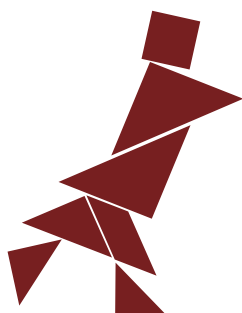
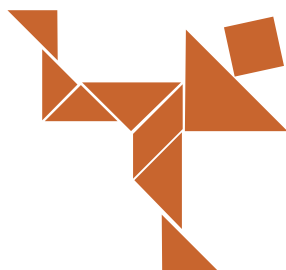




Shaping the Way We Teach English:

Successful Practices Around the World

Instructor's Manual





Shaping the Way We Teach English:

Successful Practices Around the World

Instructor's Manual



Produced and Distributed by the Office of English Language Programs

Bureau of Educational and Cultural Affairs
United States Department of State
Washington, DC 20547

<http://englishprograms.state.gov>
e-mail: english@state.gov

Authors:

Leslie Opp-Beckman
Sarah J. Klinghammer
University of Oregon

5212 University of Oregon
Eugene, OR 97403-5212 USA

<http://www.uoregon.edu>
e-mail: aei@uoregon.edu



Publication Information

Shaping the Way We Teach English: Successful Practices Around the World

Instructor's Manual

Authors: Leslie Opp-Beckman and Sarah Klinghammer, University of Oregon
5212 University of Oregon
Eugene, OR 97403-5212 USA
<http://www.uoregon.edu>
e-mail: aei@uoregon.edu

Published by the Office of English Language Programs
Bureau of Educational and Cultural Affairs
United States Department of State
Washington, DC 20547
2006

For information about the Office of English Language Programs and this product, use the web site:
<<http://englishprograms.state.gov>> rather than the web site as shown on the video, DVD, and CD.

Acknowledgements

A special thank you for videotaping support to overseas schools, training centers, ministries of education, and U.S. embassies in Costa Rica, Egypt, and Thailand, and to U.S. school districts and government agencies in Oregon, Virginia, and Washington, DC.







United States Department of State
Washington, DC 20547
<http://englishprograms.state.gov>

University of Oregon
<http://www.uoregon.edu>

Table of Contents

Instructor's Manual

	Introduction	7
	Approaches to Language Teaching: Foundations	
	Module 1: Contextualizing Language	11
	Module 2: Building Language Awareness	19
	Module 3: Integrating Skills	27
	Module 4: Pairwork / Groupwork	37
	Module 5: Learner Feedback	45
	Approaches to Language Teaching: Extension	
	Module 6: Managing Large Classes	57
	Module 7: Learning Strategies	67
	Module 8: Authentic Materials	83
	Module 9: Critical & Creative Thinking	95
	Module 10: Alternative Assessment	103
	Focus on the Learner	
	Module 11: Individual Learner Differences	113
	Module 12: Younger Learners (K-5)	121
	Teacher Development	
	Module 13: Peer Observations	131
	Module 14: Reflective Teaching	141
	Appendix	
	Additional Handouts	151

Introduction

Welcome to the teacher training series *Shaping the Way We Teach English: Successful Practices Around the World*. It is made up of 14 modules in a video format with a supporting manual and additional resources. The modules are structured in such a way that you can use them in order or one at a time, depending on your needs and interests.

Goals for English as a Foreign Language (EFL) Educators

These introductory materials are designed for educators in English as a Foreign Language (EFL) who share the following two goals:

- 1) To build an academic or “pedagogical” foundation in language teaching.
- 2) To improve language teaching classroom practices.

Rationale

English teachers, trainers, and researchers have long recognized the value of not only reading about but actually observing experienced, effective teachers in the classroom as a form of professional development. However, professionally produced multimedia (video-based) English language teacher training materials have been in somewhat short supply. Historically, many of those that do exist have taken a “talking head” lecture approach and have not necessarily included examples from an EFL context.

Shaping the Way We Teach English: Successful Practices Around the World uses a constructivist, inquiry-based approach, giving viewers opportunities to adapt materials to their local context. It incorporates authentic classroom scenes and interviews with teachers from Costa Rica, Egypt, Thailand, and the United States.

Contents of the Modules

At the heart of each module is a 10- to 15-minute video segment with examples from classrooms and educators around the world. Each module also has corresponding readings and support materials for you to print and copy.

In the video, you will have an opportunity to observe other teachers’ practices. Some of these examples are from primary level classes, while others are from secondary level and post-secondary level classes. A variety of teaching styles and cultures are reflected in these examples.

Introduction

Suggestions for Successful Use of These Materials

Many factors can have an effect on the results that you obtain from using the video and manual resources, including:

- Your own personal reasons and motivation for using these materials.
- How closely the materials fit with current practices and the curriculum in your educational setting.
- The degree of flexibility and creativity that you bring to the task of making innovations and changes in your classroom practices; in other words, your willingness to experiment with and seriously try to use different ideas and techniques in your classroom.

The following suggestions can help increase your success with these materials:

Use the pre-viewing materials, readings, and supporting resources. We strongly recommend that you go through the pre-viewing activities, readings, and the supporting resources in the manual and on the disks before you view the video.

Use the observation guides in the manual. The manual provides observation guides and reflection questions for each module.

View the video as many times as needed. The video segments contain very rich examples of actual language classes. We encourage you to stop the video at any point to view it again or discuss what you see. This will help you interact more fully with the video materials and come away with a deeper understanding of each content area.

Think flexibly. As you observe other teachers in action and listen to their reflections on teaching, think as flexibly as possible. Look for answers to these questions:

- What new ideas does this classroom example offer me?
- How might I adapt this example to my students' language and age level? My curriculum and my institutional setting? My teaching style and my culture?

Conclusion

We invite you to approach your interaction with these materials as a personal challenge to “think outside the box.” You can creatively “shape the way you teach English” as you experiment with ways you can adapt suggestions or techniques from the video to your own educational settings.



Approaches to Language Teaching: Foundations

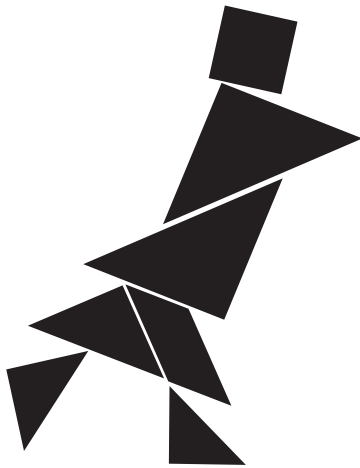
Module 1: Contextualizing Language

Module 2: Building Language Awareness

Module 3: Integrating Skills

Module 4: Pairwork / Groupwork

Module 5: Learner Feedback





Module 1

Contextualizing Language

Approaches to Language Teaching: Foundations

Video Length: Approximately 8 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. As you work through this module, try to use pairs and group work whenever that might be effective. After each group activity, debrief the answers and use them for further discussion. Refer back to the main points when appropriate. It is important that teachers apply the concepts in the module to their own classrooms and situations. The goals for this module are to create an understanding of the need for contextualizing language and to suggest ideas for realizing those concepts in the language classroom.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Work as a whole class or in pairs or groups. Read out loud or copy and distribute the following information to trainees. Trainees can respond verbally or write their answers down and use them for discussion. The following is adapted from *National Geographic's* web site *Xpeditions Activities, Ancient Greece*, <<http://www.nationalgeographic.com/xpeditions/activities/17/>>. For activities on other topics, see <<http://www.nationalgeographic.com/xpeditions/activities/matrix.html>>.

Imagine this: You're a construction worker digging a hole in the ground for a new subway system, when you suddenly come across a beautiful painted bowl. It is obviously very old and probably very valuable. You have never seen anything like it before! What would you think? What would you say? Would you take it home for a decoration? Would you tell the media? What's a bowl doing down there, anyway?

Something similar happened several years ago in Athens, Greece. While digging a new subway system, construction workers found 2,500-year-old items and works of art. As they dug, they also uncovered ancient roads, shops, baths, and water systems.

Would you like to be involved in this exciting discovery?

Here's the task: The city of Athens has selected you to design a new subway station, and to include a museum where travelers can enjoy the long lost wonders of their underground ancient city. Decide what artifacts, artworks, and architectural ruins you might include. Then draw a floor plan of the subway station, showing where you will place everything.

Module 1: Contextualizing Language

Extension Ideas

- Have students write a dialogue between themselves and one or more of the other construction workers at the time of the discovery. Or, between the archaeologist on the dig and a newspaper reporter.
- Have students act out the discovery. What are the events and actions? How will characters resolve the ethical question of whether or not to keep the bowl?

Debrief

Ask and discuss with students:

What kind of language skills did you use in this context in order to complete the task? Was it formal or informal language? Did you find yourself seeking particular vocabulary? What verb tenses did you need in order to express your discovery? To explain your plans for the future? This, in essence, is an example of language in context. It is communicative. It engages learners in real-world scenarios. It draws on integrated language that is meaningful *in that context*.

Preview Vocabulary

Terms	Definitions
Background knowledge	What each individual knows about the world as a result of his or her own experience.
Chant	Words or phrases that are repeated again and again, in a rhythm.
Constructing language	Deciding what language to use for what purpose in a given situation to meet particular social needs.
Context; contextualization	The situation or environment in which language is used.
Content-based Instruction	The use of content to structure curriculum or lessons around central themes or topics.
Genetic testing	Examining a person's DNA (genetic code) for an abnormality that shows a disease or disorder.
Integrated skills	Language skills (reading, writing, speaking, etc.) used together for communication.
Motivate	To make someone want to do or achieve something and be willing to work harder in order to do so. Motivation (<i>n.</i>).
"Put on your thinking caps."	"Teacher talk" to instruct students to quietly think and reflect for a moment on a particular problem or point.
Rain forest; rain forest canopy	A dense evergreen forest in a tropical region, with an annual rainfall of at least 2.5 meters. The canopy is the upper levels.
"Real world"	The world in which we live—outside the classroom.
Themes; topics	Main ideas or subjects around which a curriculum can be organized. Language instruction is directly related to the context and content of that theme or topic.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Approaches to Language Teaching: Foundations

Module 1, Contextualizing Language

Introduction, Expanded Narrative

Contextualization is the meaningful use of language for real communicative purposes. It helps students understand how language users construct language in a given context. Language learning in context in the classroom can be expressed in such ways as:

- Working with real or simulated situations.
- Paying attention to the physical setting of exchange.
- Knowing the purpose of the exchange.
- Using language that accounts for the roles of the participants.
- Using socially acceptable norms of interaction.
- Paying attention to medium, tone, genre, and register.

Teachers can contextualize language instruction by organizing the content of the language curriculum according to themes or topics. These themes or topics work best when they are threaded throughout the course of study.

For an interesting online example of theme-based instruction on the topic of the first people in the New World, see the Journey to a New Land Web Site <<http://www.sfu.museum/journey/>>. You can choose your journey by clicking on the primary level, elementary level, middle school level, secondary level, or post-secondary level buttons.

Module Focus

Here are some reasons for using contextualized language:

- Language is constructed through a blend of purpose, situation, and social needs. Classroom learning experiences that incorporate these dimensions are more likely to lead to better learning outcomes.
- A contextualized approach to instruction also supports the use of integrated skills, and pair and group work.
- It can foster a deeper level of use of the language, especially when the themes and topics are high-interest and motivate students.

Video Segment #1, Classroom Techniques: Observation Guide

[Read before viewing.]

You will see several short examples from classrooms that use contextualized language and themes. Look for examples of these kinds of activities:

- Games and interactive activities.
- Storytelling, dramatization, or the acting out of language (may also involve singing or chanting).
- Student presentations.

Use the following Observation Guide to help identify the four different classroom activities and themes. The first class example, with body parts as a topic and the song “Head, Shoulders, Knees, and Toes” as an activity, is filled out as a model. Fill in the missing parts for the other three classes. Some class scenes may contain multiple topics or sub-topics, and / or more than one activity type. Make your description as detailed as possible. The scenes are short but rich in information. Watch the video as many times as necessary in order to complete the task.

Module 1: Contextualizing Language

Observation Guide

Type of Activity	Topic / Theme	Language Level / Focus	Materials Used
<ul style="list-style-type: none"> • Song • Prescribed movements • Warm-up or transition activity 	<ul style="list-style-type: none"> • Body parts 	<ul style="list-style-type: none"> • Low-level learners • New vocabulary 	(No extra materials needed)
	<ul style="list-style-type: none"> • Rain forest • Animals; monkeys 		
<ul style="list-style-type: none"> • Dramatization, skit • Presentation 			
		<ul style="list-style-type: none"> • Advanced-level learners • Oral skills • Reporting on research • Vocabulary; defining key concepts 	

Reflection

[Read and answer after viewing.]

For each of the four classrooms, also ask yourself the following:

1. How were you able to identify the language context (topics, themes, situations)?
What did you pay attention to in order to do this?
2. How are the activities that you saw related to each of the contexts (the content areas)?
3. What kind of language naturally evolved as an extension of the activities and context?
4. How might the activities be adapted for different ages? Different topic areas? Levels?

Approaches to Language Teaching: Foundations

Now You Try It—An Action Plan

Step 1

Think again about your own class(es). What are some themes or topics already in your curriculum that your students enjoy and are motivated to know more about? Can you identify, or ask your students to help identify, some related or new themes or topics?

You can read some of the articles on the topic of contextualizing language (see the Module 1 Reading and the List of Additional Readings and Resources below). Using the video, you have seen a few examples and ideas from other teachers' classes. Now, using the themes and topics you have identified from your own curriculum, think of some ways you can accomplish these goals:

- Introduce some authentic tasks and activities in your lessons.
- Motivate students to get engaged in a role play, a project, a problem-solving task, a puzzle, or an imaginary setting.
- Review lesson content (stories, characters, vocabulary) in a new way through a game, a song, or a performance of some kind.

Talk about your ideas with your group.

Step 2

By yourself or with a peer, design a portion (for example, a 15-minute segment) of a lesson that includes the use of some of the techniques and activities you listed.

Step 3

Share your plan with your group. Explain what activities would come before and after your segment. Get ideas and feedback from your group.

Step 4

Rewrite your design. Try it with your class. Share your results with others, as applicable. If you are not teaching, ask the trainer or another experienced teacher for feedback. Think about how you will revisit key content and language concepts in later lessons.

Module 1: Contextualizing Language

Answer Key to Module 1, Contextualizing Language

Observation Guide, Answer Key

Following are some suggested answers for the observation guide task. Viewers may have additional details and observations on their charts.

Type of Activity	Topic / Theme	Language Level / Focus	Materials Used
<ul style="list-style-type: none"> • Song • Prescribed movements • Warm-up or transition activity 	<ul style="list-style-type: none"> • Body parts 	<ul style="list-style-type: none"> • Low-level learners • New vocabulary 	(No extra materials needed)
<ul style="list-style-type: none"> • Song • Spontaneous movements • Enactment based on previous sentence pattern and writing activity 	<ul style="list-style-type: none"> • Rain forest • Animals; monkeys 	<ul style="list-style-type: none"> • Mixed-level learners • Parts of speech • Sentence structure • Integrated skills 	<ul style="list-style-type: none"> • Large yellow parts-of-speech chart at front of class • Rain forest effects around the class (group animal names; paper rain forest canopy, etc.)
<ul style="list-style-type: none"> • Dramatization, skit • Presentation 	<ul style="list-style-type: none"> • Television viewing habits • Problems and solutions 	<ul style="list-style-type: none"> • Intermediate-level • Speaking • Listening 	(No extra materials needed)
<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Genetic research, testing • Ethics 	<ul style="list-style-type: none"> • Advanced-level • Integrated skills • Reporting on research • Vocabulary; defining key concepts 	<ul style="list-style-type: none"> • Overhead projector • Research materials (articles, books, Internet, newspaper, etc.)

Approaches to Language Teaching: Foundations

Module 1, Video Segment #1, Classroom Techniques

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

1. Some clues to the content and context included teacher instructions or behavior; student speech and performance; materials in the classroom, on the walls, on the overhead projector, in students' hands, on the blackboard, etc.
2. The activities in each case were directly related to each of the contexts (the content areas). In the first class, students touched their body parts as they said the words and sang the song. Movement combined with speech, singing, or chanting can provide a strong reinforcement for remembering vocabulary or concepts. Physical movement activities can be done standing in place and help release extra energy. They are good for warm-up and transition points in the lesson.

In the second class, the students were immersed in the rain forest concept. They were in groups and had chosen rain forest animals as their group identifiers (serpents, toucans, monkeys). There was a paper rain forest built in one corner of the room. The teacher was teaching parts of speech using rain forest animals and actions. Students had fun creating wild sentences about the rain forest and animals. We saw a song about one student's humorous sentence on "poisonous monkeys." The teacher noted that this was "fiction," as monkeys (unlike snakes or some insects) are not generally poisonous. Note that the teacher used a form of "teacher talk" when she asked students to help her. This is a way to get students to join in solving a problem or making a point about an item.

In the third class, students were exploring some of the issues around mass media, and television viewing habits in particular. They acted out situations and came up with their own solutions to the problems. We saw a skit in which the students played the roles of a son, mother, father, and friend. The son gives up his television viewing "addiction" and makes the healthier choice to play soccer with his friends instead. He feels happier because of this change in lifestyle.

In the last class, students presented their interpretations of concepts around the topic of genetic testing. They looked at scientific and ethical angles. We saw a student "teaching" at the front of the class with an overhead transparency that her group had prepared. The topic was one that interested them and they had varying opinions about the pros and the cons. The students were sharing real-world information with each other and the teaching was authentic. That fact that it came from them, and not only from the teacher, made the students more motivated to learn and listen to one another.

3. Language in the lower-level classes was naturally more limited to concrete concepts and objects. In the more advanced classes, students were able to express more abstract ideas and use a wider range of grammatical constructions.

4. Younger, lower-level students can do role plays effectively as well. They may need more practice and more preparation with key vocabulary and language constructions. Simple props (clothing, hats, food, household items, masks, etc.) can enliven improvisations and simulations.

Likewise, older and more advanced students may enjoy activities with a physical dimension. Instead of a song, this might mean building something, leading a how-to session, or standing up and moving around as part of an all-class game or activity. As for topics, with a little imagination, nearly anything is possible!

Module 1: Contextualizing Language

Here are some additional techniques for contextualizing language:

- Reading and/or listening to authentic text (e.g. fiction, documentaries, films, news, radio broadcasts, lectures, dramatic enactments).
- Written and/or oral storytelling.
- Problem solving tasks, riddles, role-plays.
- Games (bingo, hangman, spelling bees, word recognition “concentration” style games, games that follow the formats of familiar TV game shows, scavenger or treasure hunts).
- Projects (bulletin boards, models, community events, research and presentation projects, performances, etc.).
- Use of realia and authentic materials.

For more ideas on creative lesson plan ideas, see the web guide at:

http://oelp.uoregon.edu/teach_lessonplans.html



Module 2

Building Language Awareness

Approaches to Language Teaching: Foundations

Video Length: Approximately 11 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. As you work through this module, try to use pairs and group work whenever that might be effective. After each group activity, debrief the answers and use them for further discussion. Refer back to the main points when appropriate. It is important that teachers apply the concepts in the module to their own classrooms and situations. Module 01 in this series focused on the contextual aspect of language input. Module 02 focuses on the details of the language within that context. Both are important for effective and efficient learning.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Work as a whole class or in pairs or groups. This activity is an example of using “meta-language” to talk about language. It is adapted from Doug Mills’s *Grammar Safari* web site. Retrieved December 09, 2005 from http://www.iei.uiuc.edu/student_grammarsafari.html.

Language Safari activity: Identify a short, interesting text from the news or another source. Give participants a list of 2-3 vocabulary items from the text (whenever possible, choose items that could have more than one meaning or use). Have participants write or explain the meaning of the items *before you give them the text*.

Then have participants read the text. As they read, ask them to search for and focus on the vocabulary items that you identified. Participants then answer the following questions.

1. Do your first definitions match the way the language was used in the text? What was the same? What was different or new?
2. Give a 1-2 sentence summary of the text (main idea). To what extent did the overall context and content give you “clues” about the focus words?

Module 2: Building Language Awareness

Debrief

Now, step back from this language focus and analysis activity.

3. How important was it to understand the meaning and use of the focus language items before you read the text? To what extent did the grammatical structures in the text give you “clues” as you read?
4. When you talked about the focus words, what “meta-language” did you use (language that describes the use of language or language patterns; e.g., terms such as *verb*, *gerund*, *compound noun*, *present* or *past tense*)?
5. What other language support resources might be useful in an activity like this one?

Sample Text

Following is an example set of vocabulary items and a corresponding text. Note that the vocabulary items can occur as more than one part of speech in the text (verb, noun, etc.) or as part of a phrasal verb or idiom.

Vocabulary: **run** (4 items), **STOP** (3 items), **coast** (2 items).

Text: *Car thief runs out of gas*. Adapted from the Associated Press article by the same name. Retrieved December 09, 2005 from the <<http://www.wfaa.com/sharedcontent/dws/fea/breakroom/offbeat/stories/121005dnnatoffbeat3.fe15770.html>> web site.

Searcy, Arkansas (USA) — Daniel Townsend apparently had plenty of engine to **outrun** law officers, but he didn't have enough gas.

Townsend, 27, of Augusta, allegedly sped away Wednesday from a sheriff's deputy who tried to pull him over. Authorities say he was driving a stolen Lexus recklessly on U.S. Highway 67/167 north of Searcy, away from the **coast**.

The chase went through city streets in Searcy during morning traffic. Townsend reached speeds of about 100 mph. Sheriff's Captain Clayton Edwards said Townsend darted through traffic, **ran** red lights and sped down the wrong side of the road shortly after 7 a.m.

County Sheriff Pat Garrett said Townsend made it through the city and returned to the highway. Shortly after, the engine on the police car STOPPED **running** and Townsend continued onward. But Townsend, spotted by other law officers, STOPPED about 23 miles later, when he **ran out of** gas and **coasted** to a STOP.

Extension Ideas

Follow the procedure above, using instead a video or audio segment that has clear dialogue or narration (e.g. radio, television, videotape). It may be necessary to run the video segment or audio tract several times.

Approaches to Language Teaching: Foundations

Preview Vocabulary

Terms	Definitions
Appropriate language	Language that is both linguistically correct and that is proper for the situation.
Authentic sources	Sources used by native speakers or other users of the target language for “real world” communication.
Collaborative learning	Learners working together to solve a problem, complete a task, or create a product. Learning occurs through social activity.
Comprehensible input	Language which can be generally understood by the learner but which contains linguistic items or grammatical patterns that are slightly above the learner’s competence.
Conscious effort	Effort that learners make deliberately, knowing and understanding the purpose for the action.
Deductive techniques	Learners are taught the “rules” of language and then expected to apply them.
Inductive techniques	Learners discover the “rules” of language themselves through their experience with the language.
Language awareness	A focus on aspects of language within a given context. Paying attention to or noticing the language detail in a context.
Meta-language	Language used by the teacher and students to talk about language or about learning strategies and techniques.
Pragmatics	Social and cultural aspects of language use.
Reflection	Thinking critically and analytically about language and learning.
Skit	Short dramatic performance.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Module 2: Building Language Awareness

Module 2, Building Language Awareness

Introduction, Expanded Narrative

Module 01 in this series focused on the contextual aspect of language input. Module 02 focuses on the details of the language within that context. Both are important for effective and efficient learning. Communicative language learning tends to focus on a holistic, top-down approach to language learning. The focus is more on function, or the use of language in given situations, than it is on form, the linguistic details of language. However, teachers using a communicative approach have discovered that it is also important to focus on language form: on grammar, on vocabulary, on pronunciation, etc. The question has been about how to do this most effectively, without going back to relying only on rules, exercises, rote memory, and drills.

Building language awareness within a given context appears to be one answer to this question. Research has shown that selectively focusing on aspects of language use within a given context can be an effective teaching and learning practice. Language awareness, then, is more than a focus on form. It also includes the use of that form in context, which is called the pragmatic use of language.

Some characteristics of language awareness:

- The use of meta-language to talk about language, its use, and its forms.
- The training of learners to become better, more conscious participants in their own learning as they do the work of analyzing and reflecting on language and its use.
- A balance of inductive and deductive techniques to focus on specific aspects of language.
- Focus on appropriateness of language used, both situational and cultural.
- The use of comprehensible input in the form of materials from authentic sources.
- The use of language that students are more likely to encounter and use.

Module Focus

In this module, we will be focusing on techniques for helping learners become aware of language forms as they practice language in context. At the beginning of the lesson you will see a primary school class doing a skit called *Across the Wide, Dark Sea*. It is about the pilgrims who, in 1621, were one of the first groups of people to sail across the Atlantic Ocean to the New World. Their ship was called *The Mayflower*, and they had a stormy crossing.

Video Segment #1, Classroom Techniques: Observation Guide [Read before viewing.]

Background: In their preparation for the skit, the children learned about the pilgrims' journey across the ocean, why the pilgrims left their country, how they felt about leaving, and the things they had to do to survive in the new country. Many of the children in this class are immigrants in a new country.

1. Look for and list three techniques the teacher and her aides used in the skit and the question-answer activity to focus on vocabulary, give students language cues for answers, and help them use previous information to answer questions about their own situations.
2. The third activity was done in groups. Notice what the task was and how the groups got the language information they needed to do the task.
3. Also look for the type of authentic materials the groups used to do their task and how they used them.

Approaches to Language Teaching: Foundations

Reflection

[Read and answer after viewing.]

1. Compare your list with one or more discussion partners. What language teaching techniques did you observe? How are they similar to or different from your own? In what ways do you focus on language specifics in your class(es)?
2. What was the task in the third activity? What were the parts to the task? How did the students get the language information they needed in order to do the task?
3. What was the authentic material the groups used as a stimulus for their activity? Do you think the students had the language skills to get information from this material? What authentic material might you use in your class if you wanted to do this activity?
4. Discuss your reaction to the skit and the related activities. What role did culture play? Content? Context? Has the class you watched given you any ideas for your own class? If so, what?

Module 02 Summary Discussion

1. Review the lists and ideas from the questions above. In your group, try to list your ideas for:
 - Integrated skills activities, such as the skit.
 - What cultural aspects of a target culture might be interesting for your students.
 - How to teach those aspects.
 - Focusing on language within an integrated context.
2. In your group, discuss how you might adapt the ideas from this class to older or adult learners. What context might you use? How would you focus on language within that context?
3. Do you agree with the assumption made in these first two modules, that students can learn more easily and effectively through contextualized language practice and a focus on language within the context? Why or why not? Think particularly of your own students when you answer.
4. After viewing this module, do you think you will try some of these techniques and similar activities in your class? Why or why not? If yes, which ones do you think might be most successful in your situation?

Module 2: Building Language Awareness

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of contextualizing language (see Module 2 with its List of Additional Readings and Resources in *Shaping the Way We Teach English: Readings and Resources*). Using the video, you have seen a few examples and ideas from other teachers' classes. Now, think about your own classes, what might be interesting to them, and what language they need to learn. Then answer these questions:

- What topic and teaching could you use?
- How would you contextualize the language?
- What materials would you use that would be generally comprehensible, show language in an authentic context so students could analyze it in that context, and that would include language students would be likely to use?

Step 2

By yourself or with a peer, design a general outline of a one-hour lesson in which the teaching points are contextualized. For your outline, consider the following:

- What would be the activities? (It is not necessary to list all the steps for each activity.)
- Where you would use meta-language? For what purpose?
- Where you would teach something deductively and where you would let the students figure it out inductively?
- Where and how would you have students look at the language in context and think about its meaning or how it is used?

Step 3

Share your outline with others in your group. Explain what the lessons before and after this hour might be about. Get ideas and feedback from the group.

Step 4

Rewrite your outline. Try to fill it out with smaller more detailed steps for each activity. Try it with your class. Share your results with others, as applicable. If you are not teaching, ask the trainer or another experienced teacher for feedback.

Approaches to Language Teaching: Foundations

Answer Key to Module 2, Building Language Awareness Answer Key to Reflection Questions

Module 2, Video Segment #1, Classroom Techniques

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

1. During the skit, the teacher repeats two vocabulary words: “cold,” which is a common word, and connects it with “shivering,” which is a less frequently used word. Using the two words together, repeating them several times, and making motions or movements to demonstrate or act out the meaning helps learners focus and gives them the meaning of “shivering.” This is one example of an effective language focus technique.

During the question-and-answer activity, the teacher’s aide asked questions that referred, either directly or indirectly, to what the children had learned about the experience of the pilgrims. She asked students to think about their own experiences in going to a new place. Because many of the children are immigrants, this is a meaningful activity for them. It connects their real-life experiences with historical events, and helps frame the activity that follows.

In addition, because of the previous context, the children had the language they needed to answer the questions.

The teacher’s aide’s questions were:

Q: Have you ever had to leave your home or country?

Q: What were your reasons for leaving your home and going to a new country?

Q: How did the pilgrims feel about leaving their friends and going to a new country? Has anyone ever lived in one place and had to move to another? How did you feel?

Q: When the pilgrims arrived on land, what activities, chores, or jobs do you think they had to organize to get everything done?

Finally, the teacher and the other aide held up on yellow sheets the target language from the questions, which helped the children understand the questions so they could answer correctly. These were the words on the sheets:

“How did you feel?”

“Alike or different?”

“Activities, chores.”

2. The task in the third activity was to plan a trip. The students worked in groups. Each group created a poster to help them explain their trip. They first decided on a destination and then filled out a green sheet with the following information:

- Place (nouns that describe where they were going).
- Packing list (nouns that describe what they were taking in their suitcase).
- Trip activities (verbs and phrases that describe what they planned to do when they got there).
- Length of time (how long they would be traveling).
- Transportation (how they were going to travel; e.g., by airplane, by train, etc.).

This information served as a language guide for students’ discussion and writing. Students then used this information to create their posters.

Module 2: Building Language Awareness

Some of the language support information was posted on the blackboard or the walls. Some of it came from the teacher or her aides. In some cases, students helped each other. The teachers helped students individually with the writing on their posters, particularly spelling and forming the letters. The teachers sometimes gave them vocabulary that they didn't know.

3. The authentic materials used were travel brochures with lots of pictures. The children used them to decide on a place to go, what clothes to take, and to plan their activities. Travel brochures are good for this kind of activity because they can be used for learners with different proficiency levels. Some students could read some of the information in the brochures; some with lower reading ability could still get enough information for the task just by using the pictures.

Answer Guide for Summary Questions

Answers will vary widely for items 1, 3, and 4, depending on teachers' classes and experiences.

2. This unit is one that can easily be adapted for older students. The topic can be either culture (the role and history of Thanksgiving in American culture), travel, or another topic altogether. In a travel unit, a historical event can be a way of linking past, present, and future experiences. Older students might take the roles of actual pilgrims. They could start in England and talk about whether they wanted to make the trip, advantages, and problems. They could problem-solve and role-play various aspects of the voyage and the immigration process.

They could also plan a trip in groups, using brochures, other tourist information, or information from the Internet. A homework assignment could be for them to gather information about a certain place and bring it to class. They could also make posters that they could use later to present their trip plan to the group.



Module 3

Integrating Skills

Approaches to Language Teaching: Foundations

Video Length: Approximately 13 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. As you work through this module, try to use pairs and group work whenever that might be effective. After each group activity, debrief the answers and use them for further discussion. Refer back to the main points when appropriate. It is important that teachers apply the concepts in the module to their own classrooms and situations. One goal for this module is to illustrate the importance of teaching language skills as integrated rather than discrete skills. A second goal is to illustrate how fundamental integrated skills are to most current language teaching approaches.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Ask participants to think back to a scene in a movie that they felt strongly about (one that evoked sadness, laughter, fear, disgust, etc.). The movie can be one that they saw in English, or in another language. Participants then answer the following questions:

1. What was the primary “message” in this scene? How was it communicated?
2. What language skills were part of that communication? What other elements contributed to the scene and the message that it conveyed (visuals, audio, actions)?
3. Did you feel that the communication was successful? Did you come away confused, or feeling that you understood what happened at a deep level?

Debrief

Discuss your answers with your colleagues in a group. Make a list of all the primary language and communication skills and sub-skills that your group recalled from the movie scene(s). Were there any cases in which only one skill was used?

Extension Ideas

Follow the procedure above, using instead a real-life experience, a story or report from a radio or other audio source, or a story from a book or other text source.

Module 3: Integrating Skills

Preview Vocabulary

Terms	Definitions
Authentic	Refers to tasks, activities, and materials used in “real” life by native speakers of a language for actual communicative needs. In a language classroom, they can be used in simulated situations.
Brainstorming	Suggesting a lot of ideas quickly without giving each a lot of thought, usually in groups and in preparation for a future activity.
Communicative competence	The ability to communicate in a target language for meaningful purposes. Such an ability requires the use of language skills together in social interaction.
Content-based Instruction	The use of content to structure curriculum or lessons around central themes or topics.
Graphic organizers	Visual maps of information, such as graphs, semantic webs, timelines, diagrams, story maps, etc. that help learners understand and retain information.
Integrated skills	Language skills (reading, writing, speaking, etc.) used together for communication.
Language retention	The remembering or storing language mentally over a period of time so that it can be used when needed.
Non-verbal skills	Body language such as facial expressions and gestures.
Pragmatics	Social and cultural aspects of language use.
Primary language skills	Reading, writing, listening, and speaking.
Productive skills	The primary skills of speaking and writing.
Receptive skills	The primary skills of listening and reading.
Rote memorization	The process of learning something by repeating without necessarily gaining a deep understanding of it.
Sub-skills	Skills such as pronunciation, vocabulary use, spelling, etc. that contribute to success with the primary skills.
Tangible	A tangible item is something real that can be seen or touched. Intangible, (<i>opposite</i>).
Task-based learning	An approach in which learners work together to solve a problem, complete a task, or create a product. Learning occurs through social activity.
Total Physical Response (TPR); TPR-Storytelling (TPR-S)	Total Physical Response (TPR) is a language teaching approach that combines language learning with physical movement, initially based on commands. TPR-Storytelling (TPR-S) adds the additional component of oral performance.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Approaches to Language Teaching: Foundations

Module 3, Integrating Skills

Introduction, Expanded Narrative

The long-term goal of successful language learners is “communicative competence,” the ability to communicate in a target language for meaningful purposes. Such an ability requires the use of language skills together in social interaction. This is why current approaches to language teaching and learning, from TPR to communicative approaches such as task-based, content-based, and cooperative learning, all require the use of integrated skills to be effective.

Realistically, how often do you talk without listening? Or write without reading? When we use language, we tend to use it as a whole, whether primarily listening, speaking, reading, or writing. All skills are needed in order to communicate effectively. Although there is a time to focus attention on just one skill at a time, especially at beginning levels, the final goal is to use skills together for communication.

Using language skills together can lead to better language retention? For teaching effectiveness, the teacher who integrates language skills can make lessons interesting and motivating for students, creating a more active learning environment.

Module Focus

Traditionally, there are four primary language skills: listening and reading (the receptive skills) and speaking and writing (the productive skills). Sub-skills such as grammar, vocabulary, pronunciation, and spelling are needed for proficient use of the primary skills. For the most effective communication, non-verbal skills such as gestures, facial expressions, and understanding of cultural space are also necessary.

In this module, we'll focus on how these skills can be integrated in the classroom, along with a look at some kinds of activities and resources that may be used to support skill integration.

Video Segment #1, Classroom Techniques: Observation Guide [Read before viewing.]

What to look for:

- Language skills used.
- Activities used to integrate skills.

In this segment, it is important to listen closely to the narrative and to notice which language skills are used and how they are integrated into activities. Watch the segment at least twice.

1. As you watch this video segment, list as many of the language skills being used as you can. Include teacher behaviors.
2. The second time through the segment, notice for what purpose each skill is used, both within the structured activity and outside the activity. Again, include teacher behaviors.

Reflection

[Read and answer after viewing.]

In this segment, we saw only one activity being done with a pair of students. This may be some-

Module 3: Integrating Skills

what of an unusual situation for language teachers, but the activity could be done with a larger class. Learners can work alone, in pairs, or in groups.

1. Compare your list of language skills used with those of your colleagues. What skills did you list? Which were receptive and which productive? Did you include teacher speech and student response to it? Include teacher speech in your discussion. What did she use language for?
2. What was the main activity? What were the topics of the activity and how were they determined? What skills were required to do it successfully? What were the steps in the activity?
3. Consider the questions below with regard to the sequencing of activities and to adaptations that might make the activities more relevant to your own teaching context.
 - a. What task could the listening student be doing while the other one was reading his story?
 - b. How did the stories differ? How were they the same?
 - c. What are some possible follow-up activities to this one? Some activities that could precede it?
 - d. What did the teacher do at the end of the activity to personalize it and relate it to the interests?
 - e. How could this activity be adapted to a larger class?

Video Segment #2, Skills and Resources **[Read before viewing.]**

Following are some things to look for in the video.

- Language skills used.
- How the language skills are integrated.
- Resources used.

In this segment, students in two classes in different parts of the world are talking about their work with two different International Education and Resource Network (iEARN) projects <<http://www.iearn.org/>>. iEARN is a free, non-profit, international organization that connects classes of students of all ages around the world through classroom and community projects and the Internet. These projects make authentic use of the language skills that students are learning. Language skills are integrated in these activities.

The students talk about many different kinds of activities for their iEARN projects in the video. As you watch the video, do the following.

1. Try to list all parts of the first group's project that they talk about. For example, first they decided on a theme for the project. As you list the parts, consider what language skills would be used to complete each one.
2. Listen carefully to the students and teacher from the second class and list what they do to communicate with "foreigners," or use the language for real communicative purposes outside the classroom.
3. Watch the video again and this time list the resources the students either talked about or would need to do their activities.

Reflection **[Read and answer after viewing.]**

1. Work with a partner or group and compare your information from the video about the iEARN projects. What themes or topics did the classes choose? Why do you think they chose them? In what ways are these projects an authentic use of language?

Approaches to Language Teaching: Foundations

Divide a sheet of paper into three columns and label the columns. Start with the first class and iEARN project. Record your answers to the following questions in the appropriate columns on your paper. Add as many rows as needed. (An example set of responses is provided as a model in the first row below.)

- What were the various activities and tasks (parts) of the project?
- What language skills did students use for each part?
- What resources did they use or might they need for each part?

Activities / Tasks	Language Skills Used	Resources Needed
The class chose one of the projects from the iEARN Web site.	Primary skills: <ul style="list-style-type: none"> • Speaking (negotiating, brainstorming); • Listening • Reading Sub-skills: <ul style="list-style-type: none"> • Research • Analysis (critical thinking) • Synthesis (critical thinking) • Negotiation 	A computer with Internet access Desks / tables arranged for conversation groups

2. Now do the same for the second class. Note that both groups were participating in projects with one central theme. Both groups described a series of activities with one purpose: to use language outside the classroom and to establish international friendships and information or cultural exchanges.

3. How would you describe the students in these classes? How did they feel about the projects? Were they engaged in their activities? Were they using English for authentic communication? Are iEARN projects something you would consider trying with your class(es)? Why or why not?

Summary Discussion

1. Make an analysis of your own classes. Do you use integrated skills for some tasks and activities? If yes, what seems to be most successful in your class(es)? If no, why not?

2. Go back and look at your lists from this module of all the different activities and combinations of integrated language skills needed to do them. Consider these examples in relation to your own classes.

- What projects or purposeful series of activities might be interesting for your students?
- What could they do that would be appropriate to their level of language proficiency?
- What language skills would they need to learn to do them? And what skills would be used together to do the activities?
- What resources do you have available and how could you set up similar types of activities in your situation, with or without the Internet?

3. How might you evaluate student work in the activities above? In Video segment #1? For the project? For authentic communication outside the classroom?

4. After viewing this module, do you think you will try to use some of these techniques and activities in your class? Why or why not? If yes, which ones will you try?

Module 3: Integrating Skills

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of contextualizing language (see Module 3 Readings A and B plus the List of Additional Readings and Resources in *Shaping the Way We Teach English: Readings and Resources*). Using the video, you have seen a few examples and ideas from other teachers' classes.

Now, think again about your own classes and how could you use some of the activities listed to:

- Integrate skills for better language retention.
- Motivate students.
- Allow for plenty of practice.
- Provide opportunities for authentic communication.
- Create an active, interesting classroom.

Talk about your ideas with others.

Step 2

By yourself or with a peer, design a 15-minute segment of a lesson that includes the use of some of the techniques and activities you listed.

Step 3

Share your plan with others. Explain what activities would come before and after your segment. Get their ideas and feedback.

Step 4

Change your design, as needed. Try it with your class. Share your results with others, as applicable. If you are not teaching, ask the trainer or another experienced teacher for feedback.

Approaches to Language Teaching: Foundations

Answer Key to Module 3, Integrating Skills

Module 3, Video Segment #1, Classroom Techniques

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

1. Skills used in the pictured activity were reading and listening (receptive) and writing and speaking (productive). Sub-skills used were spelling and pronunciation. The teacher used speaking skills (giving directions, praise, and personal conversation) and listening skills (to students reading and to students' questions). The students' nonverbal response showed that they were listening to and understanding the teacher's directions.

2. The main activity was a "free write" task. One student wrote about bears and the other wrote about pirates and an underwater diving machine. They chose their own topics by going through magazines and cutting out a picture to write about. They could write a description of the picture or a creative story about the picture. This technique allows students choice, giving them the opportunity to write about something of interest to them personally. It also allows for more authentic communication, since the other students would be listening to a series of different topics as the writing was read aloud. They might learn some new content as a result.

Skills used were writing, speaking, and listening. Students chose a picture, pasted it on a sheet of paper, wrote about it on the same sheet of paper, and then read it aloud to the teacher and the other student. Although we didn't see it on the video, as one student read, the other student filled out a worksheet about the reading. This is one form of "active listening." Listeners might also keep a list of vocabulary they don't understand, write down one or two questions for the reader to be asked after the reading, and so on. At the end of class they put the writing in a notebook with all of their other writing. The teacher would look at it later. They could also take the writing home and use it for a longer writing assignment done as homework. They could write two questions to ask the class about the content of their reading. The reading could be used as stimulus for a conversation about the topic.

3. Both students wrote at least the minimum amount required, "half a page." The teacher did not give a fixed amount of time. She allowed them some leeway in taking as much time as they needed. She also gave them a choice in the type or genre of writing that they could do. The first student wrote a factual or descriptive paragraph on bears. The second student wrote a short piece of fiction about modern-day pirates, a sinking ship, and deaths among the crew members ("everyone died"). During the activity, the teacher expanded a bit on the second student's reading, giving a brief explanation of the ship to the listening student. At the end of the activity she remembered that the first student's previous writing had been about bears, too and asked if he was interested in bears.

4. For a larger class, the first part of the activity could be the same. The magazines could be placed in more than one location throughout the room to give students better access to them. The reading could be in large or small groups. Students could work in pairs to practice their reading before doing it before a larger group or the whole class. As "active listeners" in groups, students might be required to come up with a question to ask about the other students' writing after the reading.

Another option is to have groups of students co-author stories in parts or "chains." This works well in groups of three or four, where the story has a beginning, middle (or two parts to the middle, depending on the number in the group), and an end. Students write the stories in parts, passing them

Module 3: Integrating Skills

around in a circle step-by-step. Everyone gets to write an introduction, a middle, and an end. This works well with all ages, can motivate students to participate, and can yield really fun results. When possible, display stories on walls or doors or other areas in the room so others can read them.

Important Note for the Following Section

Note that class-to-class cultural exchange projects have enjoyed much success via mail and other means for many years *without the use of computers*. In the event that computer and the Internet resources are not available on a regular basis, it is possible to find and set up exchange projects that take place via mail or other means. Local language schools and organizations, and Web sites such as Global SchoolNet <<http://www.globalschoolnet.org/>> can provide helpful information.

Module 3, Video Segment #2, Classroom Techniques Answer Guide for Reflection Questions

1. Both classes were engaged in year-long, international projects with the International Education and Resource Network (iEARN). This is a non-profit educational organization. English is the common language of communication between classes in different countries. (For more information on past, present, and upcoming projects, see the <<http://www.iearn.org/>> Web site.)

In both classes, students were of mixed age and grade levels with mixed abilities in language and technical skills. More experienced students mentored less experienced students.

The theme that the first iEARN group chose was “Good Deeds.” They liked the idea of doing good deeds and wanted to participate in a project to enhance their skills and to gain a sense of community. Here are some suggestions for filling in the chart. Answers may vary depending on the level and depth of observation.

Approaches to Language Teaching: Foundations

Activities / Tasks	Language Skills Used	Resources Needed
The class chose one of the projects from the iEARN Web site.	Primary skills: <ul style="list-style-type: none"> • Speaking (negotiating, brainstorming) • Listening • Reading Sub-skills: <ul style="list-style-type: none"> • Research • Analysis (critical thinking) • Synthesis (critical thinking) • Negotiation 	A computer with Internet access Desks / tables arranged for conversation groups
Students went to the library to get information (books, magazines) and read about good deeds. They divided themselves into two groups for reading different information in “jigsaw” style.	Primary skills: <ul style="list-style-type: none"> • Speaking • Listening • Reading Sub-skills: <ul style="list-style-type: none"> • Research • Negotiation • Cooperation 	Library materials or other text-based resources
Students wrote summaries of the information they got, including citations.	Primary skills: <ul style="list-style-type: none"> • Writing Sub-skills: <ul style="list-style-type: none"> • Analysis (critical thinking) • Synthesis (critical thinking) • Citations 	Paper, pencil; or, computer
Working in groups, students combined their information and entered the summaries into a computer, printed it out, and brought it to class to talk about.	Primary skills: <ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing Sub-skills: <ul style="list-style-type: none"> • Analysis (critical thinking) • Synthesis (critical thinking) • Negotiation • Computer skills 	Computer
Students planned and did good deeds in the school, home, and community. Then, working in groups, they developed a Web page to represent class activities.	Primary skills: <ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing Sub-skills: <ul style="list-style-type: none"> • Web site development • Cross-cultural communication 	A computer with Internet access

Module 3: Integrating Skills

Students e-mailed partners in the U.S. to describe, present, and compare activities.	Primary skills: • Reading • Writing	A computer with Internet access
Individual students drew pictures to represent good deeds. They posted the drawings around the room and on the project Web site.	Sub-skills: • Drawing	Paper, pencil or other art supplies
One group of students wrote a poem about good deeds. They posted the drawings around the room and on the project Web site.	Primary skills: • Speaking • Listening • Reading • Writing	Paper, pencil

This was authentic use of language, meaning that they used language to communicate purposefully in the class and then again to create a Web site for and communicate electronically with others.

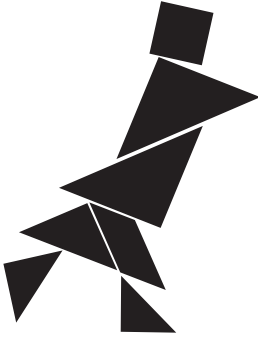
2. Adapt the answers in the table above, as needed, for the second group (some parts will be very similar).

Summary: The second group participated in a different iEARN project called "Teddy Bears." The teacher's goal was to help students create friendships with students in other countries ("foreigners"). Thai and US classrooms exchanged teddy bears. The Thai group had a teddy bear from a class in the USA. It was named Uncle Sam. The teddy bears went home and participated in various activities with the students in the USA and Thailand. The Thai students planned to take the Uncle Sam bear to different places in Thailand, such as a temples and mosques, and take its picture there.

The students from each country recorded these "travel" events in a journal and reported on them to their partner classes as a form of information and cultural exchange. Then they would use the pictures and writing to show Thailand to a friend in the U.S. via electronic media, "Uncle Sam's Travels in Thailand."

For this project, students needed technical as well as language skills. They needed a digital camera, e-mail accounts, and computers; and, they need to know how to download their pictures onto the computer and send them as e-mail attachments. They also needed writing skills to write about the teddy bear's travels. Students used oral skills to make class plans and they used reading skills to understand written responses.

3. The students in both classes were very motivated and interested in their projects. They were using integrated skills for authentic purposes. They were involved in research, gathering information, making observations, summarizing events and information, talking with and writing to others on the project topics, and so on. They had an investment in doing the projects well because in both cases they were submitting the projects to outsiders to look at via the project Web sites. Even more compelling, they needed to use English to communicate with their project "keypals" (e-mail partners) in classrooms and schools in other countries.



Module 4

Pairwork / Groupwork

Approaches to Language Teaching: Foundations

Video Length: Approximately 12 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. As you go through this module, try to use pairs and group work whenever it seems appropriate. For this module, especially, it serves as a good model. After each group activity, debrief answers and use them for further discussion as appropriate. Refer back to the main points as needed. It is important that teachers apply the concepts in the module to their own classrooms and situations. The goals for this module are to demonstrate some ways in which pair and group work can be used effectively in the language classroom.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

The following photo is by Laurie Minor-Penland and is from Smithsonian's web site *Award-Winning Photos* <<http://photos.si.edu/prize/prize.html>>.



Work as a whole class or in pairs or groups. Ask participants to view a picture that you have chosen without making any comments. It should be one that will act as a stimulus (i.e., likely to arouse emotions, trigger intense curiosity, raise questions). However, it's best to avoid images with obvious political or religious overtones as they can be challenging to manage and do not always yield simple results. Photos such as this one (*left*) lend themselves well to this process.

Then, introduce the trainees to interculturist Stella Ting-Toomey's Describe, Interpret, Evaluate process.

Deductive approach. You can use a deductive approach with this activity. Tell trainees about the whole process in advance, and then walk them through it step-by-step.

Inductive approach. Or, you can use an inductive approach. Immediately immerse trainees in steps in 1 through 3, guiding discussions and results as you go. After you have all completed all the

Module 4: Pairwork / Groupwork

steps, conduct a debriefing. Step back during the debriefing period to summarize the process and draw conclusions about it as a whole.

Both approaches can work equally well. Choose the one that seems the best fit for your own teaching style and for what you know (or guess) about the participants' learning preferences.

An overview and summary of the steps in the Describe, Interpret, Evaluate process follows.

Overview of Stella Ting-Toomey's Describe, Interpret, Evaluate Process

Language teachers can use Ting-Toomey's Describe, Interpret, Evaluate process as a learning tool both for themselves and in the classroom for their students. Stella Ting-Toomey created this simple guide to help people observe and understand cultural experiences. If we think of "culture" in the broadest possible sense—something like "a shared set of behavior patterns" among any group of people—then we can see that it applies as a concept not only to ethnic cultures, but to workplace cultures and even classroom cultures as well. When we see something new and different, we tend to go straight to "evaluate." We can gain a deeper understanding if we keep an open mind and pause long enough to first see if there might be a different interpretation of our experience. By following the Describe, Interpret, Evaluate sequence, we are more likely to make sense of new situations and perhaps feel more comfortable with them.

Steps for the Describe, Interpret, Evaluate process follow.

1. **Describe.** Describe in concrete terms what you see in the picture. For example: the upper body and head of a female, approximately 25-40 years old, with brown hair, wearing a white blouse, with five insects on her, and so on.

It is very important at this stage to separate observation from interpretation (feelings) and evaluation (judgment). For instance, *she has lots of disgusting, live insects on her* is more accurately expressed in neutral descriptive terms as *there are five insects on her: one on her hair, one on her arm, and three on her body*. This takes practice! Participants are likely to interject opinions and assumptions at this point. They may require extra guidance in this first step as they learn to set aside initial reactions and separate fact from opinion (interpretation) and judgment (evaluation).

2. **Interpret.** Once the physical (factual) description is fully complete, brainstorm as many "what if..." statements as possible to try to explain or "interpret" what you see. For example: *maybe the insects are alive / dead, maybe she likes / hates insects, she seems to be nervous / calm*, and so on.

3. **Evaluate.** After completing steps 1 and 2—and only then—try to analyze the actual basis of your interpretation. Keep in mind that yours is only one possible interpretation of many that could be made of the situation. To get insight into other possibilities, you can discuss your interpretation with others. Only then should you proceed to "evaluate" what you see and—if necessary—to take action as a result.

For more on this process, see the following Web sites.

- Google Scholar <<http://scholar.google.com>> and run a search for Stella Ting-Toomey.
- Cultural Stereotyping
<http://www.expatica.com/source/site_article.asp?subchannel_id=41&story_id=2228&name=Cultural+stereotyping>

Approaches to Language Teaching: Foundations

For more ideas for photos, consult local newspapers, posters, billboards, brochures, photos, and magazines. On the Web, you may also find photo galleries, news sites, and image search engines such as the following to be useful sources of images:

Flickr Photos	http://www.flickr.com/photos/
Google Image Search	http://www.google.com
Smithsonian Institution Photographic Services	http://photo2.si.edu

Preview Vocabulary

Terms	Definitions
Accommodate	To allow for; consider the educational or emotional needs of.
Collaborative Learning	Collaborative Learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.
Cooperative Learning	Cooperative Learning is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed.
Deductive (reasoning)	Taking a known idea or theory and applying it to a situation.
Describe, Interpret, Evaluate process	A step-by-step interpretation process from interculturalist Stella Ting-Toomey. It's a way to slow down the response and reaction to new ideas or experiences, and to view them with a more open mind.
Inductive (reasoning)	A type of type of reasoning which involves observing patterns and using those observations to form an idea or make generalizations.
Jigsaw activity	A group work activity in which different members of the group have different tasks related to the same topic. Students perform the tasks individually, then come back to the group to put the information or pieces together "jigsaw puzzle" style.
Praxis	A customary practice or conduct.
Rubric	A scoring guide or template for giving feedback on student work and performances.
Sockeye salmon	A large fish with reddish meat.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Module 4: Pairwork / Groupwork

Module 4, Pair and Group Work

Module Focus

The focus in this module is on pair and group work. Pair and group work incorporates principles and themes from the Cooperative Learning and Collaborative Learning theoretical frameworks. In the video, you will look at some real classroom examples of this. You can use Ting-Toomey's Describe, Interpret, Evaluate process to analyze what is happening with pair and group work in these classes.

Video Segment #1, Pairs and Groups, Example A: Observation Guide [Read before viewing.]

Observe the following class. Look for answers to the questions...

1. How is the class organized (chairs, tables, desks)?
2. How are the pairs and/or groups organized?
3. What kinds of interactions occur between the groups and teacher, and within the groups themselves?

Use the Describe, Interpret, Evaluate (steps 1 through 3) process to analyze the class events.

Reflection [Read and answer after viewing.]

1. What were your results with the Describe, Interpret, Evaluate process? Was there anything about the class that surprised you or was new for you?
2. In what sequence did the activities occur, and why?
3. What kind of learning do you think took place among students during the small group work? During the contest (game)?
4. If you are working with a partner or group, in what ways were your results similar to other participants' results? In what ways were they different? Did you make any revisions to any of your steps after comparing your results to theirs?

Video Segment #2, Pairs and Groups, Example B: Observation Guide [Read before viewing.]

1. What is the role of the teacher? The students?
2. What kind of group management techniques do you notice?
3. What is the purpose of using group work in this case?

Reflection [Read and answer after viewing.]

1. What kinds of direction did the students give each other? Did you notice any examples of student self-corrections?
2. What kinds of spontaneous communication took place between students?
3. What were some of the pros and cons of an all-class writing event like this one?

Module 04 Summary Discussion

1. This module showed examples from a class of younger learners and from a university-level class.

Approaches to Language Teaching: Foundations

Which of the activities could work well for both age groups? What kinds of adjustments or adaptations might be necessary?

2. What role does assessment play in the classroom activities that you saw? How might the students' performance affect the future lessons that the teacher plans for these classes?

3. The focus in the questions up to this point has mainly been on what you notice happening in the foreground of the scenes. Watch the classes again and notice what is happening in the background. What do you notice about the teacher? About other student groups? About the classroom itself?

Notes

Both classes in this module are also good examples of an integrated skills approach. See Module 03 for more details on Integrating Skills, and for examples of other classes that use pair and group work for comparison.

See Module 06 on Classroom Management for more scenes from this same thematic language lesson on sockeye salmon.

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of contextualizing language (see Module 4 Readings A through D plus the List of Additional Readings and Resources in *Shaping the Way We Teach English: Readings and Resources*). Using the video, you have seen a few examples and ideas from other teachers' classes.

Now, think again about your own classes and how you could use some of the activities shown to:

- Encourage collaborative thinking and writing;
- Motivate students;
- Review lesson content (stories, characters, vocabulary) in an enjoyable way;
- Provide opportunities for authentic communication;
- Create an active, interesting classroom.

Talk about your ideas with your group.

Step 2

By yourself or with a peer, design a 15-minute segment of a lesson that includes the use of some of the techniques and activities you listed.

Step 3

Share your plan with your group. Explain what activities would come before and after your segment. Get your group members' ideas and feedback.

Step 4

Rewrite your design. Try it with your class. Share your results with others, as applicable. If you are not teaching, ask the trainer or another experienced teacher for feedback.

Module 4: Pairwork / Groupwork

Answer Key to Module 4, Pair and Group Work

Before Viewing Activity, Photo

This photo comes from the <<http://photos.si.edu/prize/prize.html>>Web site *Award-Winning Photos from the Smithsonian Staff: A Selection of Work from the Office of Printing and Photographic Services*. It is Smithsonian photo #92-13506. The photo was taken by Laurie Minor-Penland. This photograph was a 1992 winner in the Kodak Impact Through Applied Photography contest.

The woman in the photo is Sally Love. She is an exhibits developer and the former director of the Insect Zoo in the Smithsonian Institution's National Museum of Natural History. She has a selection of insects walking on her. You can see these insects:

- A New Guinea Walking Stick (*Heteropteryx dilatata*)
- An Australian Walking Stick (*Extatosoma tiaratum*)
- A Madagascar Hissing Cockroach (*Gromphodrhina portentosa*)
- A Unicorn Beetle
- The dragonfly is a jewelry brooch

Module 4, Video Segment #1, Pairs and Groups, Example A Answer Guide for Observation

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

1. Group formation: The class was grouped in two different ways. First, the teacher put students into small groups of 3-4. Students used a green handout as a discussion guide. On it, they wrote details about the characters that they had encountered so far in the story and accompanying movie that they were using in class. The second time, the teacher split the class in half ("count off 1-2-1-2...") and they played a game in teams. They used the information from the green sheets in order to answer the True / False game questions.

2. Game structure: The game had "rules." For example, all students who answered correctly got one point, and the student who answered correctly first got a second point. Any incorrect answer got zero points. Another rule was that team members could not shout out answers or help.

3. Interactions: During small group work, the teacher circulated around the room and talked with groups one by one. Students stayed on task and asked for clarification as needed.

4. The following table gives examples of some non-judgmental descriptions of classroom actions or behaviors, with corresponding possible interpretations.

The final debriefing or "evaluation" part of the process takes place only after participants have thoroughly discussed what they saw (i.e. described it in as neutral terms as possible) and then tried to interpret the description in as many ways as possible. Be sure to allow enough time to do this in two separate steps. The first time people go through this process, they tend to jump straight to interpretations and evaluations (making assumptions). It's important to go carefully through the steps in their intended sequence and to sort out what is fact and what is impression.

Approaches to Language Teaching: Foundations

Description of Action or Behavior <i>I saw student X...</i>	Possible Interpretation(s) <i>Maybe student X was...</i>
Lean forward in the chair	Engaged, motivated, or attentive...
Lean back in the chair	Relaxed, bored, or attentive but hanging back...
Jump up and down	Anxious, nervous, excited, or happy...
Smile	Happy, nervous, embarrassed, or apologetic...
Description of Action or Behavior <i>I saw the teacher...</i>	Possible Interpretation(s) <i>Maybe the teacher was...</i>
Repeat the instructions three times.	These were low level students; it was the first time they had ever played a game like this; or, maybe the students were hard of hearing...
Give points for correct answers to everyone, and give additional points to the student who gave the first correct answer.	She wanted everyone to feel successful; she wanted the students to write answers quickly; or, maybe she thought it would encourage more competition...

Module 4, Video Segment #2, Pairs and Groups, Example B Answer Guide for Observation

1. Teacher instructions: The teacher gives clear instructions at the beginning, both about the task itself and about the type of group behavior she expects (one person is writing, but everyone is contributing).
2. Lesson plan: The teacher uses an over-arching framework, a paragraph, to structure the writing task. She uses a "jigsaw" approach for the information and writing. Each group has a different sub-topic to create as a piece of the whole paragraph.
3. Student behavior: Students get quickly to work and stay on task. They spontaneously read together. They self-correct spelling, word choices, and subject-verb agreement.
4. Evaluation: The all-class editing session at the end (with students on the floor) involves everyone. No one person is to blame for mistakes that are made, and everyone takes part in the corrections. Note that one group in the background is still working on their sentence. In the actual class, they needed more time than the other groups to complete their work. When they were ready to participate, they quietly joined the rest of the class and added the final sentence to the paragraph. This is a good example of flexible pacing, and accommodating different student needs.

Note: The hanging holder with plastic slots that the teacher uses for the sentence strips is a useful, lightweight piece of equipment for organizing student work and classroom items. Teachers who do not have their own classrooms could consider making inexpensive versions of these from cloth and/or plastic.



Module 5

Learner Feedback

Approaches to Language Teaching: Foundations

Video Length: Approximately 13 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. As you work through this module, use pairs or groups whenever you think it might be effective. After each group activity, debrief the answers and use them for further discussion of various points. Refer back to the main points when appropriate. The primary goal is for participants to begin thinking positively and creatively about types of learner feedback they can find and adapt to their own local teaching situations.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Ask participants to think of a situation or story about a time when they gave feedback to someone; e.g., a student, a child, a friend, or someone else. The feedback may have had either a negative effect (the person was angry or sad) or a positive effect (smiles all around; the “Aha!” effect as the student finally understood a language point). Then, have participants think about a situation or story from a time when they *received* feedback from someone. What was the effect in this case?

Debrief

Have participants get into pairs or small groups and share their stories. As they tell their experiences, they could include such information as:

- Their relationship to the person.
- Why they gave or received the feedback.
- When, where, and how they it happened.
- The result.

In addition, they can reflect on whether they wish anything had happened differently.

Finally, have groups compile their feedback and sort items into three columns or categories or piles: + (plus / positive), - (minus / negative), and not clear. Give them these discussion questions:

- How were feedback examples distributed within the group? Across all of the groups?
- Did any clear patterns emerge?
- What conclusions might you draw from this?
- What further questions or issues come to mind?
- What is the relationship to this activity and types of feedback in your class(es)?

Module 5: Learner Feedback

Preview Vocabulary

Terms	Definitions
Canoe	A small, narrow, open boat.
Diagnose	To determine exactly what kind of mistake or error the student is making and what might be the cause of the error.
Error	Language production that is not correct. In applied linguistics research, it refers to patterns in production that shows incomplete or incorrect learning.
Feedback; error correction	Information which lets learners know how they are doing or whether their production is correct.
Formative feedback	Feedback used to check on learner progress <i>during</i> the period of learning, to determine what has been learned so far and what still needs work.
Formulaic	Structures or communication patterns that are predictable and usually the same, such as greetings, shopping dialogues, etc.
Mistake	Generally, a mistake is incorrect language production. In research, as opposed to the specialized meaning of "error" (see above), a mistake is the result of inattention or carelessness, rather than incomplete learning.
Negative feedback	Informing learners directly when their work is incorrect. May use negative wording such as "no" or "don't."
Positive feedback	Techniques that help learners discover their own mistakes and self-correct. Avoids the use of negative wording.
Pragmatics	Social and cultural aspects of language use.
Reformulate	To write or say something again, differently.
Self-reflect	To reflect on or think about your own learning or teaching.
Summative feedback	Feedback that takes place at the end of a learning period to measure what has been achieved by the learners.
Synthesize	To combine ideas in a way that creates a whole that is new or different from the separate ideas or that encompasses the separate ideas under a more holistic idea.
Trial and error	Learning by trying new or different language, taking risks, and learning from errors or mistakes.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Approaches to Language Teaching: Foundations

Module 5, Learner Feedback

Introduction, Expanded Narrative

Appropriate feedback is necessary for effective and efficient learning. Incorrectness is not the only standard teachers can use to assess learning. This module considers learner feedback in these three domains:

1. Feedback can be linguistic in nature and relate to the actual use of the language.
2. It can also focus on communication, which concerns the task or the content of the message.
3. And, finally, feedback can be affective, encouraging learners' attempts to communicate and to use the language. The purpose of affective feedback is to build confidence.

There are several important aspects to consider when giving feedback:

- Both positive and negative feedback are needed for the most effective learning. Negative feedback is direct error correction or drawing attention to error. Positive feedback can be affective, can reward for correct or successful communication, or can provide the opportunity for self-correction.
- Feedback can be oral, written, or non-verbal; it can be given to individuals, groups, or the entire class.
- Feedback can be given immediately or delayed, depending on which would be most effective for the task or situation?
- Feedback can be either formative or summative. Formative feedback isn't usually graded and is given at all stages throughout the learning period. Summative feedback is given at the conclusion of a unit, a project, or a period of learning. This can be a grade or a final report on students' work.
- It is important to understand the nature of an error in order to determine whether and how to use corrective feedback.

Module Focus

The focus in this module is formative feedback. Formative feedback is continuous, and it can encourage or discourage the learner. Teachers need to learn how to use techniques that encourage learners and that give them confidence. He or she need to learn how to avoid techniques that discourage learners, that embarrass them, or make them feel "stupid."

Some general guidelines on what to do, and what not to do:

- Understand why the error occurred. Did the student not know how to produce the correct language, or did they make a careless mistake?
- Determine the type of error. If it was a language error, what kind of error was it? Grammar? Vocabulary? Pragmatic in nature (inappropriate usage)?
- Make the feedback fit both the kind of error and the context in which it occurred. Avoid trying to correct every error. The teacher must decide whether the error is important enough to correct, whether it prevents understanding, or whether fluency is more important for this task, so some errors can be overlooked.
- Avoid over-correction and too much negative feedback. Whenever possible, use feedback techniques that allow learners to self-correct, either individually or in groups.
- Above all, encourage student learning through positive feedback. Tell students that making mistakes helps them learn. Help students to be successful and confident. Use positive feedback techniques that help to create a comfortable atmosphere in which students see making mistakes as part of the learning process.

Module 5: Learner Feedback

Video Segment #1, General Dos and Don'ts: Observation Guide

[Read before viewing.]

The first two video examples will focus on oral production and the third one will focus on written production. Watch the video as many times as needed.

At a general level, look for examples of the following items in this first video segment. Describe what you see, and try to interpret what you think is happening. (See Module 4 for an explanation of the Describe, Interpret, Evaluate process).

- Classroom atmosphere.
- Trial-and-error processes at work in the classroom.
- Students supporting and correcting each other.

At a more detailed level, look for the next set of items below. Once again, describe what you see, and try to interpret what you think is happening. Be prepared to summarize, analyze, and evaluate your findings as part of the discussion for this module.

- Pay attention to how the first teacher increased student participation in class.
- Listen for comments on how the classroom atmosphere relates to student performance.
- Listen for the first teacher's description of a trial-and-error process.
- Listen for the group process that enables students to help each other and give peer feedback.

Reflection

[Read and answer after viewing.]

1. Who did the teacher give feedback to in order to increase student participation? Is this something you could do in your own situation? Why or why not? What techniques do you use to get learners to participate actively?
2. This teacher discussed two ideas related to classroom atmosphere. One was something she did, and one was a characteristic of the students. What were they? How are they related to giving feedback? How did the teacher's beliefs and behavior encourage a trial-and-error process?
3. With a partner, write the step-by-step procedure that the second teacher followed in using groups. Do you believe the feedback in the procedure can be effective? Why or why not? Could you use this procedure for feedback in your own situation? If not, try to adapt this idea. How could you use peer feedback in your own situation?

Video Segment #2, Feedback on Oral Production, On-the-spot vs. Delayed Feedback: Observation Guide

[Read before viewing.]

Some focus points for this video segment are:

- On-the-spot feedback.
- Delayed feedback.
- Relevance of the feedback to the task.

Some suggested observation tasks follow.

1. Before watching this segment, review the definitions of negative and positive feedback in the Introduction. Make two columns on your paper, one labeled "positive" and the other "negative." As you watch, list the types of feedback you see in the appropriate columns.
2. Determine what the task is and decide if the feedback given is appropriate for the task.
3. Look for things in the lesson to which the teacher does not draw attention that might be appropriate for delayed feedback.

Approaches to Language Teaching: Foundations

Reflection

[Read and answer after viewing.]

1. Compare the notes in your positive and negative columns with a partner or others in your group. Add techniques you missed to your own columns. Are there more negative or more positive techniques? Put a check next to the ones that you already use. Make a circle or highlight those that you would like to try.
2. What student task(s) did you observe? Was the teacher's feedback appropriate? Did it match the situation? Did it meet the students' needs?

Video Segment #3, Feedback on Written Production: Observation Guide

[Read before viewing.]

Watch for feedback on written production in this video segment.

1. List the different writing activities that you see students performing or hear listed on the video.
2. Listen for feedback techniques that can be used with writing activities.

Reflection

[Read and answer after viewing.]

1. Compare your list of writing activities with a partner. Together, add to your lists.
2. After each activity, write one or two techniques that might be effective ways of giving feedback on the activity. These may be feedback techniques that you observed on the video, or they may come from your own experiences or reading.

Module 5: Learner Feedback

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of contextualizing language (see Module 5 Readings plus the List of Additional Readings and Resources in *Shaping the Way We Teach English: Readings and Resources*). Using the video, you have seen a few examples and ideas from other teachers' classes. Now, think about your own classes. Here are some suggestions for classroom issues that you may want to consider. Talk about your ideas with others in your group.

Affective Domain

- Increase your students' willingness and ability to use or produce language.
- Create a positive atmosphere for risk-taking, so students feel comfortable trying to use the language.
- Create opportunities for peer correction and positive feedback.

Linguistic Domain

- Determine what the student's problem really is.
- Create opportunities for positive feedback.
- Maintain student focus on the language goal of the session or activity.
- Help students learn to self-correct in order to make them more independent learners.
- Deal with errors the whole class is making and deal with individual errors.

Step 2

By yourself or with a peer, design a portion of a lesson that incorporates a new feedback technique that you would like to try.

Step 3

Share your plan with others in your group. Explain how feedback might be given during this lesson to improve the class atmosphere and student performance. Get their ideas and feedback.

Step 4

Change your design, as needed. Try it with your class. Share your results with others, as applicable. If you are not teaching, ask the trainer or another experienced teacher for feedback.

Approaches to Language Teaching: Foundations

Answer Key to Module 5, Learner Feedback

Module 5, Video Segment #1, Classroom Techniques

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

Video Segment #1, General Dos and Don'ts

1. The first teacher wanted more participation from her students, but wasn't able to get it in class. In this case, she gave feedback to the parents in parent conferences. The parents then told their children to participate. This was a successful delayed feedback technique (more on this in Video Segment #2).
2. The teacher told her students directly that making mistakes was part of the learning process. By saying this, she set up an atmosphere of acceptance, so the children would feel comfortable making mistakes. This relaxed atmosphere led to more and better practice. For this technique to be effective, the teacher's behavior and the way she gives feedback must support the statement that mistakes are necessary and natural. If she gives a lot of negative feedback, frequently correcting students, they will not believe her original statement.
3. Motivation was the learner characteristic discussed. The teacher said that the students wanted to be good English speakers. This also contributed to a positive class atmosphere, a willingness to try to use the language and accept feedback. This fact, too, led to better student performance. Positive feedback can ensure that students stay motivated; too much negative feedback, especially if it embarrasses students or makes them feel bad, can cause students to become less motivated.
4. The second teacher used a group process. Her students were grouped according to learning styles. In the groups, they created activities and distributed them to other student groups in the class. As each group finished doing the activities, the original group collected the work and checked it. This check was peer feedback. Peer feedback can reduce overall anxiety about making mistakes and, at the same time, cause students to focus and figure out for themselves what was correct and what wasn't. It is important that the teacher monitors such work closely to ensure that the feedback is both correct and helpful.

Video Segment #2, Feedback on Oral Production, On-the-Spot vs. Delayed Feedback

1. Below are some possible positive and negative feedback techniques the teacher in the class used. Both can be appropriate, depending on the context. You may have seen others or have listed these differently.

This teacher used more positive feedback than negative feedback. She used gestures, indirect correction, restatement, and requests for clarification or repetition. Although she did use some negative feedback, she never said, "No, that isn't right." Instead, she quickly gave an answer, gave quick commands, or used humor.

Module 5: Learner Feedback

Positive	Negative
<ul style="list-style-type: none"> • Asking direct questions to stimulate speaking. • Asking students to restate for clarification. • Using questions as cues to help students continue . • Using question words to cue response ("When," "Where," etc.). • Clapping for student performance. • Using words and vocalization of approval; e.g. "Very good," "Uh huh," "Good." • Thanking students. • Repeating after students to make response clear. • Using rapid gestures to encourage response. • Using words to encourage more response; e.g., "Keep going." 	<ul style="list-style-type: none"> • Giving the next phrase when a speaker can't remember it. • Giving joking criticism; e.g., "Oh, come on. You can do better than that." • Telling students to wait.

2. The task is retelling a story. Sometimes the two students at the front act out the story and the others respond with a sentence from the story. Sometimes the students in class give a sentence and the students in front respond by acting it out. The teaching/ learning focus is on retelling the story for content. However, for the students in front, it is also a listening task. They have to comprehend well enough to act out each utterance. The students sitting in class have to speak comprehensibly enough that the actors can understand them and respond accurately.

The feedback in this case is a natural communicative one. If the actors understand, they respond appropriately. The speakers then know whether they were understood, even without additional teacher feedback.

The teacher feedback was appropriate to the task. All of her feedback was focused on the main point of the language practice, retelling the story. Her feedback was primarily used to encourage students to complete that oral task and reward them when they did. She did not interrupt them to correct details of pronunciation or grammar. Likewise, she did not give many instructions to the actors, except at the end to encourage a more enthusiastic response.

3. The teacher could take notes during the session and use delayed feedback to correct individual pronunciation and grammar errors. If many students had the same language problem or were making mistakes on one part of the content, the teacher could have the whole class work on it after the activity was completed. She could audio- or video-tape the session and then have students review it to find and try to correct one or two patterned errors. Note: You might have some other answers to this question.

Approaches to Language Teaching: Foundations

Video Segment #3, Feedback on Written Production

Here are some possible answers to the reflection question. Ideas for feedback techniques will vary according to the local educational setting.

Writing Activities	Possible Feedback Techniques Purpose: Accuracy (A) or Fluency (F)
1. Writing the alphabet	1. Provide models; when finished, a partner compares it to the model. (A).
2. Copying	2. Provide models; read the finished copy aloud to a partner, who is reading along with the model. (A).
3. Writing a letter	3. Provide correct letter format; send the finished letter to another student for a response. (A & F).
4. Writing a story you heard or read	4. Provide guidelines that tell students how you will be evaluating the story; correct only those points listed in the guidelines. (Focused A & F).
5. Making a request	5. Provide a format for making requests. Another student responds to the request. (A & F).
6. Synthesizing information for a report	6. Provide guidelines for writing a report; provide a checklist of errors for self-checking the report. (A).



Approaches to Language Teaching: Extension

Module 6: Managing Large Classes

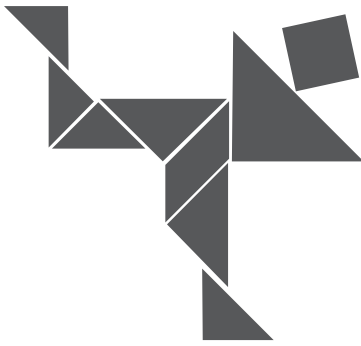
Module 7: Learning Strategies

Module 8: Authentic Materials

Module 9: Critical & Creative Thinking

Module 10: Alternative Assessment





Module 6

Managing Large Classes

Approaches to Language Teaching: Extension

Video Length: Approximately 11 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. As you work through this module, use pairs or groups whenever you think it might be effective. After each group activity, debrief the answers and use them for further discussion of various points. Refer back to the main points when appropriate. It is important that teachers apply the concepts in the module to their own classrooms and situations. The goal of this module is to have participants begin thinking about alternative management techniques that they might use in their large classes. These techniques should build in more individualization of learning and more learner practice than they may presently be using.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Tell participants to think about a large airport or train station or public market area. They can even draw a rough diagram of the layout of such a place. Many people come through such centers every day. Have participants form groups and discuss the following questions, writing down their ideas.

1. How are such places physically organized? In your experience, are they effective at moving large numbers of people quickly? Do they encourage people to communicate with each other?
2. How is information about navigating through these places communicated, both at the group and at the individual level?
3. Is there a set of logistics that are common to such situations? If so, list some. If not, list some that you think might be useful.
4. Is there an airport or railway station or marketplace culture? If so, what are some characteristics of it that contribute to successful travel? If not, is there a way such a thing could be established to facilitate travel? What would be its characteristics?
5. What are some typical traveler behaviors that facilitate travel or working / shopping in a marketplace? What are some problematic behaviors (e.g. navigation, disturbing others, etc.)? What are some of the consequences of each of these types of behaviors?

Debrief

Now imagine a classroom of 50-75 students. Do you think some of the answers to the above questions might apply to that situation? Explain your answer. Try to use specific examples.

Module 6: Managing Large Classes

Preview Vocabulary

Terms	Definitions
Agenda	A list of classroom activities for that day, usually written on the blackboard in the order that the activities will be covered.
Classroom logistics	Practical arrangements needed to make the classroom operate successfully, e.g., attendance, homework collection, paper distribution and collection, student movement, etc.
Classroom management	All aspects of the classroom the teacher may have some influence over, e.g., physical arrangement of space, student motivation, teaching approach, lesson plans, disciplinary techniques, etc.
Consequences	Results of an event or a behavior. In the classroom, it usually refers to the results of negative behavior.
Consistency	Always reacting the same way, or applying rules and expectations in the same way for all students at all times.
Diagnostic tests	Tests given at any time during the term, frequently at the beginning, in order to determine student strengths and weaknesses. Results provide help in planning future lessons.
Established framework	The predictable organization of the classroom and lessons.
Facilitate	To make easier; help something to happen more smoothly.
Identifier	Something that gives a name or an identity to individuals. In a classroom, this can be a name tag, name cards on desks, group names, etc.
Labeling	Classifying people (students) into categories, using incomplete information. Calling a student “stupid” or “lazy” is labeling.
Lesson plan template	A form or outline that busy teachers can use for planning all of their lessons. The form is general enough that it can be adapted to the specific needs of each class.
Pedagogy	Teaching approaches, methods, materials, and techniques.
Peer reinforcement	Feedback from friends or other students in the class that supports positive behavior and/or learning.
Proactive vs. reactive	In this module, proactive teacher behaviors are those that anticipate student behaviors and reactions and plan the classroom to avoid problems. Student behavior then tends to be more positive and constructive than negative. Reactive behaviors are those that react to student behavior after a problem develops.
Sockeye salmon	A large fish with reddish meat.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Approaches to Language Teaching: Extension

Module 6, Managing Large Classes

Introduction, Expanded Narrative

As class sizes grow in classrooms around the world, educators are looking at several questions:

1. Do large classes affect student learning?
2. Do large classes affect an instructor's ability to teach?
3. In general, how do large classes affect the quality of education?

There are many problems with large classes (40-75 students), including:

- Managing a large class well requires good planning, but teachers often don't have time for the kind of planning needed.
- Teachers find it difficult to establish rapport with students.
- Teachers find it difficult to monitor student work, so learners may get little individual attention or feedback to help them improve.
- Proficiency and ability level vary a good deal within the class. Weaker students often get left behind.
- Maintaining control and providing effective discipline may be difficult.
- Students may get little opportunity for actual language production and practice.

Answering the three questions above may or may not help reduce class sizes. Meanwhile, the problems are there. Teachers need to know what pedagogical techniques and classroom management practices can be used to maximize the amount of student learning in large classes. The development of effective learning in classes that size often depends more on classroom management skills and a short list of pedagogical techniques than on any one particular approach to teaching.

Module Focus

This module will cover three areas of teacher behavior that are needed to deal with the problems listed above:

- Pedagogical planning.
- Classroom learning systems.
- Dealing with student behavior, or discipline management.

Pedagogical planning refers to advance and overall planning of the curriculum and planned application of deliberate teacher behaviors that can facilitate learning.

Classroom learning systems are clear routines, expectations, and physical arrangements the teacher can set up to save time; enable learners to know what is expected of them, thus adding to their feelings of security; and ensure the smooth running of the class and classroom activities.

Discipline management refers to a fair and even-handed system of discipline. Students are clearly told what behavior is expected and what the consequences of negative behavior will be. A teacher using discipline management is firm but shows respect for the individual, endeavoring to discover the reasons behind negative behavior. That teacher is, above all, consistent in her treatment of students and application of behavioral rules. Discipline management is most effective when behavioral expectations are part of a school-wide system.

Module 6: Managing Large Classes

Video Segment #1, Pedagogical Planning

[Read before viewing.]

Some things to look for:

- Teacher behaviors.
- Examples of planning.

In this segment, it is important to listen closely to the narrative and to notice which suggested behaviors are pictured. Watch the segment at least twice.

1. As you listen to the narrative, list as many of the teacher suggestions (planning techniques and teacher behaviors) as you can.
2. The second time through the segment, put a check after the things on your list that you see being done in the classrooms pictured. Also notice and make notes about student behaviors. View the video segments as many times as necessary until you feel satisfied with the detail of your observations and notes.

Reflection

[Read and answer after viewing.]

1. Compare your notes and observations with one or more people. Make additions and changes to your list, as needed.
2. What did you notice about student reactions and behaviors in the classrooms pictured? Were they very similar to your own classes? Different? In what ways?
3. Look at each item and consider the following:
 - a. Is this something you do in your teaching situation now?
 - b. Is it something with which you agree? If yes, how could you do it in our situation? If no, why not?
 - c. Is this something you would like to do but can't? Why? Is there an alternative solution?
 - d. How might your students react to this teacher behavior the first time you try it? How can you prepare them in advance for the change?
4. Choose one item from 3 above and brainstorm ways that you might be able to use this technique. Step outside the way things are done now. Try to look at the situation as an outsider. What might be possible? Hold these ideas for the *Now You Try It—An Action Plan* section on page 62.

See Module 14 on Reflective Teaching for more ideas on documenting class events, introducing change, and improving practices over time.

Video Segment #2, Classroom Learning Systems: Observation Guide

[Read before viewing.]

In this segment, it is once again important to listen closely to the narrative and to notice which ideas from the narrative are pictured. Watch the segment at least twice. Notice these aspects:

- Physical organization of classroom space.
- Student movement.
- Class routines and teacher behaviors.
- Training of students.

1. List the different ways desks, chairs, equipment, and materials are placed in the room.
2. Notice the pattern of student movement and how it relates to class activity.

Approaches to Language Teaching: Extension

3. The second time through, list different classroom routines and teacher behaviors pictured. There were routines for student oral response, for keeping the classroom neat, for beginning and ending an activity, for moving in and out of the room, and for letting students know what activities will be done that day. Notice how teachers individualized feedback.

4. Pay attention to the techniques being explained by the teachers themselves and to how two teachers, one with younger learners and one with high school learners, assign responsibilities to students. In addition, listen to what one of them says about training students as part of management.

Reflection

[Read and answer after viewing.]

1. In groups, compare your observations about the physical organization of classroom space. What did you notice about the different set-ups? Were any of them like your classroom? Discuss the pros and cons of the different types of organization in relation to some of the points you heard in the narrative. In what ways could your classrooms be physically modified on a temporary or permanent basis (think in terms of both small scale and larger scale changes, and incremental changes over time)?

2. What student movement did you see? In what ways was movement related to classroom activity? How did one teacher move the class from the classroom to the lab efficiently?

3. Comment on the following.

- Compare your lists of classroom routines, adding to your own from others'. How effective did you think each was for its purpose? What were some additional situations mentioned in the narrative that could be done more efficiently through established routines?
- How did two of the teachers individualize feedback? What was the routine called that one of them used to ensure that all students got individual attention every 2 or 3 days?
- Discuss your own techniques and explain to your group why you use them. Then discuss which routines you saw that might be effective in your own class and how you might use or adapt them to your situation.

4. What responsibilities did the very young learners have in their work areas? How did one teacher give students responsibility for the information in group work? What did the teacher of very young learners say about training her students? When did she do this training? What did she say she made clear to the students?

Video Segment #3, Student Behavior (Discipline): Observation Guide

[Read before viewing.]

Before you watch the segment, divide a sheet of paper into the following parts, allowing plenty of space for note-taking:

1. Pedagogical Basis or Assumptions
2. Teacher Planning
3. Recommended Teacher Roles (Behaviors)
4. Other?

As you listen to the narrative and observe the classes, put the ideas that you hear and see into one of the four categories above. If you have a question about something or have another category on which you would like to focus, use the "Other" space. As a special focus item, pay particular attention to what is handwritten and drawn on the orange poster. What does it mean? Who do you think created it?

Module 6: Managing Large Classes

Reflection

[Read and answer after viewing.]

1. Compare your notes with others in your group. Add any you missed and discuss why you categorized the items as you did. Then, one member of each group can walk around to other groups to see if there are other points from the tape that you may have missed.
2. Next, add your own ideas and behaviors related to discipline (and/or those of teachers you have had or observed) under each of the categories.
3. In your groups, share and write down discipline problems you have and have seen in your school. Use the categorized information to discuss ways you might deal with those problems.

Summary Discussion

1. Revisit the ideas you have written down for each of the three video segments. Do they appear to be interrelated? Explain your answer.
2. After viewing this module, do you think you will try to use some of these techniques and activities in your class? Why or why not? If yes, which ones will you try? Create a personalized list of items that you would like to try in your own classes. You can carry these ideas forward to the next *Action Plan* activity.

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of managing large classes (see Module 6 Readings A and B plus the List of Additional Readings and Resources below). Using the video, you have seen a few examples and ideas from other teachers' classes.

Now, think about your own classes and how you could use some of the techniques listed to:

- Use planning time efficiently.
- Establish rapport with students.
- Monitor individual student work.
- Provide individual attention or feedback to help students improve.
- Deal with differences in proficiency and ability level.
- Provide opportunity for actual language production and practice.
- Maintain control and provide discipline in a way that puts the focus on learning.

Talk about your ideas with others in your group. Put the items on the list above in order of importance to you.

Step 2

By yourself or with a peer, design a portion of a lesson that includes the use one or more of the techniques and activities that you ranked most highly on your list.

Step 3

Share your plan with others in your group. Explain what activities would come before and after your segment. Get their ideas and feedback. How will you measure its success? How will you know what item(s) need further changes?

Step 4

Rewrite your design, as needed. Try it with your class. If you are not teaching, ask the trainer or another experienced teacher for feedback.

Approaches to Language Teaching: Extension

Answer Key to Module 6, Managing Large Classes

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

Module 6, Video Segment #1, Pedagogical Planning

Narrator's list of teacher suggestions:

- Give diagnostic tests at the beginning in order to discover each student's strengths and needs. This one is imperative, but then all the others start with "We can." Should this one too? We can give diagnostic tests... Or put all the ones into the imperative.
- Help students set their own learning goals and develop learning strategies that work well for them.
- Think of students as having a range of abilities and as "works in progress." We can avoid labeling such as, "That student is smart. That one is stupid. That one never listens."
- Individualize interactions as much as possible. We can learn student names or use student identifiers such as name cards, so students feel important and feel that we know them.
- Create a plan that allows us to give individual attention to a particular set of students each day. We can rotate, so that over 2-3 days, each student or student group gets some individual attention.
- Work with administrators and fellow teachers to regularly update the curriculum to meet student needs.
- Encourage student responsibility and independence by allowing them freedom within the established framework to make choices, to help with classroom logistics, and to help each other.

Module 6, Video Segment #2, Classroom Learning Systems

Narrator's list of suggestions for routines and classroom logistics for students:

- Move smoothly from one activity to another;
- Shift in and out of group work quickly;
- Self-check and peer-check student work.

For teachers:

- Keep explanations and directions clear and brief.
- Set up routines for classroom logistics such as attendance, homework correction, paper distribution and collection, work completed, and so on.
- Post the day's agenda on the board at the beginning of class.
- Create purposeful activities that keep learners on task. You can have additional self-directed activities available for students who finish early.
- Give learners responsibility for choosing and doing individual projects in a group they have chosen.
- Display student work and projects.
- Use any available aides or volunteer help effectively.

1. The physical organization of classroom space varied according to age, room size, available resources, and the activities. We saw examples where desks were grouped in clusters instead of rows. We also saw learning stations, or learning areas, in the rooms, used for different purposes.

2. Students stood up for activities such as chants and for work at learning stations. The very young learners also used hand and arm movements as part of the song they were singing. One teacher moved the class from the classroom to the lab efficiently by calling on tables (larks, eagles, etc.) rather than letting the whole class rush to the front of the class.

Module 6: Managing Large Classes

3. Teachers individualized feedback by checking in with different pairs and small groups.
4. The very young learners were responsible for staying on task and cleaning up their own work areas. The teacher said that she does this training at the start of the school year. She made her expectations and the rules clear to the students. She was consistent so that students would always know what to expect.

Video Segment #3, Student Behavior (Discipline)

Narrator's list of teacher suggestions:

- Be proactive rather than reactive. We can establish clear rules and expectations and then follow them for all students. We can even let students establish their own agreed-on classroom conduct guides. Consistency is crucial. Again, every point starts with "We can" except this first one. Can it be changed to "We can be proactive..."?
 - Post class rules and behavior expectations on the wall in both the first and second language.
 - Use reward systems and peer reinforcement so that the whole class works toward common behavioral goals.
 - Establish consequences for inappropriate behavior and, when needed, apply those consequences in a fair and matter-of-fact manner. To the extent that it seems reasonable, we can postpone individual discipline matters until after class in order to save class time for learning.
 - Build into lesson plans both purposeful activities and other opportunities for students to get up and move around the classroom.
 - Try to discover the reason for behavior in cases where there are consistent student discipline problems.
 - Work with administrators and colleagues to determine the extent to which school-wide behavior models can be put into practice and followed by all.

Some suggestions for points that could appear in the chart:

1. Pedagogical Basis or Assumptions
 - It is a responsibility of authority to use it wisely, selectively, and fairly.
 - For discipline to be effective, all students must be treated equitably.
 - All students have the potential to grow and make positive changes.
 - If we respect our students, they will respect us.
 - Humiliating students makes it difficult for them to learn or want to learn.
 - There is usually a reason for negative behaviors. If we look to find the reason(s), we may be better able to manage them.
2. Planning
 - Work with colleagues and school administrators to set up a widely "advertised" code of behavior that all students are expected to follow.
 - Be proactive (plan ahead) rather than reactive (try to fix problems after they occur). Tell students clearly what behavior is expected. Discuss classroom rules and post them on the wall. Students can even help you decide what those rules should be.
 - Build into lessons plans purposeful activities that can help to keep learners focused, on task, and motivated.
 - Build into lesson plans opportunities for movement around the classroom.
 - Along with the rules, establish consequences for negative behavior that everyone knows and understands.

Approaches to Language Teaching: Extension

- When appropriate, let students participate in setting behavioral goals and class rules or agreements.

3. Recommended Teacher Roles (Behaviors)

- Follow the rules consistently.
- Use rewards for positive behavior.
- Use peer reinforcement, getting everyone involved in creating and realizing behavioral goals.
- Try to discover the reason for negative behavior in cases where it happens on an ongoing basis.
- Apply discipline consistently and fairly.
- If possible, postpone dealing with discipline problems until after class.

One that is important but not in the video:

- Avoid taking student behavior personally. Always deal with behavior problems in a calm manner, using established codes of behavior, rather than reacting angrily.

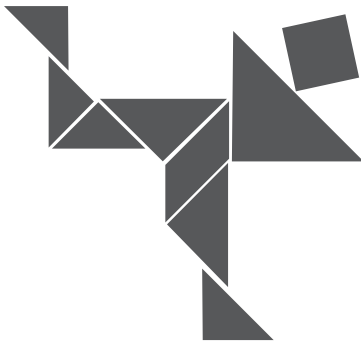
4. Other: Answers will vary according to individual observations.

Notes on the special focus item, the orange poster:

The orange poster was part of a school-wide behavior code in this primary school. One point in the code was to “Show Respect.” The poster reminded students of behaviors that were evidence of respect.

Things You See (picture of an eye)	Things You Hear (picture of an ear)
People being nice. Helping each other. Making others happy. Raising your hand to talk.	Encouraging each other. Being quiet when working. Listening to the teacher.

Are there other things you think belong on a chart such as this one?



Module 7

Learning Strategies

Approaches to Language Teaching: Extension

Video Length: Approximately 13 Minutes
Notes to the Trainer

Required Readings

Participants should go through Readings A and B for this module prior to viewing the video. Observation tasks and reflection questions will draw directly on content from these articles. Rebecca Oxford's *ERIC Digest* article "Language learning strategies: An update" is also highly recommended. For information on accessing it, see Module 7 with its *List of Additional Readings and Resources* in *Shaping the Way We Teach English: Readings and Resources*.

Before Viewing

As you work through this module, use pairs or groups whenever you think it might be effective. After each group activity, debrief the answers and use them for further discussion of various points. Refer back to the main points when appropriate. It is important that teachers apply the concepts in the module to their own classrooms and situations. One goal for this module is to build participant awareness of the existence and use of learning strategies in individual learners. A second goal is for participants to begin thinking about teaching strategies they can use in their classes that will help their learners develop their own set of learning strategies to facilitate learning.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

This is a schema activation activity. Its purpose is to lay a groundwork and reference point that participants can use as a basis for the processing of the information from the video and readings and from discussion with each other. This activity assumes that participants have all studied, and maybe even learned, another language at some time in their lives.

Very simply, have participants think back to that time and make a list of the kind of things they did that helped them learn the language. They should provide as many details as possible.

Debrief

Next have participants discuss their lists with others in their group to help trigger additional memories and get more ideas that might also apply to themselves. Have them hold on to these lists for the *Summary Discussion* portion of this module as well.

Module 7: Learning Strategies

Preview Vocabulary

Terms	Definitions
Affective	Related to learner feelings, attitude, values, and motivation.
Autonomy	The ability to make your own decisions; to direct your own learning.
Cognition	Mental processes, especially those used in learning, such as thinking, remembering, classifying, recognizing, synthesizing, etc.
Crocodile tears	Fake tears that a person uses to pretend to be sad or sorry.
Evolve	To change gradually; gradual development.
Facilitate	To make it easier for something to happen; here, for students to learn.
Gap(s) in learning	Learning that did not happen, which creates a problem for natural development towards mastery. In this module there is a gap in student learning as a result of interrupted schooling.
Infer	To understand an idea or a piece of information by using other information.
Metacognition	Global understanding of thinking or mental processes that enables learners to recognize, monitor, and organize those processes in themselves. Also called "global strategies."
Overlap	When two things, processes, ideas, etc. overlap, it means that each contains some aspects or parts of the other, or that part of one covers part of the other.
Pidgin	An incomplete, perhaps slightly changed form of a language often spoken by people who need to use the language for specific purposes but have no need for mastery.
Predict	To know what is going to happen before it happens; something that is systematic enough that one can anticipate what will happen.
Schema activation	Accessing underlying knowledge that learners already have about a topic, context, structure, etc.
Strategy; strategy instruction	A tool, plan, or method used for accomplishing a task. Strategy instruction teaches students about strategies, teaches them how and when to use strategies, helps students identify personally effective strategies, and encourages them to make strategic behaviors a systematic part of their learning.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Approaches to Language Teaching: Extension

Module 7, Learning Strategies

Introduction, Expanded Narrative

The strategies described in Readings A and B below are only some examples of possible strategies. A strategy might be a teaching strategy in one classroom context and a learning strategy in another. As strategies are mostly “invisible” mental processes, you will need to analyze what you see and hear, and in some cases, *infer* what strategies may be at work in the tasks that follow.

Module Focus

The focus of this module is on:

- Language learning and communication strategies.
- Metacognitive and cognitive strategies.

Students can become better learners if they are able to use learning strategies. Good language learners develop their own set of these strategies. In second language acquisition literature, strategies carry different definitions and fall into a variety of categories. Some common concepts are:

- Learning or academic strategies.
- Metacognitive and cognitive strategies.
- Social and affective strategies.

The teacher’s role is to consciously build strategy training into the lessons to help students develop their own strategies. First, teachers need to learn about their students’ backgrounds, identify student problems, and find out what strategies learners are currently using. They can do this through observation, by informally talking with the students, interviewing them, or having formal consultations. They then need to help students figure out which strategies might work best for them. As students become more adept at identifying and applying strategies for themselves, they become better self-teachers.

Video Segment #1, Observation Guide: Watch, Analyze, Infer [Read before viewing.]

Viewing Task A

At the beginning of the video, you will hear and see a list of characteristics and strategies that are shared by successful language learners. While listening, try to make notes on as many of them as you can recall. Check with others and compare your lists, adding them as needed. Can you agree on a definition for “success” in your learners?

This module takes an in-depth look at a single classroom case. Here are some additional things to look for in this module.

- Types of strategies in the classroom.
- Language-specific skills.
- Affective factors.

Viewing Task B

1. Review the content in Readings A and B for this module. Note that teaching and learning strategies are closely related. What strategies do the articles describe? As you watch the video, make note of any strategies from the readings that you see or hear the teacher talk about in the video.

Module 7: Learning Strategies

2. View the video again. List the *language-specific skills* that students use in the class and the activities that students are doing. Note which skills are used during each activity and how they are integrated. What strategies might be at work?

3. View the tape a third time and try to list *affective factors*, both those that the teacher planned or used and those that seem part of the class dynamic. What strategies might be at work from this perspective?

Reflection

[Read and answer after viewing.]

For this section, compare your notes with those of others in your group for items 1-3 from the previous *Viewing Task B* section for this module. Discuss what was the same or different and why. Use the following reflection questions as a discussion guide.

1. How would you categorize most of the strategies that you observed (whether directly or through inference)? Were they teaching or learning strategies, or some combination of both? When is learning “self-teaching” in a strategies context? Which specific strategies do you think the students in this class are utilizing as they do the activities? One thing the teacher talked about was the challenges her students had. What were some of these challenges and how did they affect learning? What kinds of challenges do your own students face?

2. Compare notes on language-specific skills and activities. How are the skills integrated in the activities? What strategies does the teacher model or use to help students focus on important points and understand content? Do you use any of these? If so, which ones, and how do you use them?

3. What affective factors were present in the organization of the classroom space? In the lesson format and way the teacher had students do the work? Do you think they were effective? Explain your answer to others in your group.

Summary Discussion

1. Take out the list you wrote as part of the *Before Viewing* (schema activation) activity about your own language learning experiences. Also take your list of successful learner characteristics and strategies from the previous *Viewing Task A* activity. Compare them. Which of the items are the same? Which are different? What gaps do you see? Do you think these items provide a good description of a successful language learner? Would you add anything? Subtract anything?

2. Referring back to the various notes you created during this module, consider the following:

- Are you aware of the kinds of strategies your own students use? What are the ones you see used most frequently? Are some of your students more “successful language learners” than others? Explain.
- Are there any of the strategies from this module that you consider to be more important in a classroom than others? Explain.

3. After viewing this module, do you think you will try to use some of these strategies in your class? Why or why not? If yes, which ones will you try? Which ones do you think might be most successful with your particular students? How will you go about diagnosing students and introducing strategies in the classroom? You can use this information for the next section, *Now You Try It—An Action Plan*.

Approaches to Language Teaching: Extension

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of learning strategies (see Module 7 Readings A and B plus the List of Additional Readings and Resources in *Shaping the Way We Teach English: Readings and Resources*). Using the video, you have seen a few examples and ideas from other teachers' classes.

Now, think about your own classes and your answers to the summary questions above. How could you use some of the strategies and techniques listed to accomplish or improve on work you have already done with the following items?

- Create a trusting classroom atmosphere that encourages risk-taking and participation.
- Build student confidence in their ability to use the language.
- Improve learners' cognitive processing.
- Activate schema.
- Help students transfer their skills to appropriate language use in your situation, perhaps for content classes that are taught in English, for Internet accessibility, for understanding music and movies, or for talking with foreigners.

Talk about your ideas with a partner or with your group.

Step 2

By yourself or with a partner, design a portion of a lesson that includes the use of some of the strategies you listed.

Step 3

Share your plan with others. Explain what activity would come before and after your segment. Get peer ideas and feedback.

Step 4

Change your design, as needed. Try it with your class. If you are not teaching, ask the trainer or another experienced teacher for feedback.

Note

You may have noticed a variety of posters, wall and bulletin board displays in the video for this and other modules. Written reminders for learning strategies and other classroom information can help students with the learning process. Some teachers purchase such items, but many teachers (and even students!) make them from inexpensive or recycled materials as well. For ideas, see the following.

How to Make a Great Poster

Author: Dina F. Mandoli, University of Washington, Department of Botany

Web site: <http://www.aspb.org/education/poster.cfm>

ProTeacher! Bulletin Board Ideas

Web site: <http://www.proteacher.com/030004.shtml>

Teacher Helpers, Bulletin Board Ideas

Author: Kathy Schrock

Web site: <http://school.discovery.com/schrockguide/bulletin/>

Module 7: Learning Strategies

Answer Key to Module 7, Learning Strategies

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

Module 7, Video Segment #1, Watch, Analyze, Infer

1. Teaching strategies used or discussed by the teacher:
 - Diagnosing learner needs and strengths.
 - Using a wide range of activities.
 - Drawing topics and activities from many sources.
 - Creating activities that transfer language skills from the English class to other classes or academic areas (e.g., biology, test-taking).
 - Activating students' background knowledge about the content they already know so that they can transfer it to new domains (e.g., crocodiles, lizards, folktales).
 - Strategically forming student pairs and groups for support and use of shared knowledge. Students were placed in groups and each given a different topic to work on so that they had to communicate the results of their group work to the rest of the class.
 - Using graphics and multimedia (photos, video, images, and student work on the walls) to facilitate understanding.
 - Using graphic organizers to help learners find and organize information.
 - Providing cues, support to enable learners to improve comprehension and production.
 - Having learners take notes. In some cases, students referred to their notes as they spoke.
 - Giving students time to self-correct, to spontaneously contribute information, and to ask questions.
2. Language activities. This teacher makes effective use of a wide range of activities. She draws on topics and activities from many sources. She has diagnosed her students' strengths and challenges, and she builds them into her teaching plans. She also helps students figure out which strategies work best for them and develop a related set of activities.
3. Affective factors. Things of interest that we saw in this class include respect for student ideas and a positive reaction to humor. Students were engaged in social learning interactions through group and whole-class work. They felt comfortable talking and adding to their group's report and even other groups' reports as they felt moved to do so. They connected their own personal experiences with the class content.

Approaches to Language Teaching: Extension

Module 7 Reading A, *ERIC Digest* #E638: Strategy Instruction Author: Pat Beckman

This article is in the Public Domain. Reprinted in its original text format. Retrieved January 21, 2006, from the web site: <http://hoagiesgifted.org/eric/e638.html>

Overview

For more than two decades there has been an abundance of research regarding strategy instruction. Originally, most of this research focused on the effects of strategy instruction on students with learning disabilities. Researchers are currently looking at how strategy instruction affects all learners.

What is a strategy?

In general, a strategy is a tool, plan, or method used for accomplishing a task. Below are other terms associated with strategy instruction, some of which are discussed in this digest:

- **Cognitive Strategy:** a strategy or group of strategies or procedures that the learner uses to perform academic tasks or to improve social skills. Often, more than one cognitive strategy is used with others, depending on the learner and his / her schema for learning. In fact, research indicates that successful learners use numerous strategies. Some of these strategies include visualization, verbalization, making associations, chunking, questioning, scanning, underlining, accessing cues, using mnemonics, sounding out words, and self-checking and monitoring.
- **Cues:** visual or verbal prompts to either remind the student what has already been learned or provide an opportunity to learn something new. Cues can also be employed to prompt student use of a strategy.
- **Independent, Strategic Learner:** the student who uses cues and strategies within his / her learning schema, asks clarifying questions, listens, checks and monitors his / her work and behavior, and sets personal goals. A strategic learner knows the value of using particular strategies through experience, and is eager to learn others that might prove beneficial.
- **Learning Strategy:** a set of steps to accomplish a particular task, such as taking a test, comprehending text, and writing a story. A first-letter mnemonic is often used to help the learner follow the steps of the strategy.
- **Metacognition and Self-regulation:** the understanding a person has about how s/he learns (personal learning schema) including the strategies used to accomplish tasks, and the process by which the learner oversees and monitors his / her use of strategies.
- **Mnemonic:** a device for remembering, such as a first-letter mnemonic for writing: PLAN (Pay attention to the prompt, List main ideas, Add supporting ideas, Number your ideas) (DeLaPaz, Owen, Harris and Graham, 2000). Rhyme, rhythm, music, and key-word mnemonics are also useful memory tools.
- **Strategy Instruction:** teaching students about strategies, teaching them how and when to use strategies, helping students identify personally effective strategies, and encouraging them to make strategic behaviors part of their learning schema.
- **Learning Schema:** the sets, or mixes, of strategies that the individual learner uses automatically to perform, produce, communicate, or learn. It can take years to develop a personal learning schema.

What has been learned about the effectiveness of strategy instruction?

Many students' ability to learn has been increased through the deliberate teaching of cognitive and metacognitive strategies. This is especially true for students with significant learning problems—

Module 7: Learning Strategies

strategy instruction is crucial for them. It has been demonstrated that when struggling students are taught strategies and are given ample encouragement, feedback, and opportunities to use them, students improve in their ability to process information, which, in turn, leads to improved learning. Because not all students will find it easy to imbed strategy use in their learning schema, differentiation of strategies instruction is required, with some students needing more scaffolding and individualized, intensive instruction than others.

Why is it important to teach children to be strategic?

The Individuals with Disabilities Education Act (IDEA) of 1997 and the No Child Left Behind (NCLB) Act of 2001 focus on improved achievement by all students. IDEA mandates that all students access and progress in the general education curriculum. This includes students with disabilities, English language learners, and gifted students. NCLB has established performance goals that drive the efforts of public schools, especially in establishing proficiency in reading / language arts and mathematics by all students by the year 2013-2014. The outcomes listed below help ensure student progress. Additionally, when students become strategic, independent learners, they also become literate and productive lifelong learners.

What happens to students when they become strategic?

The following outcomes can be expected:

- Students trust their minds.
- Students know there's more than one right way to do things.
- They acknowledge their mistakes and try to rectify them.
- They evaluate their products and behavior.
- Memories are enhanced.
- Learning increases.
- Self-esteem increases.
- Students feel a sense of power.
- Students become more responsible.
- Work completion and accuracy improve.
- Students develop and use a personal study process.
- They know how to "try."
- On-task time increases; students are more "engaged."

What are the most essential strategies to teach?

This is determined, in large part, by assessing what successful, efficient learners do. It has been found that they use numerous strategies across subjects and tasks, such as those listed above under "cognitive strategies." They know when to use strategies and for what purposes. An attempt to identify the most essential strategies students should learn is an impossible task; it depends on the needs of the learner and the requirements of the curriculum. However, student use of the following strategies often leads to improved student performance (lists are not inclusive):

- Computation and problem-solving: Verbalization, visualization, chunking, making associations, use of cues.
- Memory: Visualization, verbalization, mnemonics, making associations, chunking, and writing. These are usually more effective when used in combinations.
- Productivity: Verbalization, self-monitoring, visualization, use of cues.

Approaches to Language Teaching: Extension

- Reading accuracy and fluency: Finger pointing or tracking, sounding out unknown words, self-questioning for accuracy, chunking, and using contextual clues.
- Reading comprehension: Visualization, questioning, rereading, predicting.
- Writing: Planning, revising, questioning, use of cues, verbalization, visualization, checking and monitoring. How are students taught to use strategies? Effective strategy instruction is an integral part of classroom instruction, regardless of the content being taught; it is not an additional subject. In the transactional strategies instruction (TSI) model, strategies instruction takes place all year long with the teacher giving explanations and modeling. Teachers continually praise students for using strategies and use teachable moments to discuss them. Students are encouraged to help their peers become more strategic.

What are the basic steps in teaching strategy use?

The following order of steps should be followed:

- Describe the strategy. Students obtain an understanding of the strategy and its purpose—why it is important, when it can be used, and how to use it.
- Model its use. The teacher models the strategy, explaining to the students how to perform it.
- Provide ample assisted practice time. The teacher monitors, provides cues, and gives feedback. Practice results in automaticity so the student doesn't have to "think" about using the strategy.
- Promote student self-monitoring and evaluation of personal strategy use. Students will likely use the strategy if they see how it works for them; it will become part of their learning schema.
- Encourage continued use and generalization of the strategy. Students are encouraged to try the strategy in other learning situations.

To what extent is strategy instruction taking place in classrooms?

Currently, there are little data available to determine how many teachers teach strategic learning skills, how many are even aware of their existence, or if they are aware, have the skills to teach them. Few teachers demonstrate to their students their own personal strategy use. In general, teachers are not aware of the importance of these skills. The fact that there is such little data leads to the assumption that strategy instruction is not a general classroom practice. Following are a few possible explanations for this:

- Early strategy instruction research was done specifically with learning disabled populations. General education preservice and inservice programs have not generalized these research findings to all learners.
- How students learn takes a back seat to what is learned. Teachers assume students will "get it" on their own, or with more teacher-directed instruction or practice.
- The idea of focusing on the learner is still in its infancy.
- "Educator overload" is a factor. Teachers, experiencing the pressures of accountability for student progress, feel they don't have time to "learn one more thing," especially something they are not convinced will improve student learning.

Numerous researchers are assisting educators in turning strategies research into practice. An increasing number of strategies instruction curricula are available, especially in reading and writing.

Module 7: Learning Strategies

Resources

- Beckman, P. & Weller, C. (1990). Active, independent learning for children with learning disabilities. *TEACHING Exceptional Children*, 21/22, 26-29.
- Cornford, I.R. (2002, 7 December). Learning-to-learn skills for lifelong learning: Some implications for curriculum development and teacher education. Paper presented at the AARE annual conference, Sydney.
- De La Paz, S. (1999). Self-regulated strategy instruction in regular education settings: Improving outcomes for students with and without learning disabilities. *Learning Disabilities Research and Practice*, 14, 92-118.
- De La Paz, S., Owen, B., Harris, K. & Graham, S. (2000). Riding Elvis' Motorcycle: Using self-regulated strategy development to PLAN and WRITE for a state writing exam. *Learning Disabilities Research and Practice*, 15, 101-109.
- Deshler, D.D., Schumaker, J.B., Lenz, B.K., Bulgren, J.A., Hock, M.F., Knight, J., & Ehren, B. J. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research & Practice*, 16, 96-108.
- Hamman, D. (1998). Preservice teachers' value for learning-strategy instruction. *Journal of Experimental Education*, 66, 209-222.
- Harris, K.R. & Graham, S. (1996). *Making the writing process work: Strategies for composition and self-regulation*. Cambridge, MA: Brookline Books.
- Keene, E.O. & Zimmermann, S. (1997). *Mosaic of thought*. Portsmouth, NH: Heinemann.
- Logan, J.W., Olson, M.W., & Lindsey, T.P. (1993). Lessons from champion spellers. *Journal for the Education of the Gifted*, 13, 89-96.
- Meichenbaum, D. & Biemiller, A. (1998). *Nurturing independent learners*. Cambridge, MA: Brookline Books.
- Pressley, M. & Woloshyn, V. (1995). *Cognitive strategy instruction that really improves children's academic performance*. Cambridge, MA: Brookline Books.

Approaches to Language Teaching: Extension

Module 7 Reading B, Strategy Training for Second Language Learners, *Eric Digest* EDO-FL-03-02 Author: Andrew Cohen

This article is in the Public Domain. Reprinted in its original text format. Retrieved January 21, 2006, from the Web site: <http://www.cal.org/ericcll/digest/0302cohen.html>

Overview

Students of foreign language are being encouraged to learn and use a broad range of language learning strategies that can be tapped throughout the learning process. This approach is based on the belief that learning will be facilitated by making students aware of the range of strategies from which they can choose during language learning and use. The most efficient way to heighten learner awareness is to provide strategy training—explicit instruction in how to apply language learning strategies—as part of the foreign language curriculum. This digest discusses the goals of strategy training, highlights approaches to such training, and lists steps for designing strategy training programs.

Goals of Strategy Training

Strategy training aims to provide learners with the tools to do the following:

- Self-diagnose their strengths and weaknesses in language learning.
- Become aware of what helps them to learn the target language most efficiently.
- Develop a broad range of problem-solving skills.
- Experiment with familiar and unfamiliar learning strategies.
- Make decisions about how to approach a language task.
- Monitor and self-evaluate their performance.
- Transfer successful strategies to new learning contexts.

Strategies can be categorized as either language learning or language use strategies. Language learning strategies are conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language. They include cognitive strategies for memorizing and manipulating target language structures, metacognitive strategies for managing and supervising strategy use, affective strategies for gauging emotional reactions to learning and for lowering anxieties, and social strategies for enhancing learning, such as cooperating with other learners and seeking to interact with native speakers.

Language use strategies come into play once the language material is already accessible, even in some preliminary form. Their focus is to help students utilize the language they have already learned. Language use strategies include strategies for retrieving information about the language already stored in memory, rehearsing target language structures, and communicating in the language despite gaps in target language knowledge.

Frameworks for Strategy Training

Although no empirical evidence has yet been provided to determine a single best method for conducting strategy training, at least three different instructional frameworks have been identified. Each has been designed to raise student awareness of the purpose and rationale of strategy use, give students opportunities to practice the strategies they are being taught, and help them use the strategies in new learning contexts.

Module 7: Learning Strategies

One framework, proposed by Pearson and Dole (1987) with reference to first language learning but applicable to the study of a second language as well, targets isolated strategies by including explicit modeling and explanation of the benefits of applying a specific strategy, extensive functional practice with the strategy, and an opportunity to transfer the strategy to new learning contexts. The sequence includes the following steps:

- Initial modeling of the strategy by the teacher, with direct explanation of the strategy's use and importance.
- Guided practice with the strategy.
- Consolidation, where teachers help students identify the strategy and decide when it might be used.
- Independent practice with the strategy.
- Application of the strategy to new tasks.

In the second framework, Oxford et al. (1990) outline a useful sequence for the introduction of strategies that emphasizes explicit strategy awareness, discussion of the benefits of strategy use, functional and contextualized practice with the strategies, self-evaluation and monitoring of language performance, and suggestions for or demonstrations of the transferability of the strategies to new tasks. This sequence is not prescriptive of strategies that the learners are supposed to use, but rather descriptive of the various strategies that they could use for a broad range of learning tasks.

The third framework, developed by Chamot and O'Malley (1994), is especially useful after students have already had practice in applying a broad range of strategies in a variety of contexts. Their approach to helping students complete language learning tasks can be described as a four-stage problem-solving process.

- (1) Planning. Students plan ways to approach a learning task.
- (2) Monitoring. Students self-monitor their performance by paying attention to their strategy use and checking comprehension.
- (3) Problem Solving. Students find solutions to problems they encounter.
- (4) Evaluation. Students learn to evaluate the effectiveness of a given strategy after it has been applied to a learning task.

Options for Providing Strategy Training

A variety of instructional models for foreign language strategy training have already been developed and implemented in a variety of educational settings. Seven of these are described below.

General Study Skills Courses. These courses are sometimes intended for students with academic difficulties but can also target successful students who want to improve their study habits. Many general academic skills can be transferred to the process of learning a foreign language, such as using flash cards, overcoming anxiety, and learning good note-taking skills. These courses sometimes include language learning as a specific topic to highlight how learning a foreign language may differ from learning other academic subjects. Foreign language students can be encouraged to participate in order to develop general learning strategies.

Awareness Training. Lectures and Discussion. Also known as consciousness-raising or familiarization training, this consists most often of isolated lectures and discussions and is usually separate from regular classroom instruction. This approach provides students with a general introduction to

Approaches to Language Teaching: Extension

strategy applications. Oxford (1990) describes awareness training as “a program in which participants become aware of and familiar with the general idea of language learning strategies and the way such strategies can help them accomplish various language tasks” (p. 202).

Strategy Workshops. Short workshops are another, usually more intensive, approach to increasing learner awareness of strategies through various consciousness-raising and strategy-assessment activities. They may help to improve specific language skills or present ideas for learning certain aspects of a particular foreign language. These workshops may be offered as non-credit courses or required as part of a language or academic skills course. They often combine lectures, hands-on practice with specific strategies, and discussions about the effectiveness of strategy use.

Peer Tutoring. “Tandem” or peer tutoring programs began in the 1970s in Europe and are flourishing in many universities across the United States. Holec (1988) describes this system as “a direct language exchange” program that pairs students of different native language backgrounds for mutual tutoring sessions (e.g., an English-speaking student studying Italian and a native-Italian-speaking student learning English). Requirements of the tutoring sessions are that students have regular meetings, alternate roles of learner and teacher, practice the two languages separately, and devote equal amounts of time to each language. Often, students exchange suggestions about the language learning strategies they use, thus providing an ad hoc form of strategy training.

Another approach to peer sessions is to encourage students who are studying the same language to organize regular target-language study groups. Students who have already completed the language course may also be invited to these meetings. Less proficient students can benefit from the language skills of more proficient students, and more proficient students may yield better insights into the particular difficulties of the target language than a teacher.

Strategies in Language Textbooks. Many foreign language textbooks have begun to embed strategies into their curricula. However, unless the strategies are explained, modeled, or reinforced by the classroom teacher, students may not be aware that they are using strategies at all. A few language textbooks provide strategy-embedded activities and explicit explanations of the benefits and applications of the strategies they address. Because the focus of the activities is contextualized language learning, learners can develop their learning strategy repertoires while learning the target language. One advantage of using textbooks with explicit strategy training is that students do not need extracurricular training; the textbooks reinforce strategy use across both tasks and skills, encouraging students to continue applying them on their own.

Videotaped Mini-Courses. Rubin (1996) developed an interactive videodisc program and accompanying instructional guide aimed at raising students’ awareness of learning strategies and of the learning process in general, to show students how to transfer strategies to new tasks and to help them take charge of their own progress while learning the language. Using authentic language situations, the instructional program includes 20 foreign languages and offers the opportunity to select the language, topic, and difficulty level. Materials are structured to expose students to various strategies for use in many different contexts.

Strategies-Based Instruction (SBI). SBI is a learner-centered approach to teaching that extends classroom strategy training to include both implicit and explicit integration of strategies into the course content. Students experience the advantages of systematically applying the strategies to the learning and use of the language they are studying. In addition, they have opportunities to share their preferred strategies with other students and to increase their strategy use in the typical language tasks they are asked to perform. Teachers can individualize strategy training, suggest language-specific strategies, and reinforce strategies while presenting the regular course content. In

Module 7: Learning Strategies

a typical SBI classroom, teachers do the following:

- Describe, model, and give examples of potentially useful strategies
- Elicit additional examples from students, based on students' own learning experiences
- Lead small-group and whole-class discussions about strategies
- Encourage students to experiment with a broad range of strategies
- Integrate strategies into everyday class materials, explicitly and implicitly embedding them into the language tasks to provide for contextualized strategy practice

Teachers may conduct SBI instruction by starting with established course materials, then determining which strategies to insert and where; starting with a set of strategies they wish to focus on and design activities around them; or inserting strategies spontaneously into the lessons whenever it seems appropriate (e.g., to help students overcome problems with difficult material or to speed up the lesson).

Steps for Designing Strategy Training

The approaches outlined above offer options for providing strategy training to a large number of learners. Based on the needs, resources, and time available to an institution, the next step is to plan the instruction students will receive. The following seven steps are based largely on suggestions of strategy training by Oxford (1990). The model is especially useful because it can be adapted to the needs of various groups of learners, the resources available, and the length of the strategy training. See Cohen (1998) for a thorough description of these steps.

1. Determine learners' needs and the resources available for training.
2. Select the strategies to be taught.
3. Consider the benefits of integrated strategy training.
4. Consider motivational issues.
5. Prepare the materials and activities.
6. Conduct explicit strategy training.
7. Evaluate and revise the strategy training.

Conclusion

The guidelines for implementing strategy training programs provide a variety of options for tailoring the training to meet the needs of a large number of students, as well as to the needs of the individual institution or language program. The most important considerations in the design of a strategy training program are the students' needs, the available resources (e.g., time, money, materials, availability of teacher trainers), and the feasibility of providing this kind of instruction.

When including strategies-based instruction in a foreign language curriculum, it is important to choose an instructional model that introduces the strategies to the students and raises awareness of their learning preferences; teaches them to identify, practice, evaluate, and transfer strategies to new learning situations; and promotes learner autonomy to enable students to continue their learning after they leave the language classroom.

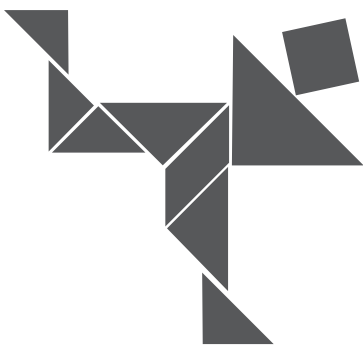
Note

The information in this digest was drawn from Chapter 4 of Cohen (1998).

Approaches to Language Teaching: Extension

References

- Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.
- Cohen, A. D. (1998). *Strategies in learning and using a second language*. New York: Longman.
- Holec, H. (1988). *Autonomy and self-directed learning: Present fields of application*. Project no. 12: Learning and teaching modern languages for communication. Strasbourg, France: Council for Cultural Co-operation.
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury/Harper Collins.
- Oxford, R. L., Crookall, D., Cohen, A., Lavine, R., Nyikos, M., & Sutter, W. (1990). Strategy training for language learners: Six situational case studies and a training model. *Foreign Language Annals*, 22(3), 197-216.
- Pearson, P. D., & Dole, J. A. (1987). Explicit comprehension instruction: A review of research and a new conceptualization of learning. *Elementary School Journal*, 88, 151-65.
- Rubin, J. (1996). Using multimedia for learner strategy instruction. In Oxford, R. L. (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 151-56). Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center.



Module 8

Authentic Materials

Approaches to Language Teaching: Extension

Video Length: Approximately 11 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. As you work through this module, use pairs or groups whenever you think it might be effective. After each group activity, debrief the answers and use them for further discussion of various points. Refer back to the main points when appropriate. It is important that teachers apply the concepts in the module to their own classrooms. The primary goal is for participants to begin thinking positively and creatively about what authentic materials they can find and adapt to their own local teaching situations.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Ask participants to get into small groups and list authentic materials that they have used or had access to as they learned English. The materials can be written; something they have listened to; toys or other tangible objects; or something they have seen or manipulated in the “real” world.

Once participants have created a list, ask the following questions. Elicit multiple answers.

1. Which of the things on your list did you find most interesting? Most enjoyable?
2. Which of the things on your list did you find most useful in helping you learn the language?
3. What was the source of the things on your list? Where did you find them? Use them?

If the lists are likely to be long, participants can use a graphic organizer such as a Venn diagram or concept map and then perhaps post them on the walls for others to read. If short, the trainer can make the results available via the blackboard or overhead projector.

Extension Ideas

Use a pile of old magazines and have participants cut out authentic items and make collages of items that could be used as part of an English language lesson.

Debrief

Have participants compare results. For an overview of graphic organizers that can help with the process in compare-contrast activities, see one or more of the following:

Module 8: Authentic Materials

Compare and Contrast Graphic Organizers from Write Design

Web site: <http://www.writedesigonline.com/organizers/comparecontrast.html>

Graphic Organizers

Author: North Central Regional Educational Laboratory

Web site: <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm>

Graphic Organizers for Content Instruction

Author: Judie Haynes

Web site: http://www.everythingsl.net/in-services/graphic_organizers.php

As part of the debriefing, bring into the discussion the many kinds of resources that can be authentic materials, such as maps, advertisements, labels, graphs and charts, schedules, menus, posters, brochures, songs, speeches, radio programs, video, television, ads, news, and so forth. Bring as many physical examples as you can to the training event.

Preview Vocabulary

Terms	Definitions
Authentic materials	Materials used in the target culture for actual communicative needs. They should enable the learner to hear, read, and produce language as it is used in the target culture.
Authentic tasks	Tasks or activities that are used in the “real” world for actual communication needs. Teachers can have learners do authentic tasks for practice or for real world application.
Classroom library	An area of the classroom where students can find books and resource materials for individual or group study.
Extensive Reading/ Listening	Free, voluntary reading of or listening to material that the learner chooses for pleasure or other personal purposes. For more on this topic, see: <ul style="list-style-type: none">• <i>Extensive Reading Pages</i> http://www.extensivereading.net/• <i>Extensive Reading: Why? And How?</i> by Timothy Bell. http://iteslj.org/Articles/Bell-Reading.html
Holistic language	Language treated as a whole, with integration of skills.
Realia	Objects used for teaching aides, such as food, photographs, tools, clothing, tools, items from nature, etc.
Target audience	The people for whom something is created or performed. For example, a tourism brochure targets tourists and uses pictures and language that will appeal and be accessible to them. When students create a project, their target audience is whoever will be reading or using it.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Approaches to Language Teaching: Extension

Module 8, Authentic Materials

Introduction, Expanded Narrative

The textbook is a powerful teaching tool that provides many benefits to teachers. Recently, textbooks have begun to include more authentic materials. Teachers are also using more and more authentic materials to supplement the textbook. Authentic materials are those used in the target culture for actual communicative needs.

Here are some reasons for using authentic materials in the classroom:

- They enable the learner to hear, read, and produce language as it is used in the target culture.
- They reflect real use of language in culturally appropriate contexts.
- They are interesting and motivating.
- They can be chosen according to learner interests or needs, or be chosen by learners themselves for their own purposes.
- Through their use, learners can begin to develop survival language skills, learning to develop a tolerance for what they cannot understand in order to get as much information as they can from what they do understand.

Module Focus

There are different kinds of authentic materials: realia (objects), printed texts (books, newspapers), different kinds of images (photographs, posters), and multimedia materials (audio tapes, video tapes, CDs, DVDs, computer-based programs). For authentic materials to be effective, teachers must learn how to choose them, how to adapt them as needed, and then how to use them for authentic-like activities in the classroom. For example, bringing in a globe to talk about geography, bringing in menus to talk about restaurants and food, bringing in sports equipment to talk about sports.

Some guidelines for choosing authentic materials:

- The materials are appropriate for the learner age group in terms of interest and level of language proficiency.
- The materials contain examples of the point of the lesson, illustrating authentic use of the language points.
- The materials are in a style of English learners are most likely to hear and use. For example, listening texts can include any of the various forms of native speaker English and/or examples of native and non-native English that are likely to be used in the learners' environment.
- Materials are available locally, on the Internet, or have been collected by the teacher.
- The materials are of good quality, whether print, sound, pictures, or other graphics.
- The materials can be used in the classroom for authentic-like tasks or activities.

Video Segment #1, Realia: Observation Guide

[Read before viewing.]

Look for the following as you view the video. Repeat it as many times as needed.

1. Describe the realia in as much detail as possible.
2. Notice how the teacher is using the realia. List what you think the purpose is for this lesson and for using this type of realia.
3. Notice the age and proficiency level of the students. Look for behaviors that tell you whether or not this activity is a good match for these students.

Module 8: Authentic Materials

4. Look for behaviors that tell you whether or not students are enjoying this activity and whether or not they are learning the words and their meanings.

Reflection

[Read and answer after viewing.]

1. How old are the students? What is their English proficiency level? Is the realia appropriate for this level? How did they demonstrate understanding?
2. How do you think the teacher got the dolls? Could the teacher conduct this lesson without the dolls? What are the advantages and challenges of using this type of realia and the realia that the older children brought to class?
3. What are students' reactions to the dolls? To the show-and-tell items from home? What are some things the teacher might do in subsequent lessons to build on each of these lessons? What are some real-life items you might find in a classroom for teens? For adults?
4. Do you think the realia for each class effectively met the purpose of the lesson? Why or why not? Could the teacher use the realia again? If yes, for what purpose(s)?

Video Segment #2, Printed Text: Observation Guide

[Read before viewing.]

1. Listen to the young men's description of the student project, and then describe it in your own words.
2. List the different materials that, according to the speakers, were collected for this and other projects like it. What student activities went into preparing the project?
3. Who is involved in the creation and the use of the project? Where is it stored?

Reflection

[Read and answer after viewing.]

1. How would you describe the students' level of language proficiency? What language skills are students likely to use in a project such as this one?
2. Compare your information with someone in your group, then share with other groups. What other topics and materials could you use in such a project?
3. Now, think about your own teaching situation. What are some similar projects and topics that your students could try? In your group, make a list of possible projects, topics, target audiences, and sources for materials. Think about goals you and/or your students would set for themselves, and subjects that are most likely to interest them. How will you and your students evaluate their work in the projects?

Video Segment #3, Images: Observation Guide

[Read before viewing.]

You will see examples of different kinds of authentic materials in image formats.

1. Describe in as much detail as possible the materials that you see; and,
2. Describe the activity that goes with them.
3. In addition, give the proficiency level and the kinds of language skills that you think are part of each example.

You may find an organizational chart such as the following to be useful for recording your information. Add as many details as you can. The first class example (A) is filled in as an example.

Approaches to Language Teaching: Extension

	Materials	Activity / Topic	Level / Skills
A)	Wall map Magazines Pictures	Students planned a trip to Washington, D.C. They put up a map of the trip route. They cut pictures of Washington, D.C. from magazines. Then they made posters showing what they planned to do there.	Intermediate Integrated skills
B)			
C)			
D)			

Reflection

[Read and answer after viewing.]

1. Compare your list of materials and activities with a partner. Combine your lists to be sure you have listed all the materials and activities shown. Be sure that the activity list includes the topics of the activities.
2. What were the ages of the students? Do you think that the materials and activities were appropriate to each of the age groups? How could you adapt the materials and activities from the video to other topics in your curriculum? To other age groups?
3. What are some authentic materials that could be brought into your classroom? In small groups or as a whole group, brainstorm materials that you might be able to access for your students. Which ones on your list would be appropriate for your students in terms of their age, language proficiency, and reasons for studying English?
4. Now think of activities that you could do with some of those materials. If some of the materials are not quite appropriate for your students, how could you adapt them or modify activities to make them more appropriate?

Module 8: Authentic Materials

Video Segment #4, Multimedia: Observation Guide **[Read before viewing.]**

Various forms of multimedia can be valuable tools in the language learning classroom. In this segment you will see several examples of multimedia use and one activity using video.

1. Make note of the various types of multimedia materials you observe or hear about in this segment.

Reflection

1. Have you used video or other multimedia materials in your own classroom or when you were learning English? If so, which ones were effective? Interesting?

For more ideas on the use of video in the language classroom, see:

EFL / ESL Lessons and Lesson Plans from Internet TESL Journal (go to the *Video* section)
Web site: <http://iteslj.org/Lessons/>

Web-based Resources for English Language Teaching & Learning: Video
Author: Leslie Opp-Beckman
Web site: http://oelp.uoregon.edu/teach_video.html

Summary Discussion

1. At the beginning of this module, the narrator said that authentic materials are good tools for language teaching and learning because they:

- Are interesting.
- Use real language.
- Can be chosen for individual interests.
- Illustrate accurate use of language in the target culture.
- Help students get as much information as they can from material they don't quite understand.

Look back at the notes and lists of materials you created while watching this module. Evaluate several of the listed materials according to these five purposes for using authentic materials.

2. The video also included guidelines for choosing authentic materials, including:

- They are of interest to the age group of your students.
- They contain examples of the point of the lesson.
- They are in a style of English learners will hear and use.
- They are available locally.
- They are of good quality in terms of picture and/or sound.

Again, refer back to your lists and notes. Choose three materials and evaluate them according to these five guidelines. How many of the guidelines do they meet?

3. After viewing this module, do you think you will try to use more authentic materials in your class? Why or why not? If yes, what are you most likely to try? You can carry forward your answers to the next section, *Now You Try It—An Action Plan*.

Approaches to Language Teaching: Extension

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of authentic materials language (see Module 9 plus the List of Additional Readings and Resources in *Shaping the Way We Teach English: Readings and Resources*). Using the video, you have seen a few examples and ideas from other teachers' classes. Now, think about your own classes. How well do you know your students (or students of an age you are likely to teach)?

- What are some general interests of students that age? Of the girls? Of the boys?
- What are some likely individual interests of students in the group?
- From what sources are they most likely to hear authentic use of English?
- In what situations might they need to use English?

If you don't know the answers, how will you get them (hint: ask the students!). Discuss your ideas with others.

Step 2

Design a lesson that includes the use of some authentic materials that you can find locally and that you think will fit with your answers in Step 1.

Step 3

Share your plan with others. Explain what activities might be used with your materials. Get ideas and formative feedback.

Step 4

Update your design, as needed. Try it with your class. If you are not teaching, ask the trainer or another experienced teacher for feedback.

Module 8: Authentic Materials

Answer Key to Module 8, Authentic Materials

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

Module 8, Video Segment #1, Realia

1. The teacher in the kindergarten class is using four large dolls that she made from simple materials at home. Although these dolls are not 100% “authentic” according to our definition, the teacher tries to make them real. She gives the dolls names, tells students they are visitors to the class, has students wave to them, and pairs them with children in the class. The dolls are dressed in real clothing that resembles school uniforms. The dolls could easily be used for other activities, such as having the children describe the dolls’ clothing.

The older children brought realia that was not culture-specific. It could be from the target culture or their own culture. The two realia items in the video were a metal truck and a CD player. These could be used for other activities, such as a follow-up writing activity, either about themselves or describing the realia and what it might be used for.

Advantages for both sets of realia:

- They are inexpensive.
- You can use real items (clothing, toys) from every day life.
- They can be used for many language purposes and activities.
- They provide variety in the classroom.
- They can engage students’ interests.

Challenges:

- They may require changes in curriculum and / or extra planning.
- They can be a distraction if not carefully integrated into lesson.
- You may need alternative forms of assessment for task-oriented activities.

2. The teacher is using the dolls to teach the words and the meaning of the words, “boy” and “girl.” They are useful realia because they provide a focus for the learning and add an element of fun for these very young learners. The activity could be done without the dolls, using the children as examples. However, using the dolls makes the activity more interesting and enjoyable for the students.

The older students have brought their items to class as part of an activity in which they describe themselves and their interests. The realia makes the activity more meaningful and directly related to the students’ own lives. This relationship makes the activity more motivating.

In both cases, vocabulary / reading / writing tasks can be combined with the oral activities we saw in the video.

3. The kindergarten children are 4-6 years old and have little or no knowledge of English, so the purpose of the activity is very simple: to learn two fundamental vocabulary words and concepts. The realia, and especially the way the teacher uses the realia, are appropriate for this task. After much repetition and teacher effort, students do begin to respond correctly to the fundamental vocabulary and to other language that the teacher is using. Note that she uses only English, and the children are able to follow along very well. Many of the children probably understood the vocabulary and its meaning earlier, but were too shy to respond since this was the first day of class.

Approaches to Language Teaching: Extension

The older children are from 8-10 years. They are able to perform at a high beginner level of proficiency, so they can communicate in basic English. This was a “show and tell” type of activity. It appeared that the students were doing the assigned task and understood what they were saying.

4. The younger children smiled and giggled when the teacher introduced the realia. Because of their age, they had trouble sitting still, but generally they were paying attention. Later they began to participate with enthusiasm.

The older children seemed to enjoy talking about themselves and what they liked to do. They also conveyed a sense of pride in being able to do the task.

Subsequent lessons might include:

- Additional vocabulary that builds on the realia;
- Story-telling (oral and/or written) activities;
- Drawing, acting out, or singing about related topics or themes.

Realia items for teens and/or adults could be:

- Cooking utensils, food, tools, machine parts;
- Clothing, accessories, craft items;
- Items from nature, from the workplace, or from local markets or venues.

Module 8, Video Segment #2, Printed Text

1. The project described in this segment of the video is an album of collected tourist information about the Sinai Peninsula in Egypt. It was a group research project requiring integrated skills. Students of all ages participated. Older students mentored younger students. Students gathered together materials from sources such as brochures, maps, newspapers, magazines, and the Internet. Individual students were responsible for different parts of the album and included information about the sources for all the pictures and information they collected.

There are several possible purposes for an activity like this, from simple language practice to an authentic purpose (adding to the school library).

Some possible specific purposes:

- Practice language skills;
- Learn research skills;
- Learn and practice language associated with tourism;
- Motivate students to use language for an authentic, purposeful activity.
- Foster a sense of school community;
- Help build the school library collection.

2. The album contained pictures and information from authentic English sources about Egypt and the Sinai region. Topics for other similar kinds of projects could relate to almost any theme or topic in the curriculum:

- Animals, scientific events, climate / weather, planets / space;
- News, cultural events, holidays, celebrations;
- Health issues, advice, medical innovations, future trends;
- Recipes, cooking tips, local chef's specialties, gardening, farming practices;
- How-to tips for home, hobbies, workplace, community.

Module 8: Authentic Materials

3. Refer to *Module 10: Alternative Assessment* for information on scoring rubrics and project guides.

Module 8, Video Segment #3, Images

This video segment shows places for making authentic materials accessible to students:

(a) on the walls (calendars, posters); (b) in book carts; or (c) in content or skill area corners of the classroom.

	Materials	Activity / Topic	Level / Skills
A)	Wall map Magazines Pictures	Students planned a trip to Washington, D.C. They put up a map of the trip route. They cut pictures of Washington, D.C. from magazines. Then they made posters showing what they planned to do there.	Intermediate Integrated skills
B)	Brochures Magazines	Students found and collected pictures of their hometowns from magazines, brochures, and the Internet. Using the pictures, they wrote about their hometowns and then created a class poster for the wall, using the pictures and writing together.	Intermediate Integrated skills
C)	Magazines Newspapers Photographs	A "jobs" unit. Students cut out pictures and articles for a "World of Work" bulletin board. They made another bulletin board of work places they visited over a vacation break, using their own photographs, company brochures, and magazine pictures. Students also read about work and available jobs in community newspapers as extensive reading.	High intermediate to Advanced Integrated skills
D)	Biographies Pictures from books or the Internet	Students chose a famous person to read about. Then they found a picture of the person and put it on a poster along with their own written biography of the person. The posters were then put on the walls for other students to read.	Intermediate to Advanced Integrated skills

Approaches to Language Teaching: Extension

1. Example A. Learners were high school students. The material and activity were appropriate because the students were immigrants and had to take American history classes in their school. This material and activity could be used with almost any age and proficiency level, because it depends heavily on pictures. It could be used in another country to plan a real or imaginary trip in that country.

Example B. Learners were young adult students attending a private language school. The material and activity were appropriate because they stimulated authentic communication. The students came from different small towns in the region, so this gave them an opportunity to share information about their homes with other students in class. Again, this activity could be adapted to any age or proficiency level. For example, if all the students came from the same town, they could work in groups to create a poster or album about their town. Each group would be responsible for one particular aspect of the town and would try to collect information written for English-speaking visitors to the town.

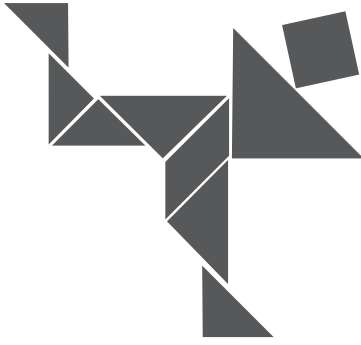
Example C. Learners were adult second language learners trying to get jobs, so this unit was important to their survival in the community. Bulletin board-like displays are a good way to address student interests and needs, and can be used with any age level or topic. Doors, window shutters, and open wall space can serve as similar kinds of spaces.

Example D. Learners were high school students. They wrote biographies about people who were well known in one of the cultures where English is spoken as a native language. Photos like the ones they used can come from sources such as magazines or the Internet. Using images as a prompt or support for writing works well with all levels and ages of students.

Module 8, Video Segment #4, Multimedia

1. The video shows and/or talks about:

- “Low-tech” materials such as radio and cassette tape players.
- “High-tech” materials such as video cassette players, CD / DVD players, and computers.
- Native speakers or content experts as classroom guests are another option if they are available.



Module 9

Critical & Creative Thinking

Approaches to Language Teaching: Extension

Video Length: Approximately 11 Minutes
Notes to the Trainer

For best results, have participants go through the reading for this module prior to viewing the video. As you work through this module, use pairs or groups whenever you think it might be effective. After each group activity, debrief the answers and use them for further discussion of various points. Refer back to the main points when appropriate. It is important that teachers apply the concepts in the module to their own classrooms and situations. The goals for this module are to create an understanding of the need for critical and creative thinking and to suggest ideas for practicing these skills in the language classroom.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Ask participants to consider themselves in a different role. For example, you can suggest that they are managers of a new company that relies on keeping up with changing global information and technology in order to be competitive enough to survive. They need to hire some new employees, mainly technology specialists and business representatives.

In groups, they are to make a list of characteristics and skills they will look for when they do the hiring. After they have a list, they should prioritize the characteristics in the order of importance.

Debrief

The groups will then re-form (jigsaw style) so that each group has representatives from at least three different groups. They can compare lists and discuss what they consider the most important skills and characteristics to be.

Next, guide the group into thinking about the need for creative and critical thinking in today's global world of rapid change. Some example issues for consideration for the future of our learners:

- People are living longer and can expect to have more than one career in their lifetimes.
- Jobs are less static; people need to constantly educate themselves to update their skills and knowledge base.
- The kinds of connections we can expect to see among schools, places of work, and community.

Extension Ideas

For ideas on other kinds of "thinking outside the box" activities, see the following:

Module 9: Critical & Creative Thinking

Cool Optical Illusions (How many legs does the elephant have?)

Web site: <http://www.coolopticalillusions.com/elephantlegs.htm>

Role Playing Games and Activities Rules and Tips

Web site: <http://www.businessballs.com/roleplayinggames.htm>

Six Thinking Hats

Web site: <http://www.education.tas.gov.au/english/sixhats.htm>

What is higher order thinking? Griny grollers grangled in the granchy gak...

Web site: <http://www.selu.edu/Academics/Education/TEC/think.htm>

Preview Vocabulary

Terms	Definitions
Analyze	To examine something methodically by separating it into parts and studying their interrelations.
Attributes	Characteristics or features.
Content-based instruction	The use of content to structure curriculum or lessons around central themes or topics.
Creative thinking	New, alternative ways of looking at things that would be different from the expected.
Critical thinking	The cognitive process of using reasoning skills to question and analyze the accuracy and /or worth of ideas, statements, new information, etc.
Inquiry-based learning	An approach in which students learn about something or explore an issue through a series of open-ended questions.
Look at things with a fresh eye; think outside the box	Look at things from a new perspective (idioms).
Mass media	Television shows, radio programs, movies, etc. that are popular with large numbers of people.
Medium; media (pl.)	The means through which something is published or broadcast (e.g. TV, radio, video, print.)
On the fly (adv.)	Quickly, spontaneously (idiom).
Pros and cons	Advantages and disadvantages; pluses and minuses.
Role-play	To act out a small drama with specific characters and tasks
Simulation	To act in a reproduction or pretend version of a set of events.
Skit	Short dramatic performance.
Synthesize	To take information or objects and combine into a new form.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Approaches to Language Teaching: Extension

Module 9, Critical and Creative Thinking

Introduction, Expanded Narrative

Learning to think analytically or “critically” is a lifelong skill with broad applications both inside and outside the language classroom. Likewise, the ability to look at a problem or a task with a fresh eye or with “creativity” has far-reaching implications for learning both inside and outside of formal education systems. These are attributes we hope to awaken and nurture in our learners, wherever they may be going in life.

Critical thinking, in a general education context, draws heavily on literature and pedagogy from:

- Bloom’s Taxonomy.
- Socratic questioning.
- Inquiry-based learning.

(See Module 9 Readings A and B plus the List of Additional Readings and Resources for in *Shaping the Way We Teach English: Readings and Resources* more information on these topics.)

In short, it is a way of introducing open-ended learning and thinking into our classes. It can mean accepting more than one “right” answer. It can even lead to cases where students become knowledge “experts” and end up knowing more than the teachers do about topics they have researched or explored.

The good news is that teaching and learning techniques for critical thinking apply as well to language studies as they do to content areas such as social studies or science. You can even combine all three (critical thinking + content + language). It means, that we, as teachers, open the way for students to put their curiosity to work and to pursue lines of questioning to which we may not always have the answers. It is the exploration together of knowledge frontiers, in a quest for the answers to questions that often begin as *What if....?* and *Why do you suppose that....?* and with statements that start as *Imagine that X.....* and *Let’s try Y....*

Module Focus

In this module, we’ll take a look at what one teacher is doing to bring critical and creative thinking into her classes. Her students are learning to take a “think locally and act globally” approach to problem-solving and to investigating new areas of inquiry in their learning as they develop their language skills. This is the first week in a large class of young adults. The teacher is using a content-based approach with a mass media theme as a basis for the day’s activities. She is assessing students’ skills as they participate in and complete a series of tasks. Observe the sequence of activities that she has students do over the course of the class. Ask yourself, *In what ways are critical and creative thinking involved?*

For each of the Module 9 video segments (classroom examples), you can use the following *Observation Guide* to gather information and discuss what you observe. You can use this guide for other modules as well.

Module 9: Critical & Creative Thinking

Observation Guide

This observation guide itself functions as a critical and creative thinking activity. Note that the *Description* section yields mostly factual information. In contrast, the *Prediction, Reflection / Opinion* (based on analysis and synthesis), and *Extension* sections elicit higher order thinking (Bloom's Taxonomy) or "critical thinking." The factual answers are more likely to be right vs. wrong in nature, while the open-ended questions will result in many "right" answers.

Prediction

Given the title of this module and any readings you may have done on this topic, what do you think the class activities in the video might be like? (What do you expect to see?)

Description

1. Give as detailed description as possible of the:
 - Classroom (physical space)
 - Students
 - Teacher
2. Describe the steps (sequence of activities) of the activity or lesson.
3. What kind of "teacher talk" did you hear or observe (e.g. instructions, clarification, corrections, explanations, etc.)?
4. What student behaviors (language, social, etc.) did you see?

Reflection, Opinion

1. Tell what you liked most about the class.
2. Tell what you liked least about the class.
3. Did you see what you expected? Any surprises? Anything more you wish you could have seen?

Extension

1. What do you think took place in the class(es) prior to this? Afterwards?
2. If you were this teacher, would you considered some or all of the activities a success? Explain.
3. Did you learn anything from observing this class that you might transfer to your own teaching setting? Explain.

Approaches to Language Teaching: Extension

Video Segment #1, Mass Media Activity #1: Observation Guide

[Read before viewing.]

Use the *Observation Guide* for Module 9.

Reflection

[Read and answer after viewing.]

Students began the class with a warm-up and “getting to know you” activity. They had to synthesize the information that they collected and report on it. Analysis and synthesis are good examples of higher order or critical thinking skills. Note also that this activity used integrated language skills, plus a variety of self-management and communication strategies.

1. What was the purpose of the background music?
2. How was the topic of mass media connected to the getting-to-know-you questions that students asked each other?
3. For what other topics would this activity be a good match?

Video Segment #2, Mass Media Activity #2: Observation Guide

[Read before viewing.]

Use the *Observation Guide* for Module 9.

Reflection

[Read and answer after viewing.]

Students worked in groups to create and perform skits that addressed a current issue or problem related to Mass Media. Students used both critical and creative thinking skills as they analyzed the problem or task, wrote the script, and then performed it together.

1. Do you think the students got their message across? Why or why not?
2. What was the purpose of giving student groups different problems to address, instead of giving all the groups the same issue?
3. What kinds of strategies would you use in order to form groups for activities like this one?

Video Segment #3, Mass Media Activity #3: Observation Guide

[Read before viewing.]

Use the *Observation Guide* for Module 9.

Reflection

[Read and answer after viewing.]

This activity was an all-class role play or simulation using a TV talk show format. Students took on the roles of talk show participants and members of the audience. Students engaged, once again, in both critical and creative thinking as they prepared for and then engaged in the simulation. Some of the thinking and the language used was structured, as when students were planning the role play. Some of it was unstructured or “on the fly,” as when students communicated back and forth during the simulation itself.

Module 9: Critical & Creative Thinking

1. Why did the teacher make the students pretend to be characters other than themselves?
2. In a large class like this one, what are some strategies for making sure that as many students as possible get to use the language and have their voices heard (talk show hosts / guests and audience member alike)?
3. What other topics or themes in your curriculum might work well with this type of all-class simulation or enactment?

Summary Discussion

1. In what ways were the three activities related or linked to each other?
2. Why do you think the teacher chose to do them in this sequence?
3. What language skills were involved in these activities? What kinds of critical thinking skills (see the readings for information on Bloom's Taxonomy)?
4. Using Bloom's Taxonomy, what aspects of the activities were cognitive or "thinking" in nature? Affective or "feeling" in nature?
5. Which aspects of the activities were strictly factual in nature (they ended with true / false or yes / no answers; or one correct "right or wrong" answer)? In what ways did the activities foster higher order thinking skills? What percentage of the class time seem to be devoted to each?

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of critical and creative thinking (see Module 9 Readings plus the List of Additional Readings and Resources in *Shaping the Way We Teach English: Readings and Resources*). Using the video, you have seen a few examples and ideas from other teachers' classes.

Now, identify a topic in your curriculum or an upcoming lesson that you would like to improve or enrich with critical thinking skills for your students. This need not take up a whole class period. You can start small and experiment with this.

Step 2

Using the Higher Order Thinking Skills (HOTS) project templates from the <http://sbci.cps.k12.il.us/HOTS_templates.pdf> web site, or example questions from one of the sources on Socratic question techniques (see *Additional Readings and Resources below* for this module), develop a set of extended questions to go with your existing resources.

Step 3

In what direction do you think students will go with the questions? How will they apply the information or results that they achieve (in a skit or role play, a re-enactment, a mystery story or spooky story, a collage, a poem, a dance, a bulletin board...)? Give them options and plan for different students or student groups to make different choices.

Step 4

Now try the questions in class. You can give all the students the same questions, give different questions to different students, or even let students choose their own questions. What happened? What do you think worked well, and why? What do students think worked well, and why? What might you do differently next time?

If you are not teaching, ask the trainer or another experienced teacher for feedback.

Approaches to Language Teaching: Extension

Answer Key to Module 9, Critical and Creative Thinking

Module 9, Video Segment #1, Mass Media Activity #1

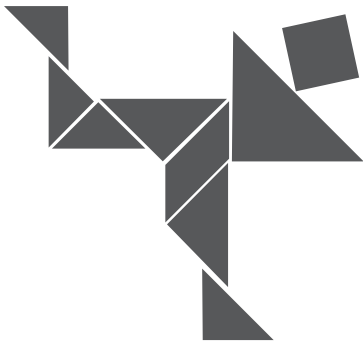
1. The purpose of the background music was to set the pace, keep students on task, and signal when to start / stop. Note that it was music the students enjoyed. They seemed to be having fun.
2. The getting-to-know-you questions that students asked each other were about mass media (television viewing habits, likes and dislikes, opinions, etc.).
3. Other topics ... anything you can think of, as the sky is the limit!

Module 9, Video Segment #2, Mass Media Activity #2

1. Students effectively portrayed the issues they were supposed to address. They drew on personal experiences as a guide.
2. Student groups addressed different problems to keep everyone motivated and interested. It was also a way of sharing information and raising awareness across groups (students were, in effect, teaching each other).
3. Strategies for forming groups:
 - Group students with stronger and weaker language proficiency together.
 - Make sure students who like to lead also give chances to other students in the group to contribute.
 - If there are any students who are behaving inappropriately or who have difficulty self-managing, place them in different groups (not together).

Module 9, Video Segment #3, Mass Media Activity #3

1. By pretending to be characters other than themselves, students can take on roles and present information in new ways. Plus, it encourages creativity, and it's fun.
2. Carefully structuring groups and tasks can help ensure that as many students as possible get to use the language and have their voices heard. See Module 4 for more on managing groups.
3. Other topics....again, anything you can think of, as the sky is the limit!



Module 10

Alternative Assessment

Approaches to Language Teaching: Extension

Video Length: Approximately 14 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. As you work through this module, use pairs or groups whenever you think it might be effective. After each group activity, debrief the answers and use them for further discussion of various points. Refer back to the main points when appropriate. It is important that teachers apply the concepts in the module to their own classrooms and situations. The goal for this module is to build an understanding of some alternative forms of assessment, with an emphasis on formative assessment and on peer and self-assessment practices.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Ask participants to get into small groups and list all the different kinds of tests that they have given as teachers or taken as they learned English; for example, multiple choice grammar tests, true-false tests, etc.

Debrief

Once participants have created a list, have them do the following tasks and answer the following questions. Answers can be elicited in a whole class discussion or first determined in groups.

1. Compare lists; add on to your own list from others. After each type of test, write (a) the skill(s) that it was testing, and (b) whether it is testing knowledge of language or use of language.
2. Talk about which of the types of test on your list are best for a) measuring the proficiency of the skills they are testing, and b) achieving the purpose of the testing.
3. Check the tests on your list that you believe to be valid for their purpose and reliable. (For definitions of terms, see the preview vocabulary.)

If the above activity results in lists of fairly traditional tests for testing students' *knowledge* of the language, have the participants consider the following question. If *language proficiency* is defined as learners' ability to *use* the language, how could they show that they are able to do so? Have the participants work in groups and try to brainstorm ways that they might assess their students' language proficiency. (You may also find it helpful to first agree on a definition for "proficiency.")

Module 10: Alternative Assessment

Extension Ideas

Adapted from the Web site *Eduplace, FakeOut!* game <<http://www.eduplace.com/fakeout/>>. Place participants in groups. Individuals in the group get one or two of the words below (they are real but unusual English words that the average person is unlikely to know). You can substitute alternative words, as needed. Have participants individually write “fake” definitions for these mystery words.

alopecia	keratitis	telpher
piezometer	virago	kermis
postulant	kerseymere	sporrán

Participants within each group then compare definitions and decide which one(s) they think are “best.” Have them then explain what criteria they used to define “best,” and how they “evaluated” (assessed) each other’s definitions. What form(s) of assessment seemed to best fit this task?

Preview Vocabulary

Terms	Definitions
Assessment:	
Formative assessment	A relatively informal assessment that takes place during the process of learning, as opposed to at the end. The purpose is to provide feedback, which helps the learning process.
Peer assessment	Learners evaluate each other’s work, using pre-set guidelines.
Performance assessment	Assessment of performance on an oral or written task.
Self-assessment	A reflective process in which learners evaluate their own work based on pre-set criteria.
Summative assessment	Formal testing or evaluation at the end of a learning period to measure what a student has learned.
Conferences; interviews	One-on-one sessions between the learner and the instructor. Learners assess their own standing in the class, using previously set criteria, and determine goals and expectations together with the instructor.
Criteria; guidelines	Standards set in advance and shared with the learner that establish how a performance will be evaluated.
Journals	Daily or weekly writing entries by learners in which they reflect on their own learning experiences and progress.
Language proficiency	A learner’s overall competence in a language.
Learning logs	A written account in which learners keep track of their own English use, activities, and progress through the term.
Portfolio	A systematic collection of a learner’s work over a period of time. It demonstrates learner progress and is evaluated according to pre-set criteria.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Approaches to Language Teaching: Extension

Module 10, Alternative Assessment

Introduction, Expanded Narrative

Alternative assessment is a type of evaluation that directly evaluates learners' language skills. Paper-and-pencil tests show a learner's knowledge about the language. Different types of alternative assessment show a learner's ability to use the language. They also give learners a role in their own evaluation process.

Here are some reasons for using some kind of alternative assessment:

- Learners make real use of the target language – in this case, English – for an actual purpose. The language is a means of communication.
- Learners demonstrate what they have actually learned and how well they can use what they have learned. Criteria or guidelines based on the goals of the class are set up in advance so both teachers and students know what needs to be done to successfully complete the class.
- Learners get involved in their own evaluation. Understanding how to evaluate themselves enables learners to take responsibility for and self-direct some of their own learning.
- Learners' motivation to learn and use the language may be increased.
- It gives learners the chance to directly display their progress to family members and others in their school and community.

Module Focus

The term "alternative assessment" refers to a variety of different types of evaluation procedures; for example:

- Self-assessment; self record-keeping
- Peer feedback and assessment
- Portfolios
- Performance assessment
- Observations
- Conferences/ interviews
- Learning logs
- Journals

During the introduction to this module, you saw two examples of conferencing (teachers working with individual students, and small groups of students during the class period). One teacher asked a young student about a chart and wrote her answer in her student progress book. The focus in the rest of Module 10 is on the first column above, self record-keeping, peer feedback, portfolios, and performance assessment.

Notice as you watch the module that almost anything you use for a task in class can also be used for assessment. In fact, using tasks for assessment is a direct way of testing whether students have learned how to accomplish the task. In order to use tasks for testing, you need to add appropriate assessment criteria.

Video Segments #1 and 2, Self-Record-keeping, and Peer Feedback and Assessment [Read before viewing.]

One form of alternative assessment is to have students keep track of their own work. Another form

Module 10: Alternative Assessment

is to have learners look at and correct each other's work. In these two segments, look for:

1. Records of their own work that students keep, and the means by which they keep the records.
2. An example of assignment criteria/ guidelines.
3. How the class was organized.
4. Types of materials/ skills students were using and working on.
5. The teacher's behavior, the students' behavior, and the interaction between them.

Reflection

[Read and answer after viewing.]

1. What is the instrument students use for self-recording? What are they recording? Can you think of other things that students might keep track of through self-recording?
2. What example of assignment guidelines did you see? For what kind of assignment were the criteria written? Think of a typical task in your own classroom. Try to list the criteria you might give the students to help them complete the task successfully.
3. How was the class in Video segment #2 organized? Why do you think it was organized this way? What can peers offer each other in this situation?
4. What language skill were the students focusing on? What skills were they using as they worked together? Is this a form of assessment? If so, what kind of assessment was it, formative or summative?
5. What was the teacher's job, or role, during this activity? What was the students' responsibility?

Video Segment #3, Portfolios

A portfolio is a collection of student work over a period of time. Students receive criteria or guidelines for creating and maintaining a good portfolio at the beginning of the process. It is these criteria that make the collection a portfolio. Here are some reasons for using a portfolio:

- Learners keep all their work in one place, which enables them and their teachers to keep track of their progress and see what they are doing well and where they need more work. Learners' ability to actually use the language, as demonstrated by work in the portfolio, can be evaluated by both teachers and students themselves.
- Students have the responsibility of keeping track of their own work and reflecting on their learning and progress.
- Interested people, like parents, principals, and directors, can see students' work and note their progress.
- Portfolios can be used in classes at any age or proficiency level.

In the video you see some of the physical considerations related to using portfolios in the classroom. Notice the form of the portfolios, where they are kept, and who accesses them for use.

Reflection

[Read and answer after viewing.]

1. In what form are the portfolios kept and what age level uses each form? Where are they kept? Do you think students take them home? What might be some physical considerations related to using portfolios in your classroom?
2. What do you think might be kept in a portfolio at the two age levels represented in the video? In your own class? Make lists.
3. Working in a small group, make a list of criteria or guidelines you might use for evaluating portfolios in your class. Keep your list of contents and the goals for your class in mind.

Approaches to Language Teaching: Extension

Video Segment #4, Performance Assessment

[Read before viewing.]

To assess performance, two things are needed: a task to perform and the criteria for a successful performance. During the performance, the teacher and student audience evaluate the performance using the established criteria. After the performance, they give constructive feedback to the performers. As you watch this video segment:

1. List the two types of performance you see and the language skills that are used in each.
2. Try to discover the purpose for each performance.
3. Decide whether you think the performance was well done or not.

Reflection

[Read and answer after viewing.]

1. Compare your lists with a partner or others in a small group.
2. In your group, speculate about the purpose for each of the tasks. What do you think the objective of the task was? What would be the objective of these activities in your own class?

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of alternative assessment (see Module 10 Readings plus the List of Additional Readings and Resources in *Shaping the Way We Teach English: Readings and Resources*). Using the video, you have seen a few examples and ideas from other teachers' classes.

There are certain characteristics that define alternative assessment:

- Like all assessment, it begins with course objectives.
- It has a set of criteria that describe successful achievement that is given to learners in advance.
- It evaluates actual student performance.
- The student is part of the evaluation process.

Now, think about your own classes. How could you use one of the forms of alternative assessment in your class? Choose a language learning objective or goal from one of your courses.

Step 2

Do one of the following.

A) Short term. Design a portion of a lesson that includes a task or activity to help meet that objective. Use an alternative form of assessment to measure the learning results.

B) Long term. Design a means for evaluating whether that one objective has been met over a longer period of time (multiple class sessions). Use an alternative form of assessment.

In both cases, you will need a set of criteria to determine whether the objective has been achieved.

Step 3

Share your plan with others in your group. Explain the criteria and how you will use them in the assessment. Get ideas and feedback.

Step 4

Change your design, as needed. Try it with your class. If you are not teaching, ask the trainer or another experienced teacher for feedback.

Module 10: Alternative Assessment

Answer Key to Module 10, Learner Feedback

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

Module 10, Video Segments #1 and #2: Self-Recordkeeping, and Peer Feedback and Assessment

1. We saw classroom examples where students keep track of their completed reading and home-work assignments on charts that the teacher has posted on the wall. There were also procedures or guidelines for reading assignments. These charts and procedures need not be expensive items. Teachers or students can make them with new or even recycled materials (e.g., cardboard, poster-board, or paper).

2. In video segment #2, students were grouped into pairs to work on a writing assignment for their portfolios. Students in pairs can help each other understand the assignment, can share ideas for content and organization, and can read each other's work, giving feedback on the ideas, structure, and clarity of the writing. This is a form of peer feedback, or one kind of formative evaluation. For pairs to be effective, they must have clear guidelines from the teacher, so they know what to look for as they read.

3. The teacher worked with individual pairs of students who needed help with the assignment. Usually, some pairs will require more help than others. It is the students' responsibility to stay on task, complete the task within the time allotted, and take their role of peer evaluator seriously, helping their partners as much as they can and listening to their partner's ideas.

Refer to the *List of Additional Readings and Resources* for this module for free online resources for rubrics and guides for this and other forms of alternative assessment.

Module 10, Video Segment #3, Portfolios

1. In the younger class, students collected their portfolios in large plastic envelopes that were kept in bins. The high schools students' portfolios were large binders that were kept on shelves in the classroom. Students picked up their binders when they came into the class, so they could work on them during the class period. Although students may have taken some assignments home, the portfolio itself was probably kept in the classroom, partly because of its size and partly so that all the work would remain organized and in one place.

2. Younger students might keep drawings, art work, spelling tests, reading assignments, and short writing tasks in their portfolios. Older students might keep such things as tests, reading comprehension activities, worksheets, different drafts of essays, and reflections on their own learning in their portfolios. Students and the teacher together usually decide what is going to be kept in the portfolio for end of term evaluation. They also decide what the criteria for that evaluation will be.

Approaches to Language Teaching: Extension

Module 10, Video Segment #4, Performance Assessment

1. In the first performance, students are reporting the results of group work on a given academic topic. One student from each group gives the report based on their group's research and discussion. Skills used are reading, organizing ideas, speaking (both in group discussion and for the report), and writing on the overhead.

2. The second presentation is a group reading and dramatization of King Lear. Students are using an abridged form of the play. Skills used are listening (to hear the play read correctly), reading for comprehension, reading fluency, pronunciation, and the ability to read dramatically.

3. There are many possible purposes for each of the performances, including linguistic, academic, and affective purposes:

- To practice pronunciation
- To work on oral fluency
- To develop study skills
- To learn how to give oral reports
- To develop the language needed to discuss a particular topic
- To use particular rhetorical organizations; e.g., compare / contrast
- To learn more about the target culture and literature
- To build confidence
- To inspire creativity and analytical thinking

The criteria for successful completion of the activity might focus on just one of these purposes or might include several. The teacher might decide on the criteria, or the teacher might negotiate the criteria with the students. Your purpose and criteria will depend on the assigned activity and the goals of your own class.



Module 11: Individual Learner Differences

Module 12: Younger Learners (K-5)





Module 11

Individual Learner Differences

Focus on the Learner

Video Length: Approximately 13 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. As you work through this module, use pairs or groups whenever you think it might be effective. After each group activity, debrief the answers and use them for further discussion of various points. Refer back to the main points when appropriate. It is important that teachers apply the concepts in the module to their own classrooms and situations. The main goal is for participants to begin thinking positively and creatively about their own students' individual differences and how planning for those differences can lead to a richer, more motivating classroom.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Ask participants to think about any group of people that they know well. It can be family members, students, friends, or colleagues. Have them choose three members of that group to describe, listing their personal and intellectual characteristics or habits on a three-column chart. Participants can then get into small groups and compare their lists, perhaps adding items to their personal lists that others have included. An example follows.

Person A	Person B	Person C
<ul style="list-style-type: none">• Quiet• Likes school• Sings well• Enjoys hands-on activities	<ul style="list-style-type: none">• Athletic• Understands ideas quickly• A leader; other people do what s/he says to do• Good at debates	<ul style="list-style-type: none">• Social, likes to be with others• Likeable• Speaks two languages• Talks a lot• Doesn't like to read

Once participants have created a list, have them do the following together as a group.

1. Check the characteristics of each individual that you think would help them to learn another language, whether inside or outside a classroom.
2. For each person, list two types of activities that he or she might do well in a classroom setting.

Debrief

Make an all-class list for #2 above, asking participants to explain why they think that person would do well on the listed activity. Brainstorm ideas for varying activities in the classroom.

Module 11: Individual Learner Differences

Extension Ideas

Psychologist Howard Gardner's theory of Multiple Intelligences offers one kind of explanation for learner differences. According to Gardner, there are eight different types of intelligences:

- Linguistic: Sensitivity to spoken and written language, the ability to learn languages.
- Logical-mathematical: Capacity to analyze problems logically, carry out mathematical operations.
- Visual-spatial: Able to recognize and use the patterns of wide space and more confined areas.
- Musical: Skill in the performance, composition, and appreciation of musical patterns.
- Bodily-kinesthetic: Potential to use one's whole body or parts of the body to solve problems.
- Interpersonal: Capacity to understand the intentions, motivations and desires of other people.
- Intrapersonal: Capacity to understand oneself, to appreciate one's feelings, fears and motivations.
- Naturalistic: Able to recognize, categorize and draw upon certain features of the environment.

Some key principles are:

1. Individuals should be encouraged to use their preferred intelligences in learning.
2. Instructional activities should appeal to different forms of intelligence.
3. Assessment of learning should measure multiple forms of intelligence.

Visit Web sites with learning style questionnaires: *LDRC* <<http://www.ldrc.ca/projects/miinventory/miinventory.php>> and *Index of Learning Styles* <<http://www.ncsu.edu/felder-public/ILSpage.html>>.

Preview Vocabulary

Terms	Definitions
Differentiated instruction	Teacher response to differences in learners; teacher variation in teaching in order to create the best learning experience possible for individuals or small groups.
Learning centers; stations	Areas of a classroom that are set up for specific purposes, such reading or working with objects.
Metacognition	The knowledge and self-awareness a learner has of one's own language learning process.
Motivation	Psychological factors that determine how much effort learners are willing to apply to accomplish or learn something.
Personality traits	Particular qualities in someone's character.
Proficiency level	The level of a learner's language ability. How much language the learner knows and can use.
Self-access room, area	A room or area of a room where materials are available for students to choose and use by themselves.
Strategy instruction	Teaches students about learning strategies and how and when to use them; helps students identify personally effective strategies, and encourages them to make strategic behaviors a systematic part of their learning.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Focus on the Learner

Module 11, Individual Learner Differences

Introduction, Expanded Narrative

The learners in any classroom are both similar and different. An understanding of such similarities and differences help teachers determine what to teach and how to teach it. In a private school class of Russian students studying English, for example, the similarities might be that all the students speak the same language, they are all around the same age, they are all literate in their own language, and they come from the same socio-economic background. However, some of them may be girls, some boys. Some may like school and some may not; some may find learning a language easy, some will find it difficult. Some may feel happy most of the time, some unhappy. And some of the students may have special needs, such as hearing difficulties, poor eyesight, or difficulty sitting still.

These are some factors that lead to learning differences:

- Age
- Gender
- Personality traits
- Cognitive ability
- Cognitive development stage
- Socio-economic status
- Preferred learning styles and strengths
- Educational background
- Language proficiency level
- Motivation

There has been a long history of research about some of the factors listed above. One direction for this research has been to try to understand cognition. This research has led to:

- A better understanding of the stages of cognitive development
- The development of Intelligence Quotient (I.Q.) tests
- Attempts to categorize different learning styles
- The theory that there are different kinds of human cognition that can be classified, as in multiple intelligences

Another research direction has looked at motivation, in an attempt to figure out what makes learners want to learn. A third direction has been in the area of age-related learning differences, which has led to suggestions for age-appropriate teaching techniques.

Module Focus

The focus in Module 11 is on how teachers can vary teaching approaches and techniques to help facilitate learning for a wide variety of students and student needs. This variation can include:

- Input using different types of language: formal, informal, academic, social, etc.
- Input with a wide variety of content, which might depend on the purpose of the activity. For example, the content might be related to social needs ("party talk"), survival needs (how to read a bus schedule), academic needs (vocabulary needed to pass a standardized test), etc.
- Different media of delivery (e.g., textbooks, audio tape, the Internet, etc.).
- A variety of different tasks using the same input, which focus both on different language skills and on the integration of those skills, either together or at different time.
- Using learning strategies at both the macro level (telling students what they will be doing and why), and the micro level (techniques for learning vocabulary items) to facilitate learning.
- The creation of procedures which allow students to take some responsibility for their own learning.
- The use of different group sizes for different kinds of tasks, from whole class to small group to pair activities.

Module 11: Individual Learner Differences

Video Segment #1, Observation Guide

[Read before viewing.]

Gather the following information from this video segment.

1. Explain how the class is organized to work on the different activities.
2. List the four activities that students did with the song.
3. After each activity, list the skills students had to use to complete the activity. (Notice that not all of the skills are language skills.)
4. Explain the macro level strategy the teacher uses.

Reflection

[Read and answer after viewing.]

1. Is this a large class or a small one? How is the class organized to do the activities? What might be some reasons for this organization? Do you think it was effective?
2. In pairs or small groups, compare your lists of activities and skills. Add to your list if you missed some. Share your reactions to the activities with your partner or group. Do you feel that one or two of the activities were better than the others in terms of language learning? In terms of affective behaviors that might affect language learning? Talk about some of the non-language skills. What is the purpose for including such skills in the language classroom.
3. What was the macro strategy the teacher used? Talk about it in your group. Was it necessary? Why did she do this? What was the main purpose of all these activities? What might be some secondary purposes?
4. The focus of this segment was on using different skills. Can you give examples of activities you use or one of your teachers has used that requires the use of different skills, not only different language skills but other kinds of skills?

Video Segment #2, Learning Stations and Self-access Rooms

[Read before viewing.]

Another way to meet the needs of students with individual learning differences is to set up learning stations in a classroom or create an entire room for individual, independent study. Here are some reasons for self-access areas:

- Learners can have choices about what material they work with and what activities they do with that material.
- Learners can work at their own pace. If they need more time than other students, they can take it. If they work very fast, they can do more activities that interest them.
- Learners can have access to a variety of materials: spoken, written, and hands-on. They can then decide what activity they want to do with the materials.
- Learners work together in groups on something they want to do. Groups can even be formed around individual interests.
- Teachers can use the students' self-access period to work with individual students or groups.

This segment shows one entire room designed for student self-access or self-study, and a classroom with learning stations. Gather the following information from this video segment.

1. Explain the purpose of SEAR, the self-study center, and the student projects displayed there.
2. List the self-access areas you see or hear the teacher talk about, and some of the resources available in each. Notice the differences between them.
3. Describe what students are doing.

Focus on the Learner

4. Try to find one or two techniques the teacher uses to enable students to take some responsibility for their own learning and for the learning areas.
5. Look for things that might increase learner motivation or that might make the learning more “real” to the students.

Reflection

[Read and answer after viewing.]

1. Compare your lists with others in your group. What are some of the learning areas that you saw or heard described in the self-study center? In the special areas of the classroom? What activities were learners doing? Were the areas and activities appropriate to the age of the children in each setting? Explain your answer. Discuss what kinds of areas might be appropriate for your students.
2. What has the teacher done in the first room to help students be more self-directed? In your group, brainstorm some ideas for helping your students take some responsibility for their own procedures, classroom organization, and assignment completion.
3. What are some ways to create self-access areas in a classroom? What about in your classroom?
4. There are two motivational techniques displayed in the segment and one activity that is both motivational and makes learning more “real” for the students. What are they? In your situation, is it possible to move students outside the classroom? If so, what language activities might you organize around that?

Summary Discussion

1. Look back at the focus points listed under the Module Focus. Did you see examples of each point while watching the video? What were they? Which ones, if any, do you believe you didn’t see?
2. Do you believe that there are a lot of learner differences in your classroom? Looking back at the preview activity and the points made in this module, try to create learner profiles for your students.
3. After viewing this module, do you think you will try to vary the materials and activities in your lesson plans and procedures to better serve the learner differences in your class? Why or why not? If yes, what are you most likely to try?

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of contextualizing language (see Module 11 Readings plus the List of Additional Readings and Resources in *Shaping the Way We Teach English: Readings and Resources*). Using the video, you have seen a few examples and ideas from other teachers’ classes. Now, identify a lesson or class topic from your own course that you would like to teach with a focus on (greater attention to) individual learner differences.

Step 2

Working with a partner or in groups, brainstorm possible procedures, materials, and activities that might facilitate more effective learning in your classes. Create a plan.

Step 3

Share your plan with others. Get ideas and formative feedback.

Step 4

Change your plan, as needed. Try it with your class. If you are not teaching, ask the trainer or another experienced teacher for feedback.

Module 11: Individual Learner Differences

Answer Key to Module 11, Individual Learner Differences

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

Module 11, Video Segment #1, Using Different Skills

1. This is a middle school class of about 45 students organized into large groups. Each group did a different activity related to the chosen song. They were able to work together, helping each other do the task. The teacher was able to work with each group at different times during the work session.

2. The groups performed or reported on four different activities:

- Prepare and perform a music video for the song (listening, discussion, drama).
- Write a story that has similarities to the song and tell it, and (listening, writing, speaking).
- Draw a picture about the song and explain it (listening, drawing, speaking).
- Change some words in the song and sing the new version (listening, reading, vocabulary).

By including artistic areas such as music, drawing, and drama, the teacher can lower affective barriers in the class, make the language learning tasks more enjoyable and motivating, and allow students with abilities in those areas to display those abilities and use them to enhance their language learning.

3. During the performances, the teacher used a macro strategy: She talked about what the purpose of these activities was (to learn vocabulary). She asked the students if the song made it easier to learn the vocabulary. Stopping to clarify the purpose of learning during a lesson helps those learners who need a purpose and those who learn better when given an overall picture. Besides vocabulary learning, such activities practice listening skills and fluency, while making learners feel more comfortable using the language, a comfort which some learners need to lower their anxiety levels.

Module 11, Video Segment #2, Learning Stations and Self-access Rooms

1. The teacher (or “ajarn”) talks at length about in-depth projects that groups of students produce each year and then store in notebooks on shelves in the self-access room. Other students can read them and use them as models. The process is one they can transfer to other classes, such as science and biology, as well.

2. Here are some of the learning areas:

- Reading areas with tables or book carts (published books on different topics, resource material on shelves, student produced material for reading);
- Writing areas (not seen are worksheets with writing tasks);
- Audio and video listening stations (video and audio tapes);
- Displays of student projects, written work and models (written projects in notebooks, specific purpose language for telephoning posted on walls);
- Areas where students can work together on projects (resource material on shelves);
- An area for things that can be physically manipulated (brain puzzle, blocks, games, supplies in bins).

Many of the areas have instructions and schedules posted so students can self-monitor and help themselves.

Focus on the Learner

3. Students are choosing and reading books that interest them from the table, working together on projects, and working individually with the teacher. The self-study room had a lot of materials for older students, with a focus on reading and writing. Models from this room, also featured in other parts of the video, are the sort of activity that appeals to students who learn better by doing things with their hands.

The learning stations toward the end of the segment are for younger children's interests. They included a lot of brightly colored supplies and objects that let students work with pictures, connecting pictures with words, and with their hands.

4. In the self-study room, there are instructions posted for how to use the listening area and equipment, and a schedule for use of the different areas that allows students to determine their own activities and amount of time working on them while using the room. Such techniques for self-monitoring and directing help students manage their own learning time – to learn at the pace that is most effective for them.

5. One motivational technique used in both classrooms is the posting and display of student work. Another is giving students the opportunity to choose material that interests them from a wide variety of available resources.

The final project, while seemingly simple on the surface (a hand-drawn chart with numbers of animals and bugs), uses an important venue for learning – the world outside the classroom. The younger children made regular observations in their neighborhoods, collected data (recorded numbers of animals and bugs seen), and made lists of and counted all the different animals they saw. At one of the work stations back in the classroom, they then combined all their collected information, formatted it into a bar chart (graph), and posted it on the wall. This was an authentic activity using information they collected in the “real” world. Such an activity integrates skills, promotes visual literacy (chart representation), fosters group work, and meets the needs of children who learn better through practical experience. Note that the vocabulary required to do this was simple. This is an activity that can work well for many topics or themes, and all age groups.



Module 12

Younger Learners (K-5)

Focus on the Learner

Video Length: Approximately 15 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. As you work through this module, use pairs or groups whenever you think it might be effective. After each group activity, debrief the answers and use them for further discussion of various points. Refer back to the main points when appropriate. The primary goal is for participants to begin thinking positively and creatively about ways to structure language learning opportunities for younger learners (primary school grades kindergarten through 5, or approximately 5-10 years of age).

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Tell participants to close their eyes. Say, "You are a child. You are playing with your friends. See the whole picture in your mind." (Or, you could instead ask participants to imagine watching a child, with appropriate question changes.) While the participants have their eyes shut, ask the following questions. Elicit several answers.

1. What are you and your friends doing?
2. Are you having a good time?
3. What is it about your activity that makes it fun?
4. Are you learning anything while you play? What?

Debrief

Children play. They are social beings and their young bodies like to be active. School has been considered the opposite of play, as a time to learn, to be serious. However, children are different from adults; they are still developing. They learn as they play. Why not use this ability of children to learn through play, the strengths of their cognitive levels, and their need for physical activity in the classroom to help them learn faster and more easily.

Extension Ideas

This is an icebreaker activity that works well for all ages. Pick a theme (in this case "when I was a child") and create a set of about 10 non-abstract, open-ended questions that start with *Find someone who...*; e.g., *Find someone who loved to play outside, ...who disliked reading, ...who rarely took naps*. Participants walk around ask each other these questions, writing down each other's names. Then, they compare results! What connection do their answers have to how they teach children now?

Module 12: Younger Learners (K-5)

Preview Vocabulary

Terms	Definitions
Attention span	Amount of time learners are able to pay attention.
Authentic materials	Materials used in the target culture for actual communicative needs.
Bins	Storage boxes that contain materials for classroom use.
Chant	Words or phrases that are repeated again and again, in a rhythm.
Classroom library	An area of the classroom where students can find books and resource material for self or group study.
Classroom management	The way in which the teacher manages the students and content of classroom learning. It includes use of time, physical arrangement of the room, direction of students, choice of activities, etc.
Guided Language Acquisition Design (GLAD)	Instructional approach for grades K-8 for low and intermediate language level learners that provides authentic opportunities for use of academic language, maintains highest standards and expectations for all students, and fosters voice and identity. Primary language is provided by trained, bilingual teachers, trained bilingual aides, trained parents, or cross-age / peer tutoring. Emphasizes teacher collaboration. Listening, speaking, reading and writing are integrated among all content areas with an emphasis on science, social studies, and literature.
Holistic language	Language treated as a whole, with integration of skills.
Individualized learning; differentiated instruction	Opportunities for students to interact with material at their own rate and level of proficiency.
Language Experience Approach (LEA)	Uses learners' own experiences as a basis for classroom speaking, listening, reading, and writing activities. Learners dictate to the teacher or assistant, who writes down what they say.
Phonics	A reading approach that teaches the written symbols which represent the sounds of a language.
Skit	A short dramatization or play.
Sound-symbol correspondence	The relationship between the sounds of a language and the written forms of those sounds.
Total Physical Response (TPR); TPR-Storytelling (TPR-S)	A language teaching approach that combines language learning with physical movement, initially based on commands. TPR-Storytelling (TPR-S) adds the additional component of oral performance.
Transition techniques	Techniques for changing from one activity to another.
Learning centers; stations	Areas of a classroom that are set up for specific purposes, such as reading or working with objects.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Focus on the Learner

Module 12, Younger Learners (Grades Kindergarten through 5)

Introduction, Expanded Narrative

Younger learners are those from about 5-10 years of age or from Kindergarten to Grade 5. Teaching younger learners is different from teaching adults. Younger learners are social, active, and creative.

Younger learners need to have opportunities to physically move during class and to play. As they play, they learn and practice social skills, including communication and language skills. They are curious and usually willing to learn another language. Because their cognitive abilities are still developing, they deal better with language as a whole, rather than with rules about language. Since they are still in the stage of developing their native language rules, they are able to generalize and create their own rules about a second language as they use it. Given that their cognitive and motor skills are still developing, they have stronger oral skills than literate skills, so this strength can be used in teaching a second language. To do so requires a lot of repetition and clear directions.

Younger learners also have a shorter attention span than adults, which suggests that a variety of short activities during a class would be better than one long activity. However, as they get older, children's attention span becomes longer, their motor skills develop, and they are able to do more reading and writing.

Module Focus

Some teaching techniques and strategies to use with younger learners:

- Create a warm, friendly, and comfortable classroom. Be sure that desks, chairs, tables, and blackboards are suitable for the children's size. Materials posted on the walls or bulletin boards should be at their reading level.
- When giving directions and explanations, be clear and simple. Set up predictable classroom routines and put children in charge of them (according to their age). Be sure that the transitions between activities help children understand what they are to do.
- Use lots of different types of activities that require different types of participation and different skills.
- Include much oral repetition during activities.
- Use language as a whole, integrating different language skills in each activity.
- Set up the classroom space and create activities that give children the chance to move around and allow for different activities to go on at the same time.
- Set up activities to enable children to work together in groups, which allows for practice of communication and negotiating skills, and to balance serious work with work or learning play that is fun.

Video Segment #1, Younger Learners: Observation Guide

[Read before viewing.]

Look for answers to the following as you watch the video.

1. What is the purpose of this activity?
2. List the steps that the teacher goes through to enable students to do this activity.
3. Look for behaviors that tell you whether students are enjoying this activity and whether they are meeting the learning goals (purpose).

Module 12: Younger Learners (K-5)

Reflection

[Read and answer after viewing.]

1. The students are learning vocabulary for parts of the body. What are the two techniques that are being used to help them learn? Do you think they are effective? Why, or why not?
2. Look at your list of the steps that the teacher goes through to do this activity. Compare them with someone else in your group. Not all of the steps are pictured in the video. What additional steps do you think are necessary to do this activity successfully?
3. Do the students look as if they are enjoying this activity? Have they learned the vocabulary? What behaviors tell you that?

Video Segment #2, Example Activities A: Observation Guide

[Read before viewing.]

1. Look at the activity and decide what its purpose for it is.
2. Notice the verb form the teacher is using in her directions. Can you understand the directions? Pay attention to the teacher's voice and how she uses language.
3. List the different movements the students are doing. Notice whether or not they are doing them correctly.
4. What technique do you think the teacher is using? If you're not sure of its name, write down any characteristics about it that you observe.

Reflection

[Read and answer after viewing.]

1. What kind of activity is this? What is the language purpose for this activity? Can you think of another possible purpose?
2. What form of the verb is the teacher using? Are her directions clear? What makes them clear?
3. Compare your lists of student movements with someone else's. How many different ones were there? What happened when a student did not follow directions correctly?
4. What approach do you think this technique is from? Does it seem to be effective? Is this something you have done in your class? Was it effective?

Video Segment #3, Example Activities B: Observation Guide

[Read before viewing.]

1. List the stations in the room and the different types of activities going on in them.
2. Notice how chairs, tables, and rugs are arranged in the room. Look at how each station is set up and list some of the resources available at each station. Draw a quick sketch of how the room is arranged.
3. Look at the size and height of the chairs and tables, and where materials are posted on the walls.
4. Look for the teacher and describe what you see her doing.

Reflection

[Read and answer after viewing.]

1. Compare your list of stations and activities with a partner. How many stations are there? What activities did each of you notice, and what functions do they serve?
2. Describe how some of the stations are arranged in the room. Why do you think they are arranged like this? What are some of the possibilities for arrangement in your classroom (you may need

Focus on the Learner

to start with a modified plan or smaller scale)? What stations do you think might be useful for your students? How might a teacher encourage students to be responsible for their behavior and actions at the stations?

3. What effect does the low placement of materials and resources have on the classroom atmosphere and learner productivity?

4. What do you think the teacher was doing? What do you think her purpose was? Would the teacher's techniques be different for a larger class? If so, in what way(s)?

Summary Discussion

1. Revisit the teaching techniques and strategies suggested for younger learners at the beginning of module, relating them to the video demonstrations. What examples of the techniques did you see in Video segment #1? Video segment #2? Video segment #3?

2. List characteristics of younger learners, using both the introduction to this module, your visualization of yourself as a child, and your own experience.

- Did you see any of those characteristics in the video segments? Which ones?
- Are there any of these characteristics you consider to be more important than others?
- Which of these characteristics are you most aware of in your classes? What techniques do you use to channel those characteristics into productive directions?

3. After viewing this module, which of these techniques and activities might you experiment with in your class, and why?

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of contextualizing language (see Module 12 Readings plus the List of Additional Readings and Resources in *Shaping the Way We Teach English: Readings and Resources*). Using the video, you have seen a few examples and ideas from other teachers' classes. Now, think about your own classes and how you could use some of the techniques listed to further. Talk about your ideas with others in your group.

- Create a comfortable classroom, suitable for the children's age group.
- Provide opportunities for language use and build confidence in ability to use the language.
- Enable practice and repetition.
- Provide opportunities for physical movement, both during and between activities.
- Make sure students understand both the content of an activity and what they are to do.
- Provide opportunities for different levels of cognitive and physical development.
- Provide opportunities for socialization and learning through play.

Step 2

Design a lesson or prepare a classroom change that includes the use of some of the techniques and activities you listed.

Step 3

Share your plan with others. Explain what activities would come before and after your segment. Get their ideas and feedback.

Step 4

Change your design, as needed. Try it with your class. If you are not teaching, ask the trainer or another experienced teacher for feedback.

Module 12: Younger Learners (K-5)

Answer Key to Module 12, Younger Learners

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

Module 12, Video Segment #1, Younger Learners

1. As students practice the song “Head, Shoulders, Knees, and Toes,” they are using both repetition and physical movement to help them learn and remember the vocabulary. Both are effective techniques for younger learners. Repetition is a natural learning technique for younger learners and one that they enjoy. Physical movement is used both to help learners understand the meaning of the words and to reinforce the effects of the repetition.

2. Suggested steps for using a song as a learning technique:

- Choose a song with a theme or topic that matches your lesson.
- Model the song and movements together while students watch and listen only.
- Sing the song and have students do the movements only.
- Sing the song part-by-part and have students repeat the song and movements together.
- Sing it all together! (If students have trouble learning the tune, have them hum it for practice.)

As a fun variation, sing it at different speeds (slowly, quickly), at different volumes (quietly, loudly), and with different kinds of emotions or characters (like a bear, like a chicken, angrily, happily, etc.). As students learn a variety of songs, you can let them choose use them a warm-up activity at various times during the year as a reminder and reinforcement for the vocabulary.

Some ideas for related reading and writing activities are:

- Games and puzzles on similar topics (existing games, or games that students create).
- Students draw illustrations for the song.
- Students create a class sing-along book and put it in the class library.
- Students use the same tune and write different lyrics (words) for it.
- Students create a model about the song using paper, playdough*, or other available materials.

* The following recipe for playdough is inexpensive and very quick to make. It makes a great addition to classroom activities or learning centers and can help provide some of the kinesthetic or “physical” activity that younger learners need.

Make-it-Yourself Playdough Recipe

Combine dry ingredients together in a bowl:

- 1/2 cup salt
- 1 cup flour
- 1 tablespoon cream of tartar
- Food coloring or unsweetened Kool-Aid powder (optional)

Add liquid ingredients.

- 1 tablespoon cooking oil
- 1 cup very hot water

Stir and knead until done. Store in plastic container.

Focus on the Learner

3. Yes, students seem to be enjoying the activity. Some are laughing; many are smiling. They are all participating with different degrees of enthusiasm. They appear to have learned the vocabulary because they follow the teacher easily. One way to check is to have groups of five students do the song for the rest of the class.

Module 12, Video Segment #2: Example Activities A

1. The language purpose of this activity is to learn three verbs. Other purposes could be listening practice and giving students the opportunity to move physically during the class period.
2. The teacher is using an imperative or “command” form of the verb. Her directions are clear because she keeps them simple with few words, using only commands. Her pronunciation is clear; her voice is firm and loud enough for all students to hear easily.
3. The students do six movements: walk, drink, eat, turn around, and then move to the right / left.
4. For this activity, the teacher uses a technique from the Total Physical Response language teaching method (TPR). TPR can be an effective technique to use with younger learners because of its combination of language and movement. Characteristics of TPR are:
 - a. The teacher uses the command form to teach language.
 - b. Commands are combined with physical movements that help convey the meaning of the language focus and aid memory.
 - c. Learners understand the language being taught through aural practice and repetition before they are asked to produce it.
 - d. Correction is given as a natural part of the activity.
 - e. The element of fun is a deliberate part of the teaching method.

For more information on TPR and on TPR-Storytelling, see:

TPRS Materials and Method, by Blaine Ray.
Web site: <http://www.blaineraytprs.com/>

TPRS Lessons and Rubrics, by Susan Gross.
Web site: <http://www.susangrosstprs.com/>

TPRS: A Communicative Approach to Language Learning, by Valerie Marsh.
Web site: <http://www.tprstorytelling.com/story.htm>

Module 12, Video Segment #3: Example Activities B

1. There are six stations in the room. In the video, you saw ones for reading, writing, imagination (arts and crafts), painting, and things that can be manipulated (games, puzzles, building blocks, etc.). There were other stations as well, for science and other content areas. The children were building with blocks, finding animals that started with letters of the alphabet, making paper chains, painting, and reading from a book that the class had made (the “Pink Book”).
2. Rugs are on the floor, surrounded by shelves with materials on them. Tables are pushed together to give more work space and allow students to work in groups. Soft chairs are at the reading station. Students cleaned up their stations and put materials away when they finished with them. The teacher trained them to do this.

Module 12: Younger Learners (K-5)

3. The chairs and tables are made for the size of the children, including the low soft “bean-bag” chairs. Also, the materials on the walls are posted at the children’s eye level. Materials are on shelves that children can reach. Orienting the classroom to the size of the children rather than the teacher gives learners a feeling of ownership, that this is their space. It adds to the comfort level, which, in turn, aids learning.

4. The teacher is managing the time at stations and the transition back to whole class activity. She has established a routine for making the transition by having certain students be “clean-up monitors,” by having all students return to the rug (or carpet), and by counting down until they do so. Notice that the teacher has a background role; she is facilitating the activities, but not directing them. During the time the students are working at their stations, she could be checking that learners are on task, redirecting activity if needed, and working with students individually.

The teacher’s role is to be a master planner, a guide, and a timekeeper. She:

- Enables learners to self-monitor
- Takes charge during transition times
- Redirects activity as needed
- Works quietly and individually with some students while others are working at their stations

For work or learning stations to be effective, the teacher must plan carefully in advance and take some time to train students in procedures.

Summary Discussion

1. All three segments showed friendly and comfortable classrooms. In all three, the directions were simple and clear, students moved from one activity to another easily, and there was an element of fun, of learning through play.

Segments #1 and #2 included lots of repetition, clear purpose, and the opportunity for students to move.

Segment #3 showed the use of predictable classroom routines, students taking responsibility for part of the classroom routine, different activities going on at the same time, a classroom organized for both group and individual activity, language used holistically, and the potential for learning through play.

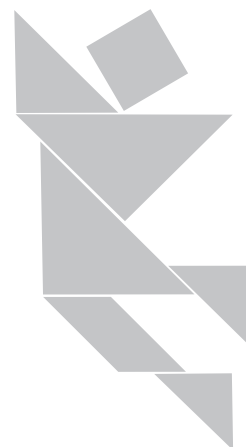
2. Some characteristics of young learners:

- They are social. They are learning to socialize as well as learning through socializing.
- They need to be physically active.
- They learn through play.
- They need lots of repetition and clear directions.
- They are “me” focused and respond emotionally to learning activities.
- They are naturally curious and usually willing to learn.
- Their cognitive and motor skills are still developing.
- The rate of development is different in individual children.
- Their oral skills are more advanced than their literate skills.
- They have a short attention span, which becomes longer as they get older.
- They are able to formulate their own language rules from comprehensible language input.



Module 13: Peer Observations

Module 14: Reflective Teaching





Module 13

Peer Observations

Teacher Development

Video Length: Approximately 14 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. As you work through this module, use pairs or groups whenever you think it might be effective. After each group activity, debrief the answers and use them for further discussion of various points. Refer back to the main points when appropriate. It is important that teachers apply the concepts in the module to their own classrooms and situations. The goals for this module are 1) to create an understanding of the importance of observation feedback in helping teachers improve their professional skills; and 2) to demonstrate the use of peer feedback so that teachers can think about how these concepts can be used effectively in their own situations.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Ask participants to get into groups and talk about experiences they have had both being observed and observing others. In the discussion, they could consider the following, from the position of either the observer or the observed:

- For what purpose they were being observed / observing.
- What their relationship was with the observer / observed; e.g., a peer, a supervisor, a mentor, a student teacher, a parent, etc.
- What observation procedures were used.
- What was done with the information from the observation.
- In what ways it was a positive or negative experience.
- What they learned from the experience.

If they have never been observed, they can use a time that they were the observer instead. If they have never been in either role, they can imagine what an observation might be like.

As they discuss these questions, they should take notes. They can compare these notes with their observations from viewing a formative peer review process in the upcoming video segments.

Module 13: Peer Observations

Preview Vocabulary

Terms	Definitions
Bias	An opinion about something—in this case related to teaching and learning—that influences how you deal with it.
Colleague	Peers; people you work with.
Confidential	Spoken or written in secret and intended to be kept that way.
Debriefing	Getting information about an observation shortly after it is completed.
Feedback	Advice or criticism about the degree of success of something observed.
Formative observation	Teachers observing each other to help improve their teaching and to help them develop professionally.
Observation instruments	Guides, checklists, or other forms. Used during the observation process in order to have a reliable, systematic approach to observation.
Paraphrase	Use different words and phrasing to describe what someone else has said or written.
Peer observation	Teachers observing each other's classes in order to improve their teaching ability and get new ideas about teaching.
Pre / post	Before / after (in this case, observing a class).
Professional development	An on-going effort and learning process undertaken by individuals (teachers) to improve their teaching and other professional skills.
Summative observation	Observation to evaluate teachers for an administrative purpose such as employment, salary, or pay raises, promotion, etc.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Teacher Development

Module 13, Peer Observations

Introduction, Expanded Narrative

Classroom observation can take different forms and be done for different purposes. The two most commonly used forms of observation are summative observation and formative observation.

- **Summative observation.** This observation is an evaluation, which rates the teacher who is being observed. It can be done for administrative or supervisory reports for the purpose of job retention, promotion, salary increases, etc.

- **Formative observation.** The purpose of a formative review is to help teachers become better teachers and more knowledgeable professionals. With peer observation, teachers observe each other's classes, give each other feedback, and share ideas.

There are some definite advantages to using peer observation. Observers are familiar with the teaching situation, both its goals and its limitations. Peer observation can also help individual teachers try to improve their skills without the fear of recorded evaluation. Such observation done well can help to create a strong supportive atmosphere among the faculty in a school.

There are also some potential problems with doing peer observations that must be guarded against. Data collection may be biased due to 1) an observer's own belief systems about teaching and learning; and 2) personal relationships and peer pressure. Teachers may not be able to observe others' teaching objectively, which could have a negative effect on peer relationships. For this reason, it is very important to train teachers well in the use of the peer observation process. The benefits can be well worth the effort.

Module Focus

In this module, we'll focus on formative observation, specifically peer observation. Peer observation can be a particularly effective kind of formative observation because it provides the opportunity for faculty self-assessment and improvement, while at the same time allowing for the monitoring of teacher performance in a non-threatening way. It can benefit both the person being observed and the observer. Both can learn. The "peers" in this process can be either equal pairs or one can be in a mentoring relationship with the other. The most successful peer observation contains the following elements:

- Training for faculty to learn how to do peer observation.
- A set of agreed-upon instruments to allow for a systematic process of observation.
- An administrative system that allows teachers time to observe each other.
- A set of procedures that includes preparing for the observation, doing the observation, and a post-observation debriefing of the observation.
- Mutual respect and trust that the results of the observations will be confidential, shared only by the observer and the observed.

Successful peer observation brings these results:

- Teachers have the opportunity to see other's teaching styles and techniques and reflect on their own teaching.
- Positive changes occur in classroom learning, which benefits the students.
- Teachers in the school develop stronger, more collegial relationships.

Module 13: Peer Observations

In this module, you will see the three steps listed above:

1. Preparing for the observation.
2. Observing in the classroom.
3. The post-observation debriefing.

As you watch, consider how you might adapt the techniques you see to your own situation.

Video Segment #1, Preparing for the Observation: Observation Guide **[Read before viewing.]**

1. The observer (T1) in this segment is asking for information about the class she will be observing. List the points of information she asks for and receives from the teacher she is going to observe (T2).
2. Write down the two aspects of her class about which T2 wants information.
3. Notice the way the two teachers interact with each other: verbal behavior, non-verbal behavior, and affect (emotion).

Reflection

[Read and answer after viewing.]

1. Compare your answers with a partner or your group. Do you agree? What information about the class did the observer (T1) ask for? What else might you ask if you were the observer? If you were doing this in your situation, what information might you need before you begin an observation?
2. What are the advantages or disadvantages of observing a particular point in a teacher's class? Explain. In your group, discuss aspects of your own classes about which you might want a peer to give you constructive feedback.
3. What did you notice about the way the two teachers interacted? Do you feel they were mutually supportive? Do you think they trusted each other? Give examples of verbal, non-verbal, or affective behavior that support your opinion. Would these behaviors fit your situation? If so, explain how. If not, what behaviors would be more effective in your situation?

Video Segment #2, Observing in the Classroom: Observation Guide **[Read before viewing.]**

1. As you watch this video segment, list the behaviors of the observer. Notice where she is sitting, how she acts, what she is doing, classroom atmosphere, etc.
2. Watch a second time and focus on the behavior of the teacher. Notice how she reacts to being observed and her behavior with her students.

Reflection

[Read and answer after viewing.]

1. Compare your list of observer behaviors with a partner or others in your group. Where did the observer sit? What did she express with her non-verbal behavior? Did she interact with the teacher or the students? How did she record her notes on the observation? Compare this observer's behavior with the behavior of an observer in your class. Was it the same? If so, describe your visitor's behavior. If not, explain how they were different and whether the difference was better for your situation.
2. Does the teacher's behavior appear to be what you might expect in a formal observation? Explain your answer with examples. Does she interact with the observer in any way? If so, how? What do you notice about her behavior with her students? How does her interaction with the observer compare with a normal observation in your situation? Discuss anything you might do differently if a peer observer came to your class.

Teacher Development

Video Segment #3, Post-observation Debriefing: Observation Guide

[Read before viewing.]

Before this debriefing session, the teachers observed each other's classes, so during the session they take turns giving feedback. Before you watch the next video segment, divide a piece of paper in half. On one half, write *Positive Feedback* and on the other write *Suggestions for Improvement*. Use it to take notes for #2 and #3 below as you watch the video.

1. The first time you watch the video segment, list the types of information the teachers exchange in this debriefing.
2. Watch the video segment again. On your paper, note the things each teacher liked about the other's class. Pay attention also to the observed teachers' reactions to the positive feedback.
3. At the same time, note any suggestions for improvement they make. Pay special attention to the language and manner that is used to make suggestions.
4. Listen for language that the teachers use at the end of the session.

Reflection

[Read and answer after viewing.]

1. Again, compare your lists of types of information. What do you think about the type of information exchanged? If you were the observer, what comments might you make on the brief part of the lesson you saw?
2. Look at column one on your sheet. How many different things are noted? What did the teacher in the second observation say in response to the comment, "That was a really wonderful class!" Did she agree? Disagree? Why do you think she responded the way she did? How would you respond to such a comment about your teaching? Would you feel pleased or uncomfortable? Or both? Discuss giving compliments with your group. In your situation, what is an acceptable way to express to a peer that you liked the class you observed?
3. Look at the second column on your sheet. How many items are noted there? Compare it to the first column. What are your observations about this debriefing session? Did the debriefing cover the focus items requested by the first teacher observed? (Refer back to the *Video #1, Preparing for the Observation* section of this module, as needed.)
4. In your opinion, was this a helpful session for the two teachers? Did it give them some useful feedback for improving their teaching? If yes, in what way? If no, what suggestions would you give them to improve the process?

Summary Discussion

1. Do you think peer observation could be effective in your own teaching situation? Explain.
2. Review your lists and the ideas above. In your group, think about the advantages and disadvantages of trying to initiate a peer observation process in your unit or school. Consider these aspects:
 - Areas that could benefit from such a process
 - Reaction and possible support from your administration
 - Teacher reaction, both positive and negative
 - Available resources
 - Ways to overcome limitations or areas of difficulty

Module 13: Peer Observations

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of contextualizing language (see Module 13 Readings plus the List of Additional Readings and Resources in *Shaping the Way We Teach English: Readings and Resources*). Using the video, you have seen a few examples and ideas from other teachers' classes.

Now, choose a partner (a peer). Together, prepare for a formative peer observation. Use the *Peer Observation Guide for Formative Review* that follows, as needed. Decide on the focus for an observation.

Step 2

Role play (practice) being both the observer and the observed. Your questions might ask for:

- Information about the class
- Information about the purpose of the lesson
- How the lesson fits into the overall curriculum
- What you want the observer to focus on
- Time and place of the observation

Step 3

Share your plan with others in this training group. Change your plan, as needed.

Step 4

If you are currently teaching, schedule times when you can observe each other's classes and afterwards debrief.

If you are not teaching, you can fill out the observation instrument as if you had observed the class and role play a post-observation debriefing session.

Peer Observation Guide for Formative Review

Reminder

1. Observations should consist of the following:
 - a. Pre-observation meeting at which agreement is established about what is being observed
 - b. Observation
 - c. Post-observation meeting at which results are discussed
2. Videotaping is recommended. It facilitates a lively post-observation discussion.
3. A second observation can be planned to follow-up on any changes the instructor wants to implement as a result of the initial observation.
4. Both parties should be in agreement that this observation process is confidential unless otherwise stated and agreed on in advance.

Pre-observation Discussion Guide

Use the following questions as a guide to better understand the context in which the observation will take place.

1. What class is it?
2. What is the teaching point of your lesson?
3. What is your reason for choosing this lesson or teaching point? (What is the observation focus?)
4. What has led up to this lesson (if it's part of a larger sequence)? What comes afterwards?
5. What are your perceptions about this group of students?

Post-Observation Discussion Guide

Use the following as a guide for debriefing the observation afterwards.

1. Ask the person who taught how s/he felt the lesson went.
2. Reconfirm the observation focus points (what the teacher asked you to observe).
3. Offer positive comments on what you think went well; the strengths of the lesson.
4. Offer tactfully worded suggestions for improvement. These should be limited to the area(s) you were asked to observe. Ask questions for clarification, as needed.
5. End on a courteous note.

Reflection

Ask yourself the following after the observation process is complete.

1. How do I feel about the process as a whole?
2. What will I do in the same way next time? What will I do differently?
3. Is there other information I'd like to have about this kind of review? If yes, where will I get it?

Module 13: Peer Observations

Answer Key to Module 13, Peer Observations

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

Module 13, Video Segment #1, Preparing for the Observation

1. The observer asked:
 - Which class she would be observing.
 - For information about the class proficiency level because she had never taught that class before.
 - What the teaching point of the lesson was going to be.
2. The teacher being observed asked the observer to look at:
 - The language she was using in the class. Was it appropriate for the low listening proficiency and limited vocabulary of some members of the class?
 - The sequencing and rhythm of the whole lesson. Was she going too fast or too slow? Were the transitions from one activity to the next natural?

Notice that in this case, the teacher being observed chose the focus of the observation. It is also possible that the two teachers can negotiate what they want the focus to be. The important point is that the observed teacher needs to have an important voice in deciding what the focus will be.

3. The two teachers in this segment are both highly experienced teachers with many years of teaching experience between them. Their teaching unit requires even the most experienced teachers to do some peer observation every year and submit a report on it as part of their yearly evaluation. They are colleagues and feel it is important to be supportive of each other's efforts. Notice that:
 - The observer verbally puts herself in the position of learning from the person being observed by saying she had "never taught that class before."
 - The observer indirectly compliments the person being observed by saying, "Sounds pretty challenging" and "sounds interesting."
 - The observer pays attention to what the observed teacher is saying. She takes notes. She looks at her attentively. And she uses back-channeling, or verbal expressions to show she is paying attention. For example, "OK," "uh huh," "sure," "good, good," "sounds great," and, "I'm looking forward to it."
 - The teacher being observed answered every question as cooperatively and completely as she could. She tried to give the observer the information she needed in order to make an informed observation.

Two important points to notice in this preparation phase are that the two teachers spoke in a friendly and respectful way to each other. They both tried to be as cooperative as possible. Also, the observer tried to get as much information as she could about the class she planned to observe.

Module 13, Video Segment #2, Observing in the Classroom

1. The observer is sitting quietly at the back of the class, behind the students. She is not speaking to either the teacher or the students or interrupting in any way. She is paying attention to the teacher and to what is going on in the classroom. She smiles at the teacher's enthusiasm. She does not appear to be using an instrument for this observation, but is writing her own notes.

Teacher Development

2. The teacher appears to be teaching the class as usual. Her behavior and appearance are informal and relaxed. Although we do not see it in the video, this particular teacher did prepare her class in advance for the observer's visit, explaining who she was and why she was there. After that, she ignored the observer's presence.

The teacher discusses the placement of the thesis in an essay at the beginning of the segment. She monitors student work, giving positive reinforcement and informational feedback when needed. She appears very informal in her student interactions.

The important thing to notice about the behavior of both the observer and the teacher is the level of informality. The teacher is not worried about the observation because this is a friendly peer and the information she gathers will only stay between the two of them. Because the teacher is serious about wanting to improve her teaching, she wants the observer to see a regular class with normal behaviors, not a "show" class she might design for a summative evaluation observation.

Video Segment #3, Post-observation Debriefing

1. They complimented each other on their "great" classes. The first observer once again said that she had never taught the class. They listed reasons why they thought the classes were good. The first teacher observed explained some of her reasons for doing what she did. The first observer gave a suggestion for improvement.

2. & 3. Debriefing sessions are good places for teachers to explain their reasons for doing what they do in class. This is an important learning aspect of such sessions and can change the observers' perceptions about what they saw. Some comments from the debriefing included:

Positive Feedback

1st Observation:

- A great class, wonderful.
- Creative approach.
- How involved the students were.
- Clear instructions, not paraphrased, but repeated exactly the same each time. Appropriate for learners with low-level listening skills.

Suggestions for Improvement

1st Observation:

- Spoke too fast at times.

Notice that when the observer mentioned paraphrasing, the teacher explained that she deliberately did not paraphrase because of the students' low listening proficiency. She felt that to give the same instructions a different way would confuse the students. They might think they were getting a new direction. The observer appreciated that explanation. She felt that was a learning point for her.

Only one suggestion for improvement was made, that perhaps the teacher spoke too fast. The observer softened the criticism with language like, "I have one small piece of feedback – do what you will with it." "I didn't notice students reacting negatively, but just a personal reaction."

Module 13: Peer Observations

The observed teacher was not offended by the suggestion. She not only agreed with the observer, but said that this was a continual problem for her. She even prepares the students for it, telling them to raise their hands and ask her to please slow down. Because they feel relaxed in her class, they do this. The observed teacher thinks this gives students confidence in talking with teachers. However, she knows she can't place the sole responsibility on the students and so tries to monitor herself.

Making suggestions for improvement is not an easy thing for peers to do. It is especially difficult to do with experienced teachers, who may feel that because they are so experienced, they should not be criticized at all. This is why training in peer observation is so important. Teachers participating in the process need to believe that they can improve. Has anyone ever taught a perfect class?!

One technique that can be helpful in peer observation is video taping the session you are observing. As teachers watch the video tape together, the observers can point out certain parts of the lesson, giving observed teachers the opportunity to see problems themselves.

This debriefing session had many more compliments than suggestions for improvement. There is no problem with that if the classes were as good as the observers felt them to be. If they weren't, then the observers might have included a few more suggestions. Since the purpose of this process is to improve teaching, it is not helpful to say only positive things if there are some areas that need to be improved.

However, there can be a problem if there are too many negative comments or criticisms. It is good practice to include at least as many positive comments as suggestions for improvement.

In response to the teachers focus request, the suggestion about speaking speed could relate to appropriate use of language. There was nothing in the portion of the session seen here that addressed the question of sequencing and rhythm of the whole lesson. If that happens, the observed teacher can simply ask the observer directly what was noticed about that aspect.

4. At the end of the session, the teachers thanked each other. The observed teacher invited the observer back again.



Module 14

Reflective Teaching

Teacher Development

Video Length: Approximately 14 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. This module varies somewhat from the other modules in that reflection is 100% a “learning by doing” topic. Reflection is often an individual process. However, it is also one that can benefit from sharing ideas and experiences with peers. As you work through this module, use pairs and group work whenever that might be effective. After each activity, debrief answers and use them for further discussion. Refer back to the main points and readings when appropriate. It is important that teachers apply the concepts in the module to their own classrooms and situations. The goals for this module are to create an understanding of the need for reflective teaching and to suggest ideas for supporting this form of professional development in the language classroom.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Ask participants to think of a class that they have recently taught and to write a Teacher Diary entry per the description and suggested questions below. You can adjust questions to fit teachers’ settings, as needed. Adapted from *Reflective Teaching: Exploring our Own Classroom Practice* from Julie Tice, <http://www.teachingenglish.org.uk/think/methodology/reflection.shtml>

Teacher Diary. This is a simple way to begin the process of reflection. After each lesson, you make notes in a journal or “teaching diary” about what happened in class that day. You may also describe your own reactions and feelings as well as those that you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Diary writing requires a certain discipline in taking the time to do it on a regular basis, but it need not be a lengthy process.

Reflective Teaching Diary Questions. Ask yourself questions such as the following on the *Reflective Teaching Diary Questions* form that follows. It contains some suggestions for areas to focus on to help you start your diary. You don’t have to answer all the questions all the time. You can freely pick and choose.

Module 14: Reflective Teaching

Reflective Teaching Diary Questions

Lesson Objectives

- Did students understand the lesson? How did I measure or determine this?
- Were the basic objectives (goals) met? How do I know this?
- Was anything too fast or slow (pacing), easy or difficult (level)?
- Is there anything I would do differently next time in preparation?
- What will I plan for the next set of follow-up objectives?

Activities and Materials

- What materials and activities did we use? Which were effective? Ineffective? Why?
- How much English did the students use, and in what ways?
- What percentage of the time did I talk and use English? Did they talk and use English?
- Did the activities and materials interest (motivate) students, and keep them engaged?
- Which ones did they enjoy most? Least?
- Were there any “surprises” in today’s class? If yes, how did they affect the lesson?
- Was there enough variation in types of activities and materials?
- Were there other activities or materials I could have used?
- What about future lessons as a continuation of this lesson?

Classroom Management

- Did students stay on task (doing what they were supposed to be doing)?
- Were my instructions clear?
- Was I able to address individual students’ academic and behavioral needs?
- Were the transitions between activities and classes smooth?
- Are there changes I would like to make in this area?
- Did I provide opportunities for all students to participate?

Overall

- If I teach the lesson again, what will I do that is the same? What will I do differently?
- In reviewing answers to the questions above, what resources or information do I need?

Today’s Lesson Was Like a....

River? Bird with a broken wing? Candy with a sour middle? Sunrise on a summer day?

Come up with an image or metaphor that captures the essence of the lesson.

What will it lead to tomorrow?

Teacher Development

Preview Vocabulary

Terms	Definitions
Exposure (to the outside world)	Giving students opportunities to connect their language learning with real-world experiences outside the classroom (e.g. fieldtrips, exchanges, community-based projects, news, etc.).
Firsthand learning, knowledge.	Firsthand learning or knowledge means to experience something and learn about it directly and for oneself, as in “exposure to the outside world” (above).
Guided Language Acquisition Design (GLAD)	Instructional approach for grades K-8 for low and intermediate language level learners that provides authentic opportunities for use of academic language, maintains highest standards and expectations for all students, and fosters voice and identity. Primary language is provided by trained, bilingual teachers, trained bilingual aides, trained parents, or cross-age / peer tutoring. Emphasizes teacher collaboration. Listening, speaking, reading and writing are integrated among all content areas with an emphasis on science, social studies, and literature.
Inquiry-based learning; reflection	Inquiry-based reflection or learning is the process of asking questions in an open-ended way in order to explore new knowledge domains, find solutions, or make plans for change.
Lifelong learning	The practice of learning—formally or informally—at all phases throughout one’s life.
“On the spot”	An on-the-spot decision or action is one that is unplanned and occurs at the point of need (idiom).
Professional development	The systematic practice of improving one’s skills and knowledge within a professional domain; in this case, teaching.
Reflective teaching practices	To systematically and actively think about what happens in the classroom, both in terms of the teaching itself and in terms of the learner response, and then to try to improve it.

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Module 14: Reflective Teaching

Module 14, Reflective Teaching

Introduction, Expanded Narrative

Good teachers are always learning: learning from students, learning from their own trial and error, learning from peers and colleagues, learning from mentors and supervisors, and learning from academic information in their field. Good teachers continue to learn throughout their careers. This is called “life-long learning” or “ongoing professional development.” One tool that can help teachers develop professionally is known as “reflective teaching practice.” Reflective teaching is the focus of this final module.

Module Focus

Reflective teaching means thinking about what happens in the classroom, both in terms of the teaching itself, and in terms of the learner response, and then, trying to improve it. We can ask ourselves...

- Were the goals of the session met? Why or why not?
- What worked well? What didn't?
- Did learners act as expected? Why or why not?
- How can class sessions be improved to provide opportunities for better learning?

Video Segment #1 and 2, Listen and Reflect [Read before viewing.]

Use the *Reflective Teaching Practice Observation Guide* on the following two pages to guide viewing of these segments.

Teacher Development

Reflective Teaching Practice Observation Guide

Video Segment #1

This is an observation and comparison activity. Think of a class you have recently taught.

Use Part A below to write your personal reflection. Then, listen to what the teachers in Video Segment #1 have to say as they reflect on their current teaching practices. Use the back of this handout or more paper if you need more space.

Use Part B of this guide to take notes about and analyze the other teachers' reflections.

Part A

Finish the following statements using your own words.

I believe that a good teacher...

The most important thing I try to accomplish in class every day is to...

Part B

Listen to other teachers and take notes on what they say about their beliefs and practices. Also look for answers to the questions...

- What beliefs and practices do they seem to have in common?
- What differences do they have?

Now compare Parts A and B. How do these teachers' reflections compare to your own?

Module 14: Reflective Teaching

Reflective Teaching Practice Observation Guide, Continued:

Video Segment #2

Again, think of a class you have recently taught. It can be the same class or a different class.

Use Part C below to write your personal reflection. Then, listen to what the teachers in Video Segment #2 have to say as they reflect on what they would like to be able to do in the future and on some of their ideas for helping make those ideas a reality.

Use Part D of the guide to take notes about and analyze the other teachers' reflections.

Part C

Finish the following statements using your own words.

As a teacher, my hope for myself and my students is that...

My plans for the future are to...

Part D

Listen to other teachers and take notes on what they say about their hopes (wishes), dreams, and plans for the future. Also look for answers to the questions...

- What hopes, dreams, and plans do they seem to have in common?
- What differences do they have?

Now compare Parts C and D. How do these teachers' reflections compare to your own?

Teacher Development

Further Reflections

[Read and answer after viewing.]

Teachers in this video share some of their reflections with us, and they model for us many of characteristics of reflective practices: They showed us that they:

- Are caring. They care about students as individual persons, about their needs, and about their learning. They recognize both the similarities and differences of their students.
- Are enthusiastic about helping students to learn better.
- Are curious and interested in ideas that may improve classroom learning.
- Feel comfortable doing self-analysis, and they are willing to put in the effort to do it well.
- Take responsibility both for solving the problems of their own classrooms, and for their own professional and skills development
- Are open-minded. They are open to and not threatened by ideas that may conflict with personal beliefs about the different aspects of their teaching situation.
- Have the energy to implement changes indicated by the reflection process.
- Enjoy working with colleagues on program development and professional development goals.

When you look in the mirror, how many of these characteristics do you see in yourself? Are there any that you would like to further develop or work toward?

Summary Discussion

1. As part of the pre-viewing and viewing activities for this module, you had an opportunity to practice with the Teacher Diary and Observation Guide activities. There are other forms of reflective practices as well; for example, peer observation (in Module 13). What are some ways in which peer observation and reflective teaching relate to each other, or reinforce each other?
2. Choose one or more of the recommended readings for this module to help guide this discussion question. What other forms of reflective teaching practices are recommended? Which ones seem like good possibilities for you, and why?
3. What form(s) of reflective teaching do you already use? What resources or support will you need if you decide to begin reflective teaching.

Module 14: Reflective Teaching

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of contextualizing language (see Module 14 *Readings* plus the *List of Additional Readings and Resources* below). Using the video, you have seen a few examples and ideas from other teachers' classes.

Now, think about the information that you have observed and discussed above. Then choose one of the reflective practices from this module (e.g. teacher diary, regular discussion group with peers, mental debriefing). Analyze your choice(s). What are the strengths? What are the challenges? Talk about your ideas with others.

Step 2

Create a timeline (calendar) for carrying out your reflective activities. Decide if you will work entirely alone, or with one or more partners.

Step 3

Begin the reflection process according to a timeline that works well for you.

Step 4

Plan to check in with one or more other colleagues (peers) in the future and exchange ideas on how the reflective process has been working. Make adaptations, as needed.

Teacher Development

Answer Key to Module 14, Reflective Teaching

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

Module 14, Video Segment #1

Part A

This will vary on an individual basis.

Part B

Some of the comments from other teachers in the video with regard to their beliefs and practices include the following.

Teacher #1 (blue dress, student posters behind her):

- Makes small, incremental changes in the classroom. She is deliberate and purposeful with changes; she explains the changes that are occurring.
- Believes that students learn better when they are “relaxed” and having fun; when the lesson is “meaningful.”
- Introduces surprises and new activities sometimes in the classroom to keep students interested.
- Brings in / expands on content whenever it seems appropriate (uses a thematic or content-based approach).

Teacher #2 (white shirt, yellow chart behind her):

- Uses Guided Language Acquisition Design (GLAD) strategies, especially with her lower level language learners.
- Works to increase interactivity and use of target language, encourages speaking and production, and provides visual support.
- Uses lots of songs and chants to improve language retention.
- Ties language learning to specific content areas.

For more on GLAD, see their Web site:

Project GLAD

<http://www.projectglad.com/glad.html>

Teacher #3 (pink sweater, chalkboard behind her):

- Keeps students actively engaged.
- Creates opportunities for students to learn from each other.
- Provides regular opportunities for group work because students like it.
- Remains flexible in her lessons; makes changes on the spot as needed.
- Gives students choices (control over their own learning) and lets them make decisions about their own learning; keeps learning at the center of all activities.

Module 14: Reflective Teaching

Part C

This will vary on an individual basis.

Part D

Some of the comments from other teachers in the video with regard to their hopes (wishes), dreams, and plans for the future include:

Teacher #1 (long-sleeved blouse, pink bulletin board behind her):

- “Reflecting is always a good thing...” This is clearly a practice she engages in regularly.
- She would like to give students more opportunities for “exposure” to the real world, or the “outside world,” to make the language learning as contextualized and meaningful as possible.

Teacher #2 (red shirt, mural painting behind her):

- She is going to try to “have more conversations” and to put more emphasis on “communication” in English in her classes.
- She wishes in the future she could have her own classroom instead of moving from class to class, so that she could have English all over the walls and class for greater language exposure.
- She loves her work and the students she works with, and expects that this will continue.

Teacher #3 (white blouse, green wall and plant in background):

- She anticipates that the demand for English will continue to increase, especially in developing countries. Her school will continue to support English language instruction in the curriculum.
- She is planning to re-use a lesson she has taught before, using authentic materials from newspaper ads.
- She wants to create opportunities for students to improve their language skills and get good jobs.
- For herself, she plans to continue teaching for now and she enjoys it, but perhaps someday would like to move into an administrative role (in the Ministry of Education).
- She would like to reinstate student exchanges overseas.

Teacher #4 (blue dress, student posters behind her; same person as in Part B, teacher #1):

- Wishes students could learn to be brave and seek out new knowledge on their own.
- Hopes students will learn to get better at asking for help.

Summary Discussion

The readings include additional reflective practices such as:

- Teaching portfolios.
- Video or audio recordings of lessons, with follow-up analysis.
- Mentoring partnerships between new and more experienced teachers.
- Reflective practice as an integral part of formative peer observation.
- Classroom assessment techniques in which teachers actively gather feedback (some of it anonymous) from students to help shape the curriculum, lessons, and teaching practices.

Appendix, Additional Handouts

Observation Form A for Language Classes: Focus on Learners

Directions

Use the following questions about classes that you observe as a guide to:

- Create a rich (detailed) description of what is happening in the class.
- Identify and analyze innovations, patterns, and activities.
- Imagine ways you might apply what you see to your own teaching situation.

Physical Class Arrangement

Pretend that you are “flying” above the class looking down, or in a corner of the room with a full view of the class. On a separate piece of paper, draw a layout of the room. Include as many details as you can about placement of people, furniture, materials, etc. Refer to your diagram, as needed, when you answer the questions below.

Learner Profile

1. How many students are in the class? How many are male, and how many are female?
2. Approximately how old are they?
3. What about their language level(s)?
4. Are there any other special characteristics you think are worth noting?

Learner Movements / Activities

1. Create a log that shows where learners are during your observation (time and place), e.g.:
09:00 Students sit in rows all on a rug in the corner of the room that has no windows.
09:15 Students move to learning centers.
09:45 Students return to the rug area and form one large circle, standing up.
2. Choose *one* focus area and write a running log or narrative of what you observe. Focus areas can be things such as classroom behaviors (raising hands, self-management, following directions), materials on the walls (posters, student work, reference materials, pictures, etc.), teacher directions, etc.
3. Analyze your movement and focus area notes. Can you detect any patterns? Make any generalizations? Were there any surprises for you? What did you learn?

Reflect and Apply

Now draw a diagram of your own class and complete a learner profile for your students. How do they compare with the class that you just observed? Is there anything from your analysis of the class you observed that you might try in your own class(es)? If yes, with or without adaptations (modifications)? Explain.

Module 14: Reflective Teaching

Observation Form B for Language Classes: Focus on Student / Teacher Interactions

Directions

Use the following questions about classes that you observe as a guide to:

- Create a rich (detailed) description of what is happening in the class.
- Identify and analyze innovations, patterns, and activities.
- Imagine ways you might apply what you see to your own teaching situation.

Physical Class Arrangement

Pretend that you are “flying” above the class looking down, or in a corner of the room with a full view of the class. On a separate piece of paper, draw a layout of the room. Include as many details as you can about placement of people, furniture, materials, etc. Refer to your diagram, as needed, when you answer the questions below.

Student Profile

1. How many students are in the class? How many are male, and how many are female?
2. Approximately how old are they?
3. What about their language level(s)?
4. Are there any other special characteristics you think are worth noting?

Student /Teacher Interactions

1. Create a log that documents all communication (verbal and nonverbal) in the classroom, e.g.:
 - Ss stand and chorally greet the teacher, “Good morning, Mrs. Santana.”
 - T replies, “Good morning, students!” She motions with her hand for them to sit down.
 - T invites the S who is her helper for that day to check attendance and give a report.
2. Choose *one* communication focus area and write a running log or narrative of what you observe. Some examples areas are: Student-to-Student (S:S) or Teacher-Student (T:S) interactions, percentage of the time English is used, or percentage of time that males vs. females answer teacher questions.
3. Analyze your movement and focus area notes. Can you detect any patterns? Make any generalizations? Were there any surprises for you? What did you learn?

Reflect and Apply

Now draw a diagram of your own class and complete a learner profile for your students. How do they compare with the class that you just observed? Is there anything from your analysis of the communication that you observed that you might try in your own class(es)? If yes, with or without adaptations (modifications)? Explain.

Appendix, Additional Handouts

Observation Form C for Language Classes: Focus on “Teacher Talk”

Directions

Use the following questions about classes that you observe as a guide to:

- Create a rich (detailed) description of what is happening in the class.
- Identify and analyze innovations, patterns, and activities.
- Imagine ways you might apply what you see to your own teaching situation.

Student Profile

1. How many students are in the class? How many are male, and how many are female?
2. Approximately how old are they?
3. What about their language level(s)?
4. Are there any other special characteristics you think are worth noting?

Observation Focus Areas

Choose *one* of the following “teacher talk” focus area for your observation. How does the teacher use English or other communication devices in the classroom to perform these kinds of tasks?

• **Directions.** How does the teacher give directions? How does she speak? Does she repeat the directions? Paraphrase them? Ask students to repeat them back to her? Refer students to directions that are posted on a wall or another place?

• **Feedback.** What *kinds* of feedback (error correction) does the teacher give students? Is it for language only? Behavior? Other things? *How* does the teacher give that feedback (commands, “no” statements, redirects students, offers reminders, asks questions, models the correct way, etc.)?

• **Language level.** What level of English does the teacher use? List examples (grammatical tenses and complexity, vocabulary items, number of repetitions, writing structure, rate of speech, etc.).

Analyze and Evaluate

1. Do you think the “teacher talk” for your focus area was appropriate for these learners? Explain.
2. Do you think the “teacher talk” for your focus area was effective for these learners? Explain.

Reflect and Apply

Now complete a learner profile for your students, and reflect on your own performance in the same focus area. How do your behaviors compare with the class that you just observed? What did you learn? Is there anything from your analysis of the communication that you observed that you might try in your own class(es)? If yes, with or without adaptations (modifications)? Explain.

Module 14: Reflective Teaching

Observation Form D for Language Classes: Focus on Lesson Plan Sequence

Directions

Use the following questions about classes that you observe as a guide to:

- Create a rich (detailed) description of what is happening in the class.
- Identify and analyze innovations, patterns, and activities.
- Imagine ways you might apply what you see to your own teaching situation.

Student Profile

1. How many students are in the class? How many are male, and how many are female?
2. Approximately how old are they?
3. What about their language level(s)?
4. Are there any other special characteristics you think are worth noting?

Observation Focus Areas

Choose *one* of the following lesson plan focus areas for your observation.

- The sequence of activities during the lesson.
- How transitions between activities were managed.
- Types of language skills that the lesson plan addressed.
- Non-language skills that the lesson plan addressed.
- The way(s) in which a content area (topic or theme) was combined with language material.

Write a running description of what you noticed about your focus area.

Analyze and Evaluate

1. Do you think the lesson plan was appropriate for these learners? Explain.
2. Do you think the lesson plan was effective for these learners? Explain.
3. What do you think took place in class prior to this lesson plan? What do you think will follow?
4. Are there any changes you would recommend? Explain.

Reflect and Apply

Now complete a learner profile for your students, and reflect on your own performance in the same focus area. How do a “typical” lesson plan for you compare with the class that you just observed? What did you learn? Is there anything from your analysis of the lesson plan you observed that you might try in your own class(es)? If yes, with or without adaptations (modifications)? Explain.



United States Department of State
Washington, DC 20547
<http://englishprograms.state.gov>

University of Oregon
<http://www.uoregon.edu>