Listening & Speaking for Young Learners

- Lesson plan assignment
- Listening skills lesson
- Speaking skills lesson
- Homework

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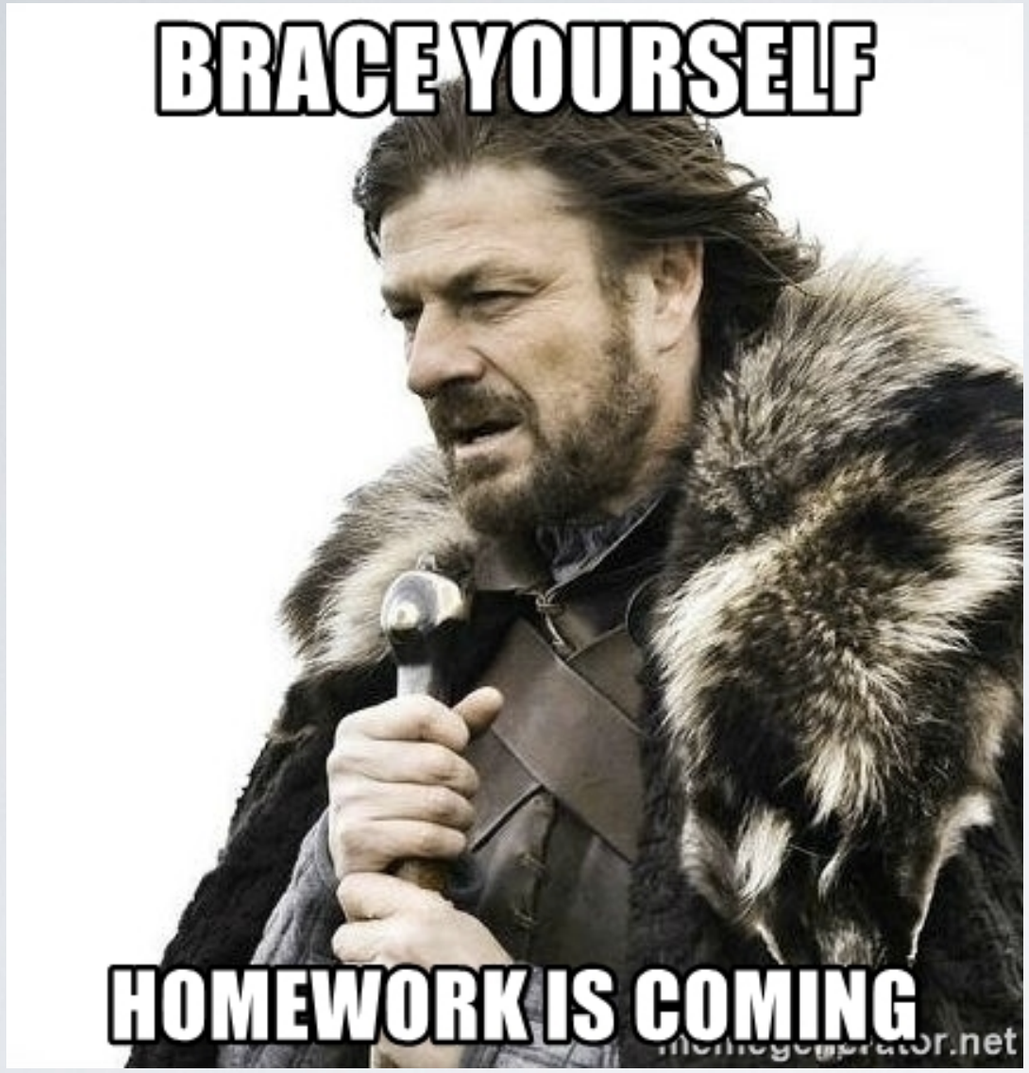

Final assignment introduction

You are going to create a listening or speaking lesson plan. Deadline is Week 12. Next week we will have a lesson planning workshop with feedback for your first draft.

Listening - choose a short (approx. 2~3 minutes) video, such as a song or short story. The language should be simple and clear.

Speaking - choose suitable target language, such as simple Q+A or a short conversation (situational language examples: going to the doctor or ordering food).

Recommended Videos for Lesson Planning assignment

Speaking

EIF framework for speaking
https://www.youtube.com/watch?v=o9wZ4V2iVuc

EIF example lesson
https://www.youtube.com/watch?v=q2rKhnFvbbc

Also see www.ecrif.com

Listening

PDP framework for speaking
https://www.youtube.com/watch?v=e_sUPfMJyTw

PDP advanced tips for lesson planning
https://www.youtube.com/watch?v=Z1BF3xGxV98

Listening or Speaking Lesson + Materials / Final Microteaching

Task: Create a listening or a speaking lesson plan with materials. This will be used for the final microteaching. A speaking lesson should follow the framework EIF (ECRIF) framework and a listening lesson should follow the PDP framework.

- Listening - choose a short (approx. 2~3 minutes) video, such as a song or short story. The language should be simple and clear.
- Speaking - choose suitable target language, such as simple Q+A or a short conversation (situational language examples: going to the doctor or ordering food).

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Listening

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PDP advanced tips for lesson planning

https://www.youtube.com/watch?v=Z1BF3xGxV98

Schedule::

- **Week 11 (May 14): Bring a first draft in Week 11. We will have lesson plan workshop with feedback. Bring your laptop/computer if you want.**
- **Week 12 (May 21): Deadline for lesson plan and materials.**

Info + files on my website

Reference files:

gstesol_listening_or_speaking_lesson_form_-_blank.docx
Download File

yl_final_presentation_checklists.pdf
Download File

listening_-_yl_student_examples.pdf
Download File

speaking_-_yl_student_examples.pdf
Download File

Lesson Planning

Lesson Planning Frameworks

What is a teaching framework?

frame·work

/ˈfrāmˌwərk/

noun

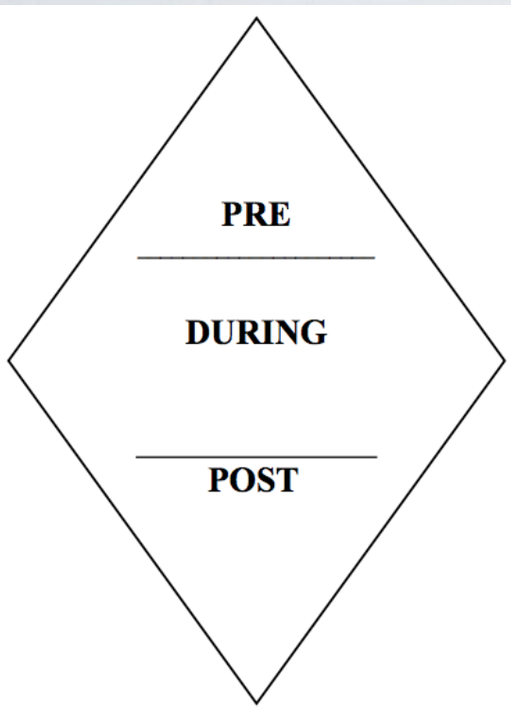
an essential supporting structure of a building, vehicle, or object.
"a conservatory in a delicate framework of iron"
synonyms: frame, substructure, infrastructure, structure, skeleton, chassis, shell, body, bodywork; More

- a basic structure underlying a system, concept, or text.
  "the theoretical framework of political sociology"
  synonyms: structure, shape, fabric, order, scheme, system, organization, construction, configuration, composition, warp and woof; More

Each language skill has a different framework, or system, for teaching. The framework helps us to organize the lesson.

Framework for Listening and Reading
(receptive skills)

In planning terms, L+R are similar.
A receptive skills lesson can have 3 stages:



1. Before L/R (Pre stage)
2. During L/R (During stage) <— comprehension checking here
3. After L/R (Post stage)

- What should we do **before** listening?
- What activities can we do **during** listening?
- What should we do **after** listening (when we have finished with the listening text)?

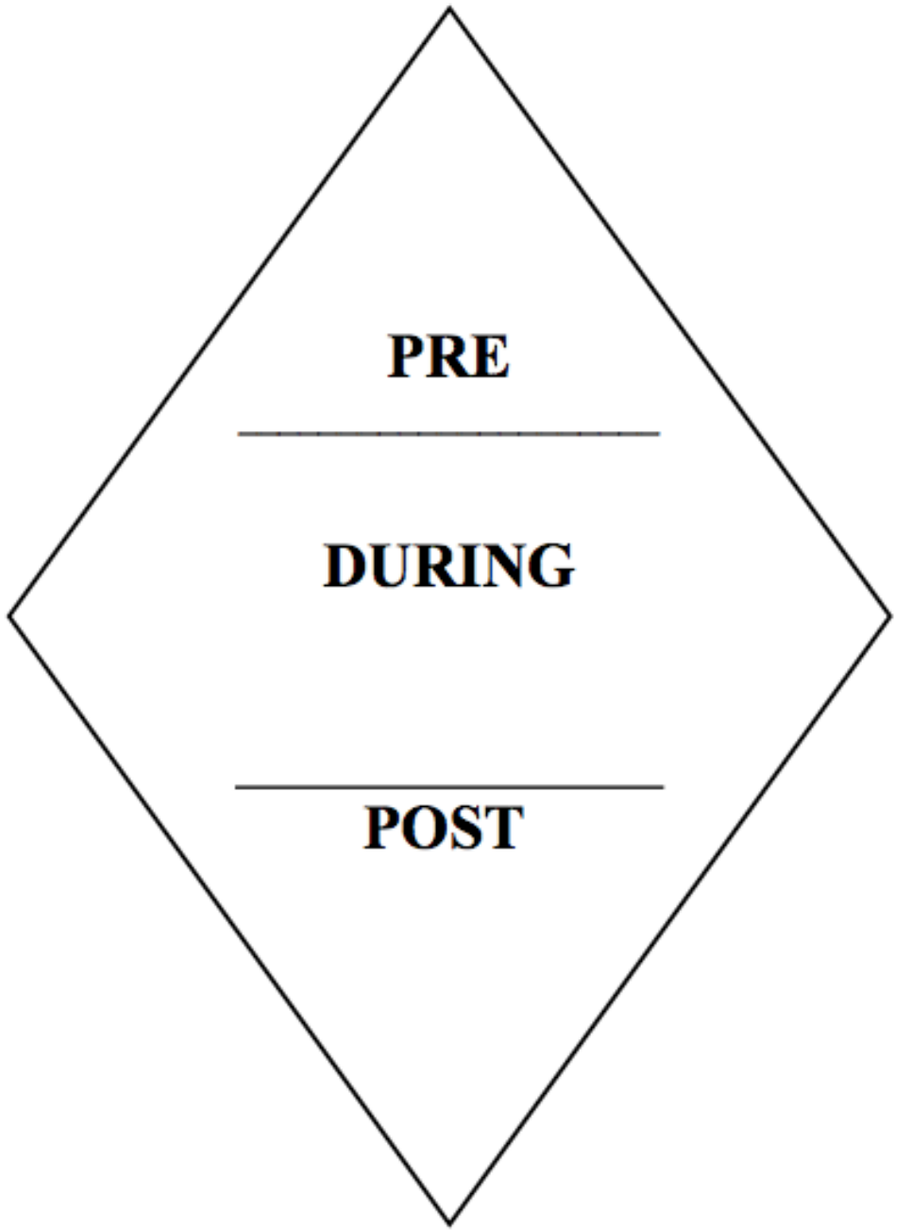
Listening Lesson - Categorizing stages and steps

BEFORE	DURING	AFTER
Sugiwguiwvs	Sugiwguiwvs	Sugiwguiwvs
Ksghvoihwv	Ksghvoihwv	Ksghvoihwv
	Oiweufkwv	

Task: Put the 3 stages in a row. Match the cards with the right stage. Sometimes more than one answer is possible.

PDP: Pre-During-Post

Framework for Listening and Reading lesson planning



‘Pre’ stage before L/R.

2-3 steps

‘During’ tasks while L/R.

3-4 steps

‘Post’ stage after L/R.

1-2 steps
… or transition to speaking

What do we need to do **before** we use a listening material in a lesson?

- Generate interest
- FOWTAK
- Personalize - Connect the topic with the learner
- Set the context
- Activate background knowledge
- Pre-teach vocabulary
- Provide a purpose for listening (e.g. predicting, gist…)

DURING

- give many opportunities to L/R
- give different tasks each time
- start easy and progress to difficult
- start with general idea and move to details
- give tasks that show learner comprehension

  “Listen/Read and …” (what can we put here …?)

Activities DURING listening

- **Listen** and point to the right word / picture
- Listen and move to the body or an object
- Listen and raise your hand or clap
- Listen and show your fingers
- Listen and mime/act
- Listen and follow directions
- Listen and draw or color a picture
- Listen and make something
- Listen and circle the right picture or word
- Listen and match the pictures, words or sentences
- Listen and sequence the pictures, words or sentences
- Listen and find the mistakes or false answers
- Listen and choose the correct answer
- Listen and mark true or false
- Listen for stress or intonation
- Listen and translate
- Listen and fill in the blanks
- Listen and complete a graphic organizer

POST / AFTER

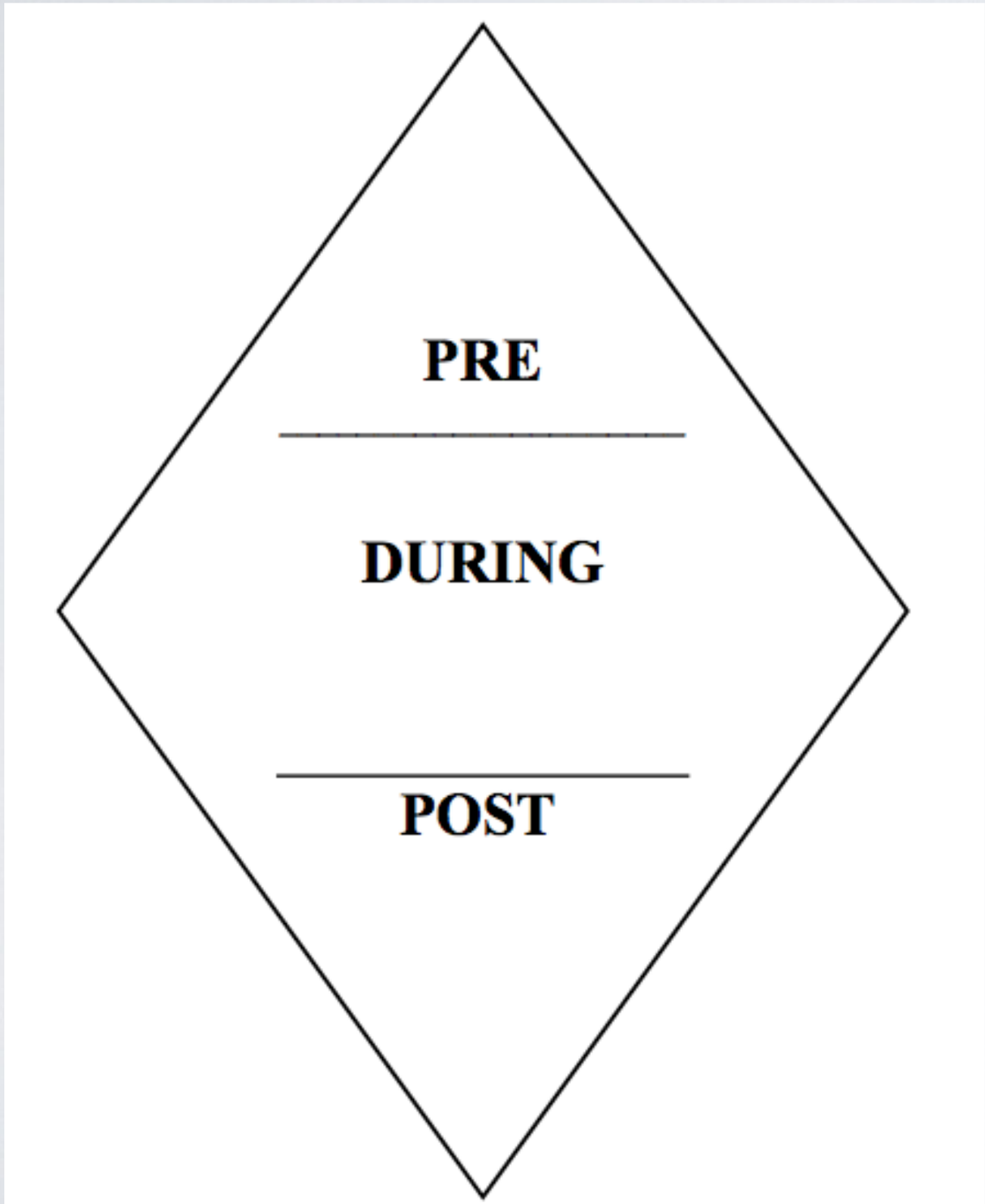
- introduce other language skills (L, S, R, W)
- apply TL to new situation or context
- focus on grammar
- focus on creativity
- connect language with the world
- connect language with the student

Activities AFTER

- role play, debate or discussion (speaking)
- retell the story (summarize)
- create a new ending (creative)
- reading or writing tasks (new skills)
- sing a song (young learners)
- make a poster or presentation (creative)

PDP: Pre-During-Post

Framework for Listening and Reading lesson planning



‘Pre’ stage before L/R.
- Generate interest
- Assess background knowledge
- Activate schema
- Pre-teach key vocabulary
- Predict

‘During’ tasks while L/R.
- multiple exposures
- varied tasks/skills
- sequenced/scaffolded
- leads to full comprehension

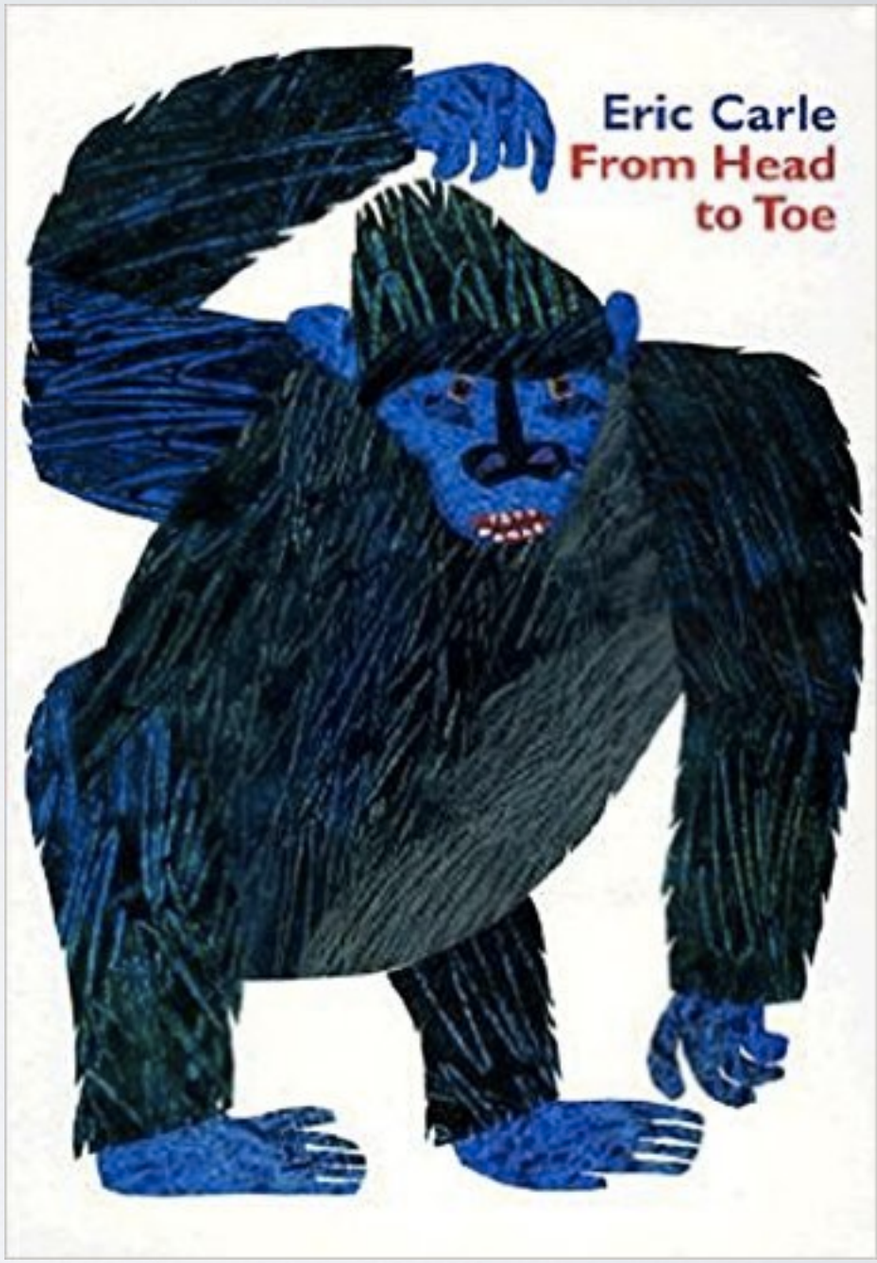
‘Post’ stage after L/R.
- expanding content/theme/topic
- connect/personalize information
- extend language study
- new skills focus

Class Practice Lesson Plan

Let's practice planning a lesson together.
We're going to use this song:

https://www.youtube.com/watch?v=aDOBp9C2FmI

1. Listen to the song.
2. Discuss your ideas for Pre stage, During stage and Post stage.
3. Let's start developing the lesson idea together. The lesson should have about 6-8 steps.

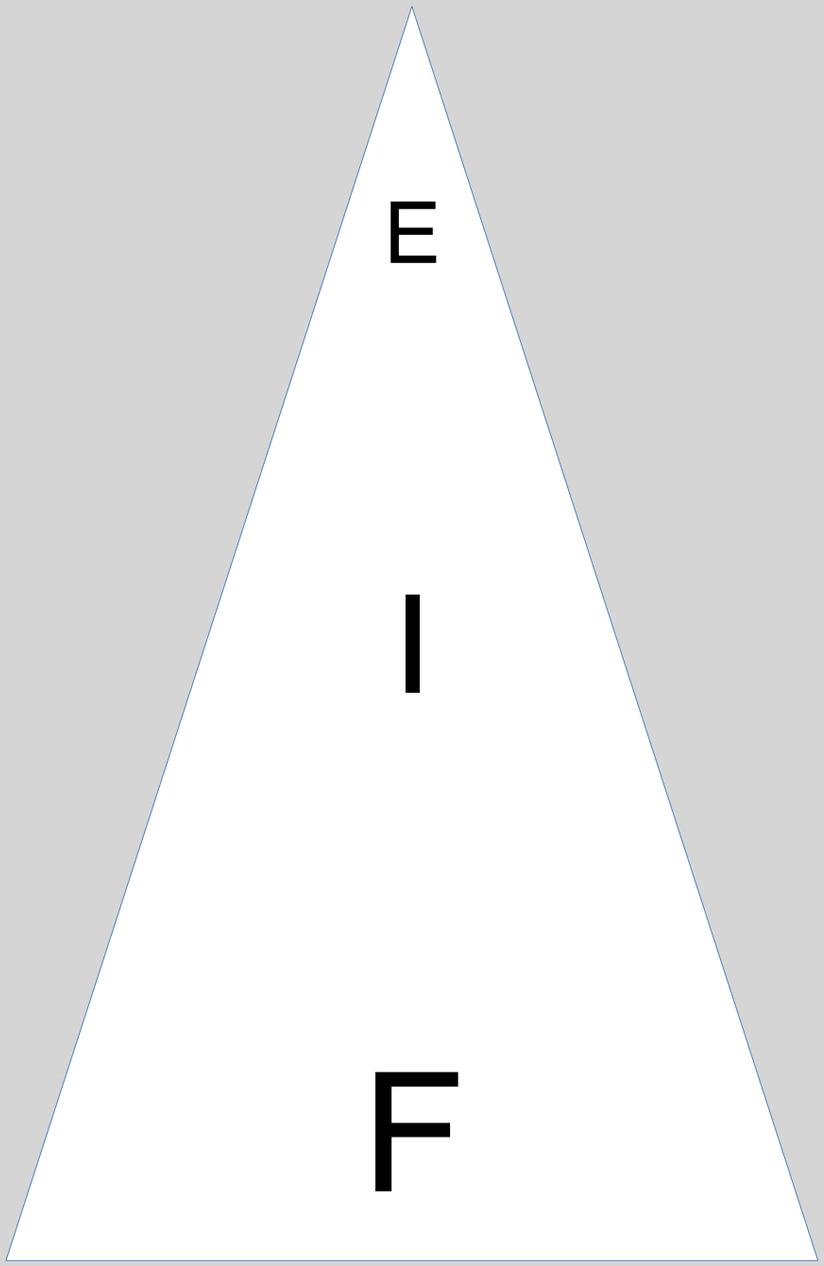


Lesson planning frameworks

	Receptive Skills	**Deductive**	TBLT / Strong CLT	**Inductive** / Speaking / Weak CLT
Beginning	Pre	Present	Pre-task	Encounter (Clarify) (Remember)
Middle	During	Practice	Task cycle	Internalize
End	Post	Produce	Language focus	Fluency
				ECRIF

What are each of these frameworks?
How are they different? Why is PPP deductive and EIF inductive?
Which are suitable for young learners? Which for advanced?

ECRIF framework = Speaking Skill



1. Encounter

(Clarify)

(Remember)

2. Internalize

3. Fluency

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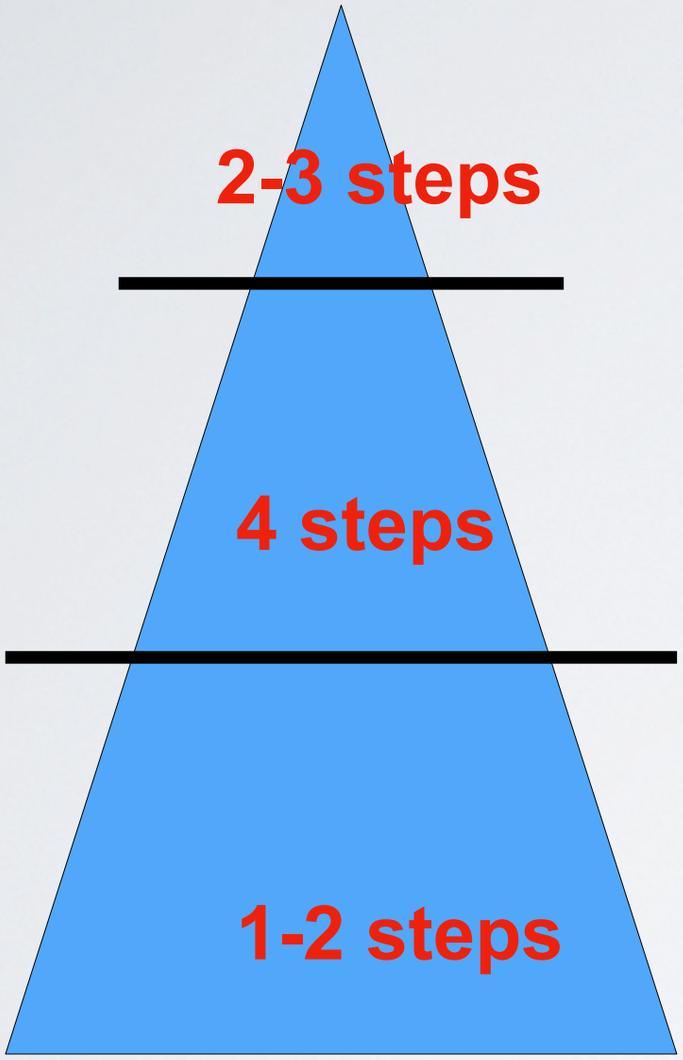
3-Stage lesson plan for speaking skills



1 Encounter
Hear TL, get interest, focus on meaning of TL, set the context, brainstorm, warm up Qs.

2 Internalize
Vocabulary, controlled practice of TL, scaffolding, accuracy, dialogues, drilling, memorize, activities, games.

3 Fluency
No control, free, main activity, Ss use the TL, check SLO, communicative

Role play, guessing game, debate, presentation, interview, survey, information gap…

Different types of target language

Q+A	Grammar	Functions	Situations
Are you…	Modals	Agreeing	Bank
Do you…	Past tense	Suggesting	Restaurant
Can you…	Superlative	Clarifying	Train station
Did you…	Prepositions	Apologising	Cinema
What's…	Adverbs	Explaining	Supermarket
Where…	Tag questions	Complaining	Hotel
…	…	…	…
…	…	…	…
…	…	…	…

Task: Find 2-3 examples from different categories that work well together.

For example: bank + requesting, supermarket + prepositions.

Example EIF lesson for YLs + organizing TL

TL example: “How old are you?” “I’m 8 years old.”

Order of target language practice:
1. numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2. statement: I’m _ years old
3. question: How old are you?

Encounter stage:

- Birthday song with a teddy bear (contextualize)
- ‘Puppet’ show (encounter the TL)

Internalize:

- Numbers flashcard game
- Board game to practice “I’m _ years old”
- Guessing game with cartoon characters.

6

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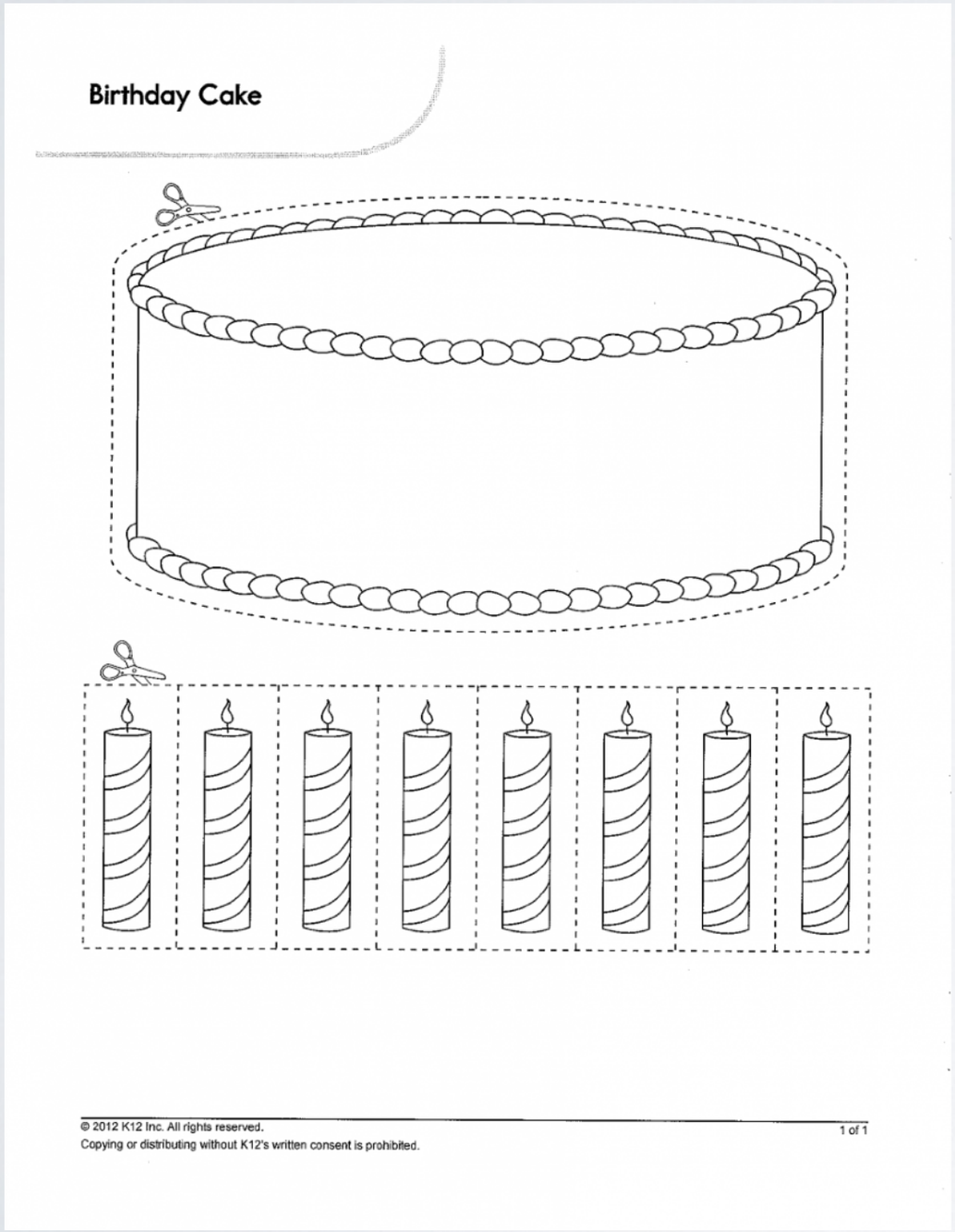
Fluency

- Ss design their birthday cake
- Class survey of ages



Birthday Cake

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Class survey:
“How old are you?”
“I’m 6 years old.”

Lesson steps:

Encounter stage:

- Birthday song with a teddy bear (contextualize)
- ‘Puppet’ show (encounter the TL)

Internalize:

- Numbers flashcard game (vocabulary)
- Board game to practice “I’m _ years old”
- Guessing game with cartoon characters

Fluency

- Ss design their birthday cake
- Class survey of ages

Sample lesson

Let’s look at a sample lesson that follows E-I-F.

Age: Elementary school

Level: High Beginner

Target language:

Body parts and describing people/monsters.

e.g. “He has big teeth.” “He has long arms.”

(Focus on meaning)

Sample lesson

Can you guess the famous character?

He has big hands.
He has small ears.
He has a big mouth.
He has green skin.
He is from an animated movie.

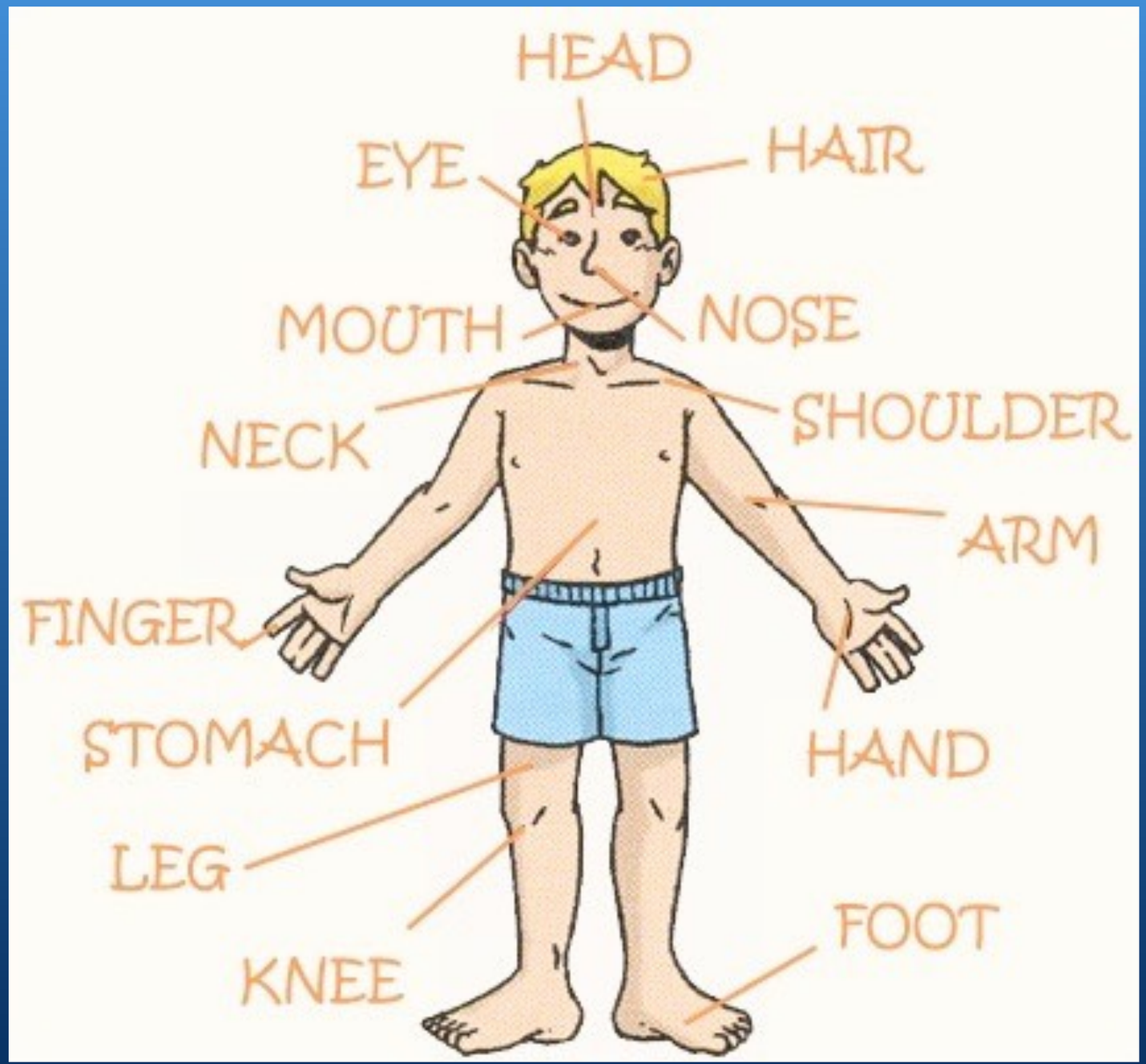
Shrek!

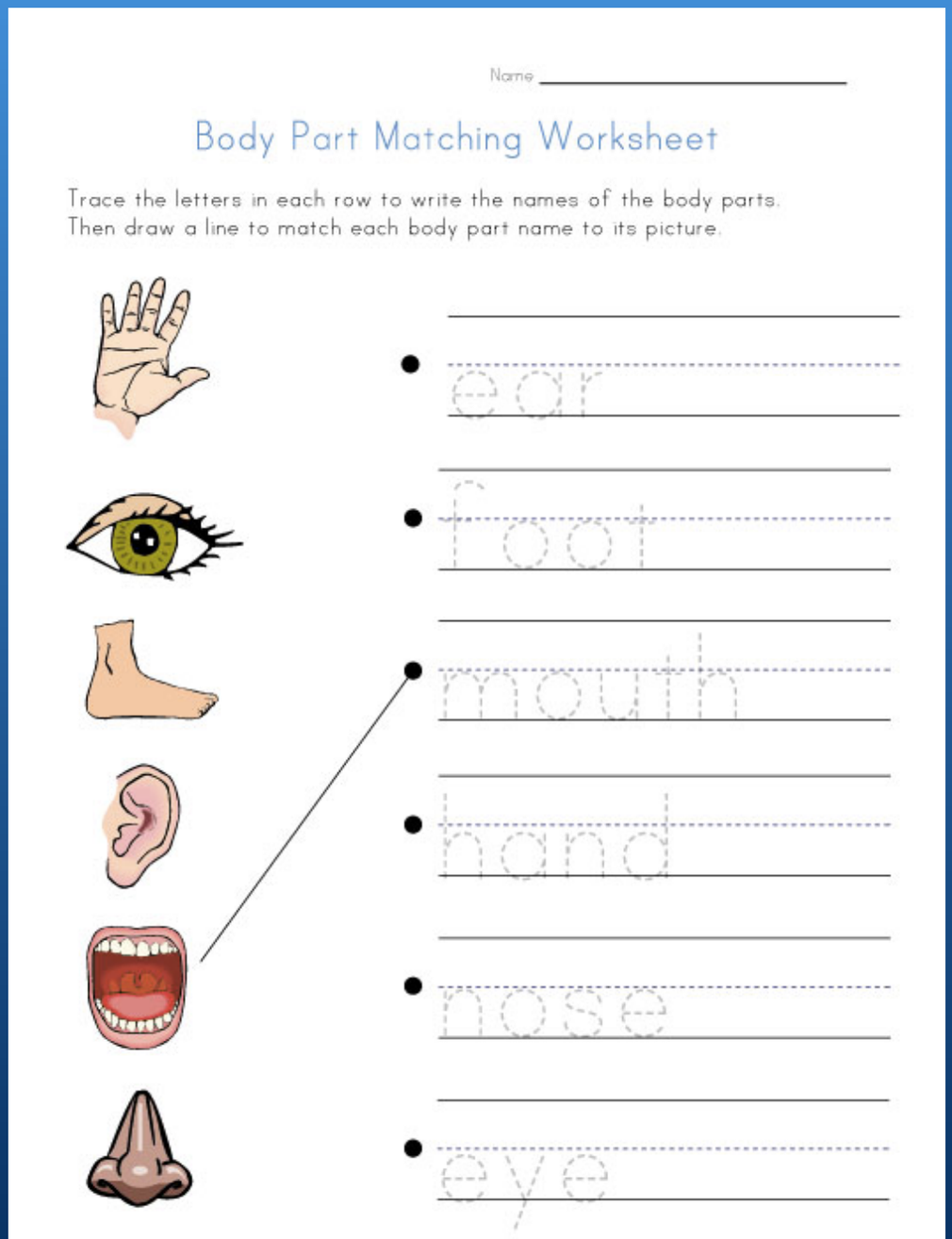
(Assess prior knowledge)

“Which movie is this character from?”

**“Are we the same as this alien?
What’s different?”**

(Introduce TL vocabulary / Drilling)





(TPR)

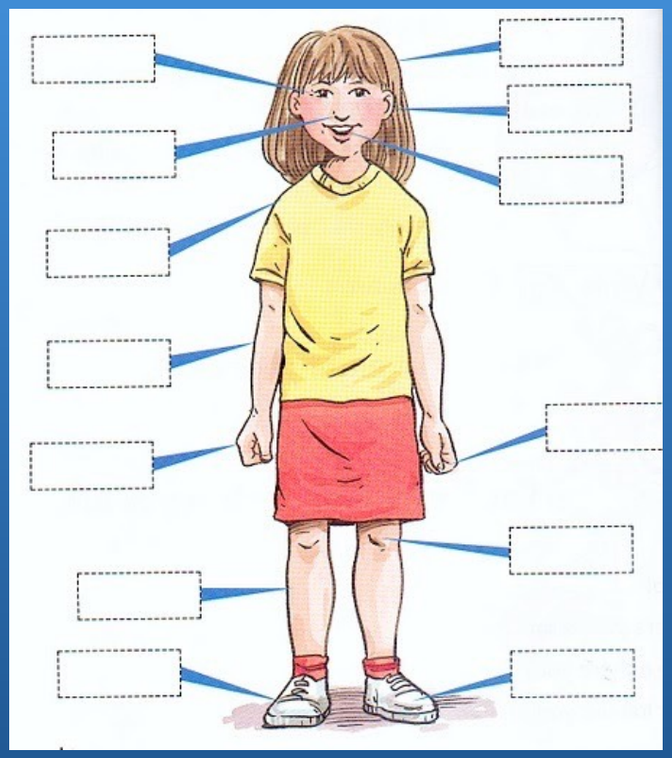
Let's play Simon Says with ‘please’!

Touch your nose. X

Touch your nose, please. O

Can you do it without the teacher's help?

(Controlled speaking practice)



1. “Is it an eye?” (Y/N)

2. “Is it a nose or a horn?”

3. “What is it?”

(Second chunk of TL vocabulary)

What is it?

1.

2.

3.

4.

Which animals have these?

(Listen and identify)

Stinky

Bongo

It has one big eye.
It has pink fur.

It has three eyes.
It has green skin.

(TL key expressions)

1. He has a long tail.
2. He has a big mouth.
3. He has two horns.
4. He has one eye.

(TL key expressions)

1. He has two eyes.
2. He has green skin.
3. He has short arms.
4. He has ten toes.
5. He has one eye.

(Controlled -> Free speaking practice)

eyes
nose
mouth
arms
legs
hands

"He has two horns."
"He has fur."
"He has green skin." ……

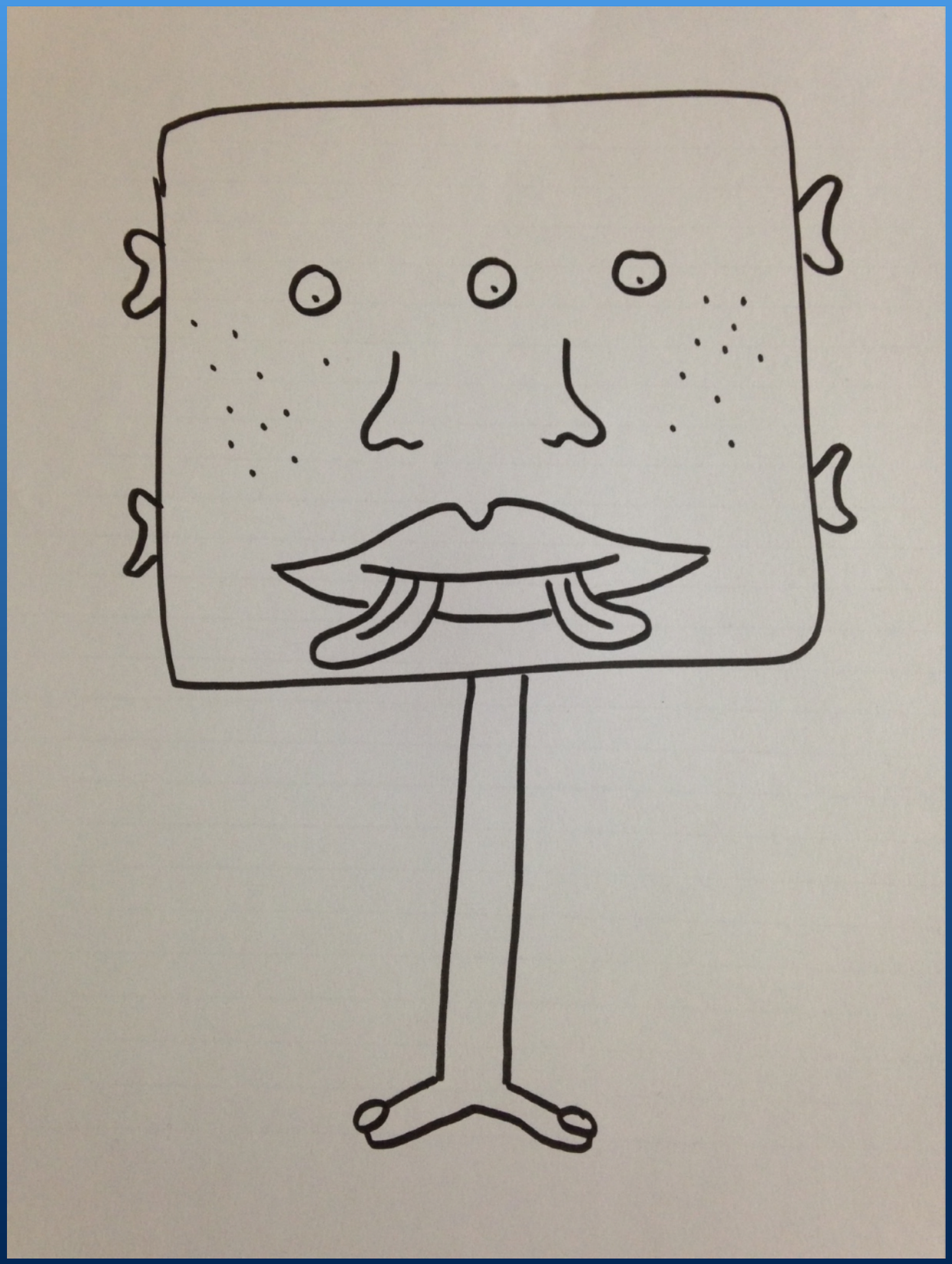
(Preparation for final communicative task)

Can you draw my monster?

1. He has a big square head.
2. He has three small eyes.
3. He has two noses.
4. He has one big mouth and two tongues.
5. He has four small ears.
6. He has spots.
7. He has a long body and no arms.
8. He has two toes.

Let’s look at your monster pictures!

Here is my monster!



(Information Gap activity - Free practice)

Drawing and Describing Monsters

1. Draw a monster in your notebook. *Is it a boy or a girl?*

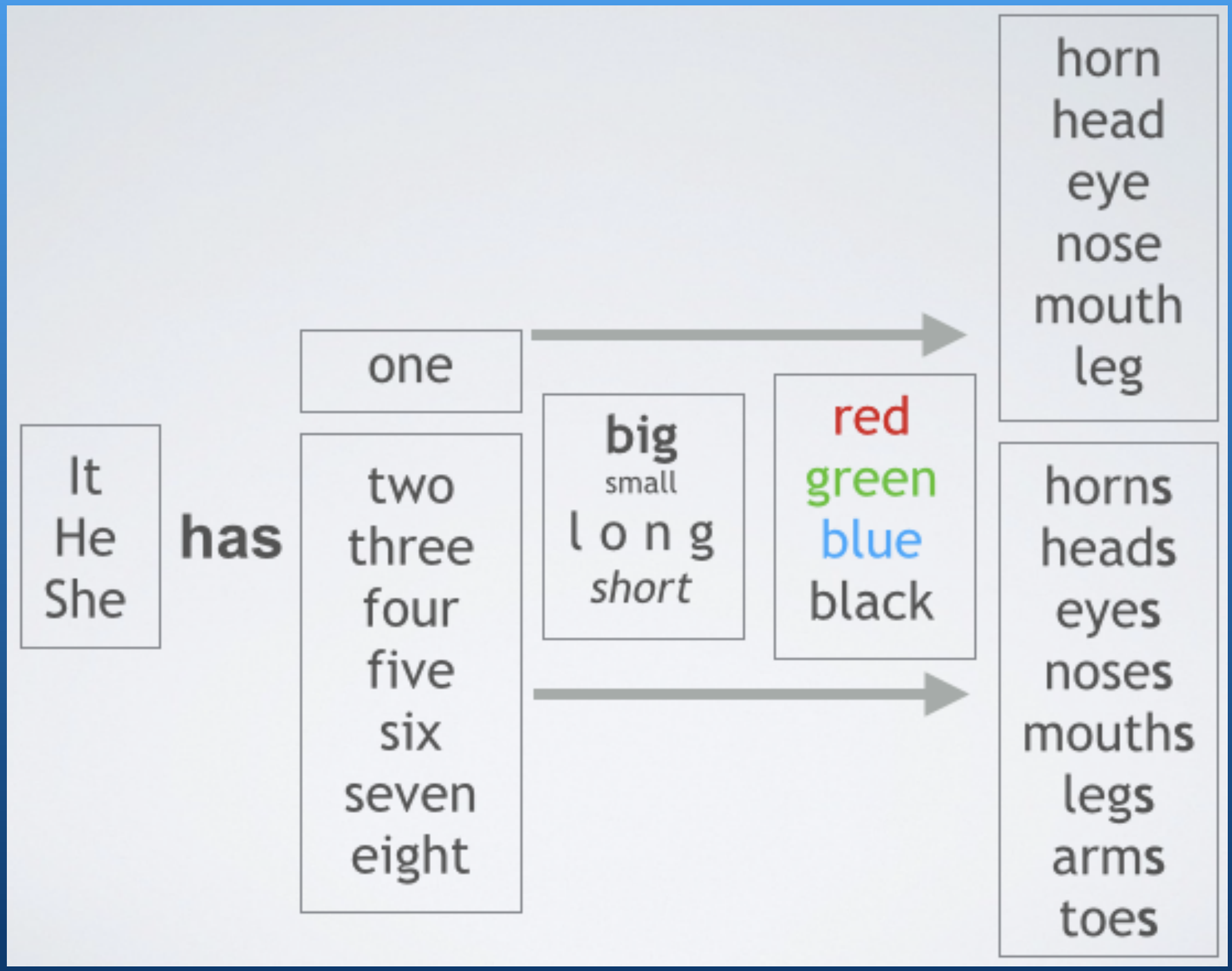
2. Describe your monster to your partner.

Your partner will listen and draw your monster.

4. Compare your monster drawings. Are they similar?

5. Let’s describe our monsters with the class.

Describing Monsters Sample Lesson - Target Language



Grammar practice / focus could be at this stage with worksheets and extra activities

Describing Monsters Sample Lesson in the E-I-F Framework

E

I

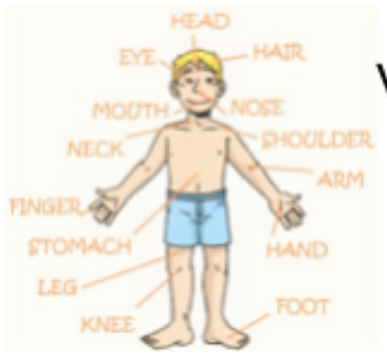
F

1

Warm up - generate interest

2 Let's play Simon Says! - Kinesthetic game

3



Vocabulary - Drill and CCQs

4 Describe the monsters

5

He has two eyes.	True / False
He has green skin.	True / False
He has short arms.	True / False
He has ten toes.	True / False
He has one eye.	True / False

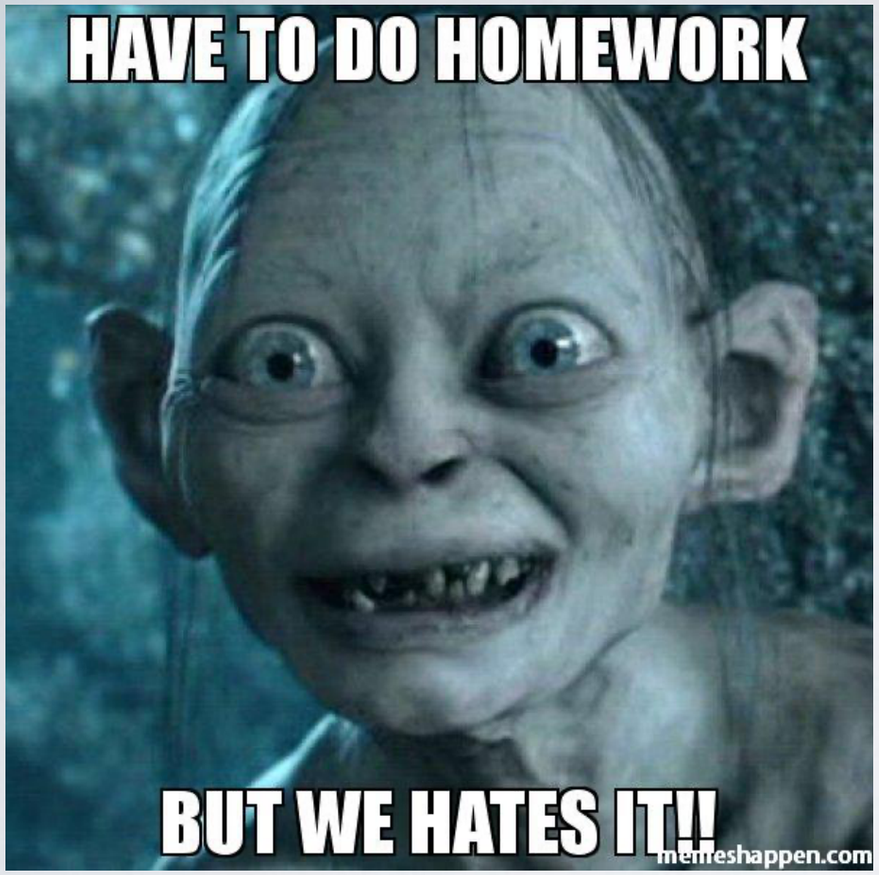
Practice sentences and assess understanding

6

Let's draw a monster!

Information Gap

Fluency activity



Final assignment preparation

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See the examples and info on my site.

Bring a first draft next week.

Next week: lesson plan workshop with feedback.

Bring your laptop/computer if you want.

Schedule

Week 10 - speaking skills + example lesson plans

Week 11 - review and pre-feedback

Week 12 - **lesson plan + materials deadline**

Week 13 - final preparation for presentations

Week 14 - lesson plan presentations 1

Week 15 - lesson plan presentations 2

Week 16 - review week