Project Sri Lanka 2011

English Language Teaching Workshop
Workshop Schedule

- School deployments - what to expect?
- Teaching primary ESL classes
- Classroom management
- Speaking - accuracy vs fluency
- Error correction
- Lesson Planning
- COFFEE BREAK!!
- Lexis
- Reading
- Planning your own activity
School Deployments

- English use in social and school contexts
- What to expect?
  - Team teaching
  - Classroom layout and resources
  - Classroom fixtures - limitations
  - Sri Lankan teaching methodology - sensitivity
  - Student behaviour
  - Structure of Schools Program
A Typical Classroom
Teaching Primary ESL Classes

- Focus predominantly on spoken English
- Be guided by textbooks (where available)
- Do try to involve the class teachers
- Only introduce 5-7 new words or short phrases in a primary lesson & approx 10 for high school
- Teacher-student talk time 20:80 - how can this be achieved?
- Length of young children’s concentration spans
- Make sure concepts are linked and culturally situated
Choose a theme for the week, which will focus on particular target language.
This theme must develop language that would be useful in everyday situations.
Try to find songs, games and activities that support this topic.
Highlight the connections between ideas taught.
Review prior learning.
Remember, you will only have 1 week so choose your topic well!
Why use signs and actions in the ESL classroom?

Simple Makaton sign language

Facial expressions

Be liberal with the signs or actions you use

Record all of the signs you use to avoid confusion
Ensure the lyrics use simple language
Action songs with repetitive lines are good
Be prepared to have no accompanying music
Typically, the ‘lead’ teacher will sing the song through once, whilst the ‘support’ teacher writes lyrics in the board
The ‘lead teacher’ will break the song down, a couple of words at a time, with class echoing the words back
Use some simple drawings to illustrate naming words

In small groups, discuss how you would develop teaching ideas for the song ‘Five Little Ducks’ to primary children
Teaching Activities at Primary Level

- Model the activity
- Use actions, mime, drama and role play
- Use games
  - But: how will these extend children’s learning and vocabulary?
  - How can these activities be used to maximise children’s talk-time?
- Rule of Thumb: if language required to explain something is too complex, the concept is too difficult!
Eager and willing to please
Naughty behaviour is not something likely to occur
Some shy/less confident children
Do not understand turn taking/raising arm to answer question
Don’t forget to praise children
What could you do to convey your classroom expectations to learners?
Speaking
The Accuracy-Fluency Continuum

**Accuracy**
- Restricted choice of language
- Focus on form

**Fluency**
- Unrestricted choice
- Focus on meaning
Error correction
Feedback and Error Correction

- Judging error gravity
- Errors v. mistakes
- Responding to spoken errors
- [Monitoring
What do you understand by the term ... 

- ... monitoring?
- ... feedback?
- ... evaluation?
- ... correction

How are they related to one another?
Factors to consider in choosing a response

- Learner's purpose in speaking
  - (concentrating on accuracy or fluency?)

- Nature of the error
  - (can learner correct him/herself?)

- Learner’s personality
  - (shy? overconfident?)

- Learner’s proficiency
  - (what’s a priority for him/her?)

- Teachability/learnability of the particular error
Errors versus mistakes

<table>
<thead>
<tr>
<th>Errors are considered evidence of the learners' developing competence in the foreign language.</th>
<th>Mistakes are generally non-systematic and do not necessarily reflect the learner's underlying competence. Learners will normally be able to identify and 'correct' their mistakes if they are prompted to do so.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example, they may indicate that learners are applying rules from their own first languages to the use of English, or that they are applying rules which they have internalized but which are in some way intermediate between their own first languages and the language they are learning.</td>
<td></td>
</tr>
</tbody>
</table>
Lightbown & Spada, 2001:16

I putted the plates on the table!
You mean, I put the plates on the table.
No, I putted them on all by myself!
Typical developmental errors

- Using *did* + infinitive to indicate past time.
  - *He did go home, and then he did turn on the TV.*

- Overusing 'regular' past tense endings.
  - *He goed home, and then he turned on the TV and then he falled asleep.*

- Using the present perfect to refer to single events in the past, and the simple past to refer to protracted and repeated events.
  - *Before he has got married, he lived alone. Last night he has come to dinner.*
Options for responding to spoken errors

- Stop the learner and either ...
  - prompt her to correct herself by indicating nature/location of error
  - encourage peer correction
  - supply a 'correction' himself

- Note down error and draw attention to it later ...
  - with individual student
  - with whole class

- Ignore error
A teaching scenario

Students are working in pairs. The activity is designed to provide practice in a particular structure. Although they have already looked at the form and meaning of this, a student is still avoiding its use.

What would you do?

What factors went into your decision?
Lesson Planning
Primary Lesson Planning

- Why should we lesson plan?
- Differences in structure between primary and secondary lessons
- General structure:
  - Warm up activity – a game or song: something fun to get children thinking in English
  - Main teaching activity – how will you convey ideas?
  - Independent activity – broken by a mini-plenary
  - Plenary activity
- Evaluate your lesson
Why plan? Reasons for the T

- Continuity for Project Sri Lanka
- Helps you to mentally sequence your lesson
- Ensures a variety of content, activities and interaction
- Helps you get the timing right & feel more confident
- The process of planning helps you clarify your aims and decide if the learning tasks you’ve chosen contribute to those aims
Why plan? Reasons for the Ss

- Because your students are worth it!
- Delivers the highest quality of education
- Shows the teacher has put some thought and care into the lesson
- Creates confidence in the learners – the feeling they are more likely to learn something
- Suggests a level of professionalism
Parts of a lesson

Target Language
Procedure
Timing
Main Aims / Subsidiary Aims
Assumptions
Class profile
Stages
Timetable fit
Interaction
Anticipated problems & solutions
Resources
Class profile

A brief description of the class

- Should include information such as:
  - # of students
  - age
  - level
  - individual characteristics (strong and weak students, dominant personalities, etc.)

- Serves as a reminder to T
- Demonstrates knowledge of Ss and group dynamics
Aims (1)

What you intend to achieve in your lesson

- Be clear and focused on learning outcomes – avoid vagueness

- Include **Main aim(s)** – your target language focus

- Also **Subsidiary aims** (related to and supporting main aims) – incidental language and interaction opportunities
Aims (2)

- Try to consider lesson from learners’ point of view
- Use language such as:
  
  *By the end of the lesson students will…*
  
  - …have a better understanding of…
  
  - …know that…
  
  - …be better able to…
  
  - …have developed their ability to…
Anticipated problems & solutions

Areas T predicts Ss will have trouble with the aims of the lesson

= May be related to:
  ◦ a language point (form, meaning, or pronunciation)
  ◦ skills, e.g. a speaking or writing activity

= Specific solutions proposed and included in plan
  ▸ Helps make teaching as effective and efficient as possible
  ▸ Shows awareness of language and learning processes
Assumptions

= What you assume the students know / don’t know already with regard to your aims

= What they have learned in previous lessons that may influence this one

› Shows awareness of what learners bring to the lesson and
Physical items T will need to achieve aims

- Mention all the materials and aids you will use in the lesson:
  - textbook (name, unit, page number, exercises)
  - supplementary materials (specify source)
  - aids (prompts, flashcards, songs, role-plays, demos)
  - equipment (charts, blackboard, paper, pens, chalk, ball)

- Serves as a reminder and shows care in preparation
Timing

Estimated time for each stage

- Helpful to include a cumulative time as well

- Times should take into account
  - Instructions/setting up tasks
  - Feedback to tasks
Stages

The main parts of the lesson as broken down over time

- Should obviously contribute to achievement of aims
- Should develop and progress logically from one to the next
- Should incorporate variety to maintain Ss’ interest
- Should always involve Ss in some way
- Each stage needs a *title*, e.g.:

- **Lead-in**
  - Language clarification
  - Listening for gist
  - Reading for detail

- **Warm-up**
  - Restricted-use practice
  - Feedback to task
  - Setting up task

- **Finishing off**
  - Board record
  - Pre-teaching vocabulary
  - Authentic-use activity
Procedures

- What T actually does in each stage
  - Short sentences, abbreviations OK
  - Some detail is useful especially when handing over to another teacher who is not familiar with the class
Interaction

Who is working with whom at any particular stage of the lesson

- Use a code, e.g.
  - Teacher addressing whole class: T>Ss
  - Teacher eliciting from students: Ss>T
  - Pair work: SS
  - Group work: SSS

- Interaction should be appropriate to aims and activities in each stage

- Include as much variety as possible
Basic options for classroom interaction
a. He’s very humorous. He’s always doing jokes.

b. I’m the chairman of a special comedy at my school.

c. He suggested me to try acupuncture.

d. We conversed for almost one hour.

e. First Annual Colombo Marathon for Foreigners

f. … and compromise, the issue was resolved in a jiffy.
He tried to convince me that it wasn’t his fault. She convinced him to lend her $100.

Rome is notorious for pickpockets. Notoriously

notorious (for ~)

(-) famous for sth bad
Type in your word: globalisation

return up to 50 collocations

with frequency cut-off 1000

grouping off

related words: globe global globally globalization

Which do you want:

globalisation used as Noun

- Adjective + globalisation: economic globalisation
- globalisation + Noun: the globalisation process
- globalisation + of + Noun: globalisation of the economy
- Noun + of + globalisation: impact of globalisation
- globalisation + Past Participle: globalisation is based on
- globalisation + Verb: globalisation becomes
- Verb + globalisation: adapt to globalisation
- Verb + globalisation: meet the challenges of globalisation
Web Pronoun Phrases

Search for **phrases containing** the word(s) **argued** in **it** phrases

**argued**

- synonyms: noun, adjective, verb or adverb
- antonyms: noun, adjective, verb or adverb
- related words: noun, adjective, verb or adverb
- associated words
- collocations

102 documents matched the query.

**Modal (7)**

- It could be argued that ... (150,000)
- It can be argued that ... (120,000)
- It may be argued that ... (39,000)
- It might be argued that ... (34,000)
- It can also be argued ... (8,200)

‘Vocabulary’ vs ‘Lexis’

- suggests individual words
- evokes the old (and invalid) “slot and filler” approach to ELT

- a much broader category including words *plus* words in combination
- requires teachers to think differently about language and learning
What’s the difference between these words?

... in terms of who needs to learn them?

... and how they should be taught/learned?

<table>
<thead>
<tr>
<th>‘like’</th>
<th>v</th>
<th>‘patent’</th>
</tr>
</thead>
</table>

**High-frequency items**

- *Everyone* needs them
- Deserve *explicit* and *thorough* attention in the classroom.

**Low-frequency items**

- *Some* depending on personal factors
- Should be handled by training students in effective use of *vocabulary learning strategies*. 
High-frequency items

- Teach **iteratively** – build on previous knowledge
- Start with the **most common** meanings/uses/patterns
- Connect **meaning** and **form**
- Highlight important **aspects of lexical knowledge**
    - e.g. collocation, spoken/written form, derivatives, connotation, register etc.
Key strategies

Resource use

Recording

Repetition

1. Already familiar to sts
2. Evidence shows they’re used poorly
3. Useful starting points for many other strategies
Reading
Assumptions about reading
(Ur 1996:138)

1. We need to perceive and decode letters in order to read words.

2. We need to understand all the words in order to understand the meaning of a text.

3. The more symbols (letters and words) there are in a text, the longer it will take to read it.

4. We gather meaning from what we read.

5. Our understanding of a text comes from understanding the words of which it is composed.
Can you read it?
Can you read it?

What types of text lenses can they make?
How long does it take you to read?

1. X P T A Q E W T

2. jam hot pin call did tap son tick

3. How quickly can you read and understand this?
The handsome knight mounted his horse, and galloped off to save the beautiful princess. On and on, over mountains and valley, until his galloping horse was exhausted. At last he dismounted … Where was the dragon?
Decoding individual letters to derive the meaning of words, then utterances
Top–down processing

Using discoursal and world knowledge to construct and interpret visual images
Reading as the *transmission* of meaning

Reading as the *construction* of meaning
In 1919, a New York businessman offered a prize of $25,000 to whoever flew non-stop from New York to Paris for the first time. On 20 May 1927 Captain Charles A. Lindbergh set out to win the prize. He took off from New York in a small, one-engine plane called ‘Spirit of St. Louis’. He took no map and no parachute. With him in the open cockpit he had five sandwiches, two pints of water and an inflatable raft. Some journalists reporting the story called him ‘the flying fool’.

Thirty-three and a half hours later Lindbergh landed safely at Le Bourget, near Paris. Americans went almost mad with joy. When Lindbergh returned to America a week later, half a million letters and 75,000 telegrams were waiting for him. During a victory parade through New York, office workers gave him a ‘ticker-tape welcome’. They threw confetti made of torn-up paper from their office windows. 1,800 tons of paper fell onto the streets along the route.

Lindbergh soon became America’s greatest hero of the twentieth century. Hundreds of streets were renamed after him. He could not send his clothes to the cleaners because laundry workers kept them for souvenirs. He could not write cheques because people kept them as autographs instead of cashing them. And the whole country mourned five years later when his baby son was kidnapped and brutally murdered.

---

1 pint: 0.57 of a litre
2 ton: 1,000 kilograms
The Flying Fool
Classroom purposes for reading

To give learners practice in reading different **types** of text.

To encourage effective reading strategies:

- …reading for **gist** before reading for **detail**
- …adapting your reading strategy to the text type and to your **purpose** for reading.
- …trying to **guess** the meaning of new words by using the **context** and your background knowledge.

- To use as a context for presenting/consolidating new language items (**grammar** or **vocabulary**) and to expose learners to, or recycle, such items.

- As a springboard for **speaking** or **writing** practice.
Criteria for selecting texts
(Nuttall 1996)

- Suitability of content
  - Finding out what students like

- Exploitability
  - Integrating different skills
  - Simulating real-life purposes

- Readability
  - Assessing Ss’ level
  - How much new vocabulary
  - Structural difficulty

- Variety

- Authenticity

- Presentation
A typical reading sequence

1. Students predict the content of the text from the title/picture/first line.
2. The teacher teaches a few key words arising in the text that are important for comprehension and which the students are unlikely to know.
3. Students read very quickly in order to work out the answers to one or two general questions the teacher has set.
4. Students check answers with each other in pairs.
5. Students complete a detailed true/false exercise while reading the text.
6. Students check answers in pairs again.
7. The teacher solicits questions about unfamiliar vocabulary or has students work out the meaning of the selected words and expressions from the context.
8. Students discuss a topic related to the text.

OR

8. Students study new grammar or lexis arising from the text for productive use.
<table>
<thead>
<tr>
<th><strong>Pre-reading</strong></th>
<th><strong>While-reading</strong></th>
<th><strong>Post-reading</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict topic from title/ headlines</td>
<td>Gist question(s)</td>
<td>Personal opinion exchange</td>
</tr>
<tr>
<td>Exploit anything visual</td>
<td>Match paragraph headings to paragraphs (gist)</td>
<td>Discussion</td>
</tr>
<tr>
<td>Brainstorm ideas</td>
<td>True/False statements</td>
<td>Listening to tape for differences between reading/listening text</td>
</tr>
<tr>
<td>Predict content from vocab</td>
<td>Sequencing pictures</td>
<td>Exchange info with jigsaw partner</td>
</tr>
<tr>
<td>Pre-teach vocab</td>
<td>Jigsaw reading</td>
<td>Written summary of text</td>
</tr>
<tr>
<td>Personalization</td>
<td>Jumbled text</td>
<td>Extended practice of grammar points in text e.g. making questions to answers derived from the text. (accuracy based activity)</td>
</tr>
<tr>
<td>Teacher’s lead-in questions- tap students’ general knowledge/ expectations</td>
<td>Detailed questions to recover information from text</td>
<td>Role-play / Interview</td>
</tr>
<tr>
<td>Relate reading text to previous lessons/ activities/ topics</td>
<td>Information transfer (to chart, diagram, table)</td>
<td>Written response to text – letter etc.</td>
</tr>
<tr>
<td></td>
<td>Sentence completion/ gap fill</td>
<td>Paraphrasing words/ expressions from text</td>
</tr>
<tr>
<td></td>
<td>Text correction</td>
<td>Internet activity</td>
</tr>
<tr>
<td></td>
<td>Note taking</td>
<td></td>
</tr>
</tbody>
</table>
Narratives
A wise king devised a contest to see who would receive his daughter the Princess’s hand in marriage.

The Princess was put in a 20mx20m carpeted room. Each of her four suitors was put in one corner of the room with a small box to stand on. The first one to touch the Princess’s hand would be the winner and become the new King.

The rules of the test were that the contestants could not walk across the carpet, throw anything at her across the carpet, or hang from anything. Nor could they use anything but their body and wits (i.e. no magic or telepathy, nor any items such as ladders, ropes, etc.).

One suitor figured out a way and married the Princess and became the new King.

How did he figure it out?

**Answer:**

The successful suitor simply asked the Princess to walk over to where he stood, and to touch his hand.
What women really want

In the end, he decided to let her choose. No sooner had he done this when his wife said that she would be beautiful all the time. For he had respected her and he had let her make her own decision for herself. From this moment on, they lived happily ever after.

Now, one question remains: ‘What do men really want?’
In small groups of 3-4, you will be given a short teaching scenario.

Your challenge is to prepare a short activity (about 5 mins. long) that you might do in an ESL classroom.

In your group, you will teach your activity to the rest of the group and receive some feedback.

You will need to provide a little bit of context before teaching your activity, i.e. age group, ability levels and target language.
In Conclusion

Do:

- Have fun teaching
- Make your lessons dynamic and fun.
- Be enthusiastic – this will be conveyed to the children, which will help interest them.
- Be prepared to put the time and effort in planning – you will get out as much as you put in.
- Have a fantastic summer, embrace every opportunity and travel safely!!
Evaluation on workshop