

Classroom Language

Programme: MoE K – 12

Junior high school teacher training

British Council Taipei

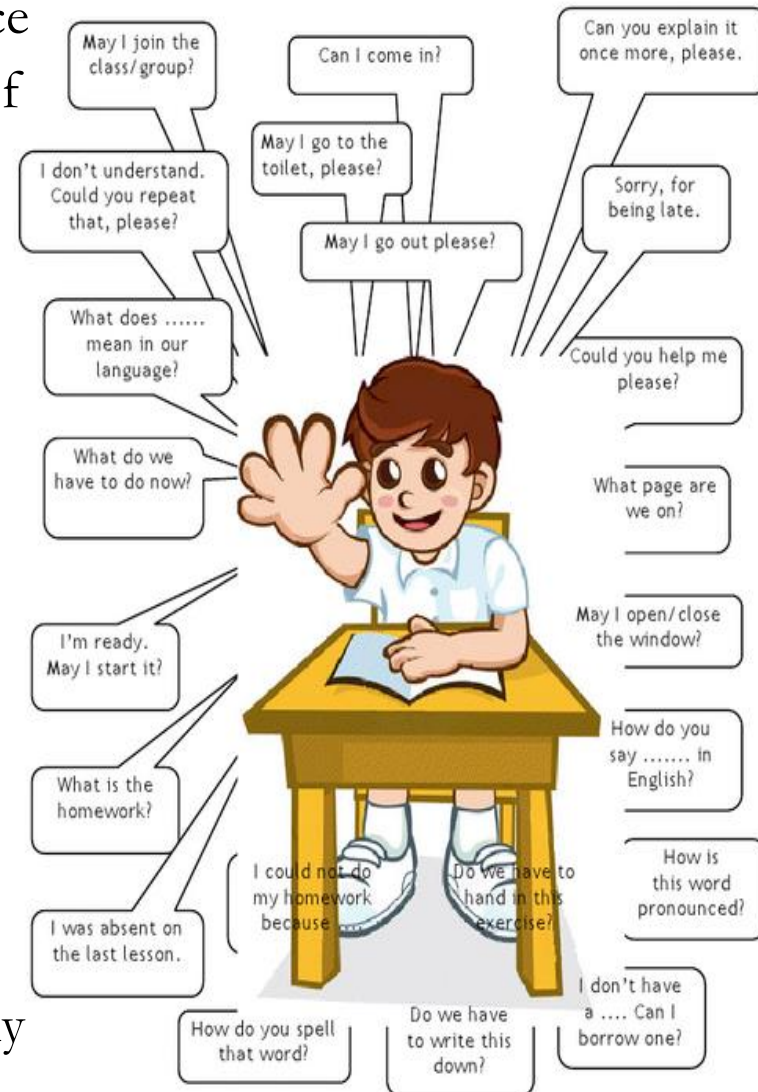


Learning outcomes:

This workshop aims to highlight the importance of classroom language in English. By the end of this workshop participants will be able to:

- to explain how classroom language aids language acquisition
- understand when L1 or L2 is more beneficial for learners in the classroom
- teach classroom language in context to your young learners and help them to practise using it
- give instructions for various activities effectively

CLASSROOM LANGUAGE



What is classroom language?

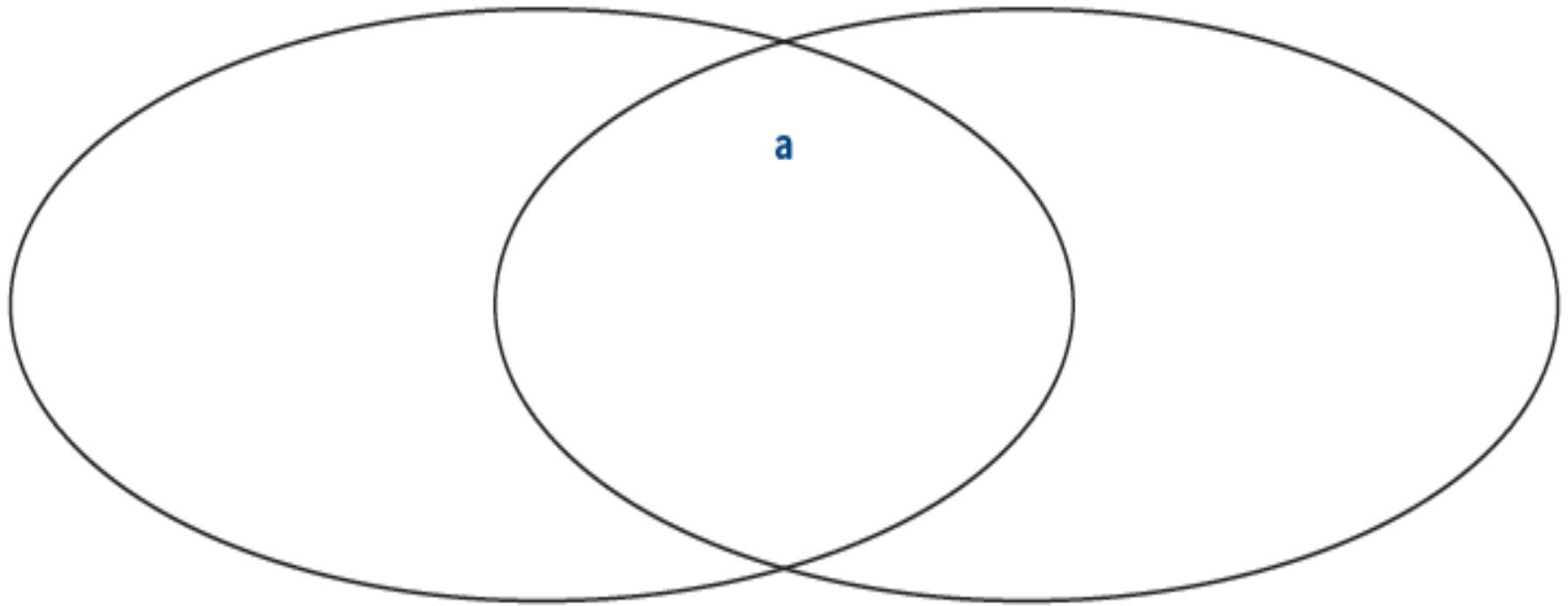
Who says what?

a) "Good morning. How are you?"

Teacher's language

Teacher's or learners' language

Learners' language



Read the examples of classroom language on the next page and fill in the venn diagram.

What is classroom language?

b) "Pens down and listen, please."

c) "How do you spell it?"

d) "Please may I be excused?"

e) "Where's the dictionary?"

f) "That's not right. Try again."

g) "Whose turn is it?"

h) "Sit down, please."

i) "What does this mean?"

j) "Could you say that again?"

k) "Can I borrow your ruler?"

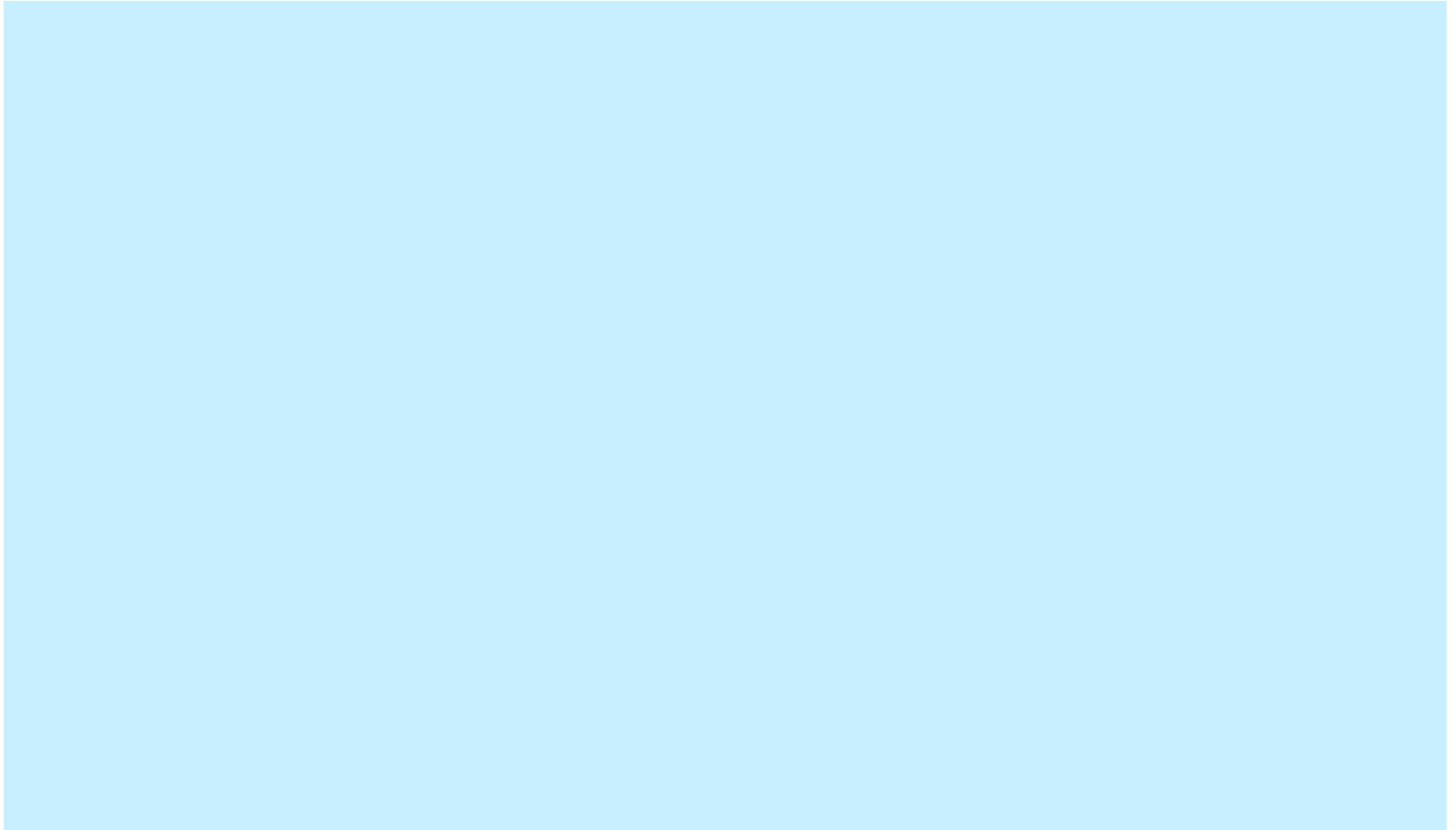
l) "Why did you write that?"

m) "You have five more minutes."

n) "Shall I go first?"

So what is classroom language to you...

Write a definition in the box below...



So why use classroom language? – Fill in the gaps below

a. it is widely believed	b. when and where	c. an additional benefit
d. on the tip of the tongue	e. acquire their mother tongue	f. as a matter of fact
g. need fine-tuning	h. come to understand	

The importance of classroom language:

Young learners 1._____ through constant exposure to and usage of language.
2._____ that lexical chunks, or commonly used phrases, aid acquisition.

By hearing chunks of language used in relevant contexts many times, young learners
3._____ the meaning of each chunk. Eventually they are able to produce the phrases themselves in appropriate contexts to express themselves accurately. Young learners do not analyse the grammar of such chunks – they just know 4._____ to use them, through repetition and successful usage. Learners of second languages can also acquire lexical chunks in the same way.

5._____ of lexical chunks is how they aid fluency. By having a store of such chunks
6._____, speakers don't have to think so hard about every word they say, which would slow down speech. They can produce the appropriate chunk at the appropriate time without much thought, and so concentrate on other aspects of speech, which may
7._____, such as grammar and discourse.

So why use classroom language? – Conclusions

It makes sense then, that teachers of English as _____ should... use _____ in the classroom as much as possible. Classroom language, such as greetings, instructions, giving feedback, etc. contain examples of lexical chunks and tend to be used _____.

If such language is said in English, learners will gradually _____ these phrases in the same way as a native speaker would. Learners should also be encouraged to use such phrases themselves, in order _____.

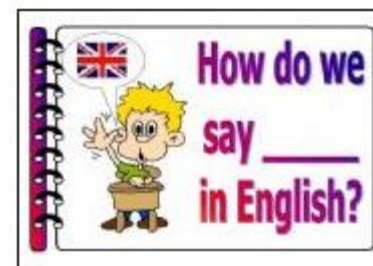
**lexical
chunks**

**to aid
fluency**

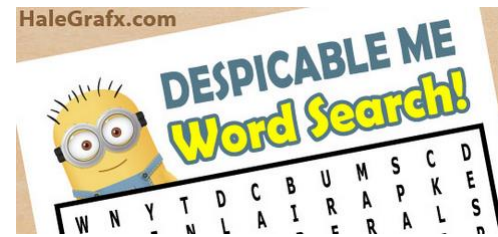
**repetitively
in context**

acquire

**a foreign
language**



Let's set up a word search



T	V	S	T	S	O	F	S	B	E	S	S	E	X	E
G	B	G	E	C	Y	U	R	A	A	V	U	N	G	U
S	M	S	E	O	O	E	R	E	A	Q	B	I	W	U
W	E	A	P	M	N	T	L	L	S	O	M	R	C	E
Q	N	A	R	E	H	A	U	L	N	H	E	A	P	H
S	F	O	B	Q	C	A	C	E	A	R	R	M	R	T
W	N	Z	U	E	B	T	S	L	H	V	S	B	E	A
E	I	A	P	L	D	S	A	K	O	U	I	U	C	E
Y	K	G	E	G	C	Q	L	C	E	V	B	S	I	R
E	D	I	S	A	S	T	E	R	U	L	L	P	O	B
S	N	I	A	T	N	U	O	M	A	L	E	H	U	G
F	O	R	E	S	T	S	A	E	S	E	A	T	S	I
F	C	S	N	I	A	L	P	L	K	V	P	R	O	A
G	N	I	Z	A	M	A	J	E	W	E	L	S	N	N
J	H	T	H	R	R	N	J	U	U	J	K	X	T	T

Now set up the word search...

Listen to the classroom language your teacher uses...



Pre-teach the following classroom language...



It's another word for...

It's an adjective / a verb / a noun / an adverb that means the same as...

They are very ... , for example, they are cold / hot / big / small

They are + colour, for example, they are blue, black, green etc

They're places where... , for example, they are places where animals live or they're places where you'll find many trees

They're places that people like to climb / like to walk / like to swim

They're very high / very low

They're in the middle of ... / on the top of / on the bottom of / to the west of / to the east of etc

Everybody need this to ...

If you are under stress you should do this carefully

They're really valuable

They're very dangerous

We have them in Taiwan / They have them in ...

Pre-teach the following classroom language...



A volcano can be one of these...

It's a kind of a vehicle

It's a kind of a vehicle that you find under the sea

Animals have these

Human beings have these

It's a word starting with ..., for example, it's a word starting with S

It's at the top / at the bottom / on the left / on the right

It's near the top / near the bottom / in the middle

It starts on the second row / third line

It's second from the top / third from the bottom / forth from the right / fifth from the left

It goes diagonally

It goes from top to bottom / from bottom to top / from left to right

Amazing

Spectacular

Enormous

Giant

Oceans

Seas

Plains

Forests



Valleys

Mountains

Breathe

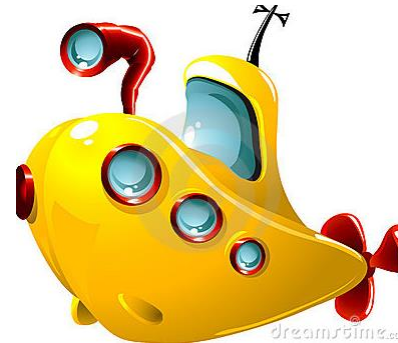
Fresh

Pearls

Jewels

Precious

Valuable



Seabed

Volcanoes

Earthquake

Disaster

Submersible

Submarine

Bones

Skeleton



Activity _____

Age/Level/Class Size _____

Activity	Procedural language <u>used</u> by the teacher to set up the activity	Functional language needed by the students to complete the activity	Target language

Feedback for teacher:

Let's play back to the board



William Shakespeare





Activity _____

Age/Level/Class Size _____

Activity	Procedural language <u>used</u> by the teacher to set up the activity	Functional language needed by the students to complete the activity	Target language

Feedback for teacher:

Back to the board



Do you think this activity could be adapted to work with your young learners?

What classroom language would you need to use to set up this activity?

How can you turn over the procedural language to your young learners.

How would you stop your young learners from using Chinese during this activity?

How would you teach your young learners the classroom language they need?

Reducing use of L1 - Classroom functional language cards

Ask:

What's number / question ... ?

What have you got for ... ?

What's the answer for ... ?

Can you help me, please?

How do you spell ... ?

What does ... mean?

How do you say ... in English?

Teacher, can you check my work please?

Answer:

- *Okay, it's ...*
- *I think ... I guess ...*
- *Well, it might be ...*
- ❖ *I'm not so sure.*

- *Okay, sure!*
- *Right, it's ...*
- *Well ...*
- *Okay, it's ...*

- *Of course!*

Classroom functional language cards: Personalised

YODA



My classroom language

Work in your group to produce at least two examples of classroom language suitable for your learners for each classroom situation in the table below

Greeting	Doing pair work
Getting learners' attention	Playing a game
Asking for permission	Giving feedback
Asking for clarification	Saying goodbye

Make your own classroom functional language card

Ask	Answer

Over to you...

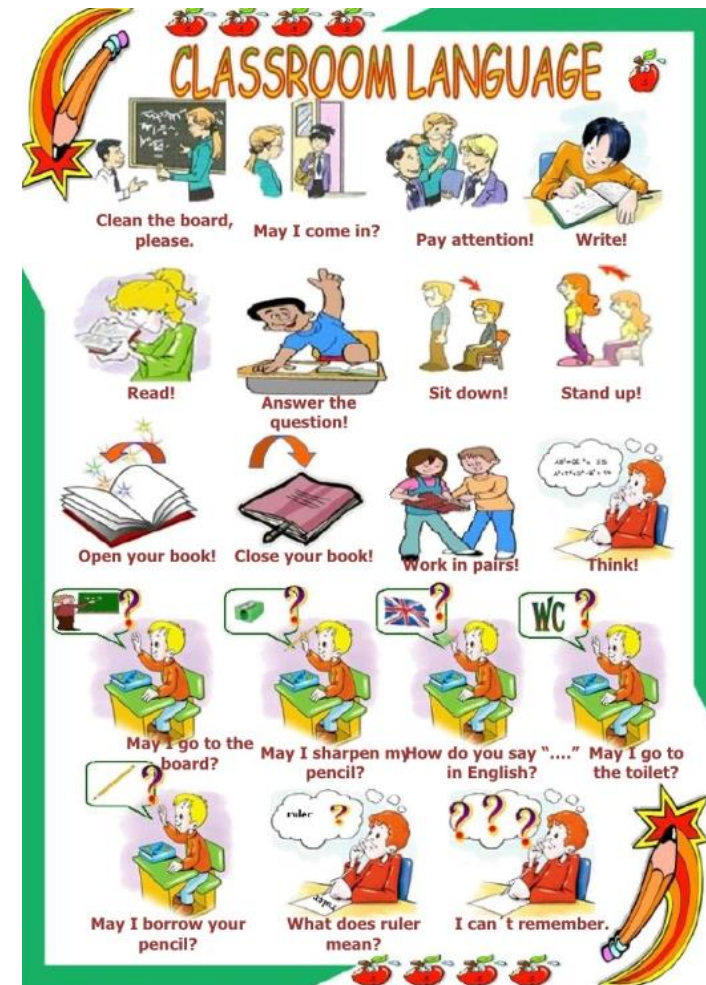
Have a look at the young learner activities your trainer will give to you.

A) Classroom survey – gift giving - unit 1 – English 3

B) Matching festivals activity – unit 3 – English 3

C) Ordering and sorting – unit 8 – volunteer work – English 3

Discuss how you are going to set these activities up for your young learners and then complete the classroom language planning forms in your groups.



Gift giving	Name	Yes / No	Reason(s)
Do you think an umbrella is a good gift for your grandmother or grandfather?			
Do you think a car is a good gift for a teenager?			
Do you think a diamond ring is a good gift for a teenage girl?			
Do you think a wallet is a good gift for a little boy or girl?			
Do you think a comb is a good gift for a teenager?			
Do you think a bike is a good gift for a teenager?			
Do you think a key ring is a good gift for a teenager?			
Do you think money is a good gift?			



Activity _____

Age/Level/Class Size _____

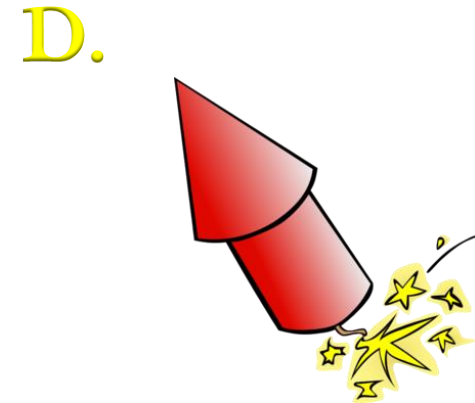
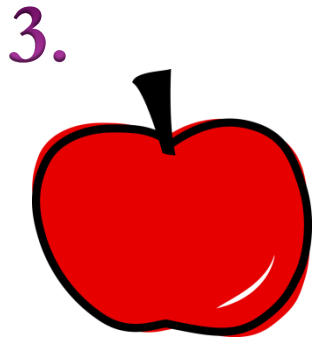
Activity	Procedural language <u>used</u> by the teacher to set up the activity	Functional language needed by the students to complete the activity	Target language

Anticipated Challenges/Teacher Notes:

Task B: Matching: Festivals:

English 3: unit 3

Match the things from the same festivals together



1. _____ 2. _____ 3. _____ 4. _____

Now tell your partner why you matched them in the way that you did.

What language will your students need to use to complete this task?

Task B: Festivals:

English 3: unit 3

Match the pictures with the description of the festivals

1.



2.



3.



4.



A. Santa brings gifts for good boys and girls at this time of year.

B. Counting down is an important part of this festival.

C. Young people often celebrate this festival more than old people.

D. Be careful! You might see ghosts at this time of year!

1.____ 2.____ 3.____ 4.____

Discuss why you matched the pictures and descriptions in the way you did!

Activity _____

Age/Level/Class Size _____

Activity	Procedural language <u>used</u> by the teacher to set up the activity	Functional language needed by the students to complete the activity	Target language

Feedback for teacher:

Task C: English 3: Unit 8

Ordering and sorting: Volunteer work



Collect ideas from others in your group about why it is good to do voluntary work.

Discuss and decide which are the best ideas.

Then rank these ideas in order from best to worst reason to become a volunteer.



1.

2.

3.

4.

5.



What language will your students need to use to complete this task?

Activity _____

Age/Level/Class Size _____

Activity	Procedural language <u>used</u> by the teacher to set up the activity	Functional language needed by the students to complete the activity	Target language

Anticipated Challenges/Teacher Notes:

L1 and L2 use – When is using the mother tongue OK?

Classroom situation

L1 or L2?

- | | |
|-----|--|
| 1. | Explaining how to play a game to intermediate learners. |
| 2. | Intermediate learners comparing their answers to a gap-fill activity. |
| 3. | Explaining the meaning of a word to intermediate learners. |
| 4. | Comforting a learner who is upset.
(Remember Krashen's Affective Filter Hypothesis) |
| 5. | Elementary learners discussing a reading comprehension task. |
| 6. | Explaining a grammar point to elementary learners. |
| 7. | Talking to learners about their weekend. (Remember Krashen's Input Hypothesis) |
| 8. | Stopping two learners from fighting.
(Remember Krashen's Affective Filter Hypothesis) |
| 9. | Explaining how to do a pair work activity to elementary learners. |
| 10. | Explaining a grammar point to intermediate learners. |
| 11. | |
| 12. | |
| 13. | |
| 14. | |

Teacher talking time

“The more the teacher talks during the lesson, the better – it gives the learners more listening practice.”



“I disagree. If the teacher talks a lot, the learners don't have much time to practise speaking themselves.”



Do you agree with either of these views? Make a note of your main ideas.

Setting up an activity

- When giving instructions for an activity, teachers often talk too much. If using English, they may explain the activity in too many words, which the learners don't understand. So, the activity may not go well.
- If teachers use the learners' mother tongue, they deprive the learners of an opportunity to practise their English listening skills in an authentic situation. Giving instructions well in English takes practice.
- Now set up the how often activity without using any Chinese.

• T:\Teachers\Steven Murray\9. Teacher training\6. Secondary school - New Taipei City Nov - Dec\Classroom language\1. Classroom language works in progress\Materials for course participants to set up

Dos and don'ts

Dos		Don'ts	
a)	Demonstrate, rather than explain an activity, if possible.	j)	Use confident learners with a higher level of English to demonstrate activities.
b)	Make sure all the learners can see the demonstration before you start.	j)	Give out materials after you give the instructions.
c)	Elicit as much information from the learners as possible.	k)	Save time by producing all the information yourself.
d)	Explain the whole activity before learners begin, especially if it is a long and complicated one.	l)	Check that learners have understood your instructions by asking specific questions about the activity procedure.
e)	Use language that is above the learners' level.	m)	Ask learners "Do you understand?" at the end of your instructions.
f)	Use language that learners will be able to understand easily.	n)	Always have an instruction-giving stage, no matter what the activity.
g)	Give out materials before you give the instructions.	o)	Only give instructions if necessary – some activities can be learnt while doing, others don't need instructions.
h)	Give instructions in stages if necessary.		

Watch the video on providing different types of instructions in the young learner classroom. Reflect on...

- 1 ... one new thing you have learnt from this video. Explain why you chose it to your group.
- 2 ... one style of giving instructions that you want to try out with your young learners. Explain why you chose it to your group.
- 3 ... one important thing from this video that you would like to share with your colleagues. Explain why you chose it to your group.

Reflect on...

- 1 ... one new thing you have learnt from this workshop.
- 2 ... one activity from this workshop that you will try out with your learners.
Explain why you chose it.
- 3 ... one important thing from this workshop that you will share with your colleagues.

Glossary

Acquisition The way people learn their mother tongue

Affective Filter Hypothesis Part of Dr. Stephen Krashen's Second Language Acquisition Theory, published in 1981. He believed that learners can only accept language input if their affective filter is low, i.e. they are motivated, confident and relaxed. If they are unmotivated, lack confidence or feel anxious, the affective filter will be up and will block any input from being received

Classroom language The language used in an English language classroom as part of the procedure, e.g. greetings, asking permission, getting learners' attention, giving instructions, giving feedback, etc. It is usually used repetitively

Elicit To get information from learners, rather than the teacher providing it. This can be done in a variety of ways, such as asking questions, using pictures, using prompts, brainstorming, etc.

Glossary

Input Hypothesis Part of Dr. Stephen Krashen's Second Language Acquisition Theory, published in 1981. He stated that learners should be exposed to language, which is comprehensible +1, i.e. slightly above the language level they have reached. He believed that learners will be able to understand such language by using the context and their world knowledge and, at the same time, acquire the new language

L1 First language, or mother tongue

L2 Second language, usually being learnt in a classroom

Lexical chunks A phrase/group of words that are commonly used together. The speaker doesn't separate the words to understand the meaning, but rather sees them as a whole lexical item

Teacher talking time The amount of time an English language teacher talks during the lesson

Recommended reading

www.teachingenglish.org.uk/think/articles/lexical-approach-1-what-does-lexical-approach-look – the first of two clearly written articles by Carlos Islam and Ivor Timmis in 2003, defining lexical chunks as part of the lexical approach to teaching and learning. There is also a link to lexical approach activities.

www.teachingenglish.org.uk/blogs/brenbrennan/it-ok-use-l1-classroom – an interesting blog detailing one teacher's experience of using L1 and L2 in the classroom in 2010.

www.teachingenglish.org.uk/forum-topic/language-teaching – this discussion explores the advantages and disadvantages of using mother tongue in the classroom.

www.teachingenglish.org.uk/talk/questions/giving-clear-instructions-0 – an interesting discussion about how to give clear instructions in English when setting up an activity, especially where the learners' level of English is low.

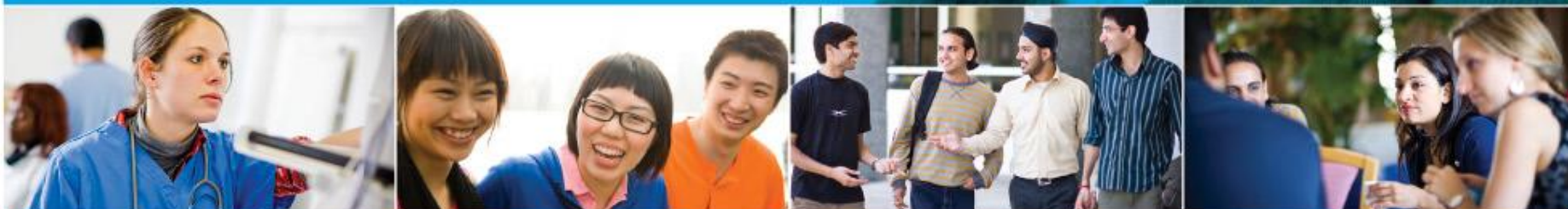
www.teachingenglish.org.uk/think/articles/eliciting – an article by Steve Darn from 2009, detailing why elicitation is a useful technique, how it can be difficult in some cultures and useful tips for doing it successfully.

Differentiation in the Mixed Ability Classroom

Programme: MoE K-12

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Mixed ability / differentiation: Session aims

To develop your understanding of the role of differentiation in the young learner classroom.

To develop your understanding of differentiation according to ability.

To develop your understanding of differentiation according the learning styles.

To develop your understanding of differentiation in relation to task outcomes and the levels of support you can provide to your young learners.

To develop your understanding of how to differentiate your own activities / tasks and outcomes.



Linkin Park – a differentiated lesson



Answer these questions about Linkin park



1. What kind of music does Linkin Park play?
2. How many albums have they sold since their formation in 1996?
3. How many Grammy Awards have they won?
4. Do you think Linkin park is a successful band or not? Why?
5. What was the name of the album that became top of the album charts in 2003?
6. Which song appeared at the end of the movie –Transformers?
7. Why do you think Linkin park's music is in a lot of movies?
8. What do you think of Linkin park?

How are these questions differentiated?



Linkin Park is a rock band from Agoura Hills, California.

Since their formation in 1996, the band has sold more than fifty million albums and won two Grammy Awards.

They achieved mainstream success with their debut album, Hybrid Theory, which was certified as a Diamond album by the RIAA in 2005.

Their following studio album, Meteora, continued the band's success, topping the Billboard 200's album charts in 2003, and was followed by extensive touring and charity work around the world.

How can we differentiate this reading comprehension?



1. We can get our students working individually, in pairs or in groups.
2. We can put the answers around the room, making the activity kinaesthetic, thereby catering to a different learning style.
3. We can do this activity as an information gap. That is, student A can answer the odd questions and student B can answer the even questions, before sharing their information with each other.
4. We can get fast finishers to write their own questions about Linkin park.

Lyrics – What I've done – Gap fill



- | | |
|--------------------------------|----|
| 1) In | 1) |
| There's no blood | |
| 2) There's | 2) |
| 'Cause I've drawn regret | |
| 3) From | 3) |
| Of a thousand lies | |
| [Pre-Chorus:] | |
| 4) So come | 4) |
| And wash away | |
| 5) What | |
| [Chorus:] | 5) |
| I'll face myself | |
| 6) To what I've become | |
| Erase myself | 6) |
| 7) And of what I've done | |
| Put to rest | 7) |

Lyrics – What I've done – Gap fill



- 8) What you me
While I clean this slate
- 9) With the hands
- [Pre-Chorus]
- 9) [Chorus]
- 10) For what I've done
10) I
- And whatever pain may come
- 11) Today
I'm forgiving what I've done!!!
- [Chorus]
- 12) What Forgiving what
I've done

Lyrics – What I've done – Gap fill



1) In

There's no blood

2) There's

'Cause I've drawn regret

3) From

Of a thousand lies

[Pre-Chorus:]

4) So come

And wash away

5) What

[Chorus:]

I'll face myself

6) To what I've become

Erase myself

7) And of what I've done

Put to rest

1)

2)

3)

4)

5)

6)

7)

let go, the truth, cross
out, let mercy, no alibi,
this fair world, I've
done,

Lyrics – What I've done – Gap fill



- 8) What you me
While I clean this slate
- 9) With the hands
- 10) [Pre-Chorus]
- 11) [Chorus]
- 12) For what I've done
- 10) I
And whatever pain may come
- 11) Today
I'm forgiving what I've done!!!
- [Chorus]
- 12) What Forgiving what
I've done
- I've done, thought of,
of uncertainty, start
again, this ends

Lyrics – What I've done – Gap fill



1) In

1) this fair world / this round world

There's no blood

2) There's

2) no alibi / yes alibi

'Cause I've drawn regret

3) From

3) the lies / the truth

Of a thousand lies

[Pre-Chorus:]

4) So come

And wash away

4) let her come / let mercy come

5) What

5) I've not done / I've done

[Chorus:]

I'll face myself

6) To what I've become

Erase myself

6) out cross / cross out

7) And of what I've done

Put to rest

7) listen to / let go

Lyrics – What I've done – Gap fill



8) *bought for / thought of*

8) What you me
While I clean this slate

9) With the hands

9) *of another day / of uncertainty*

[Pre-Chorus]

10) *start up / start again*

[Chorus]

For what I've done

10) I

11) *this starts / this ends*

And whatever pain may come

11) Today

I'm forgiving what I've done!!!

12) *I've gone / I've done*

[Chorus]

12) What Forgiving what
I've done



How was this gap fill differentiated?

The highest level gap fill had no clues.

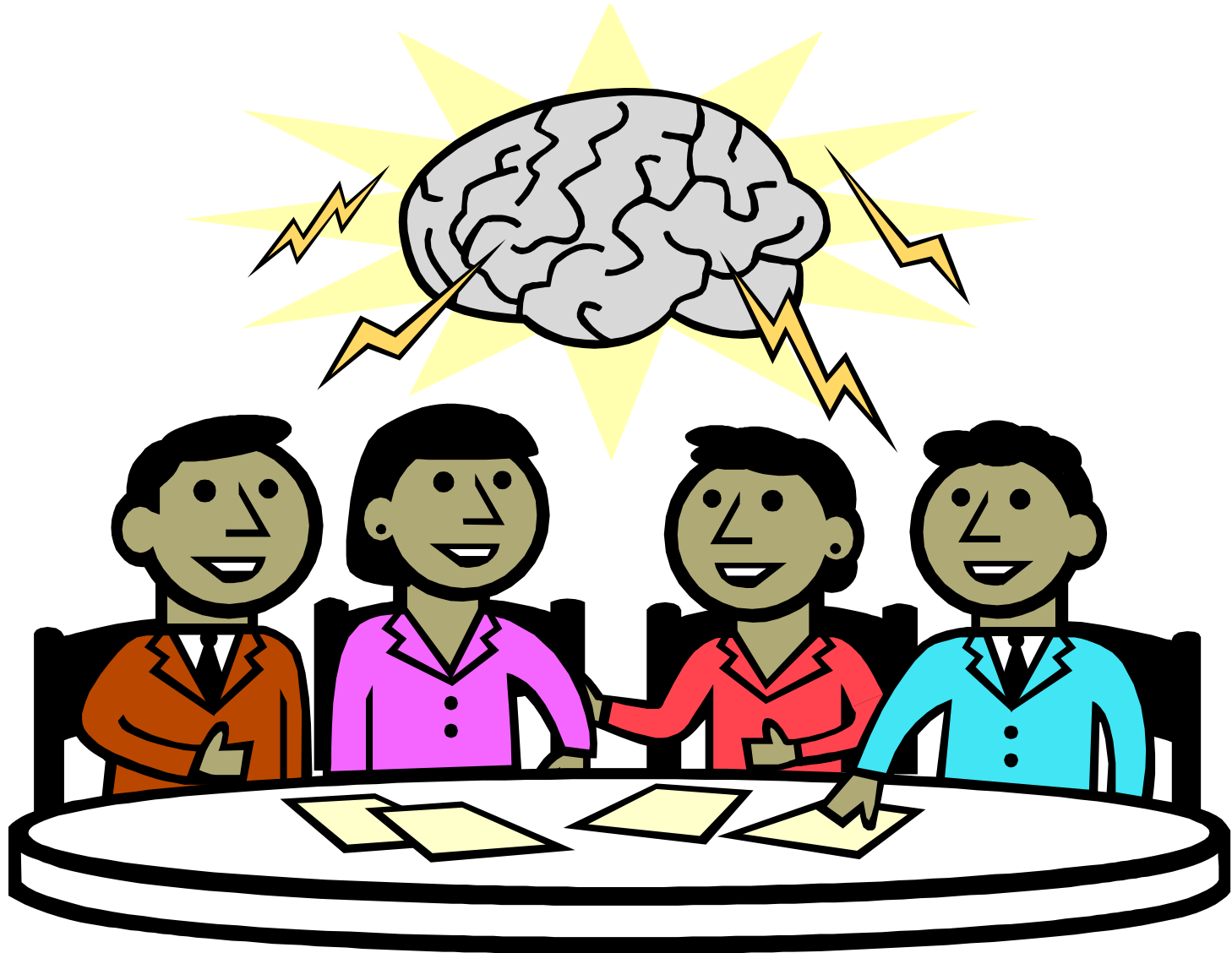
The medium level worksheet used vocab boxes to give the students clues about the phrases they needed to write in the gaps

The lowest level gap fill gave the students two possible alternative phrases to choose from.

Is it OK for students to do different worksheets in the classroom?

Of course! Sometimes this will happen in the differentiated classroom.

What is differentiation?



Children come to our class with ...



different learning
styles

different levels
of ability



different levels
of motivation

different personal
experiences

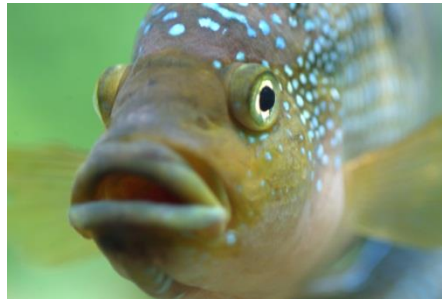
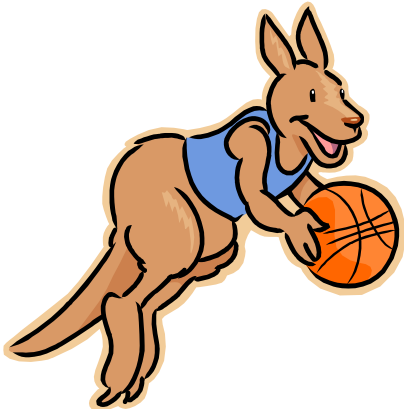
different interests

different educational
experiences

different levels
of readiness

Differentiated teaching ...

Watch the video and discuss with your classmates what happens to the...



<https://www.youtube.com/watch?v=o8limRtHZPs#t=275>

Differentiated teaching is..

A set of unique decisions that a teacher makes in order to bring meaningful learning within the grasp of all students.

So, the slower kids are
going to catch up.....*by
going more slowly?*



How can we differentiate?



SUPPORT



TASK



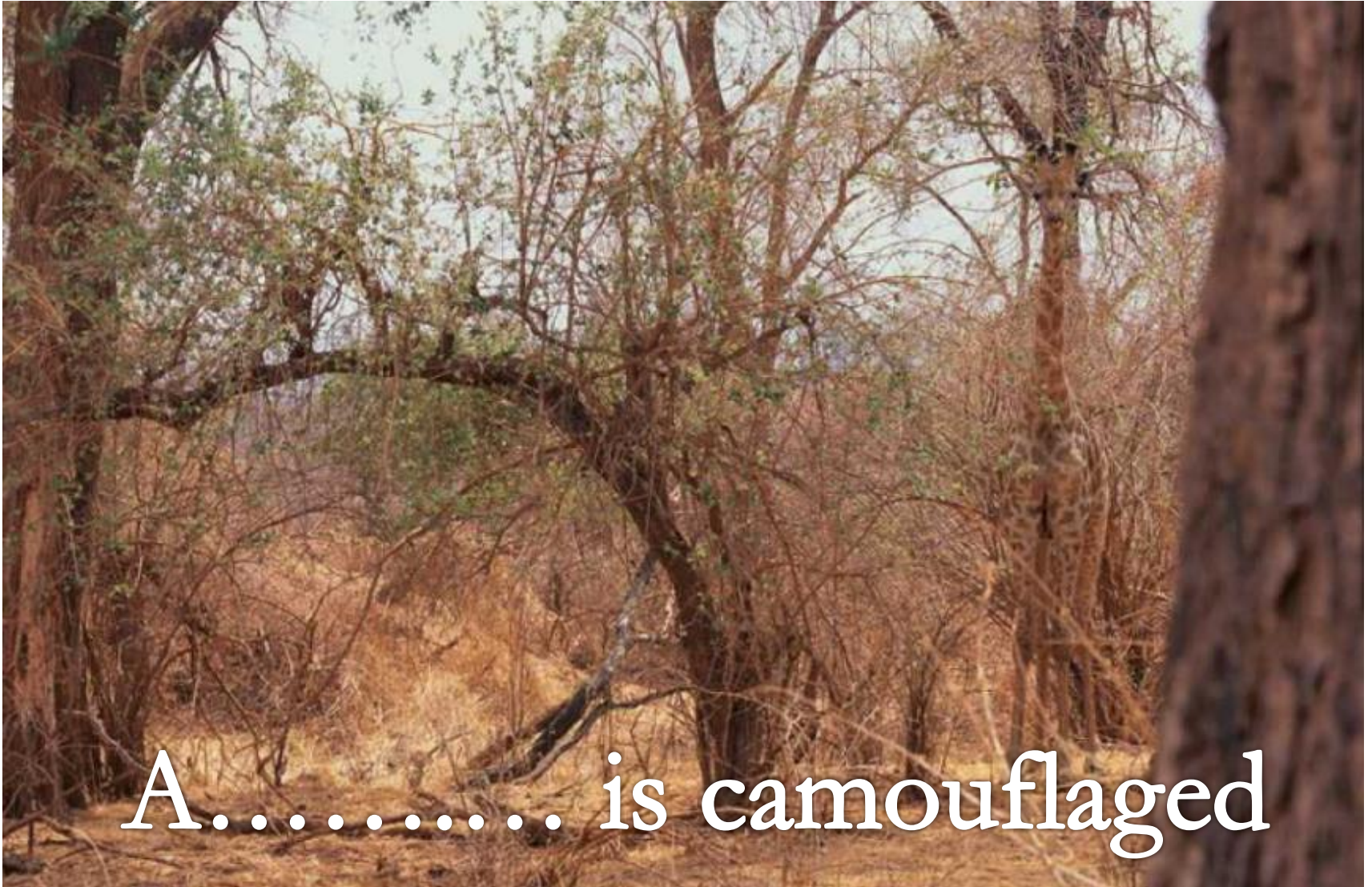
OUTCOME

Pre – task - What animal can you see?



English 3 – Unit 4 – The butterflies were marked - pages 47 - 60

Pre – task - What animal is camouflaged?



Now let's play the sentence building game

Let's divide into teams:

- When you find the animal put your hand up and tell me which animal is camouflaged and why.
- Then tell me one good sentence about the animal you've found. It can be related to anything you know about that animal.
- If I like the sentence I'll give you a point. Then the next team will get the chance to produce a longer sentence. If I like this sentence, I'll also give this team a point.

The is
camouflaged
because...

Add your own
sentence for a point

Add a longer
sentence than the
other teams for
another point

Pre – task - What animal is camouflaged and why?



Add a sentence. Then add a longer sentence...

How was this pre-task differentiated?

1. We started with a very easy sentence structure. That is, I can see a...
2. Then we introduced more challenging vocabulary. That is, a is camouflaged.
3. Then we asked the students to tell us why the animals were camouflaged. That is. The is camouflaged because...
4. Then we played the sentence building game. During this game there were opportunities for our higher level students to produce longer utterances while at the same time our lower level students could still participate by providing the initial answers.

Lead in to main task(s) - What animal can you see?



Main task – Differentiated approaches toward understanding reading

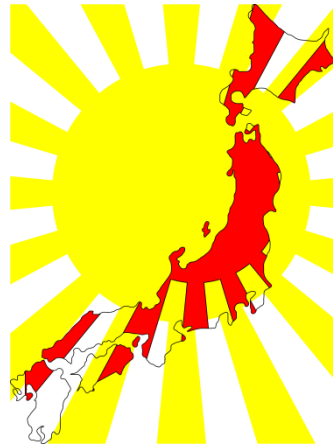
texts – Using pictures to predict content - Where do the butterflies go?



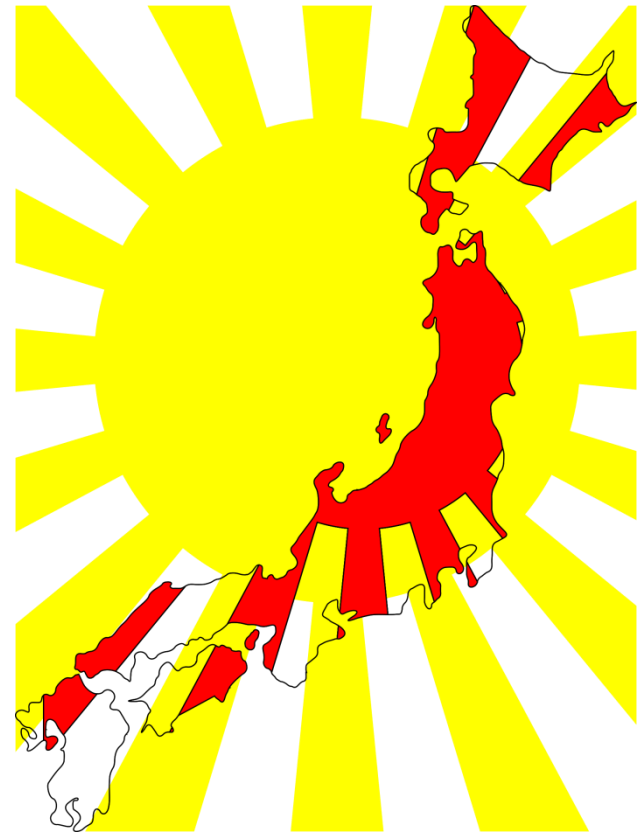
Main task – Differentiated approaches toward understanding reading texts – Using pictures to predict content - Where do the butterflies go?



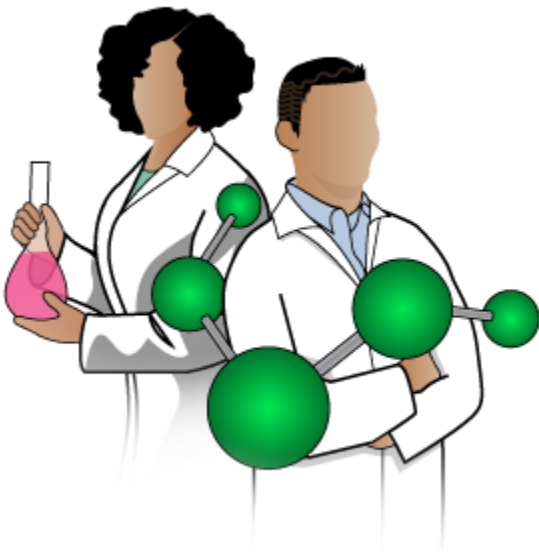
Main task – Differentiated approaches toward understanding reading texts – Using pictures to predict content - Where do the butterflies go?



Main task – Differentiated approaches toward understanding reading texts – Using pictures to predict content - Where do the butterflies go?

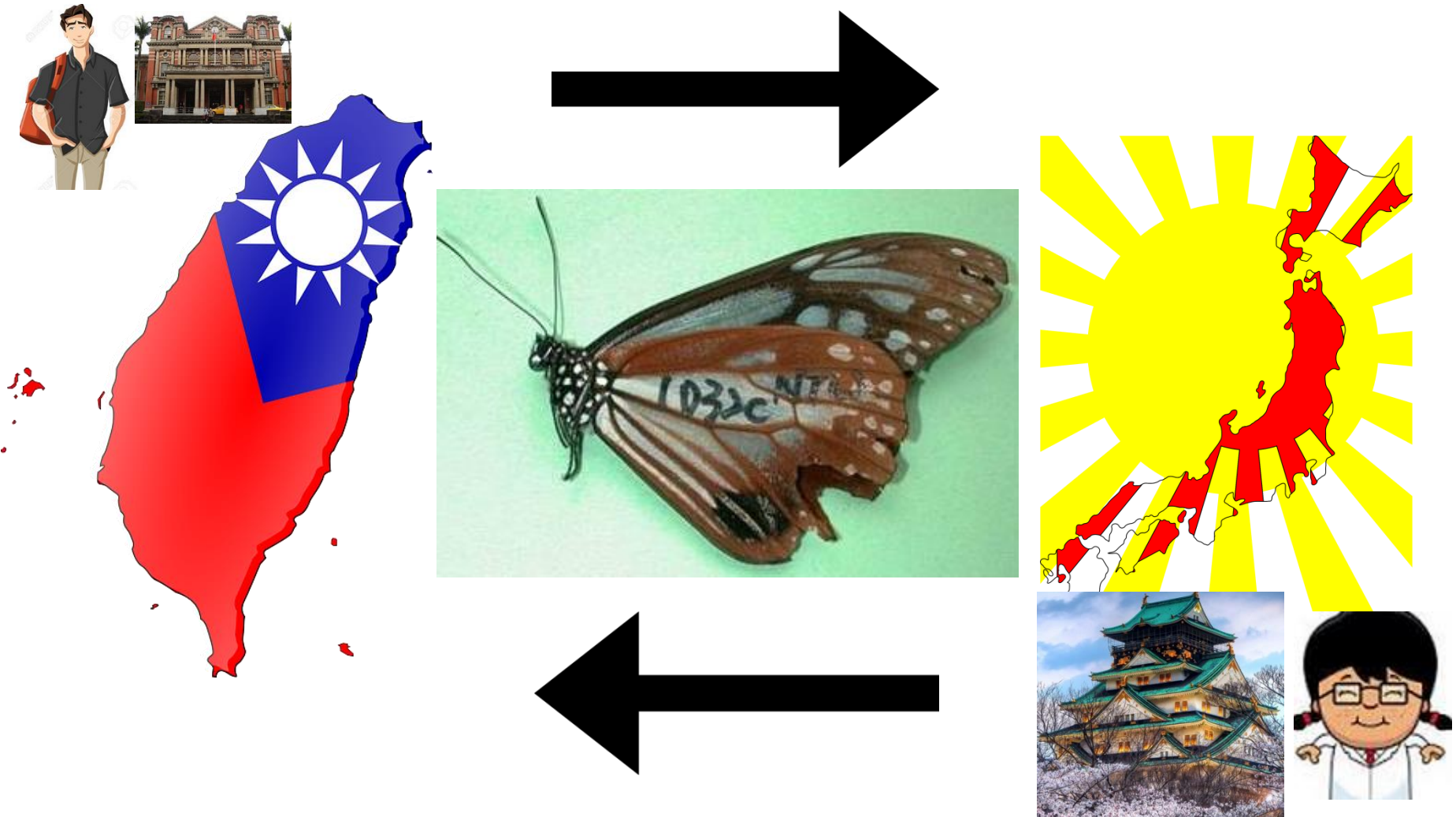


Main task – Differentiated approaches toward understanding reading texts – Using pictures to predict content - Where do the butterflies go?



Main task – Differentiated approaches toward understanding reading

texts – Using pictures to predict content - Where do the butterflies go?



Main task – Now read the texts how close were our predictions?

In May and June, thousands of chestnut butterflies can be found in Yangmingshan. But by July, most of them are gone. Where do they go? To find the answer, Li Xinde a student from National Taiwan University, marked four thousand butterflies in June 2000 to track them.

Later in July, one of them was caught by a man in Japan. He noticed the butterfly was marked with numbers and letters. After taking a picture of the butterfly and posting it on the Net, the man was told that the butterfly had traveled from Taiwan. The news surprised a lot of people because very few knew that butterflies could fly across the ocean like some wild geese.



Main task – Now read the texts how close were our predictions?

More exciting news came after Li's study. In November 2001, a chestnut tiger butterfly with the mark SOA118 was collected in Pingtung. The butterfly had been marked and released from Osaka in Japan. It had flown almost 2,300 kilometers from Japan to Taiwan. Many Scientists were excited about the news because it shows that chestnut tiger butterflies also fly from Japan to Taiwan.

How far can chestnut butterflies travel? Why do they fly across the ocean? Today scientists are still studying them to find out the answers to these questions and more...

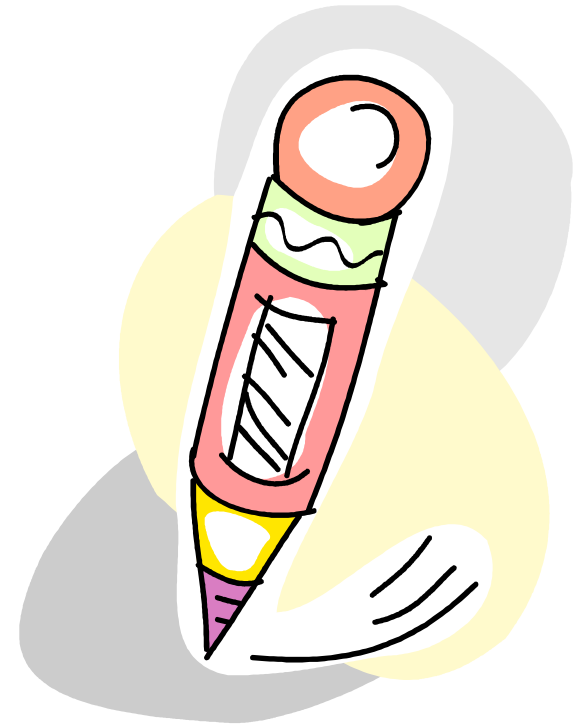


Main task - Checking comprehension of our story –

Information gap

Now answer the questions using the information included in the text.

Remember don't copy but write the answers in your own words.





Questions about page 48

- 1) When can thousands of butterflies be seen in Yangmingshan?
- 2) What was the name of the butterflies studied by Li Xinde?
- 3) How many butterflies did Li Xinde write on?
- 4) Where was one of Li Xinde's butterflies found?
- 5) How did Li Xinde hear about the butterfly that was found in a different country?
- 6) Do you think that it is surprising that butterflies can fly as far as geese? Why? Why not?





Questions about page 49

- 1) What do you think happened on the butterfly's journey from Osaka to Pingtung?
- 2) What do you think the butterfly saw on its journey from Osaka to Pingtung?
- 3) If you were the butterfly flying from Osaka to Pingtung how would you feel? Why?
- 4) What other animals do you know about that fly across oceans?
- 5) Do you think it's important for scientists to study animals that fly across oceans?
- 6) If you were a scientist what would you want to study and why?



Re – order these questions from pages 48 and 49



1) do / Where / the / go/ butterflies / ?

2) far / tiger / travel / How / butterflies / chestnut / can /?

3) Can / ocean / butterflies / the / across / fly /?

4) fly / Why / do / across / ocean / butterflies / the ?

5) do / butterflies / winter / the / How / spend / ?

Re – order these questions from pages 48 and 49



- 1) exciting / What / other / in / 2001 / news / came / ?
- 2) you / scientists / do / butterflies / How / mark / think /?
- 3) kilometers / Osaka / many / butterfly / the / How / fly / Taiwan / from / did / to / ?
- 4) What's / farthest / travelled / that / the / you've / distance / ?
- 5) do / things / like / other / to / What / study / scientists



Read pages 48 and 49 and write your own questions

1)How

?

2)What

?

3)Who

?

4)Where

?

5)When

?

6)Why

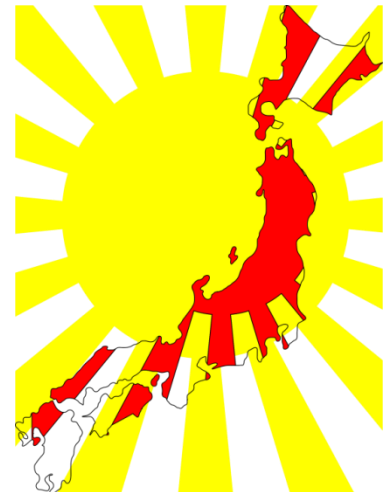
?



Questions to think about...

- 1) Why can the activity that predicted the story using pictures be described as a differentiated activity?

The pictures were used to predict the content of the story. This approach caters to visual learners differentiating by learning style. In addition, it's worth pointing out that reading a text is not the only way to understand it. So in this case we as teachers are differentiating by approaches towards developing the understanding of reading texts.

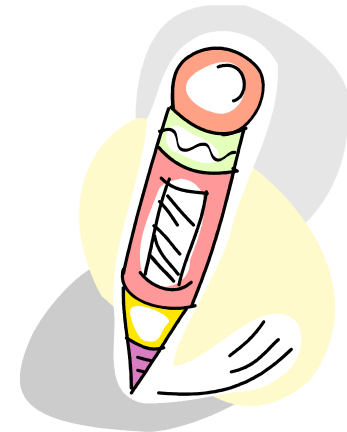


Questions to think about...

2) How is the information gap activity differentiated?

The questions about page 48 are simple comprehension questions and should be relatively easy for our lower level and slower students.

The questions on page 49 are different question types. That is, they are descriptive, emotive and hypothetical questions that get the students to think beyond the text. These are likely to be challenging even for our higher level students thereby differentiating by difficulty of task.



Questions to think about...



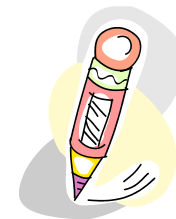
2) How is the information gap activity differentiated?

An alternative way to set up this activity is to give all the students all the questions to answer. Then give them a time limit to complete the questions.

Higher level students should finish all the questions whereas lower level students may not thereby differentiating by outcome. It doesn't really matter if every student doesn't finish every task in the class. Lower level / slower students will have the opportunity to finish the questions they don't complete in class at home giving the chance to catch up.

In addition, when higher level students finish first they can be encouraged to offer assistance to the lower level or slower students. Peer teaching can be a method of differentiating by support. In addition, as the teacher monitors they can offer support to the slower and lower level students, once again differentiating by support.

Questions to think about...



3) How is the question re-ordering activity differentiated?

The questions that need re-ordering on the first page are taken from the text book with only minor variations; however the questions on the second page are longer and will be more challenging since they are about the text and topics related to the text.

This is differentiating by task once again as the students have been given different worksheets. In addition, the same approach can be taken with this question building activity as with the comprehension question activity, thereby differentiating by outcome and level of support.

I'd recommend not letting your students number the words in the questions as this is much more difficult for you to check. Furthermore, getting them to re-write the questions is good practice.

Questions to think about...

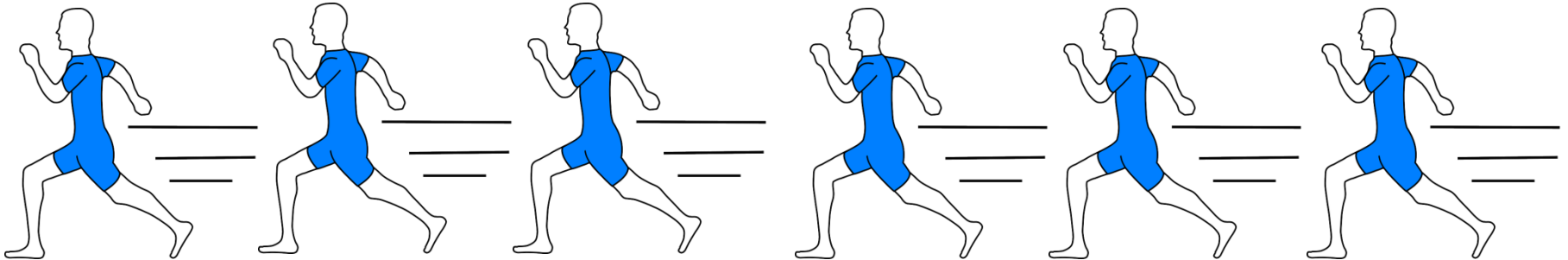


4) Why have activities for fast finishers?

Having extra activities for fast finishers can enable you to differentiate by outcome, task and support as the teacher can help the slower and lower level students while the fast finishers are completing the extra task(s).

Alternatively you can help the higher level students complete the more challenging tasks as the slower and lower level students are completing the relatively easier tasks by themselves or in pairs or groups.

It's worth pointing out that differentiating your lessons enables you to give more support to and challenges for your higher level students. Differentiating shouldn't be just about helping lower level or slower students!



Post task – Error correction activity

In May and June, thousands of chestnut butterflies can be find in Yangmingshan. But by July, most of them are gone. Were do they go? To find the answer, Li Xinde a student from National Taiwan University, market four thousand butterflies in June 2000 to tracking them.

Later in July, one of them was catch by a man in Japan. He notised the butterfly was marked with numbers and letters. After taking a picture of the butterfly and positing it on the Net, the man was told that the butterfly had traveled from Taiwan. The news surprised a lot of people because very few new that butterflies could fly across the ocean like some wilder geese.

Can you find the ten errors included in this text?

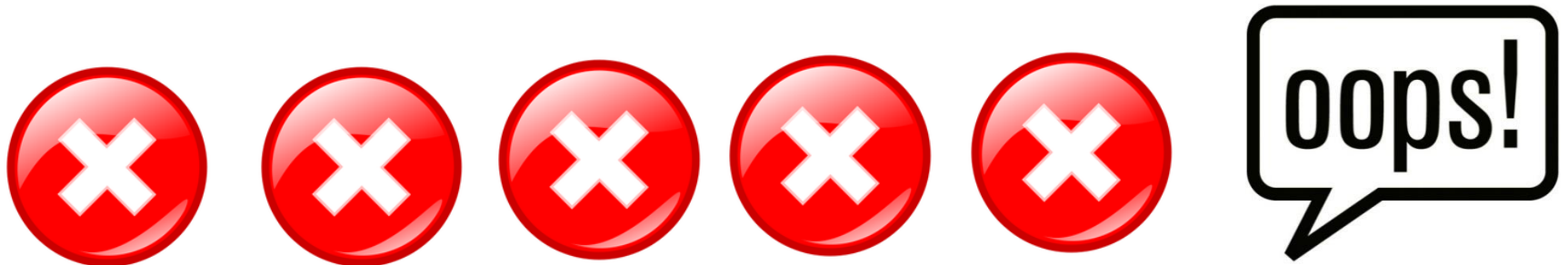


Why can the error correction activity be described as differentiated?

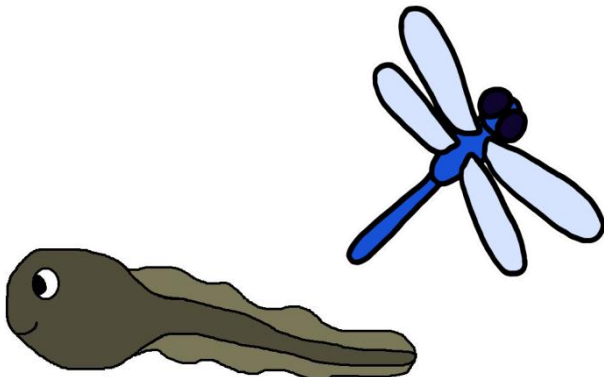
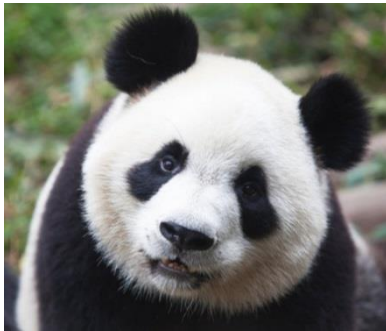
How much easier was it to complete the error correction activity when the errors were underlined? Why?

The find the error activity initially asked your students to scan the whole text as well as to find the errors. The second slide took out the whole element of skim reading, reducing the difficulty level of this post task significantly.

How would you set up this activity?



Post task - Match the babies with their parents



Play sticky ball or fly swat game

Why can the matching activity be described as differentiated?

Remember differentiation doesn't have to be by level. By playing a sticky ball or fly swat game you are differentiating by learning style since you are making the activity kinesthetic.

Although it could also be differentiated by level if you as the teacher provided easier or more challenging context clues.



Differentiation by task

We can use...

different levels of worksheets / activities

relevant extension of worksheets / activities

different numbers of worksheets / activities

different levels of prompts

activities that appeal to children with different kinds of multiple intelligences

different approaches towards timing

different task types



Differentiation by support.

We can use...

different levels of assistance / peer support / teacher support

different pairs and groups, for example, groups that balance abilities

different levels of correction and feedback

study buddies / study groups



Differentiation by outcome.

We can use...

different outcomes for different students, for example, different end requirements

realistic expectations

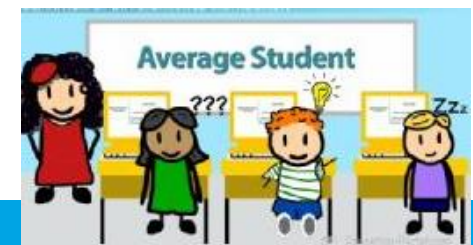
peer review activities



"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"

Put these principles of a differentiated classroom in order of importance in your group and explain why

- 1 • All students participate in respectful work.
- 2 • Teacher and students work together to ensure continual engagement & challenge for each learner.
- 3 • The teacher coordinates use of time, space, and activities.
- 4 • Flexible grouping, which includes whole class learning, pairs, student-selected groups, teacher-selected groups, and random groups.



Put these principles of a differentiated classroom in order of importance in your group and explain why

- 5 • Time use is flexible in response to student needs.
- 6 • A variety of management strategies, such as learning centers, interest centers, learning buddies, etc. is used to help target instruction to student needs.
- 7 • Clearly established individual and group criteria provide guidance toward success.
- 8 • Students are assessed in a variety of ways to demonstrate their own thought and growth.



Find an activity that you'd like to use with your YLS.

Think about:

How you will use this activity so as to appeal to a differentiated classroom.

Traditional Classroom vs. Differentiated Classroom

TRADITIONAL

- Differences are acted upon when problematic.
- Assessment is most common at the end of learning to see “who got it”
- A relatively narrow sense of intelligence prevails
- Coverage of curriculum guides drives instruction
- Whole class instruction dominates
- A single text prevails

DIFFERENTIATED

- Differences are studied as a basis for planning.
- Assessment is on-going and diagnostic to make instruction more responsive to learner needs
- Focus on multiple forms of intelligences is evident
- Student readiness, interest, and learning profile shape instruction
- Many instructional arrangements are used
- Multiple materials are provided

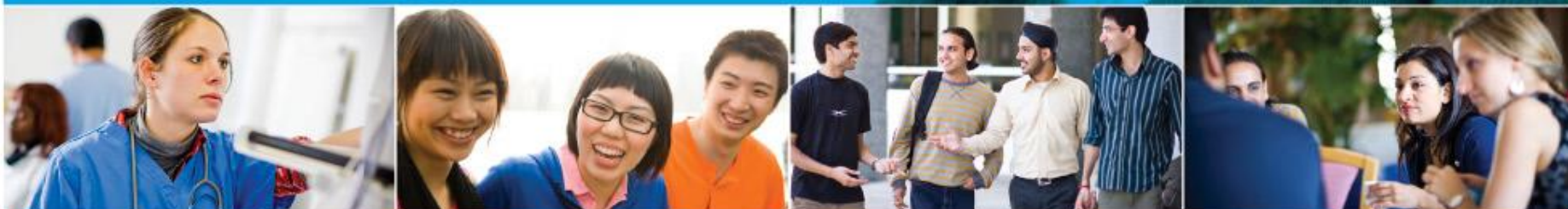
Adapted from “The Differentiated Classroom: Responding to the Needs of All Learners,” by Carol Ann Tomlinson, 1999, p.16

TASK BASED LEARNING

Programme: MoE K-12

Junior high school teacher training

British Council Taipei



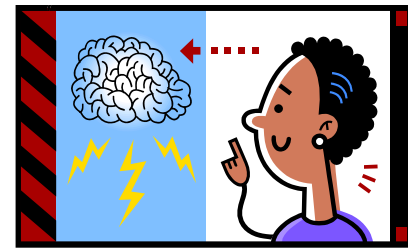
Using a Task Based Approach in the Junior High School Classroom



AIMS:

1. To develop your understanding of Task Based Approaches suitable for teenagers.
2. To develop your understanding of different task types.
3. To take part in a Task Based lesson suitable for teenagers.
4. To raise awareness of the role of analysis in Task Based lessons.
5. To learn how to create your own Task Based materials.

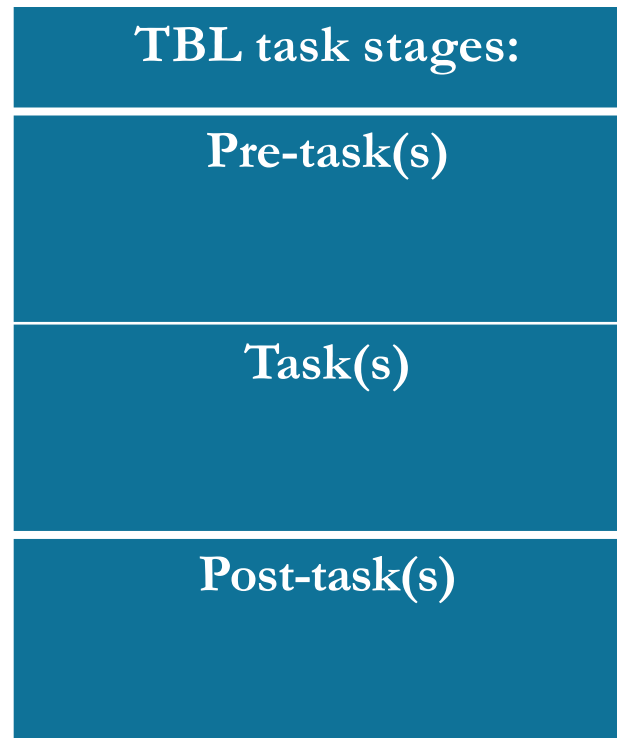
What is Task Based Learning?



Task 1: Introducing the Task Cycle

Main task: Classroom survey

Source material - English 3 – Unit 7 - Studying is important and so is taking up a hobby - pages 91 - 104



Pre-task - Warmers: What are these hobbies? – pages 91 - 93



reading



photography



dancing



playing
the guitar



snorkeling



scuba
diving

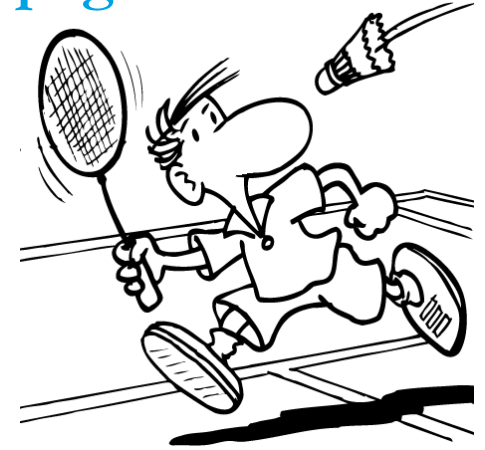
Pre-task - Warmers: What are these hobbies? – pages 91 - 93



playing
basketball



playing
tennis



playing
badminton



cooking

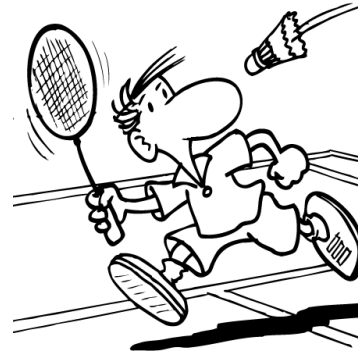
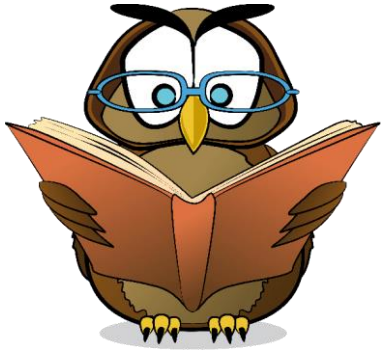


playing
chess



collecting
stamps

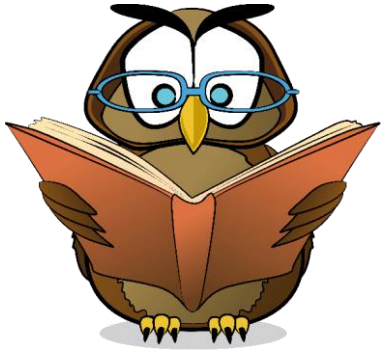
Pre- task - Memory games: What leisure activities can you see?



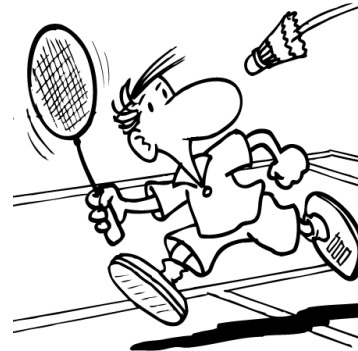
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Now write the missing leisure activity on your mini - whiteboard

Pre- task - Memory games: What leisure activity is missing?



That's right.
Playing tennis is
missing!

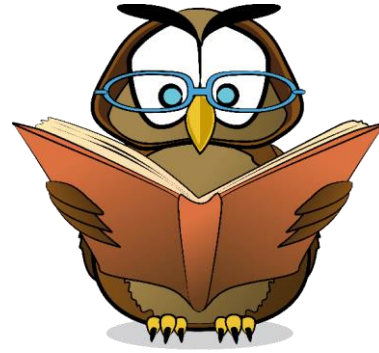


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Now write the missing leisure activity on your mini - whiteboard

Pre- task - Drilling games: What are these hobbies? – pages 91 - 93

1. reading
2. photography
3. dancing
4. playing the guitar
5. snorkeling
6. scuba diving
7. playing basketball
8. playing tennis
9. playing badminton
10. cooking
11. playing chess
12. collecting stamps



Do you like...?
Are you interested in...?
Have you ever...?

Main - task – Classroom Survey - 1



Question	Name	Reasons / Details
Do you like reading? → Why? Why not? → Do you know anyone who likes reading?		
Do you like photography? → Why? Why not? → Do you know anyone who likes photography?		
Are you interested in snorkeling? → Why? Why not? → Do any of your friends snorkel?		
Are you interested in scuba diving? → Why? Why not? → Do any of your friends scuba dive?		
Have you ever danced at a party? → Why? Why not? → Can any of your friends dance?		
Have you ever played the guitar for your friends? → Why? Why not? → Can any of your friends play the guitar?		
Do you like _____?		
Are you interested in _____?		
Have you ever _____?		

Main - task – Classroom Survey - 2



Question	Name	Reasons / Details
Do you like playing basketball? → Why? Why not? → Do you know anyone who likes playing basketball?		
Do you like playing tennis? → Why? Why not? → Do you know anyone who likes playing tennis?		
Are you interested in cooking? → Why? Why not? → Do any of your friends cook?		
Are you interested in collecting stamps? → Why? Why not? → Do any of your friends collect stamps?		
Have you ever played chess? → Why? Why not? → Can any of your friends play chess?		
Have you ever played badminton? → Why? Why not? → Can any of your friends play badminton?		
Do you like _____?		
Are you interested in _____?		
Have you ever _____?		

Main task – Reporting back to the class

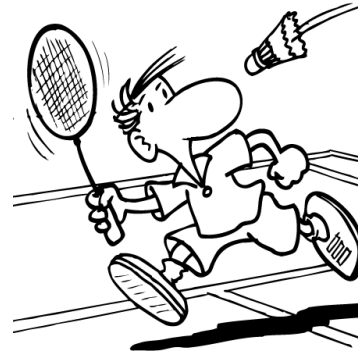
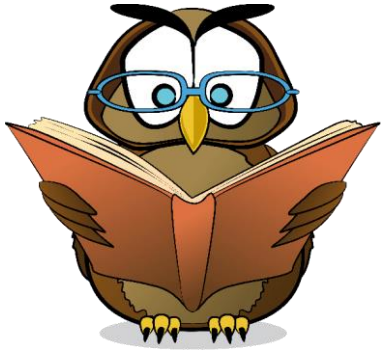
First write in your notebooks and then tell the class three things that you like doing / have done or are interested in doing in your leisure time.

First write in your notebooks and then tell the class three things that your friends like doing / have done or are interested in doing in their leisure time.



What are different ways of reporting back to the class?

Post task – recycling - fly swat / sticky ball



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How can you make this kind of task more challenging for higher level learners?

Post task – soft testing



Can you find the word that's spelt wrong?

Can you get a bonus point by hitting it with the sticky ball?

snorkeling playing scuba
photography guitar
tenis badminton
diving
cooking
stamps
chess
collecting
basketball
dancing
reading

How can you make this kind of task more challenging for higher level learners?

Post task: Extreme leisure activities: Let's watch a movie...



- 1) What did you see?
- 2) What can you say about these sports?
- 3) Would you like to try any of them?
Why? Why not?
- 4) What would your parents say if you did?
- 5) What would your teacher say if you did?
- 6) What would the police say if you did?

https://www.youtube.com/watch?v=F04sbxX5Bzs&feature=iv&src_vid=-45yCDycHJc&annotation_id=annotation_3296748029

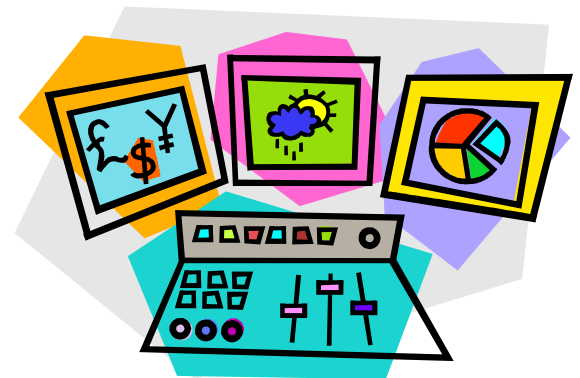
A Task Based Approach

Task Based Learning offers an alternative for teachers.

In a Task Based Lesson the teacher doesn't pre-determine what will be studied.

Instead, the lesson is based around the completion of a central task and the area studied is determined by what happens as the students complete this task.

It is a relatively free-style of teaching that is said to be non-prescriptive and to promote creativity.



Task Based lessons have what is called a task cycle

Pre-task(s)

The teacher introduces the topic via, for example, various vocabulary building activities that should help the students to recall, use and learn some of the vocabulary that they will need to complete the main task. The teacher also gives the students clear instructions on what they will have to do during the task stage of the lesson. This part of the lesson can sometimes include a model of people doing the task, which can give the students a clear understanding of what is expected of them.

Main Task(s)

The students complete a task in pairs or groups using the knowledge and resources that they have as their teacher monitors and offers help and encouragement.



Main Task Types

1. Listing

- ✦ brainstorming
- ✦ fact-finding

2. Ordering and sorting

- ✦ sequencing
- ✦ ranking
- ✦ categorising
- ✦ classifying

3. Comparing

- ✦ matching
- ✦ finding similarities
- ✦ finding differences

4. Problem solving

- ✦ analysing real situations
- ✦ analysing hypothetical situations
- ✦ reasoning
- ✦ decision making

5. Sharing personal experiences

- ✦ narrating
- ✦ describing
- ✦ exploring and explaining attitudes, opinions, reactions

6. Creative Tasks

- ✦ brainstorming
- ✦ fact-finding
- ✦ ordering and sorting
- ✦ comparing
- ✦ problem solving and many others

A Planning Stage

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. When they are practicing the teacher is available for the students to provide any necessary assistance.

A Report Stage

Students then report back to the class orally or read their written reports. The teacher may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare with.

An Analysis Stage

The teacher may highlight relevant parts from the text of the recording for the students to analyse. They may also ask students to notice interesting points made within this text.

Task Types: English 3: unit 1



1. Listing: Gifts

What are good presents to give your friends? Why?	What are bad presents to give your friends? Why?
<ol style="list-style-type: none">1.2.3.4.5.6.7.	<ol style="list-style-type: none">1.2.3.4.5.6.7.
In your groups decide what are the three luckiest gifts to receive in Taiwan?	What is the gift your team would like to receive for your next birthday? Why?
<ol style="list-style-type: none">1.2.3.	<ol style="list-style-type: none">1.

How are you going to set up this main task? What are your pre and post tasks?

Task Types: English 3: unit 3



2. Ordering and sorting: Halloween

What do people like doing on Halloween?

- 1.
- 2.
- 3.

- 4.
- 5.
- 6.

Which of these actions can be scary? Why?

- 1.
- 2.
- 3.

Which of these actions are popular in Taiwan? Why?

- 1.
- 2.
- 3.

What are the three things your team would most like to do on Halloween?

- 1.
- 2.
- 3.



How are you going to set up this main task? What are your pre and post tasks?

Task Types: English 3: unit 3



2. Ordering and sorting: Halloween Party

Collect ideas from others in your group about how to make the best Halloween Party

Discuss and decide which are the best ideas.

Then rank these ideas in order from most to least useful.

- 1.
- 2.
- 3.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.



How are you going to set up this main task? What are your pre and post tasks?

Task Types: Work:

English 3: unit 8

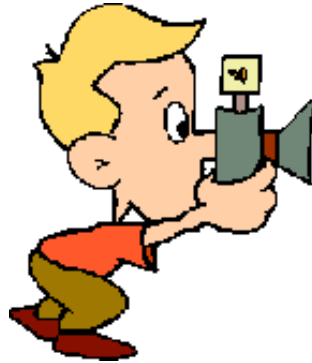
3. Matching

Match these people with the things they work with

1.



2.



A.



B.



3.



4.



C.

Gaur



D.



1.____ 2.____ 3.____ 4.____

Now tell your partner why you matched them in the way that you did.

How are you going to set up this main task? What are your pre and post tasks?

Task Types: Work:

English 3: unit 8

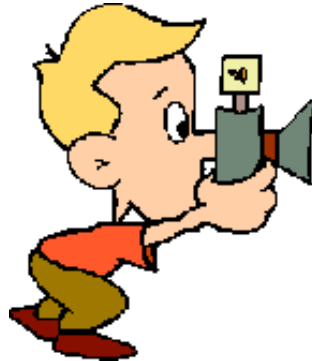
3. Matching

Match these people with the things they do

1.



2.



3.



4.



A. I sometimes sell my pictures to newspapers for them to include in news articles.

B. I make sure all the roads are clean and free of rubbish.

C. I get up early and work in the fields until sunset.

D. I collect other people's rubbish so it can be used again.

1. _____ 2. _____ 3. _____ 4. _____

Now tell your partner why you matched them in the way that you did.

How are you going to set up this main task? What are your pre and post tasks?

Task Types: Keeping in touch: English 3: unit 9

3. Comparing and contrasting

Speaking on the telephone or using email...
Which is the best way to keep in touch?

Speaking on the telephone is the best because...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Sending e-mails is the best because...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

1.



2.



Now decide who's right!

How are you going to set up this main task? What are your pre and post tasks?

Task Types: Tell me what to do: English 3: unit 5

4. Problem solving



Your best friend feels miserable.
Think of some ways you can cheer him or her up.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Now compare your answers with your other friends and decide together what are the best three ideas!

- 1.
- 2.
- 3.

How are you going to set up this main task? What are your pre and post tasks?

Task Types: Tell me what to do: English 3: unit 5

4. Problem solving

Your best friend isn't speaking to you anymore.
Write down the things you need to do to get him or her to speak to you again.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.



Now compare your answers with your other friends and see if they are the same... Do you think you'll become friends again?

How are you going to set up this main task? What are your pre and post tasks?

Task Types: Tell me what to do: English 3: unit 5

4. Problem solving



Your friend is getting teased a lot because he / she is very short. Write down as many ways as you can think of to help him / her to feel more confident and positive.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Now compare your answers with your other friends and see if they are the same...

How are you going to set up this main task? What are your pre and post tasks?

Task Types: Holidays:

English 3 – unit 6

5. Sharing personal experiences

Ask three class mate about a holiday in Taiwan that they've been on. If they can't remember then ask them to make something up!

Make a wall poster about your teams answers.

Now introduce your poster to the rest of the class.



1. Tell me something about your holiday.
2. Tell me something good, amazing or interesting that you did on your holiday.
3. Tell me about the food you ate on your holiday.
4. Did you make any friends on your holiday? Why? / Why not?

How are you going to set up this main task? What are your pre and post tasks?

Task Types: Aboriginal people of Taiwan: English 3 – unit 6

6. Creative tasks

Make a small wall poster that shows:

1. What kind of things aboriginal people in Taiwan can do...
2. What you would like to learn to do...
3. Whether you think aboriginal life is interesting or not...

Now introduce your poster to the rest of the class.



How are you going to set up this main task? What are your pre and post tasks?

Task Types: Aboriginal people of Taiwan: English 3 – unit 6

What's the story of these aboriginal people's festivals?

6. Creative tasks



How are you going to set up this main task? What are your pre and post tasks?

**Task Types: Aboriginal people
of Taiwan: English 3 – unit 6**



millet



barbeque pork



bamboo rice

Create a lap book / newspaper article about aboriginal food.
In your groups write a story about a kind of aboriginal food you have tried. You should also add photos, pictures, captions, sayings, beliefs or poems about food.



snails



potatoes

How are you going to set up this main task? What are your pre and post tasks?

Task Types: Strange gifts: English 3 – unit 1

6. Creative tasks



Think of a strange gift you've seen, bought for someone or been given. After you have told each other about your strange gifts write a story together about why we should or shouldn't buy things we don't need. Then read your story to your class mates.

How are you going to set up this main task? What are your pre and post tasks?

A Main Task should...

engage your learners' interest...

focus on meaning...

have an outcome...

be communicative...

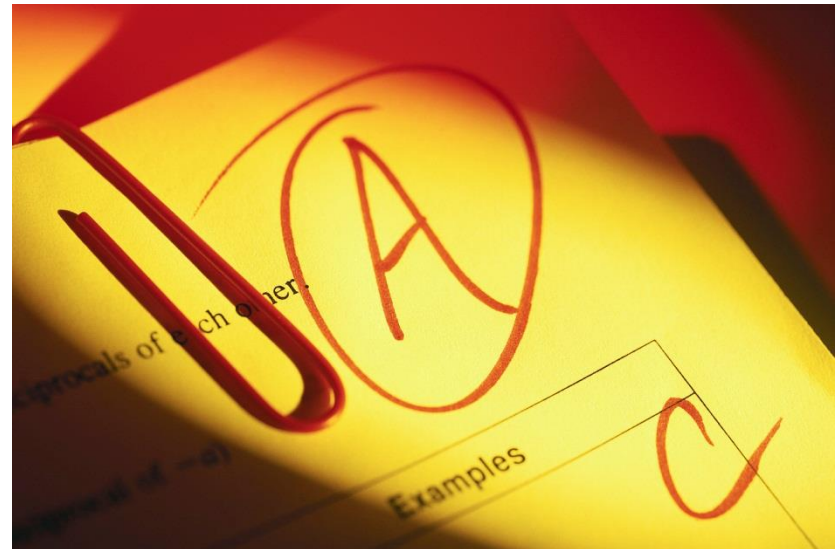
and possible relate to real world activities? (at the level of meaning, activity or discourse)...



Post task(s)

Post tasks can be included to help the students to review, recycle and remember what they have studied.

Post tasks can also be a kind of a 'soft test' that helps their teacher to gauge and understand what they the students have learned.



In a language class Task Based Learning can also include...

In the Analysis Stage

The teacher can also highlight the language that the students used during the main task and report phases of the class for analysis.

Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. For example, if the students made a lot of tense related errors then the teacher may review this area of grammar and introduce practice activities for the students to help them overcome any problems they may have.



Post task: Possible analysis stages

Text search, that is, asking learners to look through a text and identify items

For example:

- Read a sentence / paragraph and identify the past tense verbs
- Listen to a sentence / paragraph and identify any linking vocab
- Listen to a sentence / paragraph and identify any vocabulary related to leisure activities

Grammaring, that is, taking a string of words, removing many of the grammatical markers and asking learners to restore them

For example:

- Give your students a story with the past tense verbs removed and ask your students to replace them.
- You could also ask your students to replace them with verb forms that focus on the future.
- Give your students a story with all the pronouns removed and ask your students to replace them

Post task: Possible analysis stages

Progressive deletion, that is, writing up a sentence on the board and deleting two or three words at a time and asking learners to recall / re-write the full sentences

For example:

- I sometimes sell my pictures to newspapers for them to include in news articles.
- I _____ sell my pictures to _____ for them to include in _____ articles.
- I _____ sell my _____ to _____ for them to _____ in _____ articles.

Noticing, that is, asking learners to find useful phrases / structures for themselves, which they can then use in sentence structures of their own

For example:

Are you interested in scuba diving?

What are you interested in?

I'm interested in ...

Speaking on the telephone is the best because...

Basketball is the best because

Research indicates that when grammar is studied in the post task stage of your lessons your students are more likely to notice it, thereby contributing to the process of successful second language acquisition.

Beliefs about task-based learning

	True/false
1 Tasks in task-based learning (TBL) are used as extension activities to follow-up structure, function or vocabulary work.	
2 Tasks in TBL concentrate on one structure, function or vocabulary group.	
3 Language explored in TBL lessons arises from the learners' needs, not a decision made by the teacher or the coursebook.	
4 Tasks are always pieces of text.	
5 Tasks in TBL are central to the learning activity.	
6 When doing tasks in TBL, learners focus on the task rather than the language they're using.	
7 It's believed that learners may learn less effectively if their minds are focused on the task rather than the language.	
8 TBL is suitable for all levels of learners.	

A Framework for Task-Based Learning, Jane Willis, Addison Wesley Longman Limited, 1996

www.teachingenglish.org.uk/think/articles/a-task-based-approach

www.pearsonlongman.com/teaching-tips/task-based-learning.html – Definition of task-based learning

www.youtube.com/watch?v=NdidE3Dl9sw – Video of learners using task-based learning in a college ESL classroom

www.willis-elt.co.uk – Website dedicated to task-based learning, which has lots of ideas for teachers

www.teachingenglish.org.uk/think/articles/six-types-task-tbl

www.learnenglish.org.uk – Lots of useful articles and ideas on task-based learning

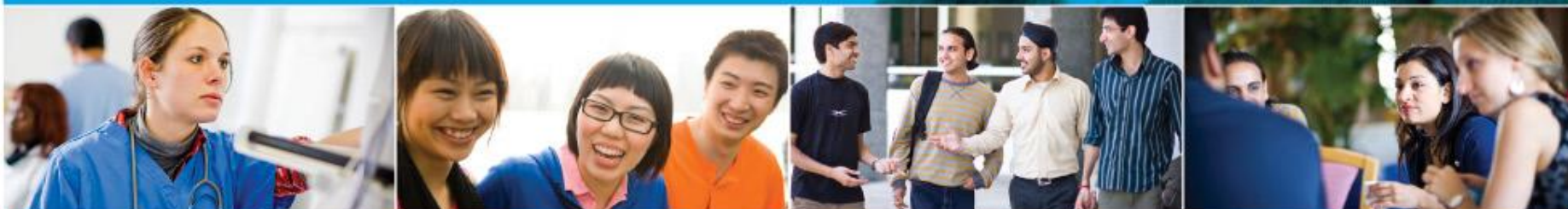
Workshop materials

Programme: MoE K-12

Junior high school teacher training



British Council Taipei



Workshop session aims

- To review the key elements of this workshop.
- To develop your understanding of the role of classroom language in the young learner classroom.
- To develop your understanding of the role of differentiation in the young learner classroom.
- To develop your understanding of the role of task based learning in the young learner classroom.



Over to you: classroom language

Choose an activity from this workshop or from your young learner course book.

With your partner discuss how you'll use / adapt this activity so as to make sure your young learners:

- Get to use some of the procedural language necessary to set up the activity.
- Use the functional / transactional language necessary to complete the activity.
- Develop their understanding of the target language.
- Then introduce your activity / task / lesson to another group. Listen to the other groups advice about how to improve your activity / task or lesson.



Over to you: differentiation

Choose an activity from this workshop or from your young learner course book.

With your partner discuss how you'll use / adapt this activity so as to make sure that it is differentiated. You should focus on differentiation according to:

- Ability
 - Learning styles
 - Outcomes
 - And levels of support.
-
- Then introduce your mixed ability activity / task / lesson to another group. Listen to the other groups advice about how to improve your activity / task or lesson.



Over to you: task based learning



Choose some materials from your young learner course book.

With your partner discuss how you'll develop these materials into a task based lesson. Remember to include at least two pre-tasks and two post tasks.

TBL task stages:

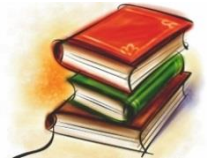
Pre-task(s)

Task(s)

Post-task(s)

- Then introduce your task based lesson to another group.
- Listen to the other groups advice in terms of how to improve your task based lesson.
- Reflect on how using a task based approach in your young learner classroom will help your young learners to successfully acquire elements of their L2.

Over to you: task based learning



Some points worth remember about your main tasks:

TBL : Main task(s)

What is a good main task?

**Refer to the task types
studied on this course.**

**Reflect on how many main
tasks you'll include in your
task based lesson and how
you'll use these main tasks
in your young learner class.**

A good main task should:

- engage your young learner's interest,
- focus on meaning,
- have an outcome,
- and be communicative.

•And could possibly relate to real world activities and contribute to your young learners' understanding of the world.

Rounding up: Pre-course questions: Classroom language

What is classroom language?

What is the role of procedural language in the young learner classroom?

What is the role of functional / transactional language in the young learner classroom?

What is the role of the target language in the young learner classroom?

When is it OK to use a student's L1 in the young learner classroom and when is it preferable to use their L2?



Recommended reading – Classroom language

www.teachingenglish.org.uk/think/articles/lexical-approach-1-what-does-lexical-approach-look – the first of two clearly written articles by Carlos Islam and Ivor Timmis in 2003, defining lexical chunks as part of the lexical approach to teaching and learning. There is also a link to lexical approach activities.

www.teachingenglish.org.uk/blogs/brenbrennan/it-ok-use-l1-classroom – an interesting blog detailing one teacher's experience of using L1 and L2 in the classroom in 2010.

www.teachingenglish.org.uk/forum-topic/language-teaching – this discussion explores the advantages and disadvantages of using mother tongue in the classroom.

www.teachingenglish.org.uk/talk/questions/giving-clear-instructions-0 – an interesting discussion about how to give clear instructions in English when setting up an activity, especially where the learners' level of English is low.

www.teachingenglish.org.uk/think/articles/eliciting – an article by Steve Darn from 2009, detailing why elicitation is a useful technique, how it can be difficult in some cultures and useful tips for doing it successfully.

Pre-course questions: Differentiation

What does differentiation mean to you?

What does it mean to differentiate your classroom activities and tasks according to ability?

What does it mean to differentiate your classroom activities and tasks according to learning styles?

What does it mean to differentiate your classroom activities and tasks in relation to outcomes and levels of support?

How do you differentiate tasks in your young learner classroom?



Recommended reading:

Traditional Classroom vs. Differentiated Classroom

TRADITIONAL

- Differences are acted upon when problematic.
- Assessment is most common at the end of learning to see “who got it”
- A relatively narrow sense of intelligence prevails
- Coverage of curriculum guides drives instruction
- Whole class instruction dominates
- A single text prevails

DIFFERENTIATED

- Differences are studied as a basis for planning.
- Assessment is on-going and diagnostic to make instruction more responsive to learner needs
- Focus on multiple forms of intelligences is evident
- Student readiness, interest, and learning profile shape instruction
- Many instructional arrangements are used
- Multiple materials are provided

Adapted from “The Differentiated Classroom: Responding to the Needs of All Learners,” by Carol Ann Tomlinson, 1999, p.16

What are some of the core principles of a task based approach?

What are some different main task types?

How can you use a task based approach in your young learner classroom?



A Framework for Task-Based Learning, Jane Willis, Addison Wesley Longman Limited, 1996

www.teachingenglish.org.uk/think/articles/a-task-based-approach

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www.learnenglish.org.uk – Lots of useful articles and ideas on task-based learning

Pre-course questions: Workshop activities

How can you adapt / use an activity from your young learner course books that enables your young learners to develop their procedural, transactional / functional language as well as the target language of the activity? Remember to bring your own materials to the workshop to adapt and use.

How can you adapt / use an activity from your young learner course books to ensure that it is suitable for use in a mixed ability class? Remember to bring your own materials to the workshop to adapt and use.

How can you adapt / use an activity from your young learner course books to ensure that it follows a task based approach? Remember to bring your own materials to the workshop to adapt and use.



Recommended reading

Brian Tomlinson – *Humanising the Coursebook*

<http://www.hltmag.co.uk/sep01/mart1.htm>

Costas Gabrielatos – *The Coursebook as a Flexible Tool*. 2000.

http://www.gabrielatos.com/CB-Use-TESOL_Gr.pdf

