verses of the chant. Participants may choose to use or adapt this resource when creating a lesson plan in the <i>Action Plan and Further Reflection</i> section in Unit 7.
	“I Can Spell” Chant	This handout includes an illustrated version of one of the chants used in the Unit 7 video. Participants may choose to use or adapt this resource when creating a lesson plan in the <i>Action Plan and Further Reflection</i> section in Unit 7.
All Units	Lesson Plan Template (Blank)	Teachers and participants can use this blank lesson plan form to design their own class session and specify lesson objectives, skill/content focus areas, lesson sequencing, materials, and procedures. Teachers can modify the form to suit the needs of their context. Please see <i>Part 1: Supplementary Resources</i> for an example.
	Lesson Plan Example	Teachers and participants can use this completed lesson plan from a post-secondary English class as an example of the types of information they might include in their own lesson plans. Please see <i>Part 1: Supplementary Resources</i> for an example.

Suggested *English Teaching Forum* Articles (available at <http://americanenglish.state.gov>)

- [“Teaching Listening Skills to Young Learners through ‘Listen and Do’ Songs” by Mustafa Şevik: 2012, 50\(3\)](#)
- [“The Future Is Now: Preparing a New Generation of CBI Teachers” by Bradley Horn: 2011, 49\(3\)](#)
- [“Learning to Learn Cooperatively” by Anne Hammond Byrd: 2009, 47\(4\)](#)
- [“A Story-Based Framework for a Primary School Classroom” by Eleni Griva: 2007, 45\(4\)](#)
- [“Student-Centered Teaching in Large Classes with Limited Resources” by Susan Renaud, Elizabeth Tannenbaum, and Phillip Stantial: 2007, 45\(3\)](#)
- [“Developing Dynamic Units for EFL” by Joan Kang Shin: 2007, 45\(2\)](#)
- [“Ten Helpful Ideas for Teaching English to Young Learners” by Joan Kang Shin: 2006, 44\(2\)](#)
- [“Channeling Children’s Energy through Vocabulary Activities” by Andrea Schindler: 2006, 44\(2\)](#)
- [“First Road to Learning Language through Stories” by Myrtis Mixon and Philomena Temu: 2006, 44\(2\)](#)
- [“Using Drama with Children” by Galina Zalta: 2006, 44\(2\)](#)
- [“Using Favorite Songs and Poems with Young Learners” by Caroline Linse: 2006, 44\(2\)](#)
- [“The Children’s Response: TPR and Beyond” by Caroline Linse: 2005, 43\(1\)](#)
- [“Assessment of Young Learners” by Kassim Shaaban: 2005, 43\(1\)](#)

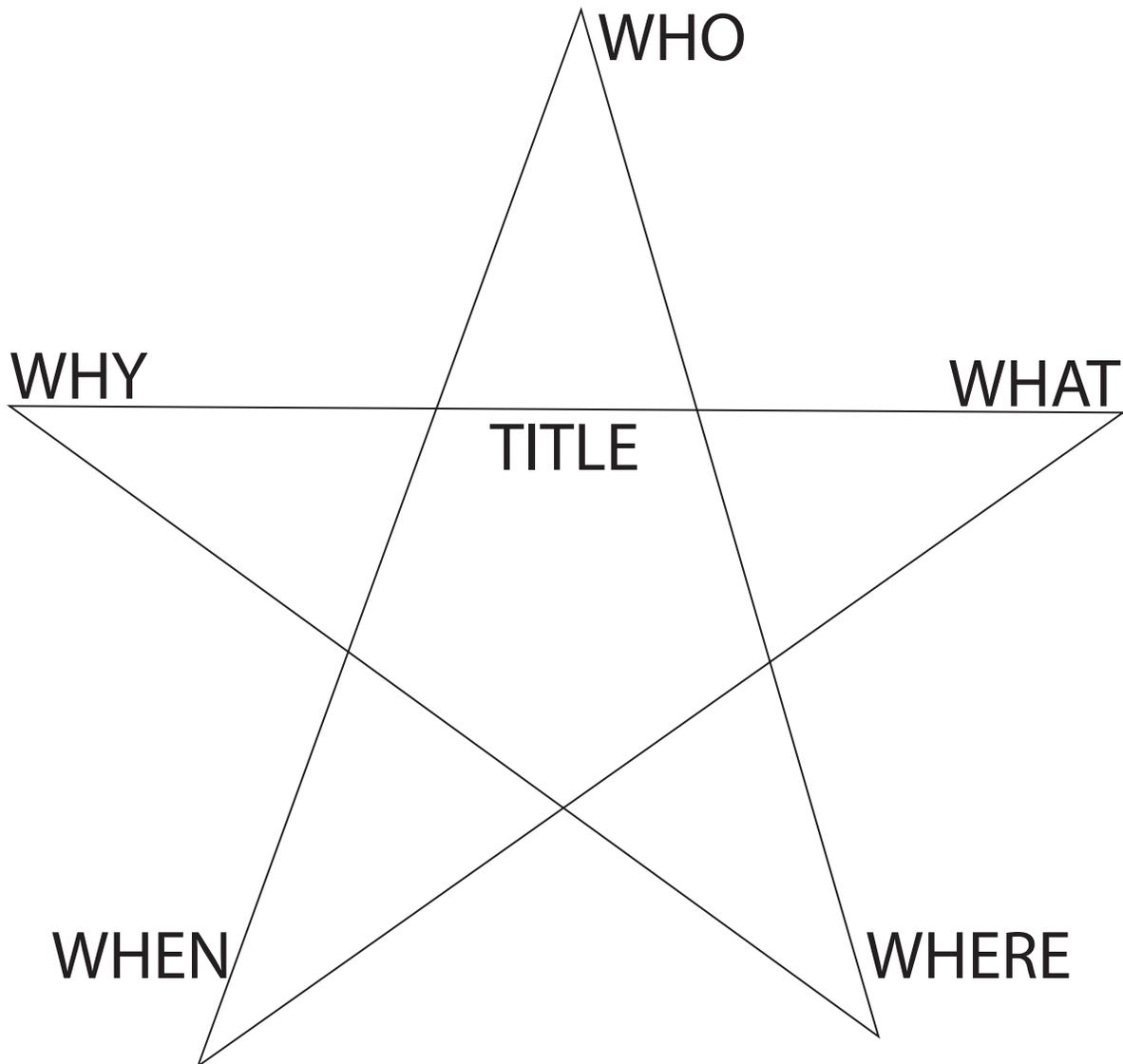
Graphic Organizer: Brainstorming

Instructions: Write the main topic in the center circle below. Record all of your related ideas in the circles around the topic. Make more idea “branches” by adding circles and lines as needed. You can use text, drawings, or other symbols to represent your ideas.



Graphic Organizer: Story Star Chart

Instructions: Write the title of the story in the middle of the star and the details for the wh- words by the points of the star.



Graphic Organizer: Story Planner

Title of the Story: _____

By: _____

Instructions: Draw pictures and write the events for your story in the numbered boxes below.

1

2

3

4

5

6

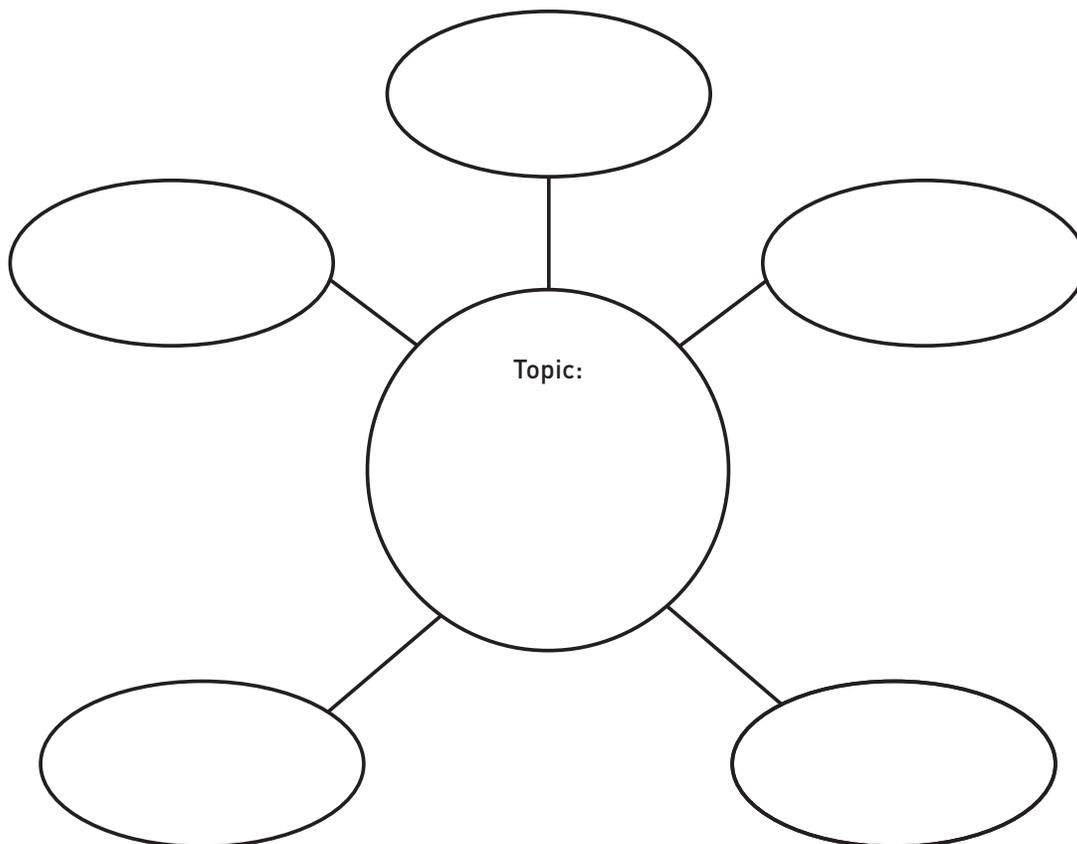
Project-based Learning Essential Elements Checklist

Does the Project...?			?
<p>FOCUS ON SIGNIFICANT CONTENT At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.</p>			
<p>DEVELOP 21st CENTURY SKILLS Students build skills valuable for today’s world, such as critical thinking/ problem solving, collaboration, and communication, which are taught and assessed.</p>			
<p>ENGAGE STUDENTS IN IN-DEPTH INQUIRY Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.</p>			
<p>ORGANIZE TASKS AROUND A DRIVING QUESTION Project work is focused by an open-ended question that students explore or that captures the task they are completing.</p>			
<p>ESTABLISH A NEED TO KNOW Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.</p>			
<p>ENCOURAGE VOICE AND CHOICE Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.</p>			
<p>INCORPORATE REVISION AND REFLECTION The project includes processes for students to use feedback to consider additions and changes that lead to high-quality products, and think about what and how they are learning.</p>			
<p>INCLUDE A PUBLIC AUDIENCE Students present their work to other people, beyond their classmates and teacher.</p>			

Used with permission from the Buck Institute for Education.

Graphic Organizer: Brainstorming

Instructions: Write the main topic in the center circle below. Record all of your related ideas in the circles around the topic. Make more idea “branches” by adding circles and lines as needed. You can use text, drawings, or other symbols to represent your ideas.



Sentence Patterns Chart

Topic: _____ Lesson Date(s): _____

Instructions: Fill in the chart with the vocabulary for your topic. You can also add pictures if you like.

Adjectives	Nouns	Verbs	Adverbs	Prepositions of Place

Sentence Patterns Chart, Example

Topic: The Desert

Lesson Date(s): October 15–31

Instructions: Fill in the chart with the vocabulary for your topic. You can also add pictures if you like.

Adjectives	Nouns	Verbs	Adverbs	Prepositions of Place
old young tall long black, yellow, red, green, brown, white small, little, tiny big, huge strong pretty, beautiful ugly spotted striped poisonous nocturnal	foxes rats camels lizards snakes insects spiders scorpions wild dogs bats hawks cactus flowers palm trees watering holes	eat sleep grow walk run jump fly hide sting bite fight crawl slide slither	quickly slowly quietly loudly fiercely ferociously happily sadly madly	on the ground on the sand on the rocks in the rocks under the rocks across the dunes in the sky in the shade in the oasis in the caves



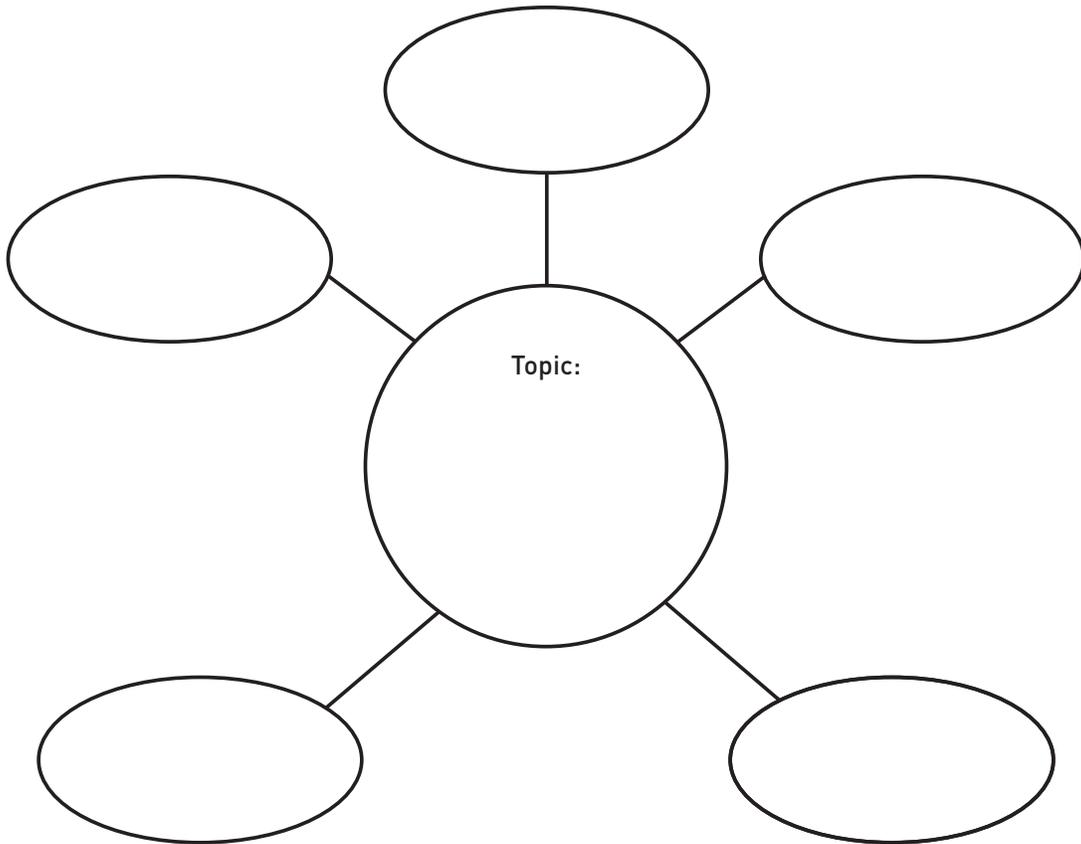
Example Sentences:

- Long, poisonous snakes eat quickly on the sand.
- Small insects and lizards run quickly under the rocks.



Graphic Organizer: Brainstorming

Instructions: Write the main topic in the center circle below. Record all of your related ideas in the circles around the topic. Make more idea “branches” by adding circles and lines as needed. You can use text, drawings, or other symbols to represent your ideas.



Sockeye Salmon: Reading Expert Worksheet

[Students highlight or circle new vocabulary in the text.]

Class: *Sockeye salmon are bony fish.*

Habitat: *The sockeye lives in freshwater rivers and streams for the first part of its life. It then migrates to the ocean, where it lives most of its life. It returns to freshwater at the end of its life to lay eggs.*

Food: *The sockeye salmon feeds mainly upon zooplankton. It also eats insects.*

Why threatened or endangered: *Most populations of sockeye salmon are endangered because of erosion caused by mining and logging in forests. The dirty runoff can pollute the gravel bedding the salmon needs for laying eggs, and can kill the insects it eats.*

Importance to forests: *Salmon are an important part of the food chain, providing food to bears and large birds of prey. They also bring nutrients from the ocean to the streams and rivers.*

Interesting facts: *Salmon travel thousands of kilometers and use their sense of smell to help guide them home when returning from the ocean.*

[Students draw pictures here to help remember vocabulary.]

“Habitat” Chant

Habitat, habitat, have to have a habitat,
Habitat, habitat, have to have a habitat,
Habitat, habitat, have to have a habitat,
Have to have a habitat... to carry on!

Well, the **forest** is a habitat, a very special habitat.
It’s where the tallest trees are at, it’s where a bear can scratch
her back.
It keeps the earth from rolling back, prevents erosion, that’s a fact.
The **forest** is a habitat that... we all depend on!

[image goes here]

[image goes here]

Habitat, habitat, have to have a habitat,
Habitat, habitat, have to have a habitat,
Habitat, habitat, have to have a habitat,
Have to have a habitat... to carry on!

Well, the **tree** is a habitat, a very special habitat.
The roots are where the mice are at, it’s where the birds can sing
and quack.
When it dies it’s still a home, a place that insects call their own,
that’s a fact.
The **tree** is a habitat that... we all depend on!

Habitat, habitat, have to have a habitat,
Habitat, habitat, have to have a habitat,
Habitat, habitat, have to have a habitat,
Have to have a habitat... to carry on!

Well, the **river** is a habitat, a very special habitat.
It’s where the freshest water’s at, for people, fish, and wild cats.
But if the people dump their waste, so many creatures are
displaced, that’s a fact.
The **river** is a habitat that... we all depend on!

[image goes here]

[image goes here]

Habitat, habitat, have to have a habitat,
Habitat, habitat, have to have a habitat,
Habitat, habitat, have to have a habitat,
Have to have a habitat... to carry on!

But people are different than foxes and rabbits,
Affecting the world with our bad habits.
It’s better to love it while we still have it.
Or rat-a-tat-tat... our habitat’s gone.

As seen in the video, adapted from the original “Habitat” by Kathe Gorja-Hendrickson and John Hendrickson.

“I Can Spell” Chant

I can spell tree: t-r-e-e.

I can spell home: h-o-m-e.

I can spell live: l-i-v-e.

But I can't spell... interdependence.

I can spell food: f-o-o-d.

I can spell rain: r-a-i-n.

I can spell bird: b-i-r-d.

But I can't spell... interdependence.

I can spell log: l-o-g.

I can spell bug: b-u-g.

I can spell frog: f-r-o-g.

But I can't spell... interdependence.

Yes, I can! Yes, I can!

INTER-DEPEND-ENCE, INTERDEPENDENCE!

[Students draw pictures here to help remember vocabulary.]

As seen in the video, adapted from “I Can Spell” by Laura Curry.

“I Can Spell” Chant, Example

I can spell tree: t-r-e-e.

I can spell home: h-o-m-e.

I can spell live: l-i-v-e.

But I can't spell... interdependence.

I can spell food: f-o-o-d.

I can spell rain: r-a-i-n.

I can spell bird: b-i-r-d.

But I can't spell... interdependence.

I can spell log: l-o-g.

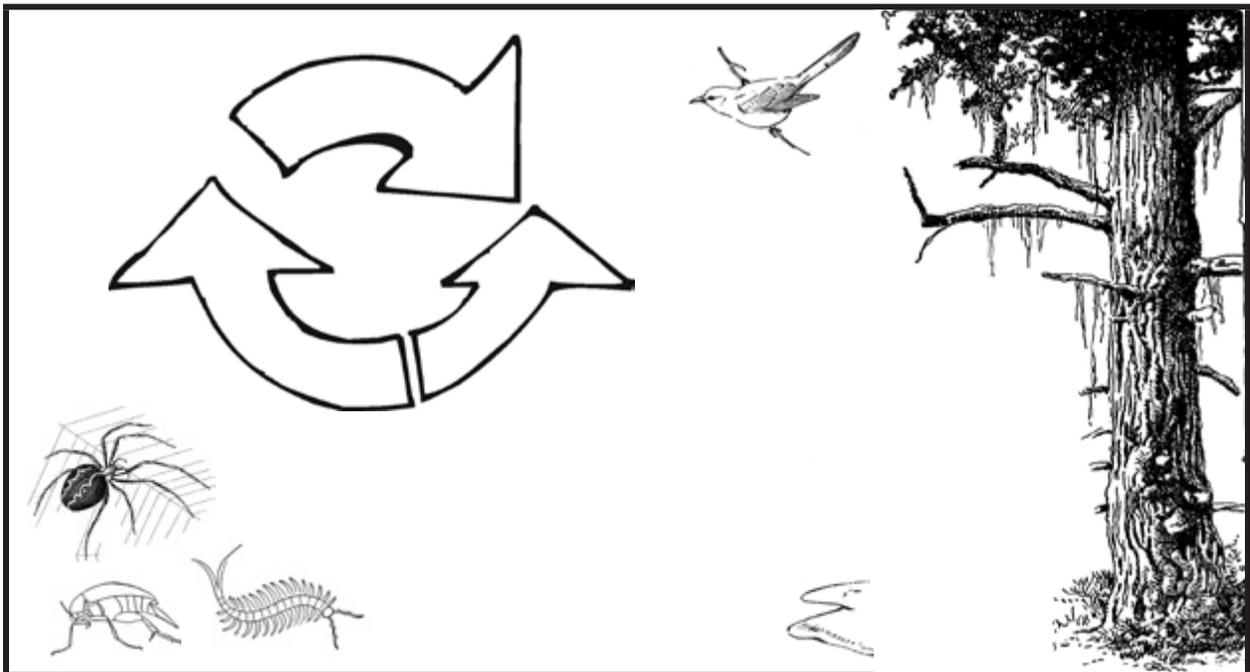
I can spell bug: b-u-g.

I can spell frog: f-r-o-g.

But I can't spell... interdependence.

Yes, I can! Yes, I can!

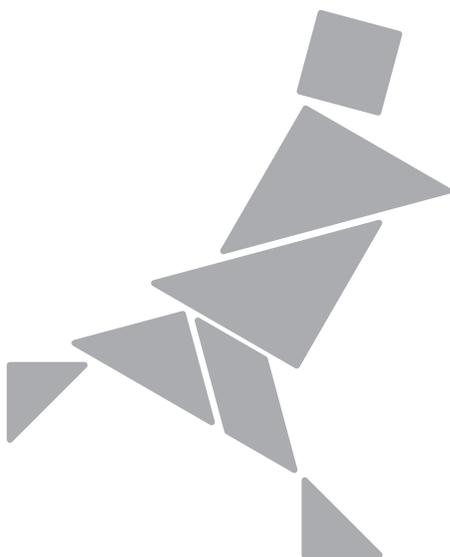
INTER-DEPEND-ENCE, INTERDEPENDENCE!



As seen in the video, adapted from “I Can Spell” by Laura Curry.

PART 3

Exploring the Secondary Classroom: Teens





Unit 8 — Video Viewing Guide

School level:	Secondary
Ages:	Teens
Language level:	Intermediate
Setting:	Costa Rica, English as a Foreign Language (EFL) classroom
Video focus:	Using a variety of activities to achieve lesson objectives Student-centered learning Personalized learning Content-based Instruction (CBI) Encouraging critical thinking and creative thinking
Summary:	In this video, the teacher presents a lesson using “television and mass media” as the guiding content theme. During the lesson, the students participate in both structured and open-ended activities that are related to the theme. Several of the activities in class are student-centered, requiring student input, critical thinking, and creative thinking.
Video length:	79 minutes
Glossary spotlight:	<i>Glossary spotlight terms appear in bold the first time they are used in this unit.</i> Content-based Instruction (CBI) Creative thinking Critical thinking Personalize, personalization Scaffolding Student-centered Target language



1. Activate! Warm-up Activity

A Television Survey

This is a survey activity about television. You must talk to five different people. Ask each person a different question from the survey below. On a separate piece of paper, write the numbers 1 through 5. Write down the person’s name and his/her answer next to the corresponding question number.

Questions

1. How much TV do you watch every day?
2. What kind of TV programs do you like the most?
3. What kind of TV programs do you like the least?
4. Is TV an example of “good” technology or “bad” technology? Explain.
5. What do you think TV will be like in the future?

Divide into groups of four or five, preferably with people you did not talk to when you asked the survey questions. Compare the survey answers you collected. What did you learn about your colleagues’ opinions? How might you use a similar task with your students? How does this type of activity support language learning?



2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group's ideas during a whole group discussion. You can also consider these questions on your own.

1. What are some examples of content areas you use to teach English in your classes (e.g., science, history, economics, etc.)? What do you know about **Content-based Instruction (CBI)**? Use the Graphic Organizer: K-W-L Chart in the **Supplementary Resources** for Part 3, and write what you already *know* about CBI in the "K" column. Write any questions you may have or what you *want* to know in the "W" column. And when you finish this unit, you can fill in the "L" column with what you've *learned* about CBI.
2. In a **student-centered** class, students get to make choices about their learning, have many opportunities to use the **target language** in different ways, and may help each other learn. What do you know about student-centered activities? Give some examples of student-centered activities, perhaps including activities you have used in your own classes.
3. When students feel a personal connection to something they are learning, they are more likely to be motivated to improve their skills and acquire knowledge in that area. How do you **personalize** learning in your English lessons so students connect their own experiences and opinions to the lesson content?
4. Teaching our students to think critically (to analyze, reflect, and make informed judgments) and creatively (to generate new, original, or unique ideas or content) provides them with useful skills both inside and outside of the classroom. How can you encourage **critical thinking** and **creative thinking** in your lessons?



3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- T begins class with survey
- topic = TV and mass media
- Ss move around the room and ask questions...noisy!
- Ss report facts & give opinions
- Ss use TL but w/ some mistakes

(Abbreviations: T = teacher, Ss = students, & = and, TL = target language, w/ = with)

Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the "Video Focus" topics listed on the first page of this unit.



4. Focus Questions: A Closer Look

Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Classroom Set-up** (0:40): How are the desks arranged at the beginning of class?
2. **Giving Instructions** (0:40-2:04 and 4:35-5:24): What are the different techniques the teacher uses to make sure students understand the instructions?
3. **Personalized Learning** (4:00-13:30): How does the first activity link the day's theme (mass media) to the students' personal lives?

Middle

4. **Sequence of Activities (4:00-1:11:56):** Write the numbers 1 to 8 on a separate piece of paper. Then list activities A–H in Column I in the order that they occurred. Next, use items a–e in Column II to describe how the students worked and interacted during each of the activities.

I. Activities	II. How Students Interacted and Worked
A. Students brainstorm ideas about TV and respond to survey results about TV viewing habits	<ul style="list-style-type: none"> a. whole-class discussion b. students work in small groups c. individuals speak in front of class d. individuals work at desks e. small groups present to whole class
B. Students read about a short problem and create a role-play to offer a solution for that problem	<ul style="list-style-type: none"> a. students work in pairs b. students work in small groups c. individuals speak in front of class d. individuals work at desks e. small groups present to whole class
C. Students ask each other the questions on their papers, and write down their classmates' answers	<ul style="list-style-type: none"> a. students work in pairs b. students work in small groups c. individuals speak in front of class d. individuals work at desks e. small groups present to whole class
D. Each student chooses a word from the pile, puts the word on the blackboard, and gives an opinion about that topic to the class	<ul style="list-style-type: none"> a. students work in pairs b. students work in small groups c. individuals speak in front of class d. individuals work at desks e. small groups present to whole class
E. Students assume roles and participate in a talk show in front of the class	<ul style="list-style-type: none"> a. students work in pairs b. students work in small groups c. individuals speak in front of class d. individuals work at desks e. small groups present to whole class
F. Students discuss the answers to the questions that they asked other students	<ul style="list-style-type: none"> a. students work in pairs b. students work in small groups c. individuals speak in front of class d. whole-class discussion e. small groups present to whole class
G. Students perform the role-plays they created	<ul style="list-style-type: none"> a. students work in pairs b. students work in small groups c. individuals speak in front of class d. individuals work at desks e. small groups present to whole class
H. Students discuss their roles and prepare to participate in a talk show	<ul style="list-style-type: none"> a. students work in pairs b. students work in small groups c. individuals speak in front of class d. individuals work at desks e. small groups present to whole class

- Critical and Creative Thinking:** Refer to the activity table above in Question 4. Which activities require critical thinking? Which require creative thinking? Which require both?
- Variety of Activities:** The four pictures below show some of the activities from this lesson. Using these pictures as a reminder, think about what you saw in the video and answer the following questions: What do you notice about the variety of activities that the students do? What do you notice about the various interaction patterns during the activities?



- Scaffolding (4:00-1:18:45):** The activities in this lesson build on one another to provide **scaffolding**. In other words, one activity activates ideas and helps generate vocabulary and knowledge that can be used for the next activity. How are the activities in class all related? How, specifically, does each activity prepare the students for the next activity?
- Pair Work/Small Group Work (5:25-13:00 and 35:39-41:17):** How much time does the teacher give the groups to work together? How well do the students work together? What do you notice about their interactions?

Ending

- Personalizing Learning (1:12:00-1:15:11):** After the talk show program, what does the teacher have the students do? How does this activity connect the topic to students' own personal experiences and opinions?
- Wrap-up (1:15:11-1:18:45):** What does the teacher ask the students to do after they have written for two minutes?

Objectives and Assessment

- Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?

- Did the teacher formally or informally assess student performance or knowledge? If so, how?
- If not, how could the teacher find out what the students learned from this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics that appear in **bold** below; however, other strategies can also be effective. Think about what you saw in the video, and then explore alternative strategies by discussing the following questions in small groups. Be sure to consider advantages and disadvantages of the alternatives you suggest.

1. **Content-based Instruction:** How else could the content theme of mass media be introduced or incorporated into a warm-up?
2. **Personalized Learning:** What types of activities or tasks may encourage students to share their personal opinions and engage in critical thinking?
3. **Critical Thinking and Creative Thinking:** How else can teachers use role-plays to encourage critical and creative thinking?
4. **Student-centered Activities:** What activities related to the final letter-writing task could be included to allow students to produce written or spoken language?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Classroom Participation:** The teacher in this lesson uses techniques to get students to participate during large group discussions (she asks for volunteers; she has the last student who spoke choose the next student to answer, etc.). Would these techniques work in your class? Why or why not? What alternatives could you use if students are reluctant to volunteer to speak?
2. **Classroom Set-up:** For whole-class activities, the students sit in a large circle so teacher and students can see each other's faces. What are the benefits of arranging the chairs in this way? What is another way you can promote face-to-face interaction if you cannot arrange desks in a circle in your classroom?
3. **Group Work:** Most of these students were engaged and on task in the group work activities. What techniques can you use if students have trouble working in groups? How do you promote cooperative learning in your classes?
4. **Language Use:** The teacher and students speak only English in this class. These advanced students are comfortable talking and interacting in English. Are there situations when it is reasonable to combine the use of the local language(s) and English in class? If yes, please give examples and a rationale.
5. **Student-centered Activities:** In this lesson, students had many opportunities to express their opinions and provide input about the content (as opposed to doing activities with one right answer). What are the advantages of doing open-ended, student-centered activities? What are the disadvantages? How could you include open-ended, student-centered activities in your classes?
6. **Controversial Topics:** The teacher asks students to give opinions about controversial topics. What do teachers need to consider when using controversial topics in order to keep the class flowing smoothly? Do you use these or other controversial topics in your classes? Why or why not?
7. **Error Correction:** The teacher did not correct the students when they made oral grammatical errors. Why? What are the advantages and disadvantages of not correcting students' oral grammatical errors? How do you decide when to correct errors in spoken language?
8. **Critical and Creative Thinking:** In this class, the teacher provided many activities that asked the students to think critically and creatively. What are some of the advantages of doing this? How might you incorporate critical and creative thinking activities in your classes?
9. **Personalized Learning:** In this class, the teacher asked the students to link the day's topic to their own experiences and opinions. How could you personalize learning in your own classes?
10. **Adaptation:** Which activities from the video would work well with your students? What activities would you have to adapt for your classroom? How would you adapt them and why?



7. Action Plan and Further Reflection

1. Choose a topic or theme that would be interesting to your students. Design a lesson plan around this theme for your teaching context. Include a variety of student-centered activities that progress from being tightly structured to more open-ended. You can use the Lesson Plan Template in the **Supplementary Resources** section.

As you create your plan, think about how to personalize the topics and to ask students to think critically and creatively. Consider how you can incorporate a variety of different types of activities to teach content and language at the same time.

You might consider using a survey activity such as the one in the Warm-up Activity for this unit.

You can also incorporate one or more of the following items from the **Supplementary Resources** section of Part 3:

- Graphic Organizer: K-W-L Chart: Don't forget to add what you have learned about Content-based Instruction/Thematic Instruction in the "L" column on the chart you started in Section 2, Question 1.
- Write a Story for the Picture: Use magazine or newspaper photos.

Share your lesson plan with colleagues and get feedback. Revise your plan as needed.

2. Try your plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?



Unit 9 — Video Viewing Guide

School level:	Secondary
Ages:	Teens
Language level:	Mixed levels
Setting:	United States, English for Speakers of Other Languages (ESOL) classroom with students from Africa
Video focus:	Content-based Instruction (CBI) Encouraging critical thinking and creative thinking Providing encouragement and motivating students Integrated language skills Providing rationales
Summary:	In this video, the teacher uses “folktales” as a guiding content theme to lead her students through a series of activities that begins with a warm-up exercise and ends with students writing their own folktales. The teacher uses a variety of activities to support the students’ other courses, such as biology, and to appeal to students with a variety of learning styles.
Video length:	83 minutes
Glossary spotlight:	<i>Glossary spotlight terms appear in bold the first time they are used in this unit.</i> Classroom management Content-based Instruction (CBI) Differentiated instruction Encourage, encouragement Integrated language skills On task Open-ended question Rationale



1. Activate! Warm-up Activities

1. The Lesson or “Moral” of the Story

Divide into groups of three or four. First, on your own, silently think about a famous folktale or traditional story from where you live. Take a minute to remember the plot and make a few notes if desired.

Next, tell your story to the group, but don’t share the lesson or “moral” of the story. Use gestures to act out parts of the story to clarify meaning or to create interest.

Ask group members to guess the moral of your story. At the end, compare their responses with the lesson or moral you had in mind when telling the story. Did their responses match? If not, how are they different? Why do you think people may arrive at different lessons from the same story? How could you use this activity with your students?

2. Mad Lib Game

On a separate sheet of paper, write the words for items 1 to 10 from the list below. **Don’t read the story below the list until you have finished writing words.** Use your most creative vocabulary!

- | | |
|----------------------------|-----------------------------|
| (1) name of a place: _____ | (6) adverb: _____ |
| (2) number: _____ | (7) noun: _____ |
| (3) plural noun: _____ | (8) verb: _____ |
| (4) adjective: _____ | (9) verb, past tense: _____ |
| (5) adjective: _____ | (10) adjective: _____ |

Exchange lists with a partner. Read the story aloud, using your partner's words to fill in the blanks.

Once upon a time, I was in my favorite classroom in _____ with all of my _____
 (1) (2)
 students. I began a lesson plan about _____ . It was a _____
 (3) (4)
 and _____ topic, so I gave it my best effort! The students sat
 (5)
 _____ . Suddenly, the _____ in the room began to _____ !
 (6) (7) (8)
 We all _____ ! The moral of this story is to always be _____ .
 (9) (10)

Which version did you like best, and why? How could you use this activity in class?

The Mad Lib game is also called a "Grammar Safari." It is easy to turn any text or story into this kind of game by deleting words and asking in a similar blind fashion for the corresponding parts of speech. Teachers can experiment with this game using passages from their texts or other class readings.

2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group's ideas during a whole group discussion. You can also consider these questions on your own.

1. Do you ever teach content-based material (e.g., science, math) in your classes? If so, what subjects do you teach? What are the challenges of **content-based instruction**? How can you include **integrated language skills** (reading, writing, speaking, listening) in a lesson while also teaching content?
2. Imagine that you will teach a class of teens tomorrow. What **classroom management** techniques might you use to keep students **on task**? Teens often feel shy or embarrassed about answering in front of their peers. How will you interact with shy students to ensure they get as much practice as more outgoing students?
3. Imagine you will teach a lesson using folktales like the one you told in the first Warm-up Activity. What kinds of questions might you ask to check student comprehension of the folktale? What are some **open-ended questions** you can ask students to encourage **critical thinking** and **creative thinking**?
4. Students often respond well when teachers tell them *why* they are doing a given activity. Think of an activity you do with your students. Develop a **rationale** or "statement of purpose" for the activity. What will you say? What is your reason for asking students to do this activity? How might sharing your rationale encourage learners to engage with the activity and take it seriously?

3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- T plays audio recording of story
- Ss listen & follow along in books
- Some Ss read quietly along
- Other Ss mouth the words as they hear them

(Abbreviations: T = teacher, Ss = students, & = and)

Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the “Video Focus” topics listed on the first page of this unit.



4. Focus Questions: A Closer Look

Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Classroom Set-up** (0:10-3:50): How are the students seated? What has the teacher put up on the board and walls? What other objects are in the classroom?
2. **Daily Agenda Items** (0:15-1:02): What are the seven activities listed on the teacher’s daily agenda? In your notes, list the activities in the order they occur.
3. **Varying Language Input** (0:15-2:31): The teacher has two versions of the agenda written on the board. One is a list and the other is a detailed narrative version. Why does she have two versions of the agenda on the board? How does the teacher use the written agenda for the day in the beginning of the lesson?
4. **Grouping Students** (2:34-3:28): How does the teacher group the students for this activity?
5. **Assessment** (8:40-9:45): How does the teacher assess or grade the warm-up activity?
6. **Classroom Management** (5:25-8:40): What is the teacher doing while the students fill out their Bingo cards and complete the warm-up?

Middle

7. **Open-ended Questions** (18:43-20:40): What kinds of open-ended questions do the groups work on for the pre-listening discussion? What instructions does the teacher give to students to answer the questions?
8. **Integrated Language Skills** (18:43-33:20): Which language skills do the students use in this pre-listening activity?
9. **Classroom Management** (33:44-35:29): What phrases and techniques does the teacher use to control the class discussion when everyone gets so excited?
10. **Encouragement** (13:01, 13:33, 14:18, 25:45, 30:04, 33:20, 50:43, 52:40, and 1:22:44): Throughout the video, the teacher praises students for their correct answers and **encourages** them to keep trying. Write down some of the phrases and sentences that the teacher uses to encourage the students.
11. **Content-based Instruction** (36:40-38:32): After showing the photo of the chameleon, the teacher says, “Now I’m going to show you another character that we will see in this video clip.” What type of video is this? Why does the teacher show this clip?
12. **Answering Questions** (38:52 and 40:28): How does the teacher answer the student’s question about the difference between alligators and crocodiles? What reason does she give for this explanation?
13. **Comprehension-Checking Questions** (40:06, 41:31, and 48:39): What questions does the teacher use to check student comprehension and deepen their understanding of the topic?
14. **Comprehension Checking Activity** (48:46-50:44): What do the students do for the “oral retelling” of the story?
15. **Managing Spontaneous Discussions** (51:02-53:51): More students want to add to the oral retelling and talk about the meaning and moral of the story. How does the teacher handle this situation?
16. **Differentiated Instruction** (1:15:24-1:15:39): The teacher gives the students directions about how to write their own folktales. Some students think it will be easy, others think it will be hard. What option does she decide to give the students who think it will be too hard?

Ending

17. **Reviewing** (1:20:38-1:22:47): The teacher gestures to attract the students' attention. She says, "I want to rehash some of what I have said. I want to wind up." What questions does she ask next?
18. **Wrap-up** (1:22:52-1:23:14): How does the teacher end the lesson?

Objectives and Assessment

19. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned during this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics that appear in **bold** below; however, other strategies can also be effective. Think about what you saw in the video, and then explore alternative strategies by discussing the following questions in small groups. Be sure to consider advantages and disadvantages of the alternatives you suggest.

1. **Content-based Instruction and Integrated Language Skills:** What other activities involving more than one language skill could be used to teach the literature and science content?
2. **Classroom Management and Movement:** The only time students move in this lesson is when they get into assigned groups. How could teachers incorporate more physical movement to add variety and offer a change of pace during this long lesson?
3. **Providing Rationales:** How else can teachers incorporate rationales in a lesson? When in a lesson can teachers provide or elicit rationales?
4. **Providing Encouragement:** How else can the teacher encourage and motivate teen learners?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Rationales:** This teacher gives students her rationales during the lesson. Do you ever give rationales before starting an activity, or ask students why they think you used a certain activity after it is over? What kinds of reactions or feedback might you expect to get from your students?
2. **Incorporating Games:** The students in the video played Bingo to practice vocabulary. Have you ever used Bingo or other games in your lessons? How would your students respond to playing learning games?
3. **Supporting Content Material:** The teacher in this video supports the students' literature and science courses during the language lesson. How can you support your students' other content subjects during your language classes?
4. **Incorporating Audio:** The teacher plays an audio version of the folktale for the students to listen to. What are some benefits of using audio materials in your lessons? How can you incorporate audio-based activities in your classes? If you don't have access to audio-playing technology, how else could you provide your students with audio input?
5. **Timing Activities:** In the video, the teacher decides to let the discussion continue during the oral retelling of the story. Do you ever extend the time you planned for activities when students are engaged? Why? How can this choice affect the rest of your lesson plan?
6. **Integrated Language Skills:** The video lesson includes integrated language skills. How can you integrate language skills in your lessons?
7. **Open-ended Questions:** The teacher uses open-ended questions to encourage critical and creative thinking. How can you incorporate open-ended questions in your lessons to encourage analytical or creative student output?



7. Action Plan and Further Reflection

1. Design a lesson plan for your teaching context that incorporates content-based instruction and activities that require critical and creative thinking. You can use the Lesson Plan Template in the **Supplementary Resources** section.

As you create your plan, consider how you might integrate the four skills (reading, writing, speaking, listening), grammar, and vocabulary. Reflect on your classroom management strategies. What techniques that you saw in the video or discussed with your group could you use or adapt? Will you supply rationales before or after activities?

If you would like to try the second Warm-up Activity from this unit with your students, see the How to Make a Mad Lib handout in the **Supplementary Resources** section of Part 3.

Share your lesson plan with colleagues and get feedback. Revise your plan as needed.

2. Try your plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?



Unit 10 — Video Viewing Guide

School level:	Secondary
Ages:	Teens
Language level:	Intermediate
Setting:	Thailand, English as a Foreign Language (EFL) classroom
Video focus:	Pair and group work Project-based Learning (PBL) Giving instructions Integrating language skills through songs Learner autonomy and student choice Debriefing activities
Summary:	In this video, the teacher leads a variety of activities based on the song “Pretty Boy.” The teacher gives directions, checks for comprehension, and debriefs the various activities. The teacher integrates skills through a variety of activities that end with small, student-generated projects.
Video length:	51 minutes
Glossary spotlight:	<i>Glossary spotlight terms appear in bold the first time they are used in this unit.</i> Debrief Integrated language skills Learner autonomy Project-based Learning (PBL)



1. Activate! Warm-up Activities

1. Classroom Space and Student Work Areas

Close your eyes and imagine your classroom. Think about the number of students and the furniture in the room. Open your eyes, take out a piece of paper, and draw several possible ways to arrange students and the furniture for the following situations: whole-class activities, group work, and pair work. How can the ways you arrange your classroom environment contribute to successful interaction and learning? Share your drawing and ideas with a partner.

2. How Do You Like to Learn?

Imagine you are a student and your teacher asks you to learn some new vocabulary about computers. What would be the most enjoyable way for you to learn or practice new vocabulary? For example, would you prefer to:

- Draw pictures about the words
- Label parts of a diagram
- Cut out pictures representing words
- Make a song using the words
- Make a poem using the words
- Make a puzzle with the words
- Play a game with the words
- Write facts about the words
- Look up definitions in a dictionary (book)
- Look up definitions in an online dictionary
- Imagine a voice whispering the words to you
- Listen to a person say the words
- Listen to a computer say the words
- Write a story using the words (fiction)

- Create a game for the words
- Disassemble (take apart) a real computer
- Make a computer model using cardboard
- Act out a skit using the words
- Write the words in the air, using your finger
- Write the words in the sand, using your finger

Why is it important to give students choices about how they learn? How can you gather information about your students' learning styles and topics that interest them?

2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group's ideas during a whole group discussion. You can also consider these questions on your own.

1. What techniques do you use to make sure your students have understood your directions?
2. How can teachers provide students with choices among different types of activities? How often should students get to choose how they want to work (e.g., alone, in pairs, or groups)? How do you decide when to give students choices? How can teachers ask students about their interests and preferences related to classroom work?
3. How do you use pair or group work in your classes and for what kinds of activities? How do you usually wrap up or “**debrief**” after an activity finishes? For example, do you debrief as a whole group, as small groups, pairs, or in other ways?
4. How do you use music, video, or other forms of popular media in your classes? How can these activities contribute to the language learning objectives of your class?
5. **Project-based learning (PBL)** is usually done by groups of students working together toward a common goal or product (e.g., a school newspaper, organizing a community event, writing a script for and acting in a play). The work *process* is a meaningful part of the learning. Have you used PBL in your classes? If yes, give examples of projects you have used.

3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- Ss stand in a circle
- T gives Ss cards
- (T gives all instructions in TL)
- T checks Ss comprehension of vocab meaning
- T plays song = “Pretty Boy”
- Ss move side to side while listening
- Ss raise signs when they hear vocab words in the song

(Abbreviations: T = teacher, Ss = students, vocab = vocabulary, TL = target language)

Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the “Video Focus” topics listed on the first page of this unit.

4. Focus Questions: A Closer Look

Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Classroom Set-up** (0:09): How are the desks arranged in the classroom?
2. **Giving Instructions** (1:16-1:50): How does the teacher check that students understand the directions for the first warm-up activity?
3. **Warm-up** (1:55-6:15): What is the warm-up activity for this lesson?
4. **Using Classroom Space** (2:00-6:15): How are the students arranged for the warm-up activity?

Middle

5. **Integrated Language Skills** (6:41-13:56): What is the next activity the teacher assigns? Which **integrated language skills** does this activity address?
6. **Debriefing** (14:15-15:45): How does the teacher debrief the activity in Question 5 above?
7. **Language Use** (16:51-18:00): When does the teacher allow use of the shared first language (L1) in class?
8. **Listening Skills** (18:00-29:38): What three tasks do the students have to do when listening to the song for the second and third times?
9. **Debriefing** (29:38-31:26): How does the teacher debrief these listening activities?
10. **Teaching Vocabulary** (31:32-36:44): Describe the activity that the teacher assigns to help students improve their understanding of vocabulary from the song.
11. **Monitoring Student Work** (34:22-36:44): What does the teacher do while the students work on this activity?
12. **Debriefing** (36:45-39:04): How does the teacher debrief the vocabulary activity?
13. **Project-based Learning** (39:12-50:46): Describe the mini-projects the students present based on the song "Pretty Boy."
14. **Student Choice**: How does the teacher allow for student choice and input in this lesson?

Ending

15. **Learner Input** (51:14): What is the last question the teacher asks the students? What is their response?

Objectives and Assessment

16. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned from this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics that appear in **bold** below; however, other strategies can also be effective. Think about what you saw in the video, and then explore alternative strategies by discussing the following questions in small groups. Be sure to consider advantages and disadvantages of the alternatives you suggest.

1. **Giving Clear Instructions**: What other techniques can teachers use to help students understand directions?
2. **Including Variety to Encourage Student Output**: This class featured a variety of activities, but students had few opportunities to speak at length. What activities might have been included to provide more opportunities for students to practice speaking skills?
3. **Integrated Language Skills**: Most of the activities in this class were based on listening, speaking, and vocabulary. What kinds of reading and writing activities could have been created to go with this song or other songs?
4. **Debriefing**: This teacher debriefed almost every activity in a whole-class format. What other formats could the teacher have used to debrief the activities?
5. **Project-based Learning**: What other project options could teachers give to students working with song lyrics?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Giving Clear Instructions:** The teacher uses several techniques to make sure students understand her directions: she asks students to repeat the directions, asks the students if they understand what they need to do, and uses gestures to convey meaning. Could you use or adapt any of these techniques in your classes?
2. **Debriefing:** During this class, the teacher debriefs almost every activity. For example, she calls on volunteers to give answers, she provides answer sheets and lets students check their own answers, and she goes over the answers with the whole class. Did you see new ways to debrief? What other debriefing techniques do you use? Why is it important to debrief activities?
3. **Language Use:** Why do you think the teacher allowed some L1 use in this class? Do you allow L1 use in your classes? When? Why? What are the advantages and disadvantages?
4. **Student Choice:** The teacher allowed students to make choices about how they wanted to do some of the activities. What are the benefits of providing students with choices? How can you allow for student choice to promote **learner autonomy** in your classes?
5. **Learning Through Songs:** The teacher built an entire lesson around one song; this lesson included activities that involved speaking, listening, reading, vocabulary, and some pronunciation. Have you ever used one song, video, or reading text to develop multiple activities? What are the benefits of using one focus item for a class?
6. **Pair and Group Work:** The teacher asked the students to work in pairs or groups throughout the lesson. What are the benefits of group work? How can the seating arrangement affect group work? How can you support group work if you can't move desks in your classroom? What can the teacher do during group activities to ensure that they run smoothly? Did you see any techniques that you might use in your classroom? What do you do while students are completing group work?
7. **Project-based Learning:** The lesson ends with group presentations (mini-projects) based on the song "Pretty Boy." What are the benefits of Project-based Learning? Could you use this project in your classes? How could you adapt the idea of mini-projects for your context?
8. **Connecting with Student Interests:** How does choosing materials that are interesting to students, such as popular songs, affect the class environment? What evidence did you see in the video? Have you used songs or materials based on popular media in your classes? What kind of response would you expect from your students when using such materials?
9. **New Ideas:** What new ideas did you get from this lesson that might work well with your students?



7. Action Plan and Further Reflection

1. Choose a song, video, or reading that would be interesting to your students. Use this material to design a lesson plan for your teaching context that includes a variety of activities focusing on vocabulary and integrated language skills. You can use the Lesson Plan Template in the **Supplementary Resources** section.

As you create your plan, consider how to include pair and group work activities. Think about how you will give instructions, check for comprehension, and debrief the activities. If possible, include a project-based learning experience in your lesson plan. For example, students might produce role-plays, give presentations, write stories, or create posters. Try to include options for both individual and collaborative work, and create a defined end product or performance outcome. See the Project-based Learning Essential Elements Checklist and the Project Checklist: Learning New Vocabulary handouts in the **Supplementary Resources** section for more ideas about leading project-based learning experiences.

Share your lesson plan with colleagues and get feedback. Revise your plan as needed.

2. Try your plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies might you use in the future?



Part 3 — Exploring the Secondary Classroom: Teens

You can find these practical materials and professional development resources on the Supplementary Resources CD or online at americanenglish.state.gov. The printable take-away resources are also provided after the list of *English Teaching Forum* articles below.

Printable Take-Away Resources

	Resource	Description
Unit 8	Write a Story for the Picture	This resource includes an activity in which students choose a picture and write a story about it. Students use a checklist to assess their own writing; they also use the checklist to assess the writing of a classmate. Participants may choose to use or adapt this resource when creating a lesson plan in the <i>Action Plan and Further Reflection</i> section of Unit 8.
	Graphic Organizer: K-W-L Chart	This graphic organizer can be used as a warm-up activity with a reflection follow-up component; the resource encourages learners to think about what they know, what they want to know, and what they have learned about a topic. Teachers will use this resource in the <i>Pre-viewing Questions</i> section of Unit 8. Participants may also choose to use or adapt this resource when creating a lesson plan in the <i>Action Plan and Further Reflection</i> section of Unit 8.
Unit 9	How to Make a Mad Lib	This resource includes instructions for creating a fun vocabulary and/or grammar activity that is completed in pairs or small groups. Participants experience this activity during the <i>Activate! Warm-Up Activities</i> section of Unit 9; participants may choose to use or adapt this resource when creating a lesson plan in the <i>Action Plan and Further Reflection</i> section.
Unit 10	Project Checklist: Learning New Vocabulary	This resource includes a checklist to guide small groups of students through a project to prepare a presentation that uses new vocabulary items. A self-assessment rubric for students and a teacher's rubric are included. Participants may choose to use or adapt this resource when creating a lesson plan in the <i>Action Plan and Further Reflection</i> section of Unit 10.
	Project-based Learning Essential Elements Checklist	This checklist can help teachers design robust projects according to the principles of Project-based Learning (PBL). Teachers can also use the checklist to evaluate project ideas.

All Units	Lesson Plan Template (Blank)	Teachers and participants can use this blank lesson plan form to design their own class session and specify lesson objectives, skill/content focus areas, lesson sequencing, materials, and procedures. Teachers can modify the form to suit the needs of their context. Please see <i>Part 1: Supplementary Resources</i> for an example.
	Lesson Plan Example	Teachers and participants can use this completed lesson plan from a post-secondary English class to see an example of the types of information they might include in their own lesson plans. Please see <i>Part 1: Supplementary Resources</i> for an example.

Suggested *English Teaching Forum* Articles (available at <http://americanenglish.state.gov>)

- ["The Future Is Now: Preparing a New Generation of CBI Teachers" by Bradley Horn: 2011, 49\(3\)](#)
- ["Towards Better Group Work: Seeing the Difference between Cooperation and Collaboration" by Olga Kozar: 2010, 48\(2\)](#)
- ["Reconceptualizing Interactional Groups: Grouping Schemes for Maximizing Language Learning" by Judith A. Rance-Roney: 2010, 48\(1\)](#)
- ["Tools for Activating Materials and Tasks in the English Language Classroom" by Rick Rosenberg: 2009, 47\(4\)](#)
- ["Reading to Speak: Integrating Oral Communication Skills" by Yun Zhang: 2009, 47\(1\)](#)
- ["Using Replacement Performance Role-Plays in the Language Classroom" by Maria Snarski: 2007, 45\(4\)](#)
- ["Student-Centered Teaching in Large Classes with Limited Resources" by Susan Renaud, Elizabeth Tannenbaum, and Phillip Stantial: 2007, 45\(3\)](#)
- ["A Questionnaire Project: Integrating the Four Macro Skills with Critical Thinking" by Chea Kagnarith, Chea Theara, and Alan Klein: 2007, 45\(1\)](#)
- ["Communicative Activities for Middle School Classrooms" by Carolina Rivera: 2006, 44\(2\)](#)
- ["Maximizing the Benefits of Project Work in Foreign Language Classrooms" by Bülent Alan and Fredericka L. Stoller: 2005, 43\(4\)](#)

Write a Story for the Picture



Instructions

1. Choose a picture that interests you from a magazine, newspaper, or other source.
2. Put it at the top of a piece of paper.
3. Below the picture, write a story about the picture. Your story must have *at least five* sentences.
4. Check your story using the Writing Checklist below. Make changes as needed. Put a check mark (✓) next to each item when you are finished.
5. Exchange stories with a classmate. Check your classmate's work using the Writing Checklist below. Help your classmate correct any errors you find. Put a plus sign (+) next to each item on your classmate's checklist when you are finished.
6. When you are finished, post your story for others to read.
7. Read and enjoy the stories written by your classmates!

Writing Checklist

- (a) Each paragraph begins with an indentation.
- (b) Each sentence begins with a capital letter.
- (c) Each sentence ends with a punctuation mark: period (.), exclamation point (!), or question mark (?).
- (d) The words are spelled correctly.
- (e) I read the story aloud, and the grammar sounds and looks okay.

✓ Me	+ Classmate

Graphic Organizer: K-W-L Chart

Topic: _____ Name(s): _____

Instructions: Fill in the **K** (Know) and **W** (Want to Know) columns with notes and questions *before* you begin an activity (e.g., reading, watching a video, doing research). The **K** column helps activate knowledge you already have, and the **W** column helps you make predictions and direct your own learning. Fill in the **L** (Learned) column *during* or *after* the activity as a learning record, summary, or reflection.

K = What we <i>know</i> Step 1: Write what you already know about the topic.	W = What we <i>want</i> to know Step 2: Write what you want to know about the topic.	L = What we <i>learned</i> Step 3: Write what you learned about the topic.

How to Make a Mad Lib

Overview

This activity uses ideas from Grammar Safari¹ (where students “hunt” and “collect” examples of specific parts of speech or grammar in a text) and from Mad Libs (a popular word game in which some of the words in a story are replaced with numbered blanks). Students play the game in pairs or small groups: one student is the “Reader” and the others are “Vocabulary Experts.”

Instructions for Creating the Game

1. **Choose a short reading passage from your textbook or another source. The text should be appropriate for your students’ language level and age. The example below is a simplified version of the story of Cinderella.**

Once upon a time, there was a girl named Cinderella. She lived in a small town with her two sisters. They were very ugly and unkind. They were also very lazy, and they made Cinderella do all the work.

One day, the king and queen invited all the girls to an important party, to dance and meet the handsome prince. The sisters were very excited. They wore fancy dresses, but they didn’t allow Cinderella to come with them. Cinderella was so sad! She cried and cried.

Suddenly, a strange woman appeared. She was Cinderella’s Fairy Godmother. She gave Cinderella a beautiful dress and some small glass shoes. Cinderella went to the party and had a wonderful time. She danced with the prince and they fell in love. When she left the party, she lost one of her glass shoes. The next day, the prince brought the shoe to her house and asked her to marry him. They were both very happy and went to live together in the big castle. The end.

2. **You may want to focus on one grammar item like adjectives. Replace the adjectives in the story with numbered blanks as in Example A.**

Example A, Text for the Reader

Once upon a time, there was a girl named Cinderella. She lived in a _____ (1) _____ town with her two sisters. They were very _____ (2) _____ and _____ (3) _____. They were also very _____ (4) _____, and they made Cinderella do all the work.

One day, the king and queen invited all the girls to an _____ (5) _____ party, to dance and meet the _____ (6) _____ prince. The sisters were very _____ (7) _____. They wore _____ (8) _____ dresses, but they didn’t allow Cinderella to come with them. Cinderella was so _____ (9) _____! She cried and cried.

Suddenly, a _____ (10) _____ woman appeared. She was Cinderella’s Fairy Godmother. She gave Cinderella a _____ (11) _____ dress and some _____ (12) _____ glass shoes. Cinderella went to the party and had a _____ (13) _____ time. She danced with the prince and they fell in love. When she left the party, she lost one of her glass shoes. The next day, the prince brought the shoe to her house and asked her to marry him. They were both very _____ (14) _____ and went to live together in the big castle. The end.

You can also replace a variety of parts of speech (e.g., adjectives, nouns, verbs, etc.), as shown in Example B. This example also has an open-ended question at the end to encourage students to use their creative thinking skills.

Example B, Text for the Reader

Once upon a time, there was a _____ (1-noun) _____ named Cinderella. She lived in a small town with her two _____ (2-plural noun) _____. They were very _____ (3-adjective) _____ and unkind. They were also very lazy, and they made Cinderella do all the work.

¹ For more information about Grammar Safari, see the University of Illinois at Urbana-Champaign website: <http://www.iei.illinois.edu/grammarsafari/grammarsafari.html>

One day, the king and queen invited all the girls to an important party, to _____ (4-verb) _____ and meet the _____ (5-adjective) _____ prince. The sisters were very excited. They wore _____ (6-adjective) _____ (7-plural noun) _____, but they didn't allow Cinderella to come with them. Cinderella was so sad! She _____ (8-past tense verb) _____ and _____ (9-past tense verb) _____. Suddenly, a strange _____ (10-noun) _____ appeared. She was Cinderella's Fairy Godmother.

What happened next? Work with your partner and write a new ending for this story:

3. **Next, prepare a matching set of directions for the Readers to give to the Vocabulary Experts.**

Example A, Directions from the Reader to the Vocabulary Experts (this story has 14 blanks):
Number your paper from 1–14. Write down 14 different adjectives. Then, give them to me and I will put your words into the secret story and read it to you.

Example B, Directions from the Reader to the Vocabulary Experts (this story has 10 blanks):
Number your paper from 1–10. I will tell you what vocabulary to write for each number. For example:

- For number 1, write a noun.
- For number 2, write a plural noun.
- For number 3, write an adjective....

4. **Give “Instructions for Playing the Game” (below) to all of the students; give either Example A or B (above) to the Reader to give to the Vocabulary Experts, too.**

Instructions for Playing the Game

Play this game in pairs or small groups: one student is the Reader and the others are the Vocabulary Experts. The Reader can't tell Vocabulary Experts anything about the story, not even the title! The Reader will give directions to Vocabulary Experts to collect words that are needed for the story. Vocabulary Experts should be as creative as possible! Then, the Reader puts the words into the story in order and reads it aloud. Or, everyone can read it together quietly. Get ready to laugh!

Project Checklist: Learning New Vocabulary

Learning Objectives

The purpose of this project is for students to:

- Work in groups of three or four with all students participating.
- Use five or more of the new vocabulary words in a project (see project choices below).
- Be able to pronounce the five or more vocabulary words well when presenting the projects.

Directions to Students: Work in groups of three or four.

1. The topic for this project is:

2. Put a check mark (✓) next to the type of project your group will do:

<input type="checkbox"/>	Make a poem about the topic	<input type="checkbox"/>	Make a poster using drawings or pictures
<input type="checkbox"/>	Write personal stories about the topic	<input type="checkbox"/>	Create a vocabulary game about the topic
<input type="checkbox"/>	Create a skit and act it out	<input type="checkbox"/>	Other:

3. Each person in the group must have a job to do. Write the names of everyone in the group and what each person will do:

Name:	What this person will do:
A.	
B.	
C.	
D.	

Project Checklist, Preparing for Presentations

Your group will have up to 10 minutes to present your project to the class. Check the things on this list to make sure you are ready. These are the same things you will see in the Project Rubric for earning points.

1. Time: Did you practice your presentation, and is it 5–10 minutes long?
2. Participation: Do all students in your group have a job to do in the presentation?
3. Vocabulary, Use It: Did you use five or more of the new vocabulary words in your project?
4. Vocabulary, Say It: Can you pronounce the new vocabulary words well? (Ask if you need help.)
5. Audience: Do you have two questions to ask the students in the audience at the end?

Project Rubric

Write your names:

Write the date:

Students:

How did your group do? Think about your presentation and use the rubric to give yourself points for each item on the left:

	4-5 Points	0-3 Points
Time:	The presentation was 5–10 minutes long.	The presentation was less than five minutes or more than 10 minutes long.
Participation:	All students in the group participated.	Some students did not participate.
Vocabulary, Use It:	The group used five or more of the new vocabulary words in the project.	The group used fewer than five of the vocabulary words.
Vocabulary, Say It:	The group clearly pronounced the five or more new vocabulary words.	Some or all of the new vocabulary words were difficult to understand.
Audience:	The group had two questions to ask the audience at the end.	The group had one (1) or no (0) questions to ask at the end.

TOTAL POINTS out of 25 possible:

Teacher:

How did the group do? Use the rubric to assign points for each item on the left:

	4-5 Points	0-3 Points
Time:	The presentation was 5–10 minutes long.	The presentation was less than five minutes or more than 10 minutes long.
Participation:	All students in the group participated.	Some students did not participate.
Vocabulary, Use It:	The group used five or more of the new vocabulary words in the project.	The group used fewer than five of the vocabulary words.
Vocabulary, Say It:	The group clearly pronounced the five or more new vocabulary words.	Some or all of the new vocabulary words were difficult to understand.
Audience:	The group had two questions to ask the audience at the end.	The group had one (1) or no (0) questions to ask at the end.

TOTAL POINTS out of 25 possible:

Comments or Questions:

Project-based Learning Essential Elements Checklist

Does the Project...?			?
<p>FOCUS ON SIGNIFICANT CONTENT At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.</p>			
<p>DEVELOP 21st CENTURY SKILLS Students build skills valuable for today’s world, such as critical thinking/ problem solving, collaboration, and communication, which are taught and assessed.</p>			
<p>ENGAGE STUDENTS IN IN-DEPTH INQUIRY Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.</p>			
<p>ORGANIZE TASKS AROUND A DRIVING QUESTION Project work is focused by an open-ended question that students explore or that captures the task they are completing.</p>			
<p>ESTABLISH A NEED TO KNOW Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.</p>			
<p>ENCOURAGE VOICE AND CHOICE Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.</p>			
<p>INCORPORATE REVISION AND REFLECTION The project includes processes for students to use feedback to consider additions and changes that lead to high-quality products, and think about what and how they are learning.</p>			
<p>INCLUDE A PUBLIC AUDIENCE Students present their work to other people, beyond their classmates and teacher.</p>			

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PART 4

Exploring the Post-Secondary Classroom: Young Adults & Adults





Unit 11 — Video Viewing Guide

- School level:** Post-secondary
- Ages:** 18–22
- Language level:** Intermediate
- Setting:** United States, English for Speakers of Other Languages (ESOL) classroom
- Video focus:** Developing listening and speaking skills through discussion-based activities
Student-centered learning
Alternative assessment: performance-based assessment, peer assessment
Using rubrics to assess and provide feedback
- Summary:** In this video, students from an intermediate speaking/listening class act as peer leaders and engage in group discussions. The teacher talks about how she trains students for such an activity, why she uses this activity, and how she assesses it. Students also reflect upon their experiences in the class.
- Video length:** 11 minutes (Note: this is not a full-length class video)
- Glossary spotlight:** *Glossary spotlight terms appear in **bold** the first time they are used in this unit.*
Alternative assessment
Peer assessment
Peer feedback
Performance-based assessment
Rubric
Student-centered
Washback effect



1. Activate! Warm-up Activity

Considering Seating Arrangements

Divide into groups of three or four. Look at the following picture and discuss the questions together.



1. Why do you think the students are sitting in a circle?
2. Do you ever ask students to sit in a circle? Why or why not? If yes, when would you ask them to do this?
3. The teacher is not seen in the picture. Why do you think the teacher isn't part of the circle?
4. Do you ever ask your students to lead an activity (instead of leading it yourself)? Why or why not?



2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group's ideas during a whole group discussion. You can also consider these questions on your own.

1. What kinds of speaking and listening activities do you use in your classes?
2. How do you assess your students' speaking and listening proficiency? Are all of your assessments graded? Do all of them require written responses? What factors determine how you assess your students?
3. Do you ever ask students to provide **peer feedback** to each other? Why or why not? If yes, for what kinds of activities? What do students need to understand or be able to do in order to give each other effective feedback?
4. In your opinion, what do listening and speaking activities look like in a **student-centered** classroom? What is the teacher's role in a student-centered classroom?



3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- Ss sit in groups arranged in circles
- T reminds Ss of goals for lesson
- One S asks the other Ss a question
- Ss listen and talk to each other
- T stands back and listens, observes

(Abbreviations: T = teacher, S = student, Ss = students)

Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the "Video Focus" topics listed on the first page of this unit.



4. Focus Questions: A Closer Look

Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Students as Leaders** (0:39-0:53): According to the teacher, what are some benefits of a student-led discussion activity?
2. **Setting up the Activity** (0:53-1:56): What are the basic steps for setting up a student-led discussion activity like this one? How do the students feel about the discussion activity?
3. **Goals for Discussion Leaders** (2:34-3:01): What goals does the teacher identify for discussion leaders?
4. **Student Preparation** (3:26-4:02): How does the teacher prepare learners to participate in a student-led discussion?

Middle

5. **Connecting Rubrics with Learning Goals** (5:01-5:22): The teacher uses a **rubric** to conduct **performance-based assessment** (see the example in the **Supplementary Resources** section). How does the rubric connect with the stated goals of the activity?

6. **Assessing Discussions** (5:51-6:00): How does the teacher assess this activity? What are the steps in the process?
7. **Peer Assessment Process** (6:01-6:21): What does the teacher say to the students to remind them about the **peer assessment** process?
8. **Benefits of Peer Assessment** (6:22-7:14): According to the teacher, what are some of the benefits of using peer assessment?
9. **Challenges of Peer Assessment** (7:29-8:18): According to the teacher, what are some of the challenges of using peer assessment?
10. **Students' Perceptions** (7:15-7:29 and 8:19-9:14): What do students say about the peer assessment process?

Ending

11. **Using Alternative Assessment** (9:15-9:40): The teacher says that using **alternative assessments** can be more difficult than using traditional tests. How can teachers make using alternative assessments such as peer feedback and rubrics easier?
12. **Reasons for Alternative Assessment** (10:10-10:45): What are some of the reasons for using alternative assessment techniques? The teacher in the video mentions the **“washback” effect**, which is the effect or influence that assessment has on learning and teaching. Do you think that alternative assessment would result in a positive or negative washback effect for learners? Why?

Objectives and Assessment

13. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned during this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics that appear in **bold** below; however, other strategies can also be effective. Think about what you saw in the video, and then explore alternative strategies by discussing the following questions in small groups. Be sure to consider advantages and disadvantages of the alternatives you suggest.

1. **English Proficiency Levels:** This activity is used with high intermediate students. How could it be adapted for less advanced students?
2. **Class Size:** This activity is conducted in two groups of eight to ten students. How could it be adapted for a larger class?
3. **School Level:** This activity features post-secondary students. How could it be adapted for secondary-level students? Primary-level students?
4. **First Language Background:** This lesson takes place in a setting with speakers of many languages. What preparation and other factors might teachers need to consider when conducting this type of lesson with students who share the same first language?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Student-led Discussions:** Have you ever tried anything like a student-led discussion activity in your classes? How did your students respond to this kind of activity? How can you effectively integrate a student-led discussion activity in your current or future classes?
2. **Rubrics:** Do you use rubrics (see an example for this lesson in the **Supplementary Resources** section)? If yes, for what activities? How might you try to use rubrics in the future in your classes?
3. **Peer Assessment:** What techniques can you use to make students take peer assessment seriously and help them feel confident that they are able to give good feedback?

4. **Student-centered Activities:** What are some advantages of creating student-centered activities? How would your students respond to such activities?
5. **Alternative Assessment:** What are some challenges you might face in using alternative assessment in your classroom in relation to expectations at your institution, student perceptions about testing and assessment, and the amount of time you have available for creating new assessments? What are some ideas for addressing these challenges?



7. Action Plan and Further Reflection

1. Design a lesson plan for your teaching context that incorporates student leadership, performance-based assessment, and/or peer assessment. You can use the Lesson Plan Template in the **Supplementary Resources** section.

As you create your plan, consider the amount of variety in your lesson's activities and how you will provide feedback to students. Reflect on your classroom assessment strategies. Would you like to try a new technique or rubric with this lesson? See the **Supplementary Resources** for examples of these four rubrics from the video:

- Peer Assessment Worksheet, a rubric that students fill out to give feedback to their peer discussion leaders.
- Teacher Rubric, a form the teacher fills out to give initial feedback to discussion leaders.
- Discussion Leader Self-Assessment Worksheet, the sheet the discussion leaders fill out to reflect on their work as discussion leaders.
- Final Score Worksheet for Discussion Leaders, the form the teacher fills out to give feedback and a final score (grade) to each discussion leader. (Every student in the class is a discussion leader at least once during the term.)

Share your lesson plan with colleagues and get feedback. Revise your plan as needed.

2. Try your plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?



Unit 12 — Video Viewing Guide

School level:	Post-secondary
Ages:	18–22
Language level:	Intermediate
Setting:	United States, English for Speakers of Other Languages (ESOL) classroom
Video focus:	Writing skills: essay writing Student-centered learning Alternative assessment: peer feedback Using checklists to aid peer feedback and peer editing
Summary:	In this video, students from an intermediate writing class give peer feedback on each other’s essays. The teacher talks about how she prepares students for this type of activity, why she uses this activity, and how she assesses it. Students also provide reflections in the class, talking about their experiences with this kind of instruction.
Video length:	11 minutes (Note: this is not a full-length class video)
Glossary spotlight:	<i>Glossary spotlight terms appear in bold the first time they are used in this unit.</i> Alternative assessment Checklist Learner autonomy Peer feedback Student-centered



1. Activate! Warm-up Activities

1. Experiences with Peer Feedback

Consider the question below and discuss your opinions with a partner.

Do you ever ask your students to use **peer feedback**? Why or why not? If yes, how do they use peer feedback? How do you prepare students to give and receive feedback? How do your students respond to the peer feedback process?

2. A Student Perspective on Peer Feedback

Imagine you are a student in a writing class. Your teacher tells the class to work with partners to review and comment on each other’s work. What concerns would you have? Would you expect to get quality feedback from your classmates? Would you feel prepared to give helpful feedback to others? How could your teacher help you with these concerns?

On your own, make a list of your “student” concerns and how you would want a teacher to address them. Discuss your opinions with a partner.



2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group’s ideas during a whole group discussion. You can also consider these questions on your own.

1. Do you teach writing skills in your classes? If yes, what types of skills do you teach? Do you give written feedback on students’ papers and allow them to revise their work before assigning a grade? What are the benefits and challenges of doing this?



2. Have you ever used **checklists** with your students to help them focus on specific aspects of their writing? See, for example, the Writing Mechanics Checklist in the **Supplementary Resources** section for this video guide. In what ways might such a checklist be useful? For example, how would it be useful for student self-assessment, peer feedback (in which students read each other’s writing and offer suggestions), or the teacher’s assessment or feedback on student writing?

3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- Ss are standing in a room and all have papers (essays?) in their hands
- The walls in the room have signs and papers posted on them
each area is a “wrtg station” where a different editing task is performed
- T reminds Ss of the steps to follow for peer editing
- Ss can work on wrtg tasks at stations in any order
- Ss self-check wrtg and each other’s wrtg
- T stands back and listens, observes

(Abbreviations: T = teacher, Ss = students, wrtg = writing)

Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the “Video Focus” topics listed on the first page of this unit.

4. Focus Questions: A Closer Look

Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Overview from Students** (0:59-1:23, 3:31-3:47, 4:30-4:55, and 7:14-7:33): What do students say about giving and receiving peer feedback on the first drafts of their essays?
2. **Teacher Preparation** (1:25-1:53): According to the teacher, what information did she give the students before the peer feedback activity in this lesson?
3. **Steps for the Activity** (1:54-2:37): What are the steps that students follow in the peer feedback writing activity? Fill out the following chart below or use a separate piece of paper.

	Steps for Peer Feedback Activity
(1)	
(2)	
(3)	
(4)	
(5)	



Middle

4. **Goals of the Activity** (3:10-3:31 and 3:48-4:08): What are the goals of the self-editing and peer feedback activity?
5. **Encouraging Learner Autonomy** (5:14-6:15): What are some of the benefits of this activity for students with weaker writing skills? How can peer feedback promote **learner autonomy**? What are some things that students notice about each other's writing and about their own writing?
6. **Student Learning** (6:45-7:13): According to the teacher, what do students learn from this activity?
7. **Checklist** (8:40): What kind of information can be found on the checklist the students use during this activity? A copy of the Self-Editing and Peer Editing Checklist for Writing is also available in the **Supplementary Resources** section.

Ending

8. **Challenges and Benefits** (8:19-8:57 and 9:52-10:18): What are the challenges and benefits of using peer feedback as a form of **alternative assessment** in this way?
9. **Teacher's Reflections** (10:19-10:31): What are the teacher's final thoughts about the self-editing and peer feedback process?

Objectives and Assessment

10. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned during this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics that appear in **bold** below; however, other strategies can also be effective. Think about what you saw in the video, and then explore alternative strategies by discussing the following questions in small groups. Be sure to consider advantages and disadvantages of the alternatives you suggest.

1. **English Proficiency Level:** This activity is used with intermediate-level students in the video. How could it be adapted for beginning-level students? How could it be adapted for more advanced students?
2. **Class Size:** The class in the video had about 20 students. How could the self-editing and peer feedback writing activity be adapted for a larger class?
3. **School Level:** This lesson features post-secondary students. How could the peer feedback writing activity in the video be adapted for younger students, for example, secondary or primary level?

4. **Types of Writing:** This class focused on essay writing. How could the activity be adapted for other types of writing assignments, for example, creative writing, poetry, fairy tales, fables, mysteries or riddles, or narratives?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Teacher Role:** What are some of the advantages and disadvantages of **student-centered** activities? What role should the teacher play in such activities?
2. **Roles in Different Settings:** How do the roles of the teacher and students in a student-centered classroom differ from those in a traditional teacher-fronted classroom? What are some ways that students can interact with each other as part of the writing process in your classes?
3. **Checklists:** What are some of the advantages of using checklists? What are some of the main features of a good checklist? If you have used checklists in your classes for writing, please give some examples.
4. **Peer Feedback:** Have you ever tried a peer feedback writing activity in your classes that was similar to the one in the video? How can you effectively incorporate peer feedback writing activities in your classes? See the **Supplementary Resources** section of this video guide for examples of the Self-Editing and Peer Editing Checklist for Writing and How to Conduct Self- and Peer Editing Stations handouts that the teacher in the video used.
5. **Adapting:** What ideas from this lesson might you use in your own classes? How would you adapt them for your own teaching needs?



7. Action Plan and Further Reflection

1. Design a student-centered lesson plan for your teaching context that incorporates some element of writing and peer feedback. You can use the Lesson Plan Template in the **Supplementary Resources** section.

As you create your plan, also develop a checklist or list of questions to help guide the students through the activity. Create a second checklist and timeline for yourself to outline the steps you will take—and over what period of time—to prepare students, your classroom, and yourself for this activity. How will you encourage learner autonomy during this lesson?

Share your lesson plan with colleagues and get feedback. Revise your plan as needed.

2. Try your plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?



Unit 13 — Video Viewing Guide

School level: Post-secondary

Ages: 18–22

Language level: Intermediate

Setting: Egypt, English as a Foreign Language (EFL) classroom

Video focus: Content-based Instruction (CBI)
Collaborative learning and group work
Student-centered learning
Scaffolding, scaffolded instruction
Critical thinking skills
Classroom management
Encouraging and motivating students

Summary: In this video, the teacher leads her students through activities that begin with a previous homework assignment and lead up to reading an authentic science article. The teacher uses a series of scaffolded steps to develop students' critical thinking and to prepare them to understand and discuss the technical article they read together in class. At the end of the class, the teacher explains her rationale for how she structured the lesson and reflects on what went well and what she changed or adapted as the lesson progressed.

Video length: 61 minutes

Glossary spotlight: *Glossary spotlight terms appear in **bold** the first time they are used in this unit.*

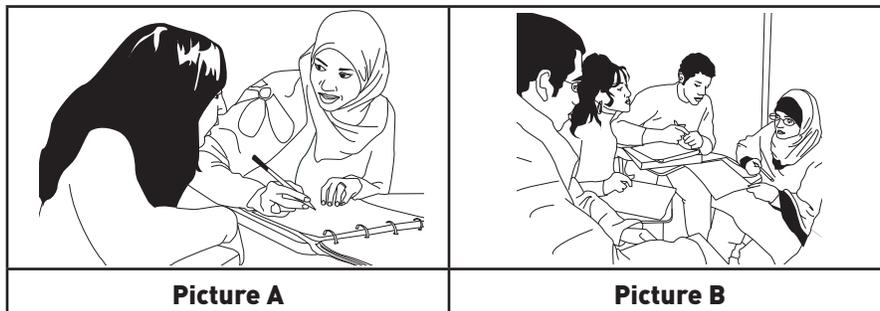
Bloom's Taxonomy
Classroom management
Collaborative learning
Content-based Instruction (CBI)
Critical thinking
Encourage, encouragement
Integrated language skills
Scaffolding, scaffolded instruction
Student-centered



1. Activate! Warm-up Activity

Student and Teacher Roles in Pair/Group Work

Imagine you are one of the students in the following pictures and answer the questions. Then share your ideas with a partner.



- What might you as a “student” be doing in Picture A (in pairs)?
- What might you as a “student” be doing in Picture B (in small groups)?

Now put on your “teacher hat” and discuss the following with your partner. What are the teacher’s responsibilities:

- For preparing for pair and group work, and getting students ready to begin?
- While students are working in pairs and groups?
- For bringing an end to a pair or group work activity?
- For assessing and giving students feedback on their pair or group work?

2. Pre-viewing Questions

Before you watch the video, discuss these questions in small groups. Next, share your group’s ideas during a whole group discussion. You can also consider these questions on your own.

1. When using pair or group work in class, how can you promote **student-centered** learning situations in which the students “teach each other”? What are some examples of activities that you use to help students teach each other vocabulary, grammar, and other content or language skills?
2. What do you know about **scaffolding**—the sequencing of activities in a lesson so that students move strategically and systematically from the known to the unknown? What are some ways you use scaffolding in your classes? Please give examples and describe the scaffolded steps.
3. How is **encouragement** different from praise? How do you encourage your students? Share with your group some of the actual phrases you use and why.
4. What do you know about **critical thinking**? Give some examples of verbs that relate to critical thinking. Refer, as needed, to the verb list from **Bloom’s Taxonomy: Description and Verb List** in the **Supplementary Resources** section. What are some of the ways that you have incorporated critical thinking into your lessons?

3. Facts-based Observation

You will need several pieces of paper to make notes as you watch the video. Your goal is to accurately and concisely note the steps, interactions, and environment you see in the lesson. Write down only the facts and avoid making judgments about what you observe. Example facts that use abbreviated note-taking language are provided below.

Examples:

- Tasks groups of Ss for defs
- Topic is “gene mapping” and “discrimination”
- Ss discuss and compare defs
- Ss write defs on transparencies
- Ss present defs to class
- T sits and listens, observes, comments

(Abbreviations: T = teacher, Ss = students, defs= definitions)

Alternatively, your facilitator or trainer may ask you to make specific observations related to one or more of the “Video Focus” topics listed on the first page of this unit.

4. Focus Questions: A Closer Look

Use your notes from Section 3 to answer the following questions. If needed, you can also view short segments of the video again. Use the time stamps next to each question to find the associated place in the video. Discuss your answers in small groups or with a partner.

Beginning

1. **Greeting** (0:09-1:02): How does the teacher greet the class? What does she talk about before beginning the activities for the day? Why might she do this?
2. **Getting Started** (1:02-1:54): The teacher begins the activity saying, “Let’s start our reading lesson. I chose an article on science. Why? Why do you think I did that?” Why do *you* think the teacher asks this question?
3. **Room Set-up** (2:05-2:46): How is the room arranged? What is in the room?
4. **Target Language Use and Giving Instructions** (throughout the video): The teacher speaks only in English the entire class, even though they all speak the same first language. What techniques does she use to be sure that everyone understands the directions? How can you tell that the students understand what to do?
5. **Classroom Management** (4:10-4:31): How does the teacher handle the late arrival of the three students?

Middle

6. **Scaffolding** (1:06-50:05): Describe the scaffolded series of steps the teacher uses to build up to the science article reading activity (there are up to six to eight activities, depending on how you count them).
7. **Language Skills** (throughout the video): Which of the language skills are involved in this series of activities?
8. **Critical Thinking Skills** (throughout the video): Give examples of activities that require critical thinking skills in this lesson. If needed, refer to the Bloom’s Taxonomy handouts in the **Supplementary Resources** section.
9. **Error Correction and Teacher Feedback** (26:29-27:06): A female student is presenting at the overhead projector (OHP). The first answer she gives is correct, but the second one is not. How does the teacher correct the error?
10. **Teaching Content and Vocabulary** (throughout the video): How does the teacher incorporate new and known vocabulary for the “gene mapping” and “discrimination” content area into the lesson?
11. **Scaffolding** (24:24-25:00): The teacher asks students to predict what the article will be about with these instructions: “Write down two questions that you think this article will answer.” She also tells them their work has to be grammatically correct. What is the purpose of these instructions, and how do they prepare students to complete tasks later in this lesson and in the future?
12. **Encouragement and Praise** (8:41, 9:38, 13:55, 40:52, and 45:26): What are some examples of encouraging language and praise the teacher uses with her students?

Ending

13. **Wrap-up** (50:06-50:37): How does the teacher finish the class?
14. **Teacher Reflections** (50:38-1:00:38): In her reflections at the end, what are some of the teacher’s impressions of the lesson? What are her beliefs about teaching and the learning context for these particular students?

Objectives and Assessment

15. Based on what you saw in the video, describe the lesson objectives. How did the teacher evaluate whether the objectives were met during the lesson?
 - Did the teacher formally or informally assess student performance or knowledge? If so, how?
 - If not, how could the teacher find out what the students learned during this lesson?



5. Discussing Alternatives

The teacher in the video demonstrated approaches to the topics that appear in **bold**; however, other strategies can also be effective. Think about what you saw in the video, and then explore alternative strategies by discussing the following questions in small groups. Be sure to consider advantages and disadvantages of the alternatives you suggest.

1. **Group Work**: Students stayed in the same groups for the entire lesson. What are other ways to structure groups and group work?



2. **Pronunciation:** This **integrated language skills** lesson included: reading, writing, grammar, vocabulary, listening, and speaking. How might a teacher also incorporate pronunciation into this lesson? In your opinion, would this be a valuable addition to this lesson? Why or why not?
3. **Student-centered Learning:** The teacher reports that her request to students to bring in articles of interest had mixed results. The scientific article in this lesson was one student's choice, and the teacher plans to use another student's suggested article in the near future. However, some other articles suggested by students were not suitable. Student choice is an important aspect of student-centered learning. What are some advantages and disadvantages of asking students to make suggestions about content or materials? What are some other ways to include content of interest to students?
4. **Critical Thinking:** Students had the opportunity to engage in many forms of critical thinking, for example through synthesizing information, comparing information and answers, predicting the content of a text, and interpreting and evaluating content from and related to the article. What are some other critical thinking activities that could be done with reading texts like the one in the video?
5. **Encouraging and Motivating Students:** The teacher used positive encouragement and a variety of verbal feedback techniques to let students know when they were correct and to support their learning. What are some other ways to communicate encouragement and support to students?



6. Reflecting and Adapting

Discuss these questions in small groups or consider them on your own.

1. **Selecting Content:** What are some examples of academic content you have used in your classes? How have you used this content? What process do you use to evaluate and select **Content-based Instruction** topics and materials for your lessons?
2. **Scaffolding:** Do you ever create a series of scaffolded activities that build on each other? If yes, give an example, including the steps. In the future, how would you try to incorporate a related series of activities that build on each other, perhaps drawn from something you observed in this video?
3. **Time Management:** What are some of the specific time management strategies that you use? Which of the strategies that you saw in the video would work well in your class and why? What other kinds of time management strategies could you use and why?
4. **Collaborative Learning:** What are some activities that you use in your class to support **collaborative learning**? What other activities can you integrate in your class to encourage collaborative learning? What are some benefits of collaboration among students?
5. **Correcting Grammar:** What are some effective techniques for correcting grammar errors in students' writing and speaking? How do you decide which techniques to use and when to use them in your classes?
6. **Adapting:** What ideas from this lesson might you use in your own classes? How would you adapt them for your teaching needs?



7. Action Plan and Further Reflection

1. Design a lesson plan for your teaching context that incorporates an academic or scientific topic. You can use the Lesson Plan Template in the **Supplementary Resources** section. Your lesson should incorporate clear learning objectives, descriptions of the skills and knowledge you expect students to learn, and how you will measure or assess their learning.

As you create your plan, consider how you will scaffold activities and in what sequence. How will you incorporate students' preferences on content and their learning styles? In what ways can you structure activities so that they can learn from each other as well?

Drawing from Bloom's Taxonomy, what kinds of activities can you offer students to encourage critical thinking skills?

Share your lesson plan with colleagues and get feedback. Revise your plan as needed.

2. Try your plan or part of your plan in class. Reflect on what went well and what you might do differently. What alternative approaches or strategies could you use in the future?



Part 4 — Exploring the Post-Secondary Classroom: Young Adults & Adults

You can find these practical materials and professional development resources on the Supplementary Resources CD or online at americanenglish.state.gov. The printable take-away resources are also provided after the list of *English Teaching Forum* articles below.

Printable Take-Away Resources

	Resource	Description
Unit 11	Discussion Leader Self-Assessment Worksheet	This resource is a sample rubric that can be used by discussion leaders to self-assess their ability to lead a student discussion. Teachers can use this resource when creating student-led discussion activities for a lesson plan in the <i>Action Plan and Further Reflection</i> section of Unit 11.
	Peer Assessment Worksheet	This resource is a sample rubric that students can use to assess the work of peer discussion leaders. Teachers can use this resource when creating student-led discussion activities for a lesson plan in the <i>Action Plan and Further Reflection</i> section of Unit 11.
	Teacher Rubric	Teachers can use this rubric to provide informal feedback to student discussion leaders; this form is for immediate feedback, but teachers may refer to this information when providing a formal score. Teachers can use this resource when creating student-led discussion activities for a lesson plan in the <i>Action Plan and Further Reflection</i> section of Unit 11.
	Final Score Worksheet for Discussion Leaders	This resource is an example of a grading worksheet that teachers can use to formally assess and provide feedback to student discussion leaders. Teachers can use this resource when creating student-led discussion activities for a lesson plan in the <i>Action Plan and Further Reflection</i> section of Unit 11.
Unit 12	How to Conduct Self- and Peer Editing Stations	This resource includes instructions for teachers on how to organize and conduct self-editing and peer feedback stations. Participants may choose to use or adapt this resource when creating a lesson plan in the <i>Action Plan and Further Reflection</i> section of Unit 12.

Unit 12	Self-Editing and Peer Editing Checklist for Writing	Students can use this checklist to self-assess their writing and to get feedback from peers while participating in editing stations. Teachers can use this resource when creating self-editing and peer feedback writing activities. Participants may choose to use or adapt this resource when creating a lesson plan in the <i>Action Plan and Further Reflection</i> section of Unit 12.
	Writing Mechanics Checklist	Working in pairs, students can use this checklist to check their own writing and provide/receive peer feedback. Teachers can use this resource when creating peer feedback writing activities to guide students in their evaluations. Participants may choose to use or adapt this resource when creating a lesson plan in the <i>Action Plan and Further Reflection</i> section of Unit 12.
Unit 13	Bloom's Taxonomy: Description and Verb List	This handout provides background information about Bloom's Taxonomy and provides examples of verbs that can be used to describe each category. Teachers can use this resource when making lesson objectives and when creating activities that develop critical thinking skills.
	Bloom's Taxonomy Revised	This resource includes a chart with a revised version of Bloom's Taxonomy for the cognitive domain. Teachers can use this resource when making lesson objectives and when creating activities that develop critical thinking skills.
All Units	Lesson Plan Template (Blank)	Teachers and participants can use this blank lesson plan form to design their own class session and specify lesson objectives, skill/content focus areas, lesson sequencing, materials, and procedures. Teachers can modify the form to suit the needs of their context. Please see <i>Part 1: Supplementary Resources</i> for an example.
	Lesson Plan Example	Teachers and participants can use this completed lesson plan from a post-secondary English class to see an example of the types of information they might include in their own lesson plans. Please see <i>Part 1: Supplementary Resources</i> for an example.

Suggested *English Teaching Forum* Articles (available at <http://americanenglish.state.gov>)

- ["Purposeful Language Assessment: Selecting the Right Alternative Test" by John M. Norris: 2012, 50\(3\)](#)
- ["The Future Is Now: Preparing a New Generation of CBI Teachers" by Bradley Horn: 2011, 49\(3\)](#)
- ["Towards Better Group Work: Seeing the Difference between Cooperation and Collaboration" by Olga Kozar: 2010, 48\(2\)](#)
- ["CAR: A Means for Motivating Students to Read" by Reiko Komiyama: 2009, 47\(3\)](#)
- ["An Approach to Teaching Organizational Skills to Adults" by Sandra Tompson Issa: 2009, 47\(2\)](#)
- ["How to Make Upper-Level University English Classes More Interactive" by Irina Lytovchenko: 2009, 47\(2\)](#)
- ["SWELL: A Writing Method to Help English Language Learners" by Adeline Teo: 2007, 45\(4\)](#)
- ["Student-Centered Teaching in Large Classes with Limited Resources" by Susan Renaud, Elizabeth Tannenbaum, and Phillip Stantial: 2007, 45\(3\)](#)
- ["Maximizing the Benefits of Project Work in Foreign Language Classrooms" by Bülent Alan and Fredericka L. Stoller: 2005, 43\(4\)](#)
- ["Written Peer Response in L2 Writing" by Nat Bartels: 2003, 41\(1\)](#)

Discussion Leader Self-Assessment Worksheet

Name: _____ Topic: _____

Part 1 Instructions: Evaluate each statement below by circling the corresponding number using the following five-point scale:

1	2	3	4	5
Needs improvement	Fair	Good	Very good	Excellent

1. I introduced the topic effectively.

1 2 3 4 5

2. I was clear; participants could understand me. I helped clarify misunderstandings.

1 2 3 4 5

3. I included everyone by asking for their opinions, ideas or experiences. No one spoke too little or too much.

1 2 3 4 5

4. I helped create a cohesive discussion by using follow-up questions, keeping the discussion on-topic, summarizing other people's opinions, and asking students to respond to each other's ideas.

1 2 3 4 5

5. I kept track of time, spent the right amount of time on each part of the discussion, and closed the discussion effectively.

1 2 3 4 5

Part 2 Instructions: Provide the answers to the following questions:

6. What was the experience of leading a discussion like for you? Easy? Hard? Fun? Interesting? Informative?

7. Which area among those above do you need to work on? How can you prepare in advance to do better in that area next time you lead a discussion?

8. What advice do you have for future group leaders?

Peer Assessment Worksheet

Topic: _____
Name: _____ **Leader's name:** _____

Instructions: Evaluate each statement below by circling the corresponding number using the following five-point scale:

1	2	3	4	5
needs improvement	fair	good	very good	excellent

1. Discussion Leader introduced the topic effectively.

1	2	3	4	5
---	---	---	---	---
2. Discussion Leader was clear; participants could understand. Discussion Leader helped clarify misunderstandings.

1	2	3	4	5
---	---	---	---	---
3. Discussion Leader included everyone by asking for their opinions, ideas, or experience. No one spoke too little or too much.

1	2	3	4	5
---	---	---	---	---
4. Discussion Leader helped create a cohesive discussion by using follow-up questions, keeping the discussion on-topic, summarizing other people's opinions, and asking students to respond to each other's ideas.

1	2	3	4	5
---	---	---	---	---
5. Discussion Leader kept track of time, spent the right amount of time on each part of the discussion, and closed the discussion effectively.

1	2	3	4	5
---	---	---	---	---

Other comments:

Peer Assessment Worksheet

Topic: _____
Name: _____ **Leader's name:** _____

Instructions: Evaluate each statement below by circling the corresponding number using the following five-point scale:

1	2	3	4	5
needs improvement	fair	good	very good	excellent

1. Discussion Leader introduced the topic effectively.

1	2	3	4	5
---	---	---	---	---
2. Discussion Leader was clear; participants could understand. Discussion Leader helped clarify misunderstandings.

1	2	3	4	5
---	---	---	---	---
3. Discussion Leader included everyone by asking for their opinions, ideas, or experience. No one spoke too little or too much.

1	2	3	4	5
---	---	---	---	---
4. Discussion Leader helped create a cohesive discussion by using follow-up questions, keeping the discussion on-topic, summarizing other people's opinions, and asking students to respond to each other's ideas.

1	2	3	4	5
---	---	---	---	---
5. Discussion Leader kept track of time, spent the right amount of time on each part of the discussion, and closed the discussion effectively.

1	2	3	4	5
---	---	---	---	---

Other comments:



Teacher Rubric

Discussion topic: _____

Leader's name: _____

Scale of 1-5 points:

1	2	3	4	5
needs improvement	fair	good	very good	excellent

1. Discussion Leader introduced the topic effectively.

1	2	3	4	5
---	---	---	---	---

2. Discussion Leader was clear; participants could understand. Discussion Leader helped clarify misunderstandings.

1	2	3	4	5
---	---	---	---	---

3. Discussion Leader included everyone by asking for their opinions, ideas, or experience. No one spoke too little or too much.

1	2	3	4	5
---	---	---	---	---

4. Discussion Leader helped create a cohesive discussion by using follow-up questions, keeping the discussion on-topic, summarizing other people's opinions, and asking students to respond to each other's ideas.

1	2	3	4	5
---	---	---	---	---

5. Discussion Leader kept track of time, spent the right amount of time on each part of the discussion, and closed the discussion effectively.

1	2	3	4	5
---	---	---	---	---

Other comments:

Teacher Rubric

Discussion topic: _____

Leader's name: _____

Scale of 1-5 points:

1	2	3	4	5
needs improvement	fair	good	very good	excellent

1. Discussion Leader introduced the topic effectively.

1	2	3	4	5
---	---	---	---	---

2. Discussion Leader was clear; participants could understand. Discussion Leader helped clarify misunderstandings.

1	2	3	4	5
---	---	---	---	---

3. Discussion Leader included everyone by asking for their opinions, ideas, or experience. No one spoke too little or too much.

1	2	3	4	5
---	---	---	---	---

4. Discussion Leader helped create a cohesive discussion by using follow-up questions, keeping the discussion on-topic, summarizing other people's opinions, and asking students to respond to each other's ideas.

1	2	3	4	5
---	---	---	---	---

5. Discussion Leader kept track of time, spent the right amount of time on each part of the discussion, and closed the discussion effectively.

1	2	3	4	5
---	---	---	---	---

Other comments:



Final Score Worksheet for Discussion Leaders

Name: _____

Discussion Topic: _____

Scale 1-10 points: 5 or less = not adequate; 6-8 = some areas need improvement; 9-10 = very good

Expectations	✓	Comments	Score
INTRODUCTION			
<ul style="list-style-type: none"> • Tells why the topic is important and interesting • Students can easily answer the first question 	<input type="checkbox"/>		/10
	<input type="checkbox"/>		
COMPREHENSIBILITY			
<ul style="list-style-type: none"> • Pronunciation • Grammar • Word choice • Strategies 	<input type="checkbox"/>		/10
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
GROUP MANAGEMENT			
Balanced Participation <ul style="list-style-type: none"> • Includes everyone • Politely redirects participants who talk too much or are off topic • Actively engages participants who haven't spoken much 	<input type="checkbox"/>		/10
	<input type="checkbox"/>		
	<input type="checkbox"/>		
Interactive Discussion <ul style="list-style-type: none"> • Asks follow-up questions • Summarizes/paraphrases contributions • Asks participants to respond to each other • Bases later questions on participant answers 	<input type="checkbox"/>		/10
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
TIMING & ORGANIZATION			
<ul style="list-style-type: none"> • Finishes after 15-20 minutes • Spends the right amount of time on each question • Closes the discussion with a summary and/or conclusion 	<input type="checkbox"/>		/10
	<input type="checkbox"/>		
	<input type="checkbox"/>		

Total: _____/50

Additional Comments:

How to Conduct Self- and Peer Editing Stations

Overview

Use this information to conduct self- and peer editing stations like those seen in the Unit 12 video.

Instructions to the Teacher

Set up stations around the room with one station for each section or task for the essay. Each station should have the following:

- Envelopes of highlighters (three or four highlighters in each envelope), preferably a different color for each station.
- Posters with directions that tell the students what to do at each station (see directions that follow for the ten stations in the video).
- An example (model) essay with the corresponding task for each station highlighted and completed, so students can see what they need to do.

Give each student one copy of the Self-Editing and Peer Editing Checklist for Writing.

Students can start at any station, complete the task and when finished, move on to the next station of their choice. They can visit stations and do the tasks in any order. If they are satisfied with their essays, they initial that task. **BUT**, before they can move to the next station, they must (1) ask a classmate to read and discuss the section or task for that station, (2) come to an agreement with the classmate about that section, and (3) initial the Self-Editing and Peer Editing Checklist for Writing next to that section. Students can freely choose peers for each of the stations, but as they move among the stations, they should work with several different peers to get a range of feedback.

If students have many revisions to make, they may take their essays home and make revisions. If they are satisfied, they can turn them in at the end of the class.

Directions for the Ten Stations in the Video

Task directions for the posters in each of the ten stations seen in the video are listed below. You can modify the directions according to the level of your students and the learning objectives.

Station One: Thesis Statement

Highlight your thesis statement.

- Is it ONE sentence?
- Does it have TOPIC, FOCUS and DIRECTION?
- Is the grammar in the direction *parallel* (same parts of speech or form)?

Station Two: Topic Sentences

Highlight your topic sentences.

Do they use language similar to that in the thesis statement?

Station Three: Explaining Sentences

Highlight your explaining sentences.

Do they add more information about your main idea?

Station Four: Evidence

Highlight your evidence.

Did you give specific examples to support your main idea?

Station Five: Interpreting Sentences

Highlight your interpretations.

Did you tell the reader the importance or meaning of your evidence? Does it explain why your evidence supports your topic sentence?

Station Six: Closing Sentences

Highlight your closing sentence.
Did you restate the main point?

Station Seven: Bridges

Highlight the clauses or phrases that **review** the previous paragraph and/or **preview** the following paragraph.

Station Eight: Conclusion — Restatement

Highlight the idea in the conclusion that repeats the main idea of the thesis.

Station Nine: Conclusion — Summary

Highlight the sentences in the conclusion that summarize the supporting ideas of the body.

Station Ten: Conclusion — Final Thought(s)

Highlight the sentence in the conclusion that gives the reader something to think about in the future (a prediction, suggestion, or warning).

Self-Editing and Peer Editing Checklist for Writing

Directions: Go to each station around the room. At each station, you will check one part of your essay. Use the highlighters at each station to highlight that part in your essay. After you have visited every station, your essay should be very colorful!

Important: Before you move to another station, you must have a classmate review and initial your checklist. That way two people have checked your essay.

	Your Initials	Classmate's Initials
Station One: Thesis Statement	_____	_____
Station Two: Topic Sentence(s)	_____	_____
Station Three: Explaining Sentences	_____	_____
Station Four: Evidence – Examples, Details	_____	_____
Station Five: Interpreting Sentences	_____	_____
Station Six: Closing Sentences	_____	_____
Station Seven: Bridges	_____	_____
Station Eight: Conclusion – Restatement	_____	_____
Station Nine: Conclusion – Summary	_____	_____
Station Ten: Conclusion – Final Thought(s)	_____	_____

Other Comments, Questions or Notes:

Writing Mechanics Checklist

Instructions

1. Use the checklist below to check your own writing.
2. Next, exchange papers with another student. Go through the checklist together. Ask each other questions when you don't understand something about the writing. Use the directions in the checklist to mark your papers together to show where you think changes are needed.
3. Get feedback from your teacher on the changes you plan to make.
4. Rewrite your own paper again, making any necessary changes.

Checklist

- | | |
|--|--|
| | a) At the top of the paper, I can see: <ul style="list-style-type: none">• The title of the paper, in title case (all important words begin with a capital letter).• The author's name.• The date. |
| | b) If there is more than one page, there are page numbers at the bottom of all pages. |
| | c) Paragraphs: The first line of every paragraph is indented. |
| | d) All sentences: <ul style="list-style-type: none">• Begin with a capital letter.• End with correct punctuation (period, question mark, etc.). |
| | e) Spelling: Circle any words that don't look right. Use a dictionary to check the spelling. |
| | f) Does each sentence "sound" right? Read it aloud and add missing words or letters as needed. |
| | g) Can you understand each sentence? Put a question mark next to anything you can't understand. Ask the writer to explain it. If this part of the writing is not clear, how will you change it? |

Comments and Questions

Write something you like about this paper:

Write any other questions you may have about this paper:

Bloom's Taxonomy: Description and Verb List

Asking students to think at higher levels, beyond simple recall, is an excellent way to stimulate students' thought processes. Different types of questions require us to use different kinds or levels of thinking.

According to the original version of Bloom's Taxonomy, human thinking skills can be arranged in the following six categories:

1. **Knowledge:** remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as *how many, when, where, list, define, tell, describe, identify*, etc., to extract factual answers, testing students' recall and recognition.
2. **Comprehension:** grasping or understanding the meaning of informational materials. Use words such as *describe, explain, estimate, predict, identify, differentiate*, etc., to encourage students to translate, interpret, and extrapolate.
3. **Application:** applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as *demonstrate, apply, illustrate, show, solve, examine, classify, experiment*, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
4. **Analysis:** breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as *what are the differences, analyze, explain, compare, separate, classify, arrange*, etc., to encourage students to break information down into parts.
5. **Synthesis:** applying prior knowledge and skills to combine elements into a pattern that was not clear before. Use words and phrases such as *combine, rearrange, substitute, create, design, invent, what if*, etc., to encourage students to combine elements into a new pattern.
6. **Evaluation:** judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as *assess, decide, measure, select, explain, conclude, compare, summarize*, etc., to encourage students to make judgments according to a set of criteria.

You can use verbs aligned to Bloom's Taxonomy, such as the examples given below, to create discussion questions and lesson plans that ensure your students' thinking progresses to higher levels.

1. Knowledge		2. Comprehension	
Count	Read	Cite	Interpret
Define	Recall	Classify	Locate
Describe	Recite	Conclude	Make sense of
Draw	Record	Convert	Paraphrase
Find	Reproduce	Describe	Predict
Identify	Select	Discuss	Report
Label	Sequence	Estimate	Restate
List	State	Explain	Review
Match	Tell	Generalize	Summarize
Name	View	Give examples	Understand
Quote	Write	Illustrate	

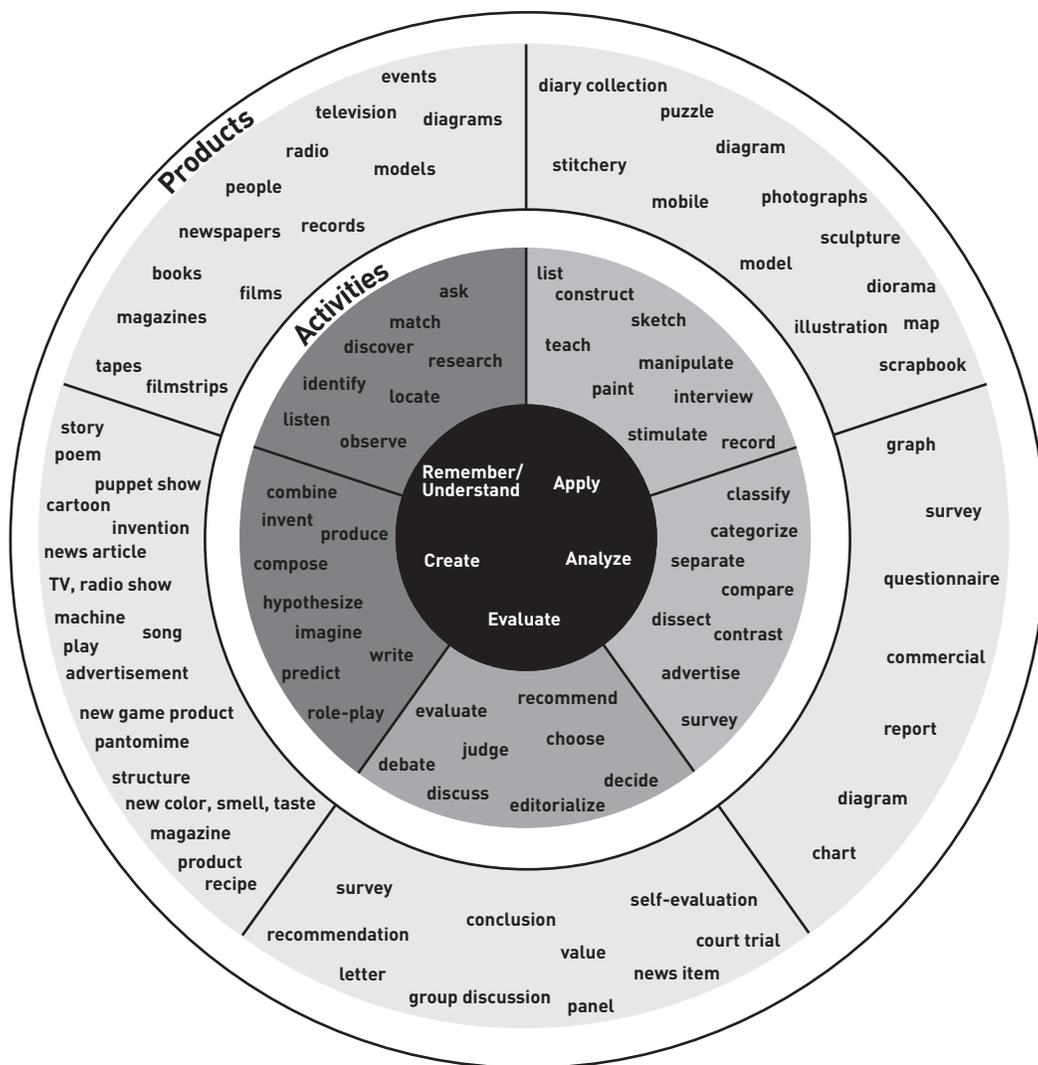
3. Application		4. Analysis	
Adapt	Include	Break down	Focus
Anticipate	Incorporate	Characterize	Illustrate
Categorize	Inform	Classify	Infer
Collaborate	Initiate	Compare	Limit
Combine	Instruct	Contrast	Outline
Communicate	Integrate	Correlate	Point out
Compare	Interview	Debate	Prioritize
Compile	Paint	Deduce	Recognize
Compose	Participate	Diagram	Relate
Construct	Predict	Differentiate	Research
Contrast	Prepare	Discriminate	Separate
Create	Produce	Distinguish	Subdivide
Design	Provide	Examine	
Develop	Relate		
Devise	Report		
Express	Select		
Facilitate	Show		
Generate	Solve		
Imitate	Transfer		
Implement	Use		
5. Synthesis		6. Evaluation	
Adapt	Invent	Appraise	Interpret
Anticipate	Make up	Argue	Judge
Categorize	Model	Assess	Justify
Collaborate	Modify	Choose	Predict
Combine	Negotiate	Compare	Prioritize
Compare	Organize	Conclude	Prove
Compile	Perform	Contrast	Rank
Compose	Plan	Criticize	Rate
Construct	Pretend	Critique	Reframe
Contrast	Produce	Decide	Select
Create	Progress	Defend	Support
Design	Propose	Evaluate	
Develop	Rearrange		
Devise	Reconstruct		
Express	Reinforce		
Formulate	Reorganize		
Generate	Revise		
Incorporate	Rewrite		
Individualize	Structure		
Integrate	Substitute		

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Bloom's Taxonomy Revised

This revised version of Bloom's Taxonomy merges the first two levels of "Knowledge" and "Comprehension" into "Remember/Understand," and the fifth level "Synthesis" is replaced with "Create." The levels are shown in the center wheel. The middle wheel provides level-related verbs that can be incorporated into classroom activities and lesson objectives. The outer wheel lists potential products students can create for each level.

Bloom's revised taxonomy for the cognitive domain



Graphic and adaptations used with permission from Dr. Barbara Clark and Dr. Barry Ziff, 2009.
 Original taxonomy adapted from: Anderson, L. W. and Krathwohl, D. R. (Eds.). (2001)
 A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

Adapted and used with permission from George Bradford.

GLOSSARY



Glossary

A

activate knowledge to remind students what they already know about a subject in order to link existing knowledge to new concepts in a lesson

active learning the use of teaching strategies that actively engage students in the language learning process. Some examples include: group discussion, problem solving, case studies, role-plays, journal writing, and collaborative learning groups. Benefits to using such active learning may include improved critical thinking skills, increased retention and transfer of new information, increased motivation, and improved interpersonal skills

alternative assessment the non-traditional methods used to evaluate student knowledge or skills. Some examples include: self-assessment and peer assessment, portfolio assessment, student conferences, and performance-based assessment (role-plays, debates, presentations, etc.)

assess, assessment to determine or evaluate what students know or can do. See also: *alternative assessment, formative assessment, peer assessment, performance-based assessment, self-assessment, summative assessment*

attention span the length of time learners are able to pay attention

auditory related to hearing and the ears; see also: *aural*

aural related to the sense of hearing. The term *aural learner* describes students who benefit from or prefer learning through input they can listen to, such as speech and music. See also: *auditory, learning styles*

authentic material material drawn from sources that native English speakers would use. Examples: newspapers, videos, radio broadcasts, websites, menus. Authentic materials can be used as is or adapted to meet learner needs

B

Bloom's Taxonomy a classification of learning objectives proposed by a committee of educators chaired by Professor Benjamin Bloom. It categorizes learning outcomes based on human cognitive skills and other domains. A revised version of Bloom's Taxonomy divides the cognitive domain into five categories: Remember/Understand, Apply, Analyze, Evaluate, and Create. See Unit 13 for additional resources related to Bloom's Taxonomy. See also: *critical thinking*

C

chant words or phrases that are repeated rhythmically again and again; it can support listening, grammar, vocabulary, pronunciation, and content knowledge development

checklist an organizational tool that lists steps or requirements for an activity or an assignment; it can support student progress and encourage autonomous learning. In assessment, teachers can use checklists to record whether students can satisfactorily demonstrate specified knowledge or skills

classroom management all of the aspects of the classroom that the teacher may influence. Some examples include: the physical arrangement of the classroom space, lesson planning, methods of calling on students to answer, disciplinary techniques, class routines, and systems for rewarding positive behavior or achievement

collaborate, collaborative learning to work together to learn, solve a problem, complete a task, or create a product. Learning occurs through social activity

collocation the words that commonly occur together in set groups and by association, they create meaning. Examples include: noun + noun = a business deal; verb + noun = take a vacation, take a nap

communicative language teaching teaching that focuses on active and meaningful communicative skills through authentic or “real-world” use of language. Some examples include: role-plays, discussions, problem-solving tasks, simulations, projects, the use of topics or content areas as a cohesive or framing device, the use of realia, and real-world materials (news, magazines, video, audio, etc.)

concept-checking question a question that helps teachers determine if learners understand key concepts in a lesson. See Unit 3 for an example: to check understanding for the vocabulary word *claws*, a teacher might ask, “What kinds of animals have claws? Where would you find claws on a bear? On his nose? Would they be soft? Would they look sharp and pointy?”

Content-based Instruction (CBI) an instructional approach that structures English language lessons or an entire curriculum around central themes or topics from other fields or content areas (such as math, science, history, etc.)

contextualize, context, contextualization to link language use to real, meaningful communicative situations. Language is not presented using isolated, unrelated examples

creative thinking new ways of looking at a subject that are imaginative and different from the expected or more traditional ways of approaching material. It can incorporate skills such as creating, building, designing, and illustrating

critical thinking the use of reasoning skills to question and analyze the accuracy and/or value of ideas, statements, or new information. Critical thinking moves beyond general knowledge and incorporates skills such as analyzing, synthesizing, reasoning, inferring, deducing, comparing and contrasting, and predicting. In contrast to *yes/no* comprehension questions, critical thinking questions ask learners to explain, describe, evaluate, rate, etc. See also: *Bloom’s Taxonomy*

D

debrief to share and discuss information with a group or individuals after completing an activity or task. Debriefing discussions can be used to address questions and informally evaluate learning outcomes. It allows students to reflect on their own understanding of the topic at hand

differentiated instruction an instructional approach that responds to differences in learners by providing variations in activities or tasks to create the best learning experience possible for individuals or small groups. See also: *individualized instruction*

E

elicit, elicitation to draw forth or bring out a response or reaction

encourage, encouragement to motivate students by focusing on what they already know or can do and by pointing out areas for improvement in a supportive way

F

feedback the information that lets learners know how they are doing. Either the teacher or other learners can provide feedback in oral or written form. See also: *assessment, encouragement, peer feedback*

formative assessment assessment that takes place during the process of learning, as opposed to at the end (see *summative assessment*). Learners receive oral or written feedback, which usually does not involve a formal score or grade

G

gambit a remark or prompt intended to start a conversation or discussion

graphic organizer a visual diagram used to create, record, and store information in forms such as: semantic webs, timelines, diagrams, story maps, brainstorm diagrams, etc.; also known as *concept maps*

I

individualized instruction an instructional approach that provides opportunities for students to interact with material at their own rate and their own level of proficiency. See also: *differentiated instruction*

infer, inference to make a guess about content based on clues or information in what is being read (text), heard, or seen

integrated language skills two or more language skills combined together in an activity. See examples of integrated skills in action in Units 6, 7, and 13

interactive a teaching style in which learners are encouraged and expected to actively participate and engage with the teacher and the other learners in the class

K

kinesthetic related to movement and physical activity; *kinesthetic learning* is “hands-on” and incorporates gestures, body movement, actions, facial expressions, manipulatives, etc. The term *kinesthetic learner* is used to describe students who benefit from or prefer hands-on learning experiences. See also: *learning styles*

L

learner autonomy the ability of students to make decisions about and direct their own learning

learning stations the defined spaces in a classroom designed for small group or individual learning experiences. The teacher equips each station with learning materials to teach or reinforce specific skills or concepts. Stations feature complementary activities so that learners can experience the target content/concepts in a variety of ways. See Unit 1 for an example of learning stations in action. Also called *learning centers*

learning styles the various ways people seem to learn best; most people use a mixture of learning styles but may favor one or two. Examples include: visual learners prefer using pictures, images, and charts to aid understanding; aural learners are helped by music or sound in lessons; kinesthetic learners are aided by incorporating physical movement and use of their hands, body, and sense of touch; verbal learners prefer using words, both spoken and in writing; logical learners use reasoning well; social learners prefer working with other learners in groups; and solitary learners prefer working alone

Likert scale a scale for measuring a range of positive or negative response to a question. For example, a five-point Likert scale could be (1) strongly disagree----- (2) disagree----- (3) neutral----- (4) agree----- (5) strongly agree

M

mass media the means of communication that reach large numbers of people in a short time, such as television, newspapers, magazines, and radio

monitor, self-monitor to consciously observe (another’s/one’s own) progress to identify problems and difficulties in order to make changes through remedial strategies

motivate, motivation to make someone want to do or achieve something and be willing to work harder in order to do so; psychological factors that determine how much effort learners are willing to apply to accomplish or learn something

N

non-verbal, non-verbal skills body language as a form of communication. Some examples include: facial expressions, gestures, body posture, distance between two people when they are talking, etc.

norming the process in which a group of students or teachers all rate the same test, discussion, presentation, etc., and then compare and discuss answers to make the scoring as consistent and fair as possible. See Unit 11 for an example of a teacher with her students discussing peer group norming; they review criteria together for scoring (What does “good” mean? What does a four on the grading scale mean?)

norming “light” the term used by the teacher in Unit 11 to imply that the type of peer norming in her class is less than scientific and potentially not as rigorous as a group of teachers might use but nevertheless is a valuable practice for achieving her objectives for this lesson

O

objective the statement of what the learners will be able to do once an activity or lesson is complete; it explains what knowledge, skills, attitude, or other ability learners will have when they have finished

off task when student behavior or action is not related to what is currently assigned or being taught; see opposite also: *on task*

on task when student behavior or action is in compliance with and related to the assigned topic or task; see opposite also: *off task*

open-ended question a question designed to encourage meaningful answers that draw upon the students’ knowledge, opinions, and experiences; as there is no one “right” answer, open-ended questions promote critical thinking by asking students to interpret, analyze, predict, explore, etc.

P

pace, pacing the speed or rate at which activities are conducted in a lesson; taking into consideration the amount of time spent on each activity and the time allotted to completing each step within an activity

peer assessment the alternative assessment in which learners provide structured feedback on each other’s work with teacher guidance. It usually involves pre-established guidelines and assessment supports such as checklists or rubrics. Students usually provide each other with written feedback, and sometimes an informal score is assigned. This term is sometimes used interchangeably with *peer feedback*, which is less structured

peer feedback the student-to-student support for learning; feedback that comes from other learners in the class or group. It can occur organically or in a semi-structured way during group work and whole-class discussions. Although peer feedback is usually less formal and structured than *peer assessment*, which involves pre-established guidelines, assessment criteria, and written feedback, sometimes these terms are used interchangeably

performance-based assessment the alternative assessment in which a teacher examines students’ knowledge or skills as they complete tasks such as leading a discussion (see Unit 11), participating in a debate, or creating a portfolio of writing samples. It usually involves pre-established guidelines and assessment supports such as checklists or rubrics

personalize, personalization to associate one’s own past or present experiences with a topic or activity; teachers can design activities that encourage learners to draw on their personal experiences in order to increase student interest and motivation in relation to a task or topic

Project-based Learning (PBL) an instructional approach in which learners work together to create a project that studies a topic deeply or solves a problem that is relevant to the learners’ lives. Projects may take several days/weeks to complete; learning occurs through social activity and developing some form of project output

proofread to carefully read through a piece of writing to detect errors or poorly worded sentences and phrases. Examples include: correct grammatical usage, vocabulary, spelling, and other errors

R

rationale a justification or purpose for doing something. Providing a rationale for an activity can enable students to understand how it supports their learning and why the teacher is asking them to do it. It can ease student resistance to new or difficult activities and keep them motivated to work hard

real-world, real-world topics context from the world in which we live that exists outside the classroom. Examples include: news, realia, current videos, popular culture, local community events. See also: *authentic material*

realia real objects used as teaching aids. Examples include: food, photographs, tools, clothing, items from nature, etc.

recycling the practice of reusing the target language and structures many times in similar and different contexts in order to aid learners' language acquisition; also called *reiteration*

role-play (as a verb) when students take roles of characters or persons and act out a short dramatic performance or a text for such a performance

rubric the scoring guide or template for assessing/providing feedback on student work and performance that is clearly linked to learning objectives. It uses a point scale or performance-level scale and lists criteria that correspond with levels on the scale for each learning objective

S

scaffolded instruction, scaffolding an instructional approach in which teachers prepare, present, and/or guide students through a series of progressively more complex steps to complete an activity or to communicate a target language concept. Scaffolding is useful for learners of every age and language level. See Units 5 and 13 for examples of scaffolding in the classroom.

self-assessment an alternative assessment process in which learners evaluate their own work based on pre-established criteria

strategy, -gies rules, principles, and procedures used to facilitate *learning*, frequently applicable to a variety of specific *learning* tasks

student-centered in a student-centered classroom, the teacher may briefly model an activity with examples, but the students then work together to practice, using the language for real communicative purposes. Students may provide feedback for each other and may help choose topics. See opposite: *teacher-centered*

summative assessment the formal testing at the end of a learning period (unit, project, or course) to measure what a student has learned; scores or grades are usually assigned. See also: *formative assessment*

synthesize, synthesis to take information from a variety of sources, analyze it, and then combine it in a new form

T

tactile related to the sense of touch

target language the foreign language that a student is learning (e.g., English). Sometimes this term is used to refer to the specific grammatical structure or vocabulary tied to the learning objectives for an activity or lesson

teacher-centered in this approach, the teacher leads most interactions and activities using a lecture or similarly teacher-focused format. See opposite: *student-centered*

Total Physical Response (TPR) an instructional approach that combines language learning with physical movement

transition, transition techniques in classroom management, these are strategies or techniques for helping students move smoothly from one activity to another

V

visual related to the sense of sight. The term *visual learner* is used to describe students who benefit from or prefer learning through visual input and information, such as written text, images, charts, and diagrams. See also: *learning styles*

visual aid instructional materials that present information visually, such as posters, charts, videotapes, or slide presentations

W

wait time the length of the pause between when a teacher initially asks a question and the next time s/he speaks to elicit an answer to that same question

washback effect the influence that assessment has on learning and teaching. See Unit 11 for an example of a teacher discussing the washback effect alternative assessment has on her class

ADDITIONAL INFORMATION FOR FACILITATORS AND SAMPLE RESPONSES





Part 1 — Exploring the Primary Classroom: Very Young Learners

This section provides general information and sample responses related to questions and activities in Part 1. This section is not designed to provide exhaustive methodological explanations or “correct” answers. Instead, the information below can assist facilitators and trainers in guiding observations or facilitating participant discussions and reflection. See the **Glossary** for definitions of key concepts and the *English Teaching Forum* articles listed at the end of Part 1 for additional examples.

Unit 1



2. Pre-viewing Questions

Answers will vary. Some examples follow.

1. Content-based material can be used with learners of all ages. Some challenges of teaching through content may include: it can take more time to create lessons with subject-based themes; it can be difficult to find a theme/topic that interests all students; it may be difficult to locate materials and identify an appropriate language learning content within the subject area. Some examples of ways to teach English through content with very young learners include using realia (e.g., toys, things from nature, food), chants, and songs.
2. Students can take a traditional pencil-and-paper test. (For example, read and circle answers in the form of a picture or text; listen and circle a picture or text answer; listen or read and then respond; draw lines to match pictures with other pictures or words; write letters or simple words) Other forms of assessment may include writing or drawing a story; using drama to act out the content, verbally or non-verbally; drawing pictures or cutting out images to design a poster or collage; and bringing an item from home to school for show-and-tell.
3. Very young learners respond well to short, varied activities. Songs, games, art, and movement-based activities are examples of ways to keep them engaged. Establishing clear routines for daily activities and using positive reward systems for on-task, appropriate behavior can help young learners have a successful learning experience.
4. Learning stations (also called “learning centers”) are defined spaces in a classroom designed for small group or individual learning experiences. They can be as simple as a single desk or table in a corner or as complex as an entire classroom divided into a series of interconnected spaces. The teacher equips each station with materials that provide a variety of learning experiences (hands-on/kinesthetic, reading while singing or chanting, listening to a read-aloud, silent reading, drawing or painting, writing, etc.). Teachers can introduce the learning stations system starting with just one or two stations and adding more options slowly over time. Students need clear guidelines for using the stations (when to go to the stations and how long to stay; how to make smooth transitions in/out stations; how to clean up at the end of station time; how to interact respectfully with other students at stations, etc.).



4. Focus Questions: A Closer Look

Answers will vary. Some examples follow.

Beginning

1. The teacher gathers the students onto the rug and sings a “hello” song with greetings in different languages and a positive multicultural theme. She and the students use gestures that match some of the lyrics.
2. This student calls out the names of individual students to come up and choose their first learning station. The teacher asks the student to call student names one by one, so that students will begin to fill the stations in stages and not all at once.

3. He is looking for classmates who are sitting quietly (“crisscross applesauce”) and are ready to choose a learning station.

Middle

4. The teacher (Picture A) is orally assessing students one-by-one at a separate “pull out” station (desk). She also keeps an eye on the students at the learning stations; she is positioned so that she has a global view of the classroom at the same time. Students are allowed to choose so that they can enjoy their learning experience and take responsibility for their own learning.
5. Some examples of teacher phrases used to get students’ attention and encourage good/quiet behavior include: “Put your listening ears on.” “Turn your lips off.” “Let me see your body crisscross applesauce.” Examples of positive phrasing, encouragement, and rewarding of appropriate behavior include: “Good job cleaning up.” “Thank you for cleaning up.” “C is pushing in chairs. S is picking up play dough. I like how X is sitting.” “Thank you to J who’s sitting nicely.” “I’m going to wait until everybody is sitting to learn.” “I’m looking at your bodies and I’m wondering...Are you ready? I see J is ready.” “I like how you’re raising your hands.” “I heard some very polite manners.” “Oh-oh, you’re so...smart!” “Ooh, I like that you made that connection. Give yourselves a pat on the back for being such good scientists today.” “Ooh, some of you are getting your mouth ready to say it.”
6. Some examples of answers for the table follow.

A. Learning Station	B. Describe what students are doing	C. Benefits <i>(Note: This column relates to Section 6, Question 1 only)</i>
1. Painting/Easel Station	Painting, setting up, putting items into the drying rack, talking to friends while painting	Develop creativity, autonomy, good work habits, love of art
2. Hand Print Station	Pressing hand on ink pad, pressing on paper, washing hands, returning to table, signing name	Fun, creative gift for Mr. Blalock, following several steps of directions
3. Block Corner	Building, playing cooperatively and independently, being imaginative, cleaning up	Large and fine motor skills, cooperative play skills, organize blocks using symbols
4. Reading Corner	Reading, singing stories to themselves and friends	Pre-reading readiness skills, independent reading, cozy atmosphere conducive to enjoyment of reading
5. House Corner	Playing house, sweeping, mopping, cooking	Dramatic play, associating language with specific actions
6. Computer Center	Playing educational videos and games	Pre-reading skills, develop computer skills through exploration and play
7. Imagination Station	Doing assorted art activities, cutting, gluing, drawing	Art, creative work, language associated with this topic, develop fine motor skills
8. Modeling Clay Table	Making dinosaurs out of play dough, showing each other	Fine motor control, hands-on (kinesthetic) activity to develop large and fine motor skills, colors, shapes, developing creativity
9. Tinker Toys Station (wooden building toys)	Building machines and weapons with their tinker toys	Imaginative play, develop large and fine motor skills

10. Work Board	Checking to see which stations have space in them	Learn to self-regulate and choose where to work/play, check to see where there is room
11. Teacher's Desk	Being assessed by the teacher on a science unit (seeds, stems, roots, flowers, vegetables, pollen, etc.)	Individual assessment, informal tone, teacher makes it conversational and takes notes on how students answer

7. The teacher asks each student to come individually to her desk (station). She shows them a picture of plants and a farmer, which is a topic that they have been working with. She asks them, "What do you know about this chart?" or "Tell me about this chart." She asks, "What else?" or says, "Mmm-hm?" signaling that she wants to hear more. She asks follow-up questions such as, "What do you know about seeds?" "Like what?" and "Remember...what kind of a stem is a plant that we eat?" She spends about one or two minutes with each student. She records each student's answers on a separate piece of paper.
8. She counts backward from 10. "10-9-8-7...3- Who's sitting on the carpet? Crisscross applesauce... 2...2 ½...and 1. J, you need to sit. Thank you, A. Thank you to J who's sitting nicely." The rest of the children finish cleaning up and go over to the rug. The teacher says, "It's time for clean up." Then she circulates around the room reminding individual students to start cleaning. She thanks students who are cleaning up. She has established "cleaning monitors" who make sure everything is put away.
9. She asks students to remember what they were talking about in science; she reminds them what they did yesterday; they sing the same song.
10. Students answer specific questions from the teacher about what she is drawing on the paper; she asks them to tell a friend what they know about the topics and then share with the group what their friend told them. This form of "think-pair-share" allows more than one student to have the chance to answer the teacher's questions and also encourages active listening since the students have to report what their partners say.
11. "OK, put your eyes up here. We have a new word of the day, it's a loooong word. I'm going to say it first and then we're going to clap it out. Pho-to-syn-the-sis," and she holds up five fingers to signal five syllables.
12. She begins a discussion with guided questions. She asks questions and makes statements such as: "Does anybody have a guess?" "What could that mean?" "I know what it sounds like." "It reminds me of another word." She encourages them to predict what it could mean and look at pieces of the word they may recognize, such as *photo*.
13. She uses the word *photosynthesis* as the signal for the students to stand up and walk to the charts/visual aids. The first chart is a song they sing describing parts of plants and their functions; the second chart is an enlarged drawing of a seed, and the teacher asks questions the children answer while still standing. She encourages them to try reading the words; the third chart notes "Ways Seeds Travel" with pictures and words; the fourth chart (not used) lists different ways people travel.

Ending

14. She asks them to return to the rug, give themselves a pat on the back for being such good scientists, have a good stretch, and sing a song that they have learned.
15. She agrees to the students' request and replays the song so they can sing it again.

Objectives and Assessment

16. The objective of this lesson is to teach words and scientific concepts related to plants, such as different plant parts that people eat and their functions, the process of photosynthesis, and how seeds travel. The teacher in the video called some of the students individually to her desk and formally assessed their understanding of the words about plants and their ability to use the words in context while the rest of the students were working on activities in learning stations. She also informally assessed students' understanding by calling on individual students who raised their hands and asking concept-checking questions to review what was learned in the previous classes.



5. Discussing Alternatives

Answers will vary. Some examples follow.

1. Teachers can push desks together to create “mini-stations.” Activities can be contained in envelopes that students can pick up and take back to their desks.
2. Content-based material can be used to teach all the language skills: reading, writing, vocabulary, grammar, pronunciation, etc. For instance, teachers can use a text on a science topic such as plant growth to do some reading activities, teach words appearing in the text, and work on phrases or sentence structures repeatedly used in the text.
3. Teachers could ask students to write some keywords/short phrases about what they know, briefly talk about their understanding of the content area, or draw pictures that demonstrate their knowledge.
4. Students can discuss their answers in small groups and agree on one answer to share with the class.
5. In addition to signal words, teachers can use hand gestures, recorded music, or various musical instruments to signal that it is time to pay attention or begin another lesson phase.
6. Students can hand out papers and other materials, help create classroom materials (such as posters and mobiles), take attendance, be group leaders, etc.



6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Children choose what is of interest to them and move autonomously around the room interacting with other children and completing projects. It allows the teacher to interact and assess the students individually while they are busy with developmentally appropriate activities. The stations have a range of different activities that appeal to different types of learners and focus on different skill areas; they combine skill and language development with play. See the previous table in this sample response section (Column C “Benefits,” Section 4, Question 6) for possible benefits of each station. Learning stations can be adapted for older learners when activities in each station are appropriately designed and cognitively challenging enough for their age group. Answers will vary for the last question.
2. CBI is beneficial because it uses content to teach language in a contextualized way that is engaging for the students; it introduces students to a range of topics and vocabulary and develops academic and critical thinking skills. CBI uses language that is developmentally appropriate for the students’ age group. Answers will vary for the last question.
3. Students can be given responsibility for various classroom tasks, such as handing out papers and materials, making sure the room is clean, taking attendance, and being group leaders.
4. Bring in a cart that contains various activities the students can choose and work on at their desks; use chairs and tables to create defined spaces for different activities; remove unnecessary furniture; find rugs, blankets, large pillows, tents, etc., for “sitting on the floor” stations; create stations outside, in a gymnasium or other large space, etc.
5. To signal a transition teachers can use hand gestures or clapping; songs, whistles, or musical instruments; signs or flags; or pre-established “signal words” based on expected behaviors or content. With practice, students can learn to quickly respond physically to the signal for a specific behavior (stand up, sit down, put heads on desks, get in line, form groups, stop talking, etc.). Using encouragement and positive reinforcement for students who are on-task is also helpful.
6. Repetition and memorization of songs can help with language acquisition, pronunciation, and intonation. Gestures, movement, and the repeated chorus aid comprehension and reinforce the content material. This gives very young children an appropriate outlet for some of their energy. Rhythmic clapping and movement is good for motor skills development. It can also help to focus the group at the beginning or during transition points in the lesson. These activities can also provide satisfying closure to a long lesson. Other answers will vary.

Unit 2

2. Pre-viewing Questions

Answers will vary. Some examples follow.

1. Young children can often focus their attention only for short periods of time. Young learners may be shy about trying to speak in an unknown language. They may also have difficulty understanding new vocabulary with words alone. Keeping the activities short and changing them often helps to keep young learners' interest. Praising and encouraging them for trying can motivate them to answer, even if they are unsure. Using realia and actions helps to make new vocabulary and other language input more comprehensible to young learners.
2. Moving around the room allows teachers to manage problem students quickly and quietly before they become too disruptive to the rest of the group. A quiet reminder using positive language can help redirect students without creating further distractions (for example, "Let's listen" versus "No talking"). Sometimes a teacher might choose to ignore an off-topic question and focus instead on students who are engaged and trying.
3. Answer will vary.
4. Total Physical Response is a teaching technique where learners respond to language input with body motions/actions. A teacher may say, for example, "Stand up. Walk to the door. Raise your hands. Walk to my desk and hand me the book." At first, the students listen and respond with actions only. As they become familiar with the actions and develop their language skills, they can begin producing language.
5. It is relatively easy to make small handheld puppets and use them in class. Teachers can use them in various activities such as storytelling to engage students; very young children usually love to communicate with puppets/dolls. It might not be appropriate for teachers to use handheld puppets due to their small size to demonstrate concepts in a larger class. Large "flat" puppets are relatively easy to recognize from a distance and can be clearly seen in a large class, but they are not as easy to manipulate as smaller puppets. Students can actively participate in and have fun making puppets of all sizes with their teacher or in groups.

4. Focus Questions: A Closer Look

Beginning

1. Students are sitting on the floor looking at the teacher. Benefits: Students are able to get up and move around as they gather in the seating area and during activities. They are close to the teacher so it is easier for her to keep them engaged, interact with them, and manage disruptive behavior.
2. Following the teacher's oral directions and gestures, students stand up, stretch, stretch to the front/ to the back, shake hands, shake faster, shake slower. Benefits: Young learners have difficulty sitting still for long periods of time. Using TPR engages them in the lesson; it appeals to multiple learning styles (visual/spatial, kinesthetic, auditory); it can help manage the high energy levels of lively young learners.
3. The teacher introduces the following vocabulary: *boy/girl. This is a boy. This is a girl.* The class practices verbs with the TPR song: *turn around, touch the ground, jump up and down, and sit down*; the song also reinforces the target language, *girl* and *boy*.
4. The teacher acts out words or phrases, uses gestures and hand signals, points, and exaggerates intonation/pronunciation. She also uses several visual examples.

Middle

5. The teacher asks individual students to say a word or sentence; she asks the whole group to say a word; she asks the girls to stand up; she asks the boys to stand up.
6. She shakes their hands, slaps someone's hand and says, "Give me five!" or "Give me ten!" (with the corresponding hand gesture). She also says, "Excellent!" and "Very good!"

7. She makes an exaggerated gesture, exaggerates her intonation/pronunciation, and asks the question again with humor. If she scolds them or frowns instead of joking with them, students may be more nervous about making mistakes and may be reluctant to participate, especially at this young age.
8. The repetition ensures that all students, both boys and girls, participate. It is also another way to reinforce vocabulary and grammar; it gets the students moving and adds variety to the lesson.
9. She takes the students by the hand, counts to three and pulls them up. She exaggerates her intonation and uses gestures and humor. She acknowledges the off-topic questions and comments, rephrases the students' sentences into English, and immediately goes back to the lesson. Occasionally, she ignores an off-topic comment.

Ending

10. A student passes the bean bag to the student standing next to him or her. When the teacher says, "Stop!" the student with the bean bag must answer two questions: "What is your name?" and "Are you a boy or a girl?" She then asks them to say a full sentence: *I am a boy/girl*.
11. The teacher has small puppets in a box. Students must select a puppet and say if it is a boy or a girl. Students say goodbye to the puppets at the end of the activity.
12. She sings the song "If You're Happy and You Know It" with corresponding movements. It gets the students moving again and is fun. The song reinforces vocabulary and ends the class on a positive, active note.

Objectives and Assessment

13. The objective of this lesson is to teach the two words, *boy* and *girl*. While doing a variety of activities to teach the words, the teacher in the video repeatedly asked questions to either the whole group or to individual students to informally check whether they understand the meaning of the words. There was no formal assessment during the lesson.



5. Discussing Alternatives

Answers will vary. Some examples follow.

1. The students can design and decorate their own hand puppets; students could role-play different greetings using puppets after the teacher demonstrates.
2. Teachers can bring in a variety of realia to introduce new words. The students can practice the words orally and/or in writing; students can manipulate the realia, if appropriate. Later they can play a game where the teacher covers two or more of the objects and the students have to remember the names of the "hidden" vocabulary. Teachers can do "read-alouds" using realia as props to reinforce vocabulary, etc.
3. Teachers can have students work in pairs to encourage shy students to speak; teachers can use puppets, stuffed animals (soft toys), or other props to interact with the students (use a funny voice to ask students questions about themselves, ask students questions about the prop, have students talk to the prop, etc.); students can sing songs that use the target vocabulary.
4. Teachers can use the vocabulary in an active "Simon Says" style of TPR game, for example: "Simon says...All the girls stand up!" [girls stand up; girls who don't stand up are "out"]. "All the boys clap your hands." [Simon didn't say to clap your hands; any boy who clapped is "out"].
5. Teachers can use a "star chart" to reward good behavior (students get stars when they volunteer in class, turn in homework on time, work well in groups, etc.). When students receive a certain number of stars on the chart, they get a small prize or reward (a small healthy snack, extra quiet reading time, time to play a game, a homework pass, etc.).



6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Incorporating variety provides changes of pace that keep students engaged, appeals to different learning styles, and makes class more interesting for all. Teachers can check their lesson plans before class to ensure that various types of activities are included as well as reflect after class on the activities they used.
2. Using puppets or realia gives students something to focus on and manipulate; it creates a visual and tactile link between a word and its meaning. The technique appeals to different learning styles/senses. Puppets/realia can also be used for older learners in various ways. Teachers can encourage students to speak to the puppets in the target language. A puppet can be an “alternate self” that students may feel more comfortable with when speaking in the target language. Realia can be used to teach the names of some concrete objects in a content-based class and show relationships between objects or content. Answers will vary.
3. If the teacher is close to the students, s/he can easily reposition them if they do not understand what they are supposed to do; s/he can more easily manage disruptive behavior. Answers will vary.
4. Some examples this teacher uses are shaking the student’s hand, giving a “high five” or “high ten,” or saying “excellent” or “good job” as positive reinforcement. Answers will vary.
5. Using wrong answers makes students laugh, but it is also a way for teachers to ask concept-checking questions. This technique can bolster students’ confidence since they get to provide the “correct” answer. Some advantages of humor are that it relaxes the students and makes the lesson more enjoyable and fun. If the teacher is too serious, young learners can feel anxious about making a mistake. Some students might be reluctant to talk. Students might not enjoy the lesson and have negative associations with the target language or language learning. However, at times teachers may need to be stern to address severe or repeated behavioral issues.
6. Answers will vary depending on the local contexts of individual instructors.

Unit 3

2. Pre-viewing Questions

Answers will vary. Examples follow.

1. Teachers and students can sing, for example, “The Wheels on the Bus.” The teacher can teach the students the motions that go with action/movement words. Later, the class can read the book that was developed from the song. The teacher can check his/her students’ vocabulary knowledge by asking them to act out the words when he/she reads them aloud.
2. To teach vocabulary to very young learners, teachers can ask students to draw a picture of vocabulary items; ask descriptive concept-checking questions; use matching/memory word-picture games; use Total Physical Response games, such as “Simon Says,” or ask students to raise their hands/stand up when they hear new vocabulary; after introducing new vocabulary, teachers can use a pause to encourage students to fill in the new word (for example, “The squirrel had a long [pause]_____” to elicit the word “tail”); hold a spelling bee (spelling contest) with age-appropriate words; use clapping/tapping/singing and other rhythmic tools to help with pronunciation and word stress.
3. Classroom management techniques teachers can use with very young learners include: using signal words/sounds to indicate transitions, redirecting off-task students with positive suggestions of what the teacher would like them to do, writing daily agenda using pictures/simple words for students to follow, making movement transitions (dismissing students, for example) with one group at a time, keeping the daily routine consistent the first several days and asking students “What comes next?”, incorporating “student leaders” to help in activities.
4. Teachers can use a big book (a larger version of a storybook) to show the contents and pictures of a story to every student in class while reading the story. Students’ understanding about the words/plot of the story can be frequently checked during story time by asking comprehension questions. Other props, such as a puppet or stuffed animal, can be used to represent a character in the book. If certain phrases or lines are repeated throughout the book, teachers can help students learn that line and then call it out when appropriate. Teachers can also have students come up with sound effects or motions to go along with words/phrases from the story. Students can support the storytelling from their desk area to allow for participation/activity without having to move furniture.

4. Focus Questions: A Closer Look

Beginning

1. The teacher uses hand and body movements that match the vocabulary. She also asks comprehension questions: “What’s that thing called that [the author] wrote?” to elicit “poem.” She then gives the students related words, “Poem, he’s a poet, he writes poetry.” She gives definitions/equivalent phrases: “*Fierce* means you’re kind of scary-looking.”
2. “Magic” signals the transition to another part of the song and directs the students to raise or lower their voices. Her voice sounds calm, positive, and friendly when reminding the students to behave nicely.
3. The teacher asks students to pretend to be playing the drums. They tap their hands on their legs to match the rhythm of the poem.

Middle

4. She asks them questions about the animals found in the story. She tells the students they will need to help her; this motivates the students to listen and makes them feel involved.
5. Example answers:
 - T chooses a book with good illustrations for visual-aural reinforcement.
 - T raises and lowers her voice to signal a “fierce” animal.
 - T lets Ss “fill in the blank” as she tells the story, saying, “Everybody was happy except for the _____ (bear).”

- T asks Ss to repeat lines from the story: “The sun will not come up! Hmmp!”
 - T asks S to tell her what is happening in the story: “The happiest animal though is _____ (squirrel)—he was happy, wasn’t he?”
 - T repeats words and phrases such as “What did he say? *The sun will not come up!*”
 - T asks Ss to act out words: ex. “Show me a mad face.”
 - T asks Ss meaning of words: “If you’re mad, is the look on your face a scowl or a smile?”
 - T asks Ss to predict what will happen in the story: “You think it will work?”
6. The teacher asks the students what lesson the chipmunk learned; then she asks an additional comprehension-check question—“What happened when he teased the bear?”—to make sure that the students can justify their answer.
 7. She asks students to whisper their answer to someone close to them before she chooses one student to share the answer with the whole class.
 8. The teacher includes many short activities with a lot of movement; she asks a variety of questions to make sure students are paying attention; she asks students to raise their hands to answer a question; she changes her voice to keep students’ attention; she asks them to talk to each other so they are all involved.
 9. She gives short directions, such as “Right where your spot is—you’re not moving,” or positive reminders to students who haven’t followed the instructions, such as, “Stay seated,” or “Hands to yourself.” She uses a “palms-up” gesture and a look to indicate a boy should sit down, then thanks him when he does. She asks, “Are you ready?” to students who are talking. She gives short answers to off-topic questions then gets back to the lesson; sometimes she ignores comments that students make when they are out of turn or which don’t pertain to the lesson. She says, “Eyes this way,” when a child is looking away and talking.

Ending

10. She includes one more poem with motions. This allows the children to move a bit after sitting still during the storytelling lesson.

Objectives and Assessment

11. The objectives of this lesson include introducing and reinforcing vocabulary in fun contexts, encouraging critical thinking, and practicing listening comprehension for chants, songs, and a children’s story. The teacher in the video lets students enjoy singing chants and songs without formal evaluations, but sometimes she informally evaluates whether students comprehend the contents of the chants and songs they sang by asking them to raise their hands if they understand. She also asked concept-checking questions to see if students understand the story’s plot or difficult words from the story before and during the story time; she informally assessed students’ comprehension level as a group. She also asked students to raise their hands if they know the lesson of the story they listened to and then whisper it to their neighbors, which is aimed at informally evaluating students’ interpretation of the story.



5. Discussing Alternatives

Answers will vary. Some examples follow.

1. Students can draw a picture of a scene from a story and then label the vocabulary; students can use puppets or act out the story as the teacher or a student volunteer reads aloud; students can put pictures of scenes from a story in the right order; students can raise pictures of words as they hear them in the story.
2. Students can be assigned key vocabulary terms and raise their hand/stand up/act out a motion when they hear their word.
3. Questions that ask students to display their knowledge of the physical qualities, location, use, associated objects/people, part of speech, etc., related to the vocabulary term.
4. Students can pick the texts that are read and students can volunteer to read words or sentences (skill level dependent); students can come to the front to lead the songs/poems and gestures; students can complete and present an art project related to the story or poem, etc.

5. After each poem, song, or story, the students can talk about their favorite part to the person next to them.
6. The teacher can ask the students to come up with prequels/sequels to scenes in a story; students can retell the story from the perspective of another character; students can tell each other if they agree/disagree with the moral of the story.
7. Students can sit in chairs or on the floor in a semi-circle or a circle; students can sit at their desks in rows or grouped “islands” (groups of two or four desks pushed together to form a square with the students sitting on the outside of the square).
8. Teachers can tell students there will be a quiz or that students will need to listen for clues to solve a puzzle at the end of the story. The students can be asked concept-checking questions throughout the story, teachers can incorporate required movement (see #2 above), or teachers can use dramatic voices, instruments, or sound effects.



6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Repetition and memorization of poems and songs can help with language acquisition, pronunciation, and intonation. Memorizing songs and poems provides opportunity for language production within a limited and non-threatening framework. They can be repeated routinely. The linguistic features such as words and sentence structures and content appropriateness of poems, songs, and stories need to be examined before being used in class to ensure that they are appropriate for your students and their learning needs. Songs and poems with movement keep children engaged. Children love stories, and illustrations can support comprehension and vocabulary development and allow children to use language in a fun and positive way. Students begin to “absorb” the language with frequent use and are able to fill in the blanks and make predictions about the language. Answers will vary.
2. Examples: The students can bend down and reach up. They can stretch. They can create their own motions to go with the song, poem, or story.
3. Concept-checking questions allow the teacher to informally assess comprehension and make a lesson more interactive and student-centered: for vocabulary, students display their knowledge of the physical qualities, location, use, associated objects/people, part of speech, etc.; for listening during storytelling time, students might display their knowledge of the setting, characters, plot sequence, etc. Answers will vary.
4. Answers will vary. Example: Teachers can add “concept-checking” questions when reading stories and make read-aloud stories more like interactive conversations.
5. Desks can be put in a circle or semi-circle; desks can be pushed back to the walls; the activity can take place outside or in the hall. Changing the usual seating arrangement for “story time” provides variety. It can help students see illustrations in a book more easily, provide a sense of community, enable room for movement, and help the teacher monitor how the students are engaging with the material.
6. Signal words capture students’ attention and let them know it is time to get ready for a transition or action (listen, sit down, stop a group conversation, etc.). Signal words, sounds, and gestures help students to focus quickly, which helps with classroom management. Answers will vary.
7. Answers will vary. Examples: Teachers can ask students to hold up pictures or stick figure characters when they hear certain words or parts of the story. Teachers can ask students to fill in the blanks or retell parts of the story.
8. Answers will vary. Teachers can ask students to make predictions about what will happen after the story is over, to rewrite the ending, to share opinions about what the characters did or what mistakes they made, and to share or act out what the characters should have done. Older students can create questions for each other to discuss or tell the story from each character’s perspective.



Part 2: Exploring the Primary Classroom: Young Learners

This section provides general information and sample responses related to questions and activities in Part 2. This section is not designed to provide exhaustive methodological explanations or “correct” answers. Instead, the information below can assist facilitators and trainers in guiding observations or facilitating participant discussions and reflection. See the **Glossary** for definitions of key concepts and the *English Teaching Forum* articles listed at the end of Part 2 for additional examples.

Unit 4



2. Pre-viewing Questions

Answers will vary. Some examples follow.

1. Students respond to language input by using “physical responses” such as body motions, facial expressions, sounds, and hand gestures. These responses can accompany single words (e.g., verbs such as *fly, swim, eat, drink, sleep*; adjectives such as *sad, happy, angry* or nouns such as *elephant* or *cat*), complete sentences, or even short stories/skits.
2. Realia can be any real-life objects such as fruits, school supplies, and furniture. Many types of language lessons can be taught using realia. For example, realia can be used to teach concrete nouns, numbers, categories (food, clothing, toys, etc.), and various grammatical points, such as adjectives, verbs, and prepositions, etc. Teachers can bring realia to class or, even better, ask students to bring in certain items that are easily available to them.
3. Chants are words or phrases that are repeated again and again rhythmically; see the **Supplementary Resources** for Unit 7 for some examples of chants. Chants can be used as part of listening, grammar, vocabulary, pronunciation, and content knowledge development activities.
4. Answers will vary according to individual context and experience. Answers should fit the cognitive and developmental abilities for the age and needs of the specific learners.
5. See Section 6 (Reflecting and Adapting), Question 7 below for suggested answers.



4. Focus Questions: A Closer Look

Answers will vary. Some examples follow.

Beginning

1. Chairs are placed around the walls, leaving the middle of the classroom open. This allows for movement during the TPR activity.
2. The first activity is a TPR activity that introduces new vocabulary. This type of activity gets students focused on the day’s topic, catches their interest, and allows for input and response without production. Younger learners can get up and be active; TPR appeals to kinesthetic learners.
3. The teacher uses gestures, repetition, realia, and modeling to support the instructions in English. The students seem to understand because they are able to do the activities.
4. Students hear the words first; the teacher explains the meaning of the word by showing realia and miming actions.
5. The teacher models and uses gestures, realia, and miming. During the TPR activity, students repeat while performing movements with a lot of repetition. Note variations in speed (fast vs. slow) and pitch (loud vs. soft) in the teacher’s use of the language during TPR activities. This also helps make the activity fun and keeps students “on their toes” and paying attention.
6. The teacher repeats the chants without modeling the actions. Students do the actions with only verbal input from the teacher; the teacher uses individual student names to check comprehension of personal pronouns by asking if a certain student is *he* or *she*; the teacher asks students to select the

correct subject on the board and provide the correct verb to go with each subject.

7. There is more than one “right” answer to this question. The activities occur in cycles with students alternately standing and sitting:
 - (1) students sit in a circle (Picture C)
 - (2) within the TPR sequence itself: first, students stand to practice motions and prepositions such as *down and up*, *left-right*, *turn around*, etc. (Picture B)
 - (3) followed by students drinking water from glasses (Picture A)
 - (4) finally students eat green-colored oranges...yes, Thai oranges really can be green on the outside! (Picture D)
 - (5) students sit in a circle again (Picture C)

Middle

8. Listening, pronunciation, vocabulary, and grammar are practiced in this lesson.
9. The lesson mostly focuses on form (*going to* and subject-verb agreement), as well as on meaning (students follow commands in the TPR sequence of tasks).
10. All the activities are connected in some way: students practice the focus vocabulary in the TPR, chants, and grammar practice; the teacher recycles the same activity types with a different focus—chants with *walk*, *eat*, *drink*, and then chants with *going to*; information in the lesson is practiced in multiple ways—chants, TPR, asking students questions, asking students to show the answer on the board. Also, the teacher is very prepared for the lesson: she has set out the realia materials for herself and the students; she has moved the desks before the lesson starts; she has the magnetized, color-coded sentence parts prepped and ready to use with the metal board. She has planned a clear sequence of events.
11. The teacher uses clapping, repetition, movement, positive body language (lots of smiles), and applause. She asks students to answer questions, uses individual student names, asks students to volunteer to put answers on the board, and changes the paces of the chants from slow to fast.

Ending

12. The teacher ends the lesson with another TPR activity. The teacher gives oral directions, but only partially models the actions at the beginning. She asks students to supply the new vocabulary when she mimes it. The teacher reviews the grammar (through chants and clapping), target vocabulary (through direct question and miming), and a previously taught set phrase or chunk: “See you tomorrow.” These final activities are either slightly more challenging than the opening activities or simply review the main lesson foci. The teacher lets students practice what they learned with her minimal assistance at the end of class as a way to give students an opportunity to self-evaluate their own understanding of the lesson.

Objectives and Assessment

13. The objectives of this lesson are to learn three new action words—*walk*, *drink*, *eat*—and use these words in a sentence that includes the *to be going to* structure. The teacher in the video informally assessed students’ understanding of the meaning of the newly learned words by observing how the students perform the requested actions. She also checked students’ sight recognition and pronunciation of the new words at the whole-class level. As for acquiring the target structure, *to be going to*, the teacher had students do repeated substitution drills and assessed (at the whole-class level) if students could successfully use the sentence structure. She also occasionally asked a volunteer or called on a specific student to show his/her knowledge of the target structure.



5. Discussing Alternatives

Answers will vary. Some examples follow.

1. A learner-centered classroom may include *many* possibilities: small groups of students can create their own short chants to teach to the class; students can make up their own sentences to put on the board; students can bring their own realia to class; students can create games that incorporate the target structure and realia.

2. The teacher could ask students to talk about their plans for the weekend or after school and share what their classmates are planning to do; for example, “She is going to see a movie. He is going to do his homework.” The teacher could provide needed vocabulary using dictionaries or a list of choices on the board. The students could draw or bring pictures of related items/activities.
3. Some other ways to check students’ comprehension include asking them to write responses on pieces of paper, draw pictures, use matching tasks, and orally ask different types of concept-checking questions related to vocabulary or grammar (meaning, form, and use).



6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few examples of responses follow.

1. Teachers can move the activity outside of the classroom. They can have students stand in the aisles, in the front or the back of the room, form small groups where there is a bit of extra space in the classroom at different times during the class, etc.
2. Using the target language can allow students to grow comfortable with sounds and structures of a language. Certain commonly used classroom phrases (directions, etc.) can become automatically understood by students. Students are challenged to decode and produce the target language; as comfort levels grow, students are less likely to want to translate everything. Answers will vary on questions regarding use of the L1 in class. Some reasons for using the L1 in class include: (1) beginning-level students may need support to help them feel more comfortable in a foreign language class; (2) sometimes it is easier and faster to explain words or grammatical concepts in the L1; and (3) students need to ask the teacher questions about the target language in the L1.
3. The teacher begins activities at a slower pace and then increases the pace as students become more familiar with the concepts, vocabulary, and pronunciation. Varying the pace of activities can allow a teacher to move slowly when introducing new information and then speed up to keep students engaged and check their understanding of the material.
4. A fast-paced class with many short activities holds student interest, recycles the information in many different ways, and works well for topics that are conceptually less complex. A slow-paced class with longer activities allows students to work more deeply on a topic; this works well when the material is more complex, analysis is required, or students are working on producing larger L1 samples (spoken or written). Some factors that influence pacing include age and linguistic level, lesson objective and topic, and the amount of time in class.
5. Chants can help reinforce vocabulary, grammar structures, and pronunciation (intonation, stress, linking, rhythm, etc.)
6. As long as students remain engaged and interactive, repeating an activity at the end of class can help to review the information, test memory of new information, end class on an active note, and bring the lesson around full-circle. Students can also reflect on what they learned during the class.
7. Good transitions keep the class focused and flowing, keep the students engaged, aid in classroom management, and help students to make connections. Some elements that contribute to successful transitions include being well prepared for the lesson, linking one activity to the next, varying activity types, connecting information from a previous activity to a new activity, and asking students to apply previously learned information during a new activity. Special words that indicate an activity is beginning or ending can also be helpful in signaling to students to prepare for a new activity.
8. TPR engages students on a physical level, allows them to demonstrate comprehension without having to produce language, and can incorporate a wide variety of verbs, nouns, adjectives, adverbs, and prepositional phrases. Realia provide concrete, tangible, visual examples of the vocabulary being taught and help to make the language “come alive.” Answers will vary.
9. Answers will vary depending on individual preferences, context, and experience.

Unit 5



2. Pre-viewing Questions

Answers will vary. Some examples follow.

1. Children can have shorter attention spans than many older learners; teachers can try to incorporate movement and use shorter activities with students.
2. Role-play and drama-based activities allow young learners to express themselves in “creative play” mode; learners can benefit from such opportunities to express themselves according to a range of abilities, over time and through repetition. In this way, their skills in the target language can emerge according to each individual learner’s pace.
3. Content-based instruction structures English language lessons around central themes or topics from other fields or content areas (math, science, etc.)
4. PBL is an approach in which learners work together to create a project in which they engage deeply with a topic and/or solve a problem that is relevant to their lives. Projects may take several days/weeks to complete; learning occurs through social activity and developing some form of project output. For example: students work in groups of four to complete a project about the endangered sea creature of their choice that concludes with a poster session. Each group will find readings or pictures about their sea creature, create a poster displaying the information/materials that they found, present and discuss their poster, and make suggestions for how to help save these creatures from danger or extinction.
5. Learning styles are the ways people seem to learn best; most people use a combination of learning styles, but may favor one or two. Teachers can use pictures, images, and charts to aid understanding and appeal to visual learners. The use of music or sound in lesson may appeal to aural learners. Kinesthetic learners are aided by incorporating physical movement and use of hands, body, and sense of touch. Verbal learners prefer using words, both in speaking and in writing. Teachers can appeal to social learners by having students work with other learners in groups, while solitary learners prefer working alone. Teachers can include a variety of these types of activities in their lessons to appeal to students with different learning styles—the “something for everyone” approach.



4. Focus Questions: A Closer Look

Answers will vary. Some examples follow.

Beginning

1. The students perform a role-play. They are wearing costumes. Some students are splashing water on the people in the boat to represent the wet conditions; some are waving fans to represent the windy conditions; and others are shivering to represent cold conditions.
2. The teacher coaches and supports the students on what to do and reads passages.
3. This role-play allows the students to experience the story in a more personal way and begin to imagine the hardships the early Pilgrims endured. This can be an engaging way to introduce a project and spark students’ interest in the subject they are about to study.
4. This kind of role-playing would appeal to students who like acting and active learning experiences, and to social learners who enjoy interacting with their peers; it might appeal to kinesthetic, visual, and aural learners for different reasons. During the role-play, students may be thinking about the rough journey the Pilgrims had to experience or perhaps their own journey to the United States.
5. Students are learning about a period in American history that all students in the U.S. study and which is part of the national curriculum. They are learning and experiencing the specific language and vocabulary that accompany this topic. They are also hearing and practicing language that deals with trips, journeys, and immigration, and using language to relate the content to their own lives.

Middle

6. She asks students a variety of content-based and personal questions that help them connect to the history of the Pilgrims: “Have you ever had to leave your home country?” “What were your reasons?” “How did the Pilgrims feel?” “What similarities or differences do you have with the Pilgrims in the story?” Students are sitting on the floor, as if in a boat.
7. Open-ended questions are different because they help develop critical thinking skills. Critical thinking questions assume comprehension and ask the students to think on a higher and deeper level. They often ask students to predict or evaluate or offer opinions about or synthesize the material.
8. The teachers ask the students to state how they felt about their own journey across the ocean in the hope that it will make the history lesson feel more alive if the students can connect to the Pilgrims’ experience.
9. She says, “Good,” “Very good,” “Uh-huh,” and “Yes.” She also repeats what individual students say to show she understands and to help other students pay attention.

Ending

10. Some examples for filling in the chart include the following.

Task Steps	More Details	Rationale
1. Collect information to plan a trip	<i>Students choose a travel brochure</i>	<i>Use authentic materials and language for a “real-world” purpose</i>
2. Write the plan on a green sheet of paper	<i>Write the destination, duration of trip, means of transportation, packing list, trip activities</i>	<i>Students create an original plan resulting in individualized learning, student choice</i>
3. Make a poster	<i>Transfer the information written on the green sheet to the poster</i>	<i>Scaffold the steps of an activity</i>
4. Decorate the poster	<i>Draw pictures to illustrate the words on the poster</i>	<i>Give students the opportunity to use a variety of skills; work with partner support</i>

11. The teacher gives both verbal and visual instructions. This can help more students with a variety of learning styles and language proficiency levels have a better chance of understanding what to do.
12. The students use writing and reading skills in this activity. They also use speaking and listening with the teachers and their partners.
13. The teachers give the students feedback, help with spelling and how to format the poster, reminders to draw in pencil first, vocabulary help, suggestions of where to put drawings, etc. Students can use the spelling words written on the board in their posters; students can see an example poster and questions that can help them think about the information they need to include on their posters.

Objectives and Assessment

14. The objectives of this lesson were to develop travel-related language and other language needed to (1) learn about how the Pilgrims traveled from their home countries to the new land; (2) talk about students’ own experiences as travelers; and (3) make a poster about a personal travel plan. The teachers in the video asked questions that helped students personalize the history of the Pilgrims, and check students’ understanding by calling on those students who raised their hands and having them answer the questions. As for the poster-making activity, the teachers circulated throughout the classroom and checked individual students’ progress in the project, which allowed them to informally assess whether students were on the right track immediately/during the project work.



5. Discussing Alternatives

Answers will vary. Some examples follow.

1. Students can work in groups of three, four, or five, each with a different role in the project.
2. The teacher could play a recording of a story about the Pilgrims or ask the students to create a role-play about their own journey to their new home. The students could take turns writing letters with questions or asking advice from imaginary Pilgrims. They could also write answers to each other's questions, give advice, and offer solutions for problems.
3. The teacher passes out cards to the students with new vocabulary on one card and the definitions or pictures on another card. The students go around the room, find the cards that match their cards, and then discuss the meaning aloud with their partners.
4. Students could give short oral presentations to explain their completed posters to the rest of the class; students could role-play talking to a travel agent to arrange their trip; students could write a letter to an imaginary friend telling him/her about their trip plans.



6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Students working in groups can help each other. Teachers can assign a team of student helpers who can assist with various questions, for example with spelling or ideas about where to place the illustrations. Students working with one teacher become accustomed to waiting a bit longer than the students in the video. The teacher continues to circulate around the room helping students as needed. The teacher can also break the project into smaller pieces spread over more lessons, to help students focus their attention on one aspect of the project at a time. Teachers can also combine two groups to give each other feedback at various points in the project.
2. The teacher might have read the students a story about the Pilgrims leaving their home country and coming to the new land. They may have written or played games with some of the vocabulary words they would encounter.
3. Students can present their posters to the whole class or to another group. Audience members can walk around the room and ask the presenters questions or write short comments on papers next to the displayed posters. Teachers can invite teachers or students from other classes or other English-speaking school officials to the presentations so students can interact with new people and, if they wish, share their personal stories with other members of the school community.
4. The purpose is to help connect history with the students' own personal experiences and make it more real to them. The students were eager to share their stories and feelings about them. Students were motivated to use the target language because the issue was directly related to their personal lives. They were able to use some of the vocabulary from the unit in a real and meaningful way.
5. The role-play may appeal to aural, visual, and kinesthetic learners; the Q and A session is good for students with stronger verbal and listening abilities; and the poster session may appeal to students with visual or kinesthetic preferences. Teachers can provide activities that help develop these skills in all our students by including a variety of strategies and approaches; teachers give students the opportunity to integrate the information in a way that best suits their particular learning strengths.
6. Answers will vary. Teachers can consider the student preferences they observe over time and vary their grouping strategies to ensure an appropriate balance between group, pair, and individual tasks.

Unit 6

2. Pre-viewing Questions

Answers will vary. Some examples follow.

1. Warm-up activities are short activities that help students to focus on the class and get ready to learn. They can include songs, short poems, pronunciation exercises, TPR, games, and movement-based activities. They are usually connected to the topic of the day's lesson.
2. Younger learners respond well to modeling and patterns, repetition, games, and kinesthetic activities, and respond less so to explicit grammar/vocabulary lessons. Contextualization is very important when teaching both grammar and vocabulary.
3. See Section 4 (Middle — Question #10) for some suggestions.
4. Learning styles are the different ways people seem to learn best; most people use a combination of learning styles, but may favor one or two. (For example, visual learners prefer using pictures, images, and charts to aid understanding; aural learners are helped by the use of music or sound in lessons; kinesthetic learners are aided by incorporating physical movement and use of hands, body, and sense of touch; verbal learners prefer using words, both in speaking and in writing; logical learners learn well using reasoning; social learners prefer working with other learners in groups; and solitary learners prefer working alone.) Answers will vary.

4. Focus Questions: A Closer Look

Answers will vary. Some examples follow.

Beginning

1. The teacher asks students to stand up.
2. She reviews the words and movements of the song.
3. A song with hand movements is used.

Middle

4. The teacher asks students to share what they know about sentences.
5. She goes over the words on the board, asks students to share what they know about the words, and asks specific questions about the vocabulary. She also asks students to define grammar terms (noun, adjective, verb, adverb, prepositional phrase).
6. She waits 45 seconds. The student is able to answer the question.
7. She has the sentence written on the board. Students read it aloud and then sing it. The word chart is organized according to vocabulary and parts of speech for the rainforest theme (e.g., adjectives = good, bad, small, etc.; nouns = toucan birds, jaguars, monkeys, etc.; verbs = run, scratch, sleep, bite, run, etc.; adverbs = quickly, slowly, madly, etc.; prepositions/adverbs of place = in the trees, in the canopy, on the ground, etc.). Students can string together a wide variety of fun and interesting sentences about the rainforest, using the vocabulary as sequenced on the chart.
8. She asks students to act out each part of the sentence.
9. She has a large poster with all the words in columns for each part of speech. She writes the sentences with a different color of ink for each part of speech (or sentence part).
10. She asks many questions. She asks students to sing, to act out words, to point to an object in the room that represents a word, and to share their sentences. All activities are short and require all students to actively participate in the lesson. She also uses many types of visual aids (posters, mobiles, and a rainforest mural) to attract student attention. She personalizes the questions, uses humor, and provides positive feedback.
11. She and the students discuss the characteristics of specific rainforest animals and parts of the rainforest, such as the “canopy.” On one wall a model rainforest made of paper stretches from ceiling to floor. Students can point to the canopy and other aspects of the rainforest, using this model. The students also have named their groups according to rainforest animals, and created

hanging mobiles over their desks with their group's name/animal (e.g., the monkeys, the toucans, the jaguars, etc.). She has many short activities that are repeated with different sentences (reading aloud, acting out the words, singing the sentence, using student-written sentences that follow the same pattern).

12. The teacher asks students many simple questions. Students repeat sentences as a group, sing sentences as a group, and compose and write their own sentences.

Ending

13. She asks questions to review concepts and terminology (sentence, parts of speech, illustrated). She asks if there are questions before they begin.
14. Students have a chance to produce individually what they have practiced as a group during the lesson. They will write three sentences in their journals following the model practiced in class and include illustrations.

Objectives and Assessment

15. The lesson objective is as follows: students will be able to create simple sentences using adjectives, nouns, verbs, adverbs, and prepositional phrases using the vocabulary about specific rainforest animals and parts of the rainforest (e.g., canopy). The teacher got immediate feedback from the students and could see through their verbal responses, actions, and writing if they understood the content and tasks.



5. Discussing Alternatives

Answers will vary. Some examples follow.

1. Other warm-ups might include word puzzles or TPR activities that use the lesson vocabulary/target structures; or after playing audio clips of rainforest animals, asking the students to guess the animals.
2. In small groups the students could write sentences and act them out for the class. The other students could guess what the sentences are.
3. The teacher can provide words on small cards that students place into the parts of speech categories. The teacher can provide sentences with each word on a separate card that the students arrange into a sentence.
4. See Item 2 above. Also, students could write sentences on big pieces of paper and hang them around the room.



6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Answers will vary.
2. Other techniques she uses include asking students to raise their hands to answer questions, calling on a variety of students, asking personalized questions to involve students with the lesson, and using humor to keep students interested.
3. Longer wait times can allow students to reflect before answering and encourage the lower-level students to participate in the class, which can increase their sense of success and confidence. On the other hand, a long wait time can lead to other students losing focus or the pace of the class being lost. A short wait time can help to keep the class focused and moving forward. However, a short wait time doesn't allow students to reflect before answering, or permit lower-level students to participate. Instead answers will be simplistic rather than well thought out.
4. Because the focus is language learning, many different themes or topics can be used to teach grammar and vocabulary. By basing all the activities on one theme, concepts and vocabulary are reinforced. Students are much more likely to remember the information when they encounter and use it a number of times in a variety of ways. Contextualization makes language more meaningful

and provides a richer context for language learning. Thematic, or Content-based Instruction, can also increase student interest, as topics can be chosen that are appealing to a specific audience.

5. Some possibilities are: the same lesson on sentence structure in English could be used with older learners with a different theme, or the same theme could be used to teach different grammar structures.
6. Answers will vary according to personal preferences and local context. For example, a teacher whose school is near a desert might study the desert first because it is familiar. Then, the teacher could divide the class into four, each one of them gathering in a different corner of the classroom. Ask them to choose and create similar learning environments/models for four other kinds of places in the world, one for each corner (e.g., the South Pole, the underwater world of the Mediterranean Sea, the jungles of Central America, and a large urban setting like Washington, D.C.).

Unit 7

2. Pre-viewing Questions

Answers will vary. Some examples follow.

1. Teachers might give their students a reading passage from the textbook about the rivers of their country. Working in small groups that have assigned numbers, students will read and make a set of group notes on the paragraphs in the passage. All students will contribute to the conversation and prepare the notes; one student will be the recorder and another will be the spokesperson. The teacher will monitor groups as they work, and if needed, will encourage quiet students to share ideas. The spokesperson for each group will present one paragraph to the rest of the class. The teacher will call on a group by drawing group numbers written on small pieces of paper from a cup (groups will not know in advance which number the teacher will call).
2. Answers will vary. Young learners respond well to short, varied activities. Songs, games, art, and movement-based activities are examples of ways to keep them engaged and on task. Establishing clear routines for daily activities and using positive reward systems for on-task, appropriate behavior can help young learners have a successful learning experience. Young students have shorter attention spans; it can sometimes be difficult to attract their attention to transition from one activity to the next, especially during activities that involve speaking or movement. To help keep order, teachers can use routine signal words, sounds (instruments, clapping), or hand motions to let students know it is time to begin a new activity.
3. Example integrated skills activity: working in groups, students are given four comprehension questions on the board and then the class listens to a short audio story twice. Groups work together to answer the comprehension questions; they have to speak/listen to each other and work together to answer. After reviewing their answers as a whole class; students are given a written copy of the text; students must reread the text, and then decide what happens next in the story. Groups will write two or three sentences describing what happens next and then orally present their work to the whole class. (This sequence involves speaking, listening, reading, and writing.)
4. In most classes, there are many students who never volunteer to answer due to shyness, fear of giving a wrong answer in front of the whole class, varying skill levels, etc. Teachers can pose a question to the whole class and then ask students to discuss the answer with the class member sitting next to them; more students might have the confidence to answer after this mini-discussion. By using this “think-pair-share” approach, every student has the opportunity to discuss answers to each question. By calling on groups instead of individuals, students can choose the best from among the answers they discussed and not necessarily the first one they thought of. This also gives students who need a little more time to answer the opportunity to think for a few moments longer.

4. Focus Questions: A Closer Look

Beginning

1. The seats are arranged in islands to allow groups of students to discuss and share the material and work closely together. Each group can brainstorm ideas and have more opportunities to engage with the material for each question.
2. Each group has one student who has read the material with the teacher *before* this lesson. They come to this part of the lesson with important information and key vocabulary in the reading already highlighted. They are expected to lead the discussion and help their group answer the questions they must complete. The rest of the group listens to the “salmon expert” and checks to see if her/his answers make sense.
3. The chart helps provide a visual display of how much information the students have learned. The chart may appeal to visual learners and can be useful in compare/contrast exercises or for vocabulary review.

Middle

4. The teacher gives the instructions in meaningful phrases with pauses to allow time for students to process the information. For example, she says, “Everybody at your table...has a ‘salmon expert’... somebody who read with me today about salmon...and who will be able to tell you...the information you need to know...about salmon.” She uses these pauses in her instructions throughout the lesson.
5. Before calling on any students, the teacher poses a question, then says, “Heads together,” giving each group time to discuss each question. Then she calls on an individual student to answer. In this way, all students have the chance to discuss each question. This teacher uses a variety of classroom management techniques to make smooth transitions, to focus the students’ attention, and to manage student behavior.
 - a. The teacher uses the word *interdependence* to manage the movement of the students from one area of the room to another. Students do not move until she says the word, and then move in an orderly fashion. This key vocabulary word is part of their lesson.
 - b. When the teacher is ready for the students to discuss, she says, “Heads together.”
 - c. The teacher uses the counting phrases, “One two three, eyes on me,” and “One two three, faster than me” to move things along during transitions and to keep order.
 - d. She uses positively phrased comments such as, “I like how X is paying attention. Thank you X.” and “We’re waiting for X and Y to be listening.”
 - e. The teacher uses positive language and rewards to encourage student participation and appropriate behavior.
6. The teacher has a cup filled with two sets of sticks, one marked with colors and the other with numbers. Before the lesson starts, each group is assigned a color and each student has a number. She picks sticks from the cup for each question to randomly select the student. For example “Purple number three” means the purple group, student #3.
7. She writes “erosion” on the chart, repeats it and says, “Right, because of erosion.” But then she continues, “We also want to talk about what *causes* that erosion, and what does that erosion do?” She then calls for another set of “heads together” so that students will discuss and go deeper into the question for a more complete answer.
8. The teacher makes the transition by saying, “I think we are done with our process grid. So, what we are going to do next is we are going to do two chants, two of our forest chants. When you hear the signal word, ‘interdependence,’ you will *walk* up to the chart. OK? And I have ‘super science awards’ for some of the people that I see doing a really good job while we’re doing our chants—people who are solving problems, making good decisions, and showing respect. Ready? Interdependence.” This gives clear instructions everyone can follow. It closes down one activity and signals they are moving on to the next in an orderly fashion. Students know very clearly what they are expected to do and how to behave. It also provides an incentive by telling them how they can earn a reward.

Ending

9. She makes her instructions very clear by including detailed information: she gives the task, explains the process, gives a time limit, and explains the outcome. She uses a clear tone of voice and pauses to give students time to understand.
10. They decide to write “lives.” Students engage more thoughtfully with the language when they negotiate these sorts of grammatical questions together through discussion with each other.
11. Order of the steps: (C) listen to the team question; (E) read through material again to find their answer; (A) discuss with other team members and answer the question on the strip of paper; (D) sit on the floor and decide if information, grammar, and punctuation are correct; (B) read the paragraph aloud together.

Objectives and Assessment

12. The objective of this lesson is as follows: students will demonstrate their knowledge of the vocabulary related to the topic of sockeye salmon through small group discussions, singing, and collaborative writing. The teacher assesses the students’ knowledge of the vocabulary by asking each group one question at a time and writing down their answers on the chart. She also provides each group of students with a slip of paper and asks them to write a sentence related to the topic of sockeye salmon. The teacher then reads aloud each sentence produced by the students, encourages

the students to evaluate the sentences, and asks them to provide alternatives to those sentences that are not grammatically correct.

5. Discussing Alternatives

Answers will vary. Some examples follow.

1. Teachers may arrange students in pairs, large/small circles, semi-circles, or squares; students can stand, be seated on the floor (if appropriate), etc.
2. Teachers can say, “ABC, eyes on me.” “Bear, Cat, Deer, eyes up here.” They can use any vocabulary word that pertains to the content of their lesson.
3. Chants to practice pronunciation, grammar, vocabulary, and content material can be written by teachers or found on websites; teachers guide students through the process to develop their own rhyming chants related to key vocabulary or language content.
4. Teachers can use the “think-pair-share” model or ask one student to call on other students. Teachers can throw a small soft ball to a student; that person answers and then throws the ball to another student who will answer the next question.
5. Teachers can ask students to work in pairs to complete an activity then join another pair and compare their answers/notes.
6. Teachers can give the directions orally (appropriate pace, vocabulary, gestures, and pausing for the students’ level) or in writing; teachers can ask students comprehension-checking questions (“How long do you have to answer the questions?”); teachers can give directions orally and then ask students to repeat them back as s/he writes them on the board.

6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Group work helps create a student-centered environment where students collaborate to explore the material. They test out answers to questions in their smaller groups before presenting their answers in front of the whole class. Each student has more opportunities to discuss and engage with *each* question. They learn to rely on themselves and each other instead of continually expecting the teacher to give them the information. Answers to the other questions will vary.
2. This seating arrangement allows everyone to be involved in each question and provides a comfortable way for students to share information and try out their answers. If the classroom does not have moveable desks, teachers can ask two students from the row in front to turn around and discuss with the two students seated behind them, creating a square of four students. Answers to the other questions will vary.
3. Using student “experts” can help these students process and learn content by encouraging them to take a leadership role. It can boost student confidence to have the information that they later share with their group. Answers will vary.
4. Charts help students stay focused on the material in the lesson and provide a clear, visual representation of what has been covered. Students can refer to them for clarification, and teachers can use them for further exploration of the content material. Teachers without classrooms of their own can use paper charts. These charts can be folded up and brought back to class by the teacher another day. Answers will vary.
5. The teacher used chants to reinforce the content material being studied. After finishing the process grid, she asked the students to stand and walk over to where the chants were posted. In chanting, the students practiced many of the key vocabulary words and concepts from the lesson. They practiced pronouncing some of the longer academic words. They had the opportunity to stretch their legs and get their “blood moving.” It was a change of pace that complemented the previous lesson. The teacher had probably practiced these chants several times previously. Answers will vary.

6. Answers will vary. Teachers who find they use “Don’t” statements a lot with their students might like to try using positive phrases and rewards instead. One idea is to try using “super scientist awards” for students who do good work and behave in class.
7. Answers will vary. The teacher spoke slowly, using pauses and breaking the instructions into meaningful chunks. Some teachers may have good luck using repetition of directions and having a visual example when possible. Some teachers may also ask students to help give the instructions to the rest of the class.
8. Answers will vary according to individual preferences and local context.



Part 3: Exploring the Secondary Classroom

This section provides general information and sample responses related to questions and activities in Part 3. This section is not designed to provide exhaustive methodological explanations or “correct” answers. Instead, the information below can assist facilitators and trainers in guiding observations or facilitating participants’ discussions and reflection. See the **Glossary** for definitions of key concepts and the *English Teaching Forum* articles listed at the end of Part 3 for additional examples.

Unit 8



2. Pre-viewing Questions

Answers will vary. Some examples follow.

1. Content-based instruction involves structuring English language lessons or a curriculum around central themes or topics from other fields or content areas (math, science, etc.). Graphic Organizer: K-W-L Chart responses will vary.
2. An activity is student-centered when students participate actively in contributing to their own learning. It is not about teachers transmitting knowledge, but about students constructing their own knowledge base with the teacher acting as a coach, guide, or facilitator. The emphasis is on understanding rather than memorizing, and students take responsibility for their own learning rather than being passive recipients of knowledge. Answers may vary.
3. One way to connect students’ experiences to class content is by creating activities or tasks that are “open-ended” and give students the opportunity to respond individually. Such activities or tasks can include oral or written work; photos or realia that students bring to class; and project work or creative work with flexibility for many end results. A personalized element does not require or even encourage students to produce the same result. Personalized tasks lead to varying results/answers.
4. Answers will vary. Critical thinking activities incorporate higher-order thinking skills, such as prediction, analysis, synthesis, reflection, and evaluation (often with more than one answer or solution). Creative thinking activities may also include imagination, inventions, new ways of seeing, hearing, or conceiving of things (highly personalized and according to the preference of the individual).



4. Focus Questions: A Closer Look

Beginning

1. The desks are in a circle so that the students can face the teacher and each other.
2. The teacher uses pauses, modeling, and gestures to support her oral instructions. She also asks students if they understand what they need to do.
3. The students ask each other various questions about their TV viewing habits and preferences. By starting the lesson with this survey, the teacher helps the students connect to the larger theme of mass media in a personalized way. Students also have an opportunity to learn about each other and use English in an authentic manner that is connected to real-world issues.

Middle

4. 1. C-c (4:00-13:30, students ask each other questions); 2. F-d (14:00-17:10, discuss the survey questions); 3. A-a (17:11-23:01, brainstorm); 4. D-c (23:10-34:22, pick a word + opinion); 5. B-b (34:23-41:20, role-play); 6. G-e (41:21-57:07, perform the role-plays); 7. H-b (56:08-58:35, discuss roles and prepare for a talk show); 8. E-c (58:36-71:50, assume a role).
5. Almost all the activities require critical thinking, as students are asked to analyze, evaluate, give opinions, and support those opinions. Creating roles for the role-play and talk show also involves creative thinking, as students are asked to come up with something new.

6. There are a variety of activity types. The activities move from fairly structured to more open-ended as the lesson progresses. Sometimes students are in small groups. Other times they are speaking in front of the class as individuals. Other times they are performing in groups in front of the class. Sometimes there are whole group discussions, and the teacher ends the class with an individual activity. This variety is well-paced for this class and keeps students active and engaged.
7. The teacher carefully planned the sequence of activities and adjusted the pace of the activities so that they progressed from simple to complex and moved from what students already know about the mass media and television topic to new skills and information they want or need to know. In this way, students stayed engaged and on task. The first activity has the students answer specific questions related to television and the media. The next activity asks the students to give an opinion on various related topics. The third activity requires the students to apply a concept to a real-life situation and create a role-play. Then students are asked to take on specific roles and argue from a given perspective. Finally, they write their own letters stating their feelings about TV content. The first activities have the students think about the topic in a structured, limited way. The later activities require them to think more deeply about the topic and allow them to use vocabulary activated in the first activities in new, creative ways.
8. Students must complete tasks quickly, in about five to eight minutes. They work well together. They are on task and use English all of the time. Their grammar and use of English is not always perfect, but they make themselves understood and are able to convey complex content and solutions to problems/issues.

Ending

9. The teacher asks them to write a letter to censors about what the students want them to keep in mind as they are making decisions about TV. Students include their own opinions based on their personal experiences with TV and mass media.
10. The teacher asks students to read what they have written and discuss it with the whole class.

Objectives and Assessment

11. The general objective of this class is as follows: after completing this lesson, students will be able to analyze, reflect on, and make judgments about the topic of mass media in English. The teacher informally assessed the students' work in several ways. She was able to stand back, move around the room, and observe the students while they worked. She could also collect more formal evidence of their understanding through their writing.



5. Discussing Alternatives

Answers will vary. Some examples follow.

1. The teacher could present some TV or radio commercials or segments of media programming and ask the students their opinions about them. The teacher could post print advertisements around the room (chalkboard, paper sheets) and create space for students to walk around and write their reactions to them (thematic vocabulary could be incorporated, etc.). Students could bring in their own examples (e.g., videos, news clips, print advertisements) to use during lesson activities or warm-ups as well.
2. Students can work in small groups. Each group can be given a different word or set of words representing a topic that is frequently discussed in mass media. Each group can be asked to analyze the topic and to create (a) a list of possible reasons why this topic is frequently discussed in mass media, and (b) a list of advantages and disadvantages of discussing this topic in mass media. Then the groups can report back to the whole class and share their opinions about the topics. The teacher may provide some choices in the topics that are examined in class. Other high-interest topics for teens: issues in their daily lives or on the news, local problems or celebrations, or issues that they themselves suggest.
3. The teacher could debrief the role-play activity. For example, she could ask the students to give their reactions to the role-play or to write a reaction to the role-play. Students could write opinions about the topics discussed in the role-plays and then present their opinions orally. Students could develop

written prequels or sequels for the role-plays seen in class in which they predict what might have happened before or could happen after the role-play.

4. The teacher could have students write for two minutes and then form small groups where they could discuss their answers, or she could give them more time to write. She could ask students with similar themes to work together as a group to write a letter. This group-writing activity would allow students to provide feedback on each other's writing; working together, they can learn grammar and vocabulary from each other. The assignment could also be given as homework. Individual letters could be exchanged between students, and they could write replies to the letters from the perspective of a media representative. If they are real letters about real events, the class could choose to send the letters to a real-world source such as a local official, newspaper staff, or online blogger, etc.



6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Teachers could put students' names on cards and choose a card and call their names randomly; students could either "pass" or ask a classmate for assistance if they don't have an answer.
2. Eye contact encourages conversation and makes the speaker feel like s/he is talking to all classmates and not just the teacher. Students could stand or sit in a circle somewhere else (outside, in a hallway, or in a gymnasium). If desks have to stay in rows, every other row can be turned to face each other.
3. To promote cooperative learning, (a) the teachers can provide a checklist either on paper, on the board, or as an overhead transparency stating what the expectations are for everyone in the group; (b) other students can fill out a form rating their group on participation and how well they encouraged each other; (c) students' grades can be based on group participation; or (d) students can produce a list of guidelines and expected behaviors for group work and attempt to follow them (points, grades, or other rewards would be given for doing so).
4. Teachers can have students write their answers first and then speak. Students can do the activities in small groups instead of in front of the whole class. Teachers might allow some lower level students to use L1 during small group work, and then ask them to use "English only" when groups present to the whole class.
5. It is more motivating for students to engage in open-ended, student-centered activities because they are expressing what they think. Such activities can help students develop critical and creative thinking skills because they require students to support their opinions rather than provide one right answer. The disadvantages of student-centered activities might be that some students (a) need more structure and clear directions, and (b) may not participate as well in the activities as other students. Choosing topics for discussion that students may have different opinions about can allow for student-centered conversations and activities.
6. Students probably have strong opinions about controversial topics and are motivated to express themselves. Teachers need to think about cultural and religious sensitivities when choosing topics. Teachers must also help create an atmosphere of respect for different points of view. The teacher probably needs to step in and mediate if the discussion gets too heated or strong.
7. It is likely that the teacher did not correct students' oral grammatical errors because she did not want to interfere with the flow of students' ideas. Additionally, she did not want to embarrass students and make them feel nervous about making mistakes. She was more focused on the content of what they were saying instead of the form and grammatical accuracy. The advantages of not doing instant error correction are that students feel freer to express themselves and less nervous about making mistakes or being embarrassed in front of their classmates. The focus of this class is on content and communication instead of grammatical form and accuracy. This helps students to develop fluency and confidence. A disadvantage of not correcting students' oral grammatical errors might be that students expect to be corrected by the teacher and could feel that the teacher is not doing his/her job if no corrections are made. To solve this issue, the teacher can save all corrective feedback until after the discussion ends; then explain to students why she did not correct their errors as they were talking.

8. Including activities that require critical and creative thinking has several benefits: students develop higher-order thinking skills that will benefit them in all aspects of life; engaging in activities that require critical/creative thinking helps to develop more advanced linguistic skills; students tend to be more engaged and motivated when given the chance to work critically and creatively.
9. Teachers can find topics that are of interest to students by asking them (group discussions, written survey, etc.). Teachers can use these topics to create questions or activities that allow students to discuss, write, or complete projects that involve their own experiences and opinions.
10. Answers will vary according to local context and personal preferences.

Unit 9

2. Pre-viewing Questions

Answers will vary. Some examples follow.

1. Teachers of English can use topics or themes from students' other classes. Challenges include finding content that is appropriate for the age and language level, finding content the language teacher feels confident in instructing, and teaching the specialized vocabulary for content-based lessons. Example integrated language skills idea: Students make flashcards for vocabulary for science reading passages and then create practice games and fun speed-drills. Students make flashcards as a group in class the first time, but later, they make more of them for homework. Students can quiz each other and use the cards in vocabulary matching games during vocabulary practice time. The teacher can read the science passage aloud and students can raise their cards with that target vocabulary when they hear it. Later, they can do the readings with partners and listen to each other.
2. To be sure that everyone is participating as much as possible, teachers can pose questions and then have the students turn to each other and discuss their ideas before answering in front of the whole class. This technique will give students who need more time to process the question and think of the answer the time they need. By answering questions in pairs instead of on their own, students are encouraged to participate for each question. Teachers can draw cards with students' names on them to be sure they are giving every student an equal opportunity to answer.
3. If all the questions in a textbook are comprehension questions, teachers can adapt them or rewrite them to develop students' skills in comparing, contrasting, and summarizing or to ask students to use personal experiences to answer. Teachers can ask students to make predictions about what comes before or after the folktale and then to write their own prequel or sequel to the folktale.
4. Answers for specific rationales may vary. Providing a rationale before or after an activity helps students understand why the activity is useful for the development of their language skills. Knowing the reason behind an activity can help motivate students to engage in the activity more fully.

4. Focus Questions: A Closer Look

Beginning

1. The students are seated at desks arranged in a U-shape around the room to create long worktables. Two other desks are pushed together up front. Students can easily work alone or in small groups. On the walls are charts with the daily agenda, the literary terms they are studying, a list of the day's groups, the book they are going to read, examples of student work, lists of verbs, maps, charts, class rules, posters with encouraging phrases, and much more.
2. Daily agenda items:

1.	Warm-up
2.	Bingo game on literary terms
3.	Small group pre-listening discussion
4.	Brief video clip
5.	Audio: "How Chameleon Became a Teacher"
6.	Oral retell
7.	Students write their own stories

3. The teacher uses two versions of the agenda, one in note form that is easy to read and the other in narrative form that she uses for oral practice. She reads both versions aloud so the students can match the written words to her oral reading of them. The agenda in the narrative form illustrates narrative vocabulary and uses some academic vocabulary such as *thereafter* and other sequencing words (*next* and *after that*). She asks the students to read aloud for oral practice. Having a written

agenda helps keep students focused and allows them to keep track of what they have completed and what is still to come. This variety supports both visual and aural learners.

4. The teacher asks the students to work in pairs that she has already selected. She mentions that she changes the groups frequently so that different people work together.
5. The teacher collects the papers. She calls on students to answer the questions orally. Finally, she asks them to grade each other's papers, giving a maximum of two points for each answer.
6. While the students are writing the warm-up, the teacher is writing a chart she will need on the board, collecting and passing out papers, and checking to see if students are finished.

Middle

7. Students are grouped according to their level (this is a mixed levels class) and assigned questions or issues of varying difficulty from the following: (1) Times you were tricked or betrayed; (2) Do you trust people/Why or why not? (3) What do you know about crocodiles? (4) What do you know about reptiles? (5) How do you know a real friend? The teacher instructs the students to talk together and come up with a few points to share about their question. There is no single, right answer to any of the questions. Instead, the questions encourage the students to talk, share experiences and ideas, and discuss vocabulary and themes from the story that comes later. This helps personalize the learning and provides important scaffolding.
8. All four of the language skills—reading, writing, listening, and speaking—and also vocabulary are incorporated into this activity.
9. When the students all start talking and answering at once, the teacher says, "Ooh, hands up, I want to see hands up." Then she calls on individual students. She also says, "Let's listen," and "When everybody is talking, nobody is listening." She asks guiding and clarification questions to manage the discussion. She uses gestures and sometimes speaks very softly or whispers to get the students' attention.
10. Some of the phrases the teacher uses: OK, great! Very good! That's good for group 2...wonderful! OK, fantastic! Look at that. Great! They did a good job. OK, very good, let's clap for them too. They did a good job. Are you excited? Happy learning. We have many very exciting activities. Yes, it's not difficult. You can do it. You have done bigger things before. Give yourselves a hand! The teacher also rephrases what they say so they know she understood them and so all can hear. She laughs at the students' jokes and allows everyone who wants to contribute to the discussion to do so.
11. The teacher shows a science video about crocodiles. It pertains to the students' science curriculum about reptiles but also connects with the folktale about a chameleon and a crocodile that the class is about to read.
12. The teacher answers the question by drawing a small graphic on the board. She talks about some of the different characteristics of crocodiles and alligators. She also notes again what class of animals they belong to. She explains this because she is supposed to support the biology class the students are taking. This is an example of giving the students a rationale. Other animals that could be included in the blank squares are snakes and pythons, and turtles and tortoises.
13. The teacher asks a variety of questions to check student comprehension and deepen their understanding of the topic. Examples: "...and both the crocodile and chameleon belong to a class of animals called...Reptiles! Thank you so much!" Question: What kind of story are we reading... drama...novel? Answer: folktale. The teacher breaks the word "folktale" into two parts and asks students what each part means. Next, she discusses how folktales fit into the different kinds of literature. She asks, "Is this story true?"
14. Students retell the story in their own words for about two minutes.
15. The teacher gives everyone an opportunity to speak, and she makes supporting statements to summarize and add more vocabulary and ideas. Doing so delays the next part of the lesson, but the teacher encourages everyone who wants to add to the discussion.
16. She decides that students can write their own story or they can compare and contrast the crocodile to the chameleon. This allows students to work in the way that best suits their personal learning styles and language level.

Ending

17. The teacher asks students the following questions: “What was the title of the story we read? What genre of literature is it? What’s the meaning of a folktale? In that story we had two characters that were animals. Who wants to tell us the names of the two animals? And we said they belonged to the class of what?”
18. The teacher wishes students good luck on their upcoming SOL test (Standards of Learning) and tells them they did good work. She gives students 30 seconds to chat with each other because they worked so hard.

Objectives and Assessment

19. The general objectives of this class are as follows: after completing this lesson, students will be able to write their own folktales and to talk about reptiles in English. The teacher assessed students’ work in several ways. She checked their understanding during the warm-up activity by asking them to answer questions orally. She also asked students to grade each other’s answers to the warm-up activity. Furthermore, the teacher monitored the students’ work by checking their progress during class activities and asking questions to check their comprehension. She also provided positive encouragement and praise when students were answering questions. To evaluate every student’s comprehension of the story, the teacher could have asked them each to write a short summary of the story they read instead of asking some of the students to retell it orally.



5. Discussing Alternatives

Answers will vary. Some examples follow.

1. To address the literature and science content, the teacher could ask students to go to the library or online to find a topic that is interesting for them, write an essay discussing the main ideas and explaining the rationale for choosing the topic, and give an oral presentation about the topic in class.
2. The teacher can ask students to come up to the board and write answers for everyone to see. Students can also be asked to move around the room and mingle, discussing their answers with other students.
3. One way to provide rationales is to ask students after the activity why they think they did it, what was the purpose of doing the activity, and why (and how) it might be important for the development of their language skills. The teacher can also encourage students to provide their rationales before they start working on an activity, if students are familiar with the activity format.
4. To give encouragement to teen learners, teachers can use signals, either words or sounds, such as giving a cheer. When answers are almost correct or incomplete, the teacher can say, “Almost there,” or “You’re on the right track.” Teachers can also use visual progress charts or learning games to motivate and encourage learners.



6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Teachers can give rationales before starting an activity, especially if it is a new type of activity that students have never done before. Asking students to reflect on the possible rationale of an activity when it is over is a good way to encourage critical thinking. Rationales enable students to understand how this activity is helping them and why the teacher is asking them to do it. Explaining the rationale to students can ease their resistance to new or difficult activities and keep them motivated to work hard.
2. Students usually enjoy playing learning games and respond positively because the games allow them to have fun and to learn/review language points and content at the same time. Many students are motivated by the competitive aspect of games.

3. For example, when creating reading/listening activities, teachers can select texts that are related to the topics that students learn in other content subjects; coordination with students' content teachers can be helpful when trying to develop or locate appropriate materials.
4. Benefits of using audio materials include: students can develop and improve their listening comprehension, hear new vocabulary in context, make connections between sounds and written words, and be exposed to different accents. Teachers can integrate audio materials into lessons by creating activities in which instructions and tasks are presented in an audio format rather than a written format, so that students have to use listening skills rather than reading skills. If audio-playing technology is not available, teachers can create dictation tasks or invite guest speakers to class.
5. When students are engaged, teachers can extend the time for activities if it contributes to students' learning. However, extending the time for one activity and ignoring other planned activities can affect the class negatively and prevent the class from achieving lesson goals and objectives in the allotted time.
6. For example, teachers can play a short audio text to students and ask them to take notes as they listen to it. Next, students can discuss the text with each other in small groups, write a summary with as many details as possible, and choose one person to read the summary to the whole class. The group that has the most detailed and accurate summary "wins"; the class could vote on the best summary or the teacher could decide.
7. To encourage analytical or creative student output, teachers can incorporate open-ended questions in class activities. For instance, teachers can give students open-ended questions at the end of the class that require them to reflect on what they have learned in the class and how they could apply this knowledge later on.

Unit 10

2. Pre-viewing Questions

Answers will vary. Some examples follow.

1. Teachers can ask students to repeat the steps back to them, ask if students have any questions about the directions, pause an activity and repeat the instructions if students are off track, or write instructions on the board.
2. Teachers may start by first offering students a limited number of choices. Once students demonstrate that they can handle the responsibility and remain on task, teachers can give them more freedom to choose topics, tasks, the way they complete their assignments, etc. Teachers may need to explain to students, parents, and other teachers why they offer choices to the students. To learn more about student interest and preferences, teachers can collect information informally over time through class discussions, “show of hand” polls, or written surveys.
3. Pair and group work should be a strategic means to meet a learning goal. Debriefings can take on a variety of formats; for example, to debrief after pair or group work, a teacher can engage one student from each pair or group in the whole-class discussion about the completed task or activity (e.g., by asking them to share what they have learned).
4. Teachers can use music as a time-keeping and pacing device, as a calming, background sound when students are coming into the class and settling into their seats, as a gap-fill (fill-in-the-blanks) activity when the song matches a theme or content area in a lesson, etc. Students can bring in or create their own music (e.g., to practice vocabulary; as part of making a story or text into a skit or video; to lead the rest of the class through a transition, etc.).
5. Projects are often tied to content or themes and may incorporate integrated language skills. See the Project-based Learning Essential Elements Checklist and the Project Checklist: Learning New Vocabulary handouts in the **Supplementary Resources** section for more ideas about leading project-based learning experiences.

4. Focus Questions: A Closer Look

Beginning

1. Students’ desks are grouped together in islands where six to nine students are seated together. The teacher calls these groups of desks the students’ “home groups.”
2. The teacher asks the students to repeat the directions step-by-step. She asks if they understand what they will do. She uses gestures to model what they need to do.
3. Each student gets a card with a word on it. Students listen to a song and hold up their word when they hear it in the lyrics. This activity focuses on listening for specific words.
4. The students are arranged in a circle so that they can see each other’s vocabulary words.

Middle

5. The teacher provides specific questions the students must ask each other. Students write down their nicknames, likes/dislikes about music styles, a favorite song and its singer/band; then they ask these questions to a classmate. They are practicing speaking and listening skills and specific vocabulary related to music.
6. The teacher asks for volunteers to share another classmate’s likes and dislikes.
7. The teacher allows students to use the L1 to check their comprehension of the song’s vocabulary with their peers.
8. Students must (a) fill in the blanks on a sheet with song lyrics, (b) check their answers with a partner, and (c) when given a list of words that appear in the songs, count the number of times the words are used.
9. The teacher asks students how many times they heard each word, then lets students check their answers using a song sheet with all the words included. Finally, she goes over the answers with them.

10. Students work in groups to look up five of the song's words in an English-only dictionary. They provide the definition in English and its translation into Thai.
11. The teacher circulates, reminding students of the task and checking their work.
12. The teacher asks for volunteers to share their answers.
13. The following mini-projects are presented (in no particular order): (1) Students sing the song, changing some words. (2) Students act out the story told in the song. (3) One student tells a similar story from real life. (4) Students draw pictures about the song.
14. The students can choose whom they want to work with, and which type of project they want to do. By including artistic areas such as music, drawing, and drama, the students can select a project that interests them and makes use of their strengths and preferences. These factors can increase student confidence and motivation.

Ending

15. The teacher asks, "What is easier: to learn vocabulary from songs or readings?" The students choose songs.

Objectives and Assessment

16. The general objectives of this class are as follows: after completing this lesson, students will improve their understanding of music-related terms and vocabulary from the song "Pretty Boy" and will further develop their listening and speaking skills in English. The teacher assessed students' comprehension and performance in several ways. She evaluated students' understanding of the warm-up activity by asking them to repeat the instructions. She checked students' comprehension by asking them to provide oral answers to the questions in class. She also walked around the classroom to monitor students' work as they were working in groups on mini-projects and other class activities.



5. Discussing Alternatives

Answers will vary. Some examples follow.

1. Teachers can write the instructions on the board, show examples or pictures of what the students need to do, or model what the students need to do. Teachers can also ask students to re-explain the instructions to each other and make sure they agree on what they are about to do.
2. Students could work in pairs or small groups to discuss answers to questions related to the theme of the song (love, dating, boyfriends, girlfriends, etc.).
3. Students could write their own version of the story in the song and read their classmates' stories. Students could read a short story or article on the topic of love or dating and write a response.
4. Students could have worked in groups to compare answers, agree as a group, and then write final answers on the board, or students could have taken turns "leading" the class in going over the answers.
5. Students could have written a role-play or a story based on the song. Students could have chosen a different song, played it, explained its meaning, shared interesting facts about the singer, and discussed why they like it. Students could make and present "movie posters" that depict themes and characters from a favorite song.



6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Answers will vary.
2. Answers will vary. Debriefing brings closure to the activity; it helps the teacher check for student comprehension; it ensures the students will work seriously on the task because they may be called on to give an answer; it helps students to gauge their progress/understanding.

3. Some advantages of using the L1 in class: (1) lower-level students may need support to help them feel more comfortable in a foreign language class; (2) sometimes it is easier and faster to explain words or grammatical concepts in the L1; and (3) students can ask the teacher questions about the target language in the L1. Some disadvantages: (1) students may want to translate everything; (2) it may take longer for students to become comfortable using/hearing/seeing the target language; and (3) students may be more reluctant to use the target language because it is “easier” to fall back on the L1 in a challenging situation.
4. Students feel they have a say in the class, which makes them more invested in it; students can express their opinions; students can choose what is most interesting to them, which can lead to higher engagement and motivation. Answers will vary.
5. Answers will vary. Some benefits are that students practice multiple skills inside of one context that they know very well; skills are reinforced through meaningful repetition; one theme as the focus helps with continuity and flow in a lesson.
6. There are several benefits to using group work in class. For example, students get more language practice and opportunities to produce language in a meaningful context; students often like working with peers; and students are more engaged with content and each other than in a teacher-centered class. Desks arranged together can facilitate group work. If desks can't be moved, students can work in pairs or groups on the floor or outside of the classroom. Students can also stand in groups for discussions. To ensure that group work runs smoothly, the teacher gives clear instructions; she checks for comprehension; she gives a specific amount of time for the activity; she circulates among the groups while they work answering questions and making sure students are on task; and she debriefs after each activity. Answers will vary for the other questions.
7. Students learn to collaborate; students practice the language in meaningful contexts; students enjoy projects; students are more engaged/motivated when they are doing something that interests them; projects allow for student creativity, choice, and different learning styles; and projects encourage autonomous learning.
8. Students are more engaged and motivated; lessons are more interesting when based on what students like. In this class we see that the students like the song and eagerly participate in the activities.
9. Answers will vary according to local context and preferences.



Part 4 — Exploring the Post-Secondary Classroom

This section provides general information and sample responses related to questions and activities in Part 4. This section is not designed to provide exhaustive methodological explanations or “correct” answers. Instead, the information below can assist facilitators and trainers in guiding observations or facilitating participant discussions and reflection. See the **Glossary** for definitions of key concepts and the *English Teaching Forum* articles listed at the end of Part 4 for additional examples.

Unit 11



2. Pre-viewing Questions

1. Answers will vary. Teachers might use the “repeat after me” activity to model and practice pronunciation, or practice dialogs and listen to tapes while students fill in blanks on a handout. Movies are often engaging for students, and more advanced students may benefit from holding debates. Speaking activities that focus on popular culture and current events are often popular with students.
2. Answers will vary. Teachers may use tests to assess speaking and listening, in which students fill in the blanks for listening or answer multiple-choice kinds of questions. Student debates or open discussions are often ungraded. When assessing speaking and listening, teachers may consider: students’ personalities and preferences (whether they are shy and how much confidence they may have in their speaking); the goal of the activity or lesson (e.g., developing fluency or accuracy); the degree of skill students may bring to the task; their purpose for being in class, whether they are preparing for a standardized examination; the degree to which it is a mixed abilities class, students’ ages, etc.
3. Answers will vary. Some teachers may not use peer feedback because their students are competitive and may be overly critical of their peers, or because of the time it would take to train students to provide supportive, constructive, and effective feedback. Teachers must set guidelines for the feedback procedures/etiquette and discuss with students the importance of including both positive comments and suggestions for improvement in their feedback. Students also need to learn how to ask each other helpful questions (e.g., to repeat or clarify, to look at something in a different way, etc.).
4. Answers will vary. In a student-centered classroom for listening and speaking, most of the class time may involve students listening to each other or other speakers, and speaking with each other (instead of the teacher speaking most of the time). The teacher’s role is to make sure that all students have an equal opportunity to engage in an interaction with their classmates, and that they have a clear understanding of why they are doing particular activities, what they will be gaining or learning from them, and what kind of assessment will happen (i.e., how the learning goals and assessment are connected).



4. Focus Questions: A Closer Look

Beginning

1. When students practice leading a discussion, they learn how to participate in a discussion effectively (e.g., the shape of the discussion, how to anticipate what will happen in a discussion, etc.). According to the teacher in the video, the student-led discussion activity “tests what the students can do with the language.” The goal is to make students “excellent discussion participants.”
2. “Set up and go.” The teacher divides the class into groups, sets the start time, and reminds the leaders of their goals: be clear, help make the topic and questions clear, include everyone, make sure everyone speaks, help people respond to each other, keep track of time (minimum 15 minutes, maximum 20 minutes for the activity).

3. Student discussion leaders should be well organized and prepared, make sure all students in the group have an opportunity to participate (e.g., posing questions to stimulate discussion, asking students to raise their hands, asking students to comment on another student's opinion, calling on specific students). This activity builds confidence and helps prepare students to take responsibility for their own learning.
4. The basic preparatory steps are to create groups, model the discussion for students, give them a checklist to follow, assign dates and discussion leaders, and provide information about and practice with peer feedback and the use of rubrics. Students have said they found discussion practice interesting, challenging, and good for developing their English and organizational and planning skills. For many of them, it is the first time they have participated in or led a discussion in this way. Note that students in the video are speaking fluently and with confidence, but not necessarily with perfect grammar or native-like pronunciation (they all have "accents" as do native speakers of a language).

Middle

5. All of the learning goals for this activity are the same as the categories on the rubric. The teacher is assessing the students based on their achievement of the stated goals, in this case, their achievement through their performance. See the Teacher Rubric in the video (approximate time stamp: 5:06) and in the **Supplementary Resources** for this unit. The rubric uses a five-point Likert scale in which one means "needs improvement" and five means "excellent."
6. The teacher listens and takes notes during the discussion, reads the peer assessment forms, and then fills out the teacher rubric. See the Peer Assessment Worksheet, also the rubric, used in the video (approximate time stamp: 6:04) and provided in the **Supplementary Resources** for this unit. The Peer Assessment Worksheet uses a five-point Likert scale as well. The teacher has explained the learning goals, and since students have seen both her Teacher Rubric and the Peer Assessment Worksheet in advance, they know how they will be evaluated.
7. The teacher reminds students that the peer assessment process is not a formal grade. It just reflects the students' experience: "a three is OK, a four is good, and a five is amazing...it's OK to give your peers a four." She reminds them to write at least one sentence or comment as well.
8. The benefits of peer assessment are as follows: it helps the teacher assess performance, helps students to reflect on their peers' performances and compare them to their own performance as well.
9. The main challenge of peer assessment is that students may not take it seriously. Training and "norming" (practicing so that everyone is more or less agreed on the kind of language/phrasing to use and what each numerical score means in the context of this class and this activity). Sometimes the initial feedback is not useful or relevant if the students don't comprehend the significance of the peer feedback forms/rubrics. The students tend to become more familiar with and adept at using the forms/rubrics over time by practicing with them.
10. Students say that they learn from their peers, that feedback helps them learn from their mistakes, and that peers can notice mistakes they may not hear for themselves.

Ending

11. To make alternative assessments easier, teachers can create and use a rubric or other assessment tool (checklists, etc.) that is clear, simple, and well aligned with learning goals.
12. Alternative assessment (e.g., rubrics and peer assessment) helps test students' actual ability to use English for real-world communication (speaking and listening skills in this case), not just their knowledge of English. Alternative assessment can have both positive and negative washback effects. If students are unfamiliar with this form of assessment, don't think it is valid, don't see how it relates to their learning, or are not prepared for the quality/type of feedback they will receive, alternative assessment can have negative washback effects. If students see the value of these non-traditional assessment methods, are well prepared to give/receive feedback using these forms of assessment, and clearly see the connection to language learning outcomes, the washback effect will likely be positive.

Objectives and Assessment

13. Review Section 4, Items 1 to 3 above for lesson objectives. This lesson uses a communicative approach for teaching speaking and listening, giving the students an opportunity to actively use/improve their skills while expressing their opinions and sharing knowledge about real-world topics (e.g., un/healthy food, over-population, etc.). Rather than using a pen-and-paper writing test, the teacher aligns assessment with learning goals through the use of rubrics for teacher and peer feedback. The rubrics are examples of alternative assessment. They are formal in that they result in a final numeric score and grade. Also see the **Supplementary Resources** section of this unit for additional examples of (a) a rubric for Discussion Leader: Self-Assessment Worksheet (not shown in the video), which discussion leaders complete after finishing their work; and (b) a scoring sheet that uses a 10-point scale with more detailed feedback, which the teacher uses to give a final grade to each discussion leader.



5. Discussing Alternatives

Answers will vary. Some examples follow.

1. For less advanced students, the teacher may (a) form smaller groups; (b) require groups and leaders to speak for a shorter time; (c) adjust the rubric to a three-point scale (e.g., needs improvement, meets expectations, and excellent/exceeds expectations); or (d) use less complex topics.
2. For a larger class, the teacher may (a) use more groups (the teacher will need to circulate around the class more); (b) use smaller groups and ask students to turn around in their seats if chairs are not movable or the space is crowded; and (c) ask discussion leaders to turn in their notes so that the teacher can see if they had prepared in advance.
3. For younger students, see answers in Item 1 above. It is also possible to use rubrics that have images instead of words and symbols (e.g., plus and minus signs, or happy and sad faces).
4. For an EFL setting, it may be helpful to use a positive reward system or add a category to the rubric that gives points for using English.



6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Teachers may have used groups for discussions, and sometimes may have assigned roles (e.g., discussion leaders, note-takers, reporters, etc.) to different students. However, not all teachers may have tried checklists (for leaders) or rubrics to provide teacher and peer feedback.
2. Teachers could use checklists and rubrics for other skills, such as writing, reading, vocabulary, grammar, projects which use integrated skills, lessons which include technology, extra credit work, etc.
3. Teachers should match lesson objectives to rubric categories; make the rubric simple, clear, and easy to use; give students focused questions to answer (for example: “What is one thing that was done well? What is one suggestion for improvement?”); and require enough information (i.e., scores plus comments) on the rubric so that students receive detailed feedback on their performance from their peers. Teachers should give the rubric to the students in advance so that they know what is expected of them. Training is important to explain the purpose of peer feedback. Letting students know that the teacher will review the completed peer assessment worksheets can also motivate the students to take the exercise seriously.
4. With this kind of student-centered discussion lesson, students get more practice in using the language, take more responsibility for their own learning, and spend more time on speaking, listening, and other integrated language skills. Since the students see the challenges associated with leading a discussion, they also learn to become stronger discussion participants. Answers will vary.
5. Answers will vary based on each individual’s context.

Unit 12

2. Pre-viewing Questions

Answers will vary. Some examples follow.

1. Answers to the first two questions will vary. Writing assignments may depend on students' age and proficiency level (e.g., for low-level students: learning to write letters and numbers and associate them with sounds and concepts; writing for fluency and accuracy; for more advanced students: developing skills in various genres of writing, such as reports, factual descriptions, argumentative research papers and other kinds of essays, poems, fiction, narrative, etc. Providing students written feedback on their papers and allowing them to revise their work shows students that writing is a process and may involve writing multiple drafts. It also shows students the value of having someone else read their work to assist with revisions. The main challenge of providing feedback before assigning a grade is that extra time and effort are required for teachers to provide the feedback on drafts and read/score revised papers.
2. Checklists can be very useful for both students and teachers. Checklists can ensure that the students have addressed the important points in their writing and can also help them revise their own drafts. Students can use checklists to provide more effective and specific peer feedback, and to help them know what to look for in their peers' writing. Checklists can also help teachers evaluate students' work in a more consistent manner.

4. Focus Questions: A Closer Look

Beginning

1. Students say that they receive useful feedback from their peers. They learn from others' mistakes and improve their essays. Knowing how to write a good essay will be helpful in the future at the university.
2. The teacher taught students about the parts of an essay.
3. Steps for self-editing and peer editing:
 - (1) Visit each editing station (where the students are directed to review one section or aspect of their essays). Each editing station has a different colored highlighter pen (e.g., red, blue, yellow, pink). At each station, follow the directions for using a highlighting pen on your essay. Each station also has an example.
 - (2) Using the questions on the Self-Editing and Peer Editing Checklist for Writing form, self-check the item for that station in your essays, as shown in the video. (A copy of the form is in the **Supplementary Resources** section.)
 - (3) Make changes to your essay, as needed, and initial the checklist.
 - (4) Ask a classmate to use the same checklist to check through that section of your essay and initial it, but *only* when you both agree the section is correct. Discuss together and make further changes as needed.
 - (5) After both you and your classmate agree that the section of your essay is correct, go to a new station and start the steps over.

Middle

4. The goals of this self-editing and peer feedback activity for students: students notice their own strengths and can feel proud of them; students notice any missing or weak information in the essay; students see their peers' essays and can compare them with their own; students develop their own inner criteria for what makes a strong essay; and students have the opportunity to see different kinds of writing.
5. Students can notice for themselves what needs to be improved, thereby strengthening their skills and becoming more autonomous writers. Students engage in serious conversations and are empowered to make improvements to their writing as a result of their own experiences in the self-editing and peer feedback activity.

6. Students learn that they can rely on each other and themselves; that they can become more autonomous; that they can receive good feedback from their peers; and that they can take a critical look at their own writing and know that they are capable of correcting their own writing. Students actively engage in writing as an iterative process. When they notice, for example, that another student's essay is missing an introduction, they go back and double-check their own writing as well.
7. The Self-Editing and Peer Editing Checklist for Writing, available in the **Supplementary Resources** section, has a list of the stations and parts of the essay they will be checking and revising: (1) thesis statement, (2) topic sentences, (3) explaining sentences, (4) evidence (examples, details), (5) interpreting sentences, (6) closing sentences, (7) bridges, (8) conclusion-restatement, (9) conclusion-summary, and (10) conclusion-final thought(s).

Ending

8. Challenges: the teacher does not have as much control over what happens; it can be time-consuming to prepare and set up peer feedback. Benefits: students feel more in control of their own writing; they don't see the teacher as the only one who knows the answers.
9. The benefits outweigh the challenges. According to the teacher in this video, "Go for it!" Overall, students become better writers and more autonomous learners.

Objectives and Assessment

10. In this lesson, the teacher establishes a system for students to self-edit and provide peer feedback for the first drafts of their writing. This kind of "formative review" process allows students to receive feedback that helps shape the changes that they then make in the next drafts of their essays. Around the same time, the teacher also provides students with feedback so that they are not relying only on student feedback. In their comments, the teacher and students mentioned that they found the self-editing and peer feedback process to be beneficial, and that they made improvements in their writing as a result. The teacher will still need to provide corrections or "summative feedback" to students on the drafts and final versions of their essays.



5. Discussing Alternatives

Answers will vary. Some examples follow.

1. For beginning-level students, the writing topics and requirements would be simpler (e.g., a single paragraph or even just a couple of sentences). Depending on their age levels and abilities, students might use single words or even symbols for feedback (e.g., plus, minus, question marks or check marks, happy or sad faces). For more advanced students, the teacher would expect to see a higher level of writing and a more sophisticated analysis of feedback.
2. This activity could work effectively with large classes, too, provided there's enough space. In a crowded classroom, students could do this kind of peer feedback sitting at desks in groups or even outside of class if they have to. If they have access to the Internet, students can also provide feedback via email or a document-sharing site.
3. With younger students, the writing requirements and topics will likely be simpler; see Item 1 above for feedback adaptations. Secondary level students (teens) would probably enjoy high-interest topics related to their texts or, even better, their personal interests and suggestions. In all cases, the checklists would also need to be modified to meet students' ages and abilities. All ages of students can learn to reflect on their work, follow checklists, work autonomously, and ask questions or give constructive feedback to each other.
4. Using checklists and self-/peer editing can work well with any kind of writing. In such cases, the focus areas at the editing stations may have different tasks. For example, a narrative or story may follow a storytelling kind of sequence (e.g., Once upon a time → and then → after that → The End), so students self-check and peer check for a clear beginning, middle, and end.



6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Some advantages of student-centered activities are as follows: students get more practice in the language; students take more responsibility for their own learning; students are more engaged; students learn how to develop critical and creative thinking skills. Disadvantages include: students might go off task without proper guidance. The teacher should not play a completely passive role, but be available in the background to coach, facilitate, and provide guidance as needed during the activity.
2. In a student-centered class, the teacher is the “guide on the side” instead of the “sage on the stage,” while students take more responsibility for their own learning. Students also get opportunities to make choices about the types of activities and topics. The teacher creates learning opportunities with clear guidelines and outcomes, and then sets students in motion to work autonomously. Autonomous work may at first be unfamiliar to students who might need some time to learn it and realize its value. Teachers attempting student-centered techniques for the first time may need to explain the rationale and format to students so that they can see the value of the new approach and can be open to experiencing it.
3. Good checklists make expectations very clear and are clearly linked to the learning objectives. They also make the task consistent and fair for everyone. Some advantages of checklists: students have the information they need to accomplish and organize their work; they don’t constantly have to ask the teacher what to do; students can work at their own pace; students are more likely to complete all steps in a task; and students learn to rely on themselves and make their own corrections. Checklists can be easily adapted and used with any kind of activity or project, and they can serve as a useful guide for outlining learning objectives and creating corresponding rubrics.
4. Peer feedback means that two or more students give each other input about their work (e.g., ask questions, give suggestions, help correct mistakes). Students can read their peer’s writing for comprehension and clarity (e.g., read their partner’s story silently or aloud and ask questions about anything they don’t understand); students can use dictionaries or a computer spell-check tool to check each other’s work for words they think may be misspelled. These kinds of techniques can help students self-correct some of their mistakes. However, students may not catch all the mistakes, so teachers still need to provide feedback at some point. Teachers must be specific about and model the kind of feedback that students should give each other.
5. Answers will vary based on each individual’s context.

Unit 13

2. Pre-viewing Questions

Answers will vary. Some examples follow.

1. Group work can be used with any of the skill areas, but needs to be a good match with the learning objectives. Students should know the purpose of the pair or group task, length of time for it, expected outcomes, etc. The teacher's role is to observe, perhaps to move around and facilitate as needed or work separately with a group, and to adjust pace and manage expectations as needed. Students should be able to work autonomously, stay on task, seek help from other students, use reference/support materials, and check with the teacher for guidance as needed. Answers will vary.
2. In scaffolded instructions, teachers provide instructional support to facilitate learning when students are first introduced to a new subject. Scaffolding allows students to move from the foundation of their existing knowledge or experiences to the acquisition of new knowledge or skills for a particular lesson. Scaffolding involves a series of steps that moves from less to more complex. Scaffolding techniques can include, for example, showing graphics (photos, pictures, video, etc.), activating or bringing attention to students' prior knowledge about a topic or language, modeling an activity beforehand, helping students make connections to related topics or language elements, or using motivational techniques to increase student interest.
3. Encouragement is positive feedback that focuses primarily on the students' effort or improvement, rather than outcomes. Whereas praise is given only when one achieves "good" results, encouragement can be given any time for students of any age, even when things don't go exactly as planned. Some ways to give students encouragement: verbally (e.g., "Good effort!" "I think you can do it!" or "I see you've been working hard on this"), gestures or body movement (e.g., smiling, clapping, giving high fives), reward systems (e.g., points, stars, a prize of some kind), in writing (e.g., a note of some kind highlighting their improvement on assignments), etc.
4. Critical thinking verbs: predict, analyze, synthesize, reflect, infer, contrast, compare, etc. For additional critical thinking examples, see the Bloom's Taxonomy handouts in the **Supplementary Resources** section of this video guide.

4. Focus Questions: A Closer Look

Beginning

1. The teacher reminds the students about the essay writing test on Sunday, and praises and encourages the two students who scored in the top five of all students on a large-scale test. She sets an encouraging tone and high expectations for students, talks about the plan for feedback on essays at noon, and gives an overview of what students can expect: group work with reading and then one-on-one conferences with the teacher about their essays. One reason the teacher does this may be to contextualize the day's plan within the broader context of the course, and to provide encouragement for students to participate fully in the day's activities.
2. One reason the teacher may have asked this question is to get students to predict and think critically about the topic and task. She then gives the students the rationale for why they are reading this article. She also reports that one of the students has expressed interest in the topic of gene mapping and discrimination, and this was part of the reason why she chose this article. The teacher says in the video that she invited students to bring in scientific articles of interest to them for consideration but, because some articles were not a good fit for the course, she was not able to use all of them. Next week she plans to use the article that another student brought in. This shows that the teacher is empowering students with choices and giving them opportunities to have input on course content.
3. Most of the chairs are arranged around the edge of the room with a few in the middle for groups. The teacher's desk is at the front; an overhead projector (OHP) near the front is placed where everyone can see the screen.

4. The teacher is careful to repeat the directions at least twice; she explains vocabulary as needed, and asks clarifying questions to check student comprehension.
5. The teacher greets the latecomers and then gives them quick directions to include them in the groups with minimal interference or interruption of work that other students are already doing.

Middle

6. The kinds of activities the teacher uses are:
 - (1) Guess and predict why the teacher chose this article;
 - (2) Review the words that were to be looked up at home, combining the students' suggestions to create the best definition;
 - (3) Discuss, compare, analyze, synthesize, and present the best definitions;
 - (4) Make guesses about gene mapping and discrimination and form connections between them;
 - (5) Brainstorm words related to gene mapping and discrimination;
 - (6) Predict what the article will be about: "Write down two questions that you think this article will answer."
 - (7) Read half the article in groups and share with a partner who has read the other half, filling in a chart with two kinds of information found in the article;
 - (8) Review vocabulary, expressions, and collocations from the article.
7. All four skills are involved in the activities: reading, writing, speaking, and listening, plus grammar and vocabulary.
8. Examples of critical thinking skills: (a) *predict* — what the article will be about; (b) *analyze* — the link between gene mapping and discrimination; (c) *form an opinion* — agree or disagree about vocabulary definitions; (d) *infer* — identify support points from the reading even when they were not stated directly, "read between the lines."
9. The teacher says, "The first one is excellent but think about number two. Think about the grammar in number two, please. Do I see a verb there?" Then she asks the other students to help answer and correct. The other students contribute and help in a collaborative way.
10. The teacher had assigned two keywords for students to research for homework. The students brainstorm words related to those two terms; they brainstorm synonyms and note collocations (e.g., to file a lawsuit, to be predisposed to a disease, etc.).
11. The purpose of these instructions is to get the students actively thinking about what they will find in the article and to prepare them for the next step: on a two-column OHP transparency, divide the supporting points into "one step forward for science" as opposed to "two steps backward for civil rights." The teacher also wants students to focus on grammar in preparation for upcoming essay writing tests (e.g., subject-verb agreement, usage and spelling as in *affect* and *effect*).
12. Some examples of feedback, encouragement, and praise from the teacher in this video: "Yes, excellent." "These are really very good." "Clap for Fedi, I'm really very proud of you." and "You're doing an excellent job today."

Ending

13. The teacher finishes the class by saying, "Now we have to stop here. It's Wednesday." Then she gives students the homework assignment (true-false statements and vocabulary-in-context).
14. The teacher thinks the students were interested in the topic. She feels the group work went very well (as usual) and students were on task and actively involved, with the exception of one student who is often not. The part of the lesson in which students were asked to identify supporting details was especially relevant in light of the upcoming essay exam. The teacher feels there was no time wasted. In summary, she believes students can learn from each other (not only from the teacher), and learn effective strategies for monitoring their own learning. When allowed to have input in class activities, students can make good decisions about their own learning.

Objectives and Assessment

15. This was a complex lesson with many objectives. For example: to increase student linguistic and content knowledge on a scientific topic (a form of content-based instruction); to apply critical thinking to their work with the topic; to improve language skills in the areas of vocabulary, reading, discussion (listening and speaking); and to collaborate and build on each other's work. The teacher

could assess students by: listening to their group discussions and presentations to the class; evaluating their written work on overhead transparencies and other assignments; engaging them in oral Question and Answer sessions; looking at their homework results; guiding and observing their peer editing work; consulting one-on-one with them; and providing feedback on their essay writing.

5. Discussing Alternatives

Answers will vary. Some examples follow.

1. The desks in the class were close together, so there may not have been much room for the students and teacher to easily circulate. For a larger class with no movable chairs, group work can be structured in the following ways: students can turn around in their chairs to work together; the class can sometimes meet in another location; the teacher can be the one to move around the class and work with students in one part of the classroom while the rest works autonomously. Space and time permitting, other alternatives could include: students change groups for different activities; students exchange or pass around work among the groups (e.g., overhead transparencies or other writing); the teacher sets up learning stations with different tasks at each station, and students rotate around the room to complete tasks at each station; students work in “snowball” groups, first alone, then in pairs, then in fours, and so on until they are in one large group; “jigsaw puzzle” groups in which one student in each group becomes an “expert” on one aspect of a topic, then shares his/her expertise with the others.
2. Pronunciation can be a valuable lesson component to the extent that it addresses learners’ needs and does not impede the development of other skills or learning objectives. For example, constantly interrupting students to correct minor pronunciation mistakes or patterns of errors may have the negative effect of undermining student’s self-confidence or preventing the development of oral fluency. Through careful listening, a teacher can identify problematic pronunciation patterns and take a short amount of time to practice correct pronunciation with students at periodic intervals without interrupting the students’ group work; the teacher can ignore the issue of pronunciation altogether if student pronunciation is not interfering with communication; the teacher can predict the kinds of sounds, words, and intonation that may be problematic for students, and practice them in advance. Opinions on whether pronunciation would have been a valuable addition to this particular lesson may vary.
3. The main advantage of asking students to make suggestions about content or materials is that they become more invested in their own learning and more engaged in the activities. A disadvantage is that the teacher may still need to use a screening process because not all student suggestions may be appropriate for the learning objectives. Other ways to identify interesting content for students are to survey the class and ask for suggestions orally or in writing; ask students to identify their preferences/top choices from a list provided by the teacher; and keep a suggestion box in the classroom and invite students to submit suggestions whenever they like.
4. See the Bloom’s Taxonomy Revised handout in the **Supplementary Resources** section of this video guide for critical thinking activity suggestions.
5. Some ways to encourage and motivate students: highlight their achievements in a school bulletin or newsletter; post their work in the classroom or display it in a prominent place in the school; write a letter of commendation to a school authority, etc.

6. Reflecting and Adapting

Answers may vary greatly for this section according to individual experiences and preferences. A few example responses follow.

1. Teachers can choose academic content that is interesting to students and encourages critical thinking. To evaluate materials, teachers might start with learning objectives and clear criteria for rating materials and matching the materials to those objectives; it is also important to be sure the language and content are appropriate for the linguistic level and age of the students.

2. Scaffolded lessons proceed step-by-step, systematically from the familiar to the unfamiliar to prepare and lead students through the learning process for a new topic, skill, or other area of knowledge. For example, teachers might begin classes with warm-up activities and draw out what students already know about a topic before progressing to more complex activities. Unit 8 on Mass Media and Unit 9 on Folktales both have strong examples of scaffolding.
3. Teachers can set time limits for activities, communicate them to students, and then enforce the time limits. Other time management strategies: writing times on the board, asking students to monitor their own time when they are in groups (one student's role could be the timekeeper), or leaving the time period open/giving students as much time as they need.
4. Students can collaborate to share information, check each other's work, write together, create or build projects together, and present together. Some benefits of collaboration: it creates multiple sources of feedback, fosters student independence, and creates a community of learners.
5. Some ways to correct grammar in students' writing: self-assessment; peer assessment and peer feedback; checklists; teaching students strategies, such as reading it aloud to see if it "sounds right" or asking someone else to read for clarity and ask questions about unclear things; provide reference materials in the classroom, such as dictionaries, reminders on the wall or board, etc.
Some ways to correct grammar in students' speaking: at that moment (by interrupting the student), at the end (after the student has spoken), at the end of the class or in another class to address errors in speaking patterns noticed in the work of many of the students. Teachers may choose to use techniques that involve praise to give students a sense of accomplishment; help them feel positive about learning; build student confidence in the use of English; and encourage students to work hard.
6. Answers will vary based on each individual's context.



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