



# YL Materials Design & Development

## Today's class

- Review
- Using flashcards
- Learning objectives
- Realia
- Homework

# Grave's Adapting Coursebooks



## ADAPTING A TEXTBOOK

Just as a piano does not play music, a textbook does not teach language. The textbook is a stimulus or instrument for teaching and learning.

Discuss your  
homework  
answers

# Supplementing with online resources

## Vocabulary for young learners

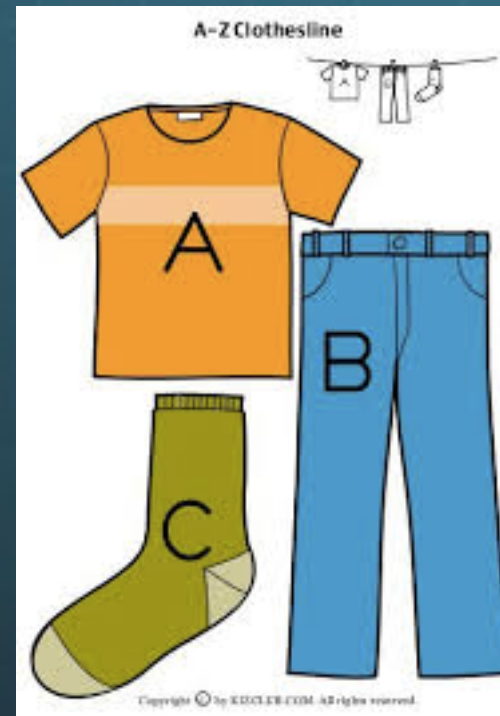


[www.esl-kids.com](http://www.esl-kids.com)

provides lots of topic ideas and materials (flashcards and worksheets) for young learners

- Actions
- Alphabet
- Animals
- Body Parts
- Buildings
- Christmas
- Classroom
- Clothes
- Colors
- Days of the Week
- Dinner Set
- Easter
- Emergency Services
- Family
- Feelings
- Five Senses
- Food & Drink
- Fruit
- Halloween

# Supplementing with online resources



[www.kizclub.com](http://www.kizclub.com)



# Grave's Adapting Coursebooks



Remember:

- \* Don't feel trapped by the coursebook
- \* Use your creativity and imagination
- \* Use your students
- \* S-A-R-S - Can you remember what this means?

# Ideas for Using Flashcards



<https://www.youtube.com/watch?v=X9KebTgfLjI>



# Teaching vocabulary with flashcards

Below are the learning characteristics of children. Watch the beginning part of a lesson with a group of children by teacher trainer, Raymond Kerr. How does he and his use of flashcards address learner needs?

- A child often...
  - learns through doing things and through movement.
  - likes using their imagination.
  - learns fast, forgets fast.
  - likes bright colours, animation characters etc.

<https://www.youtube.com/watch?v=W8e6Ld4sQks> (1:10 minutes)

# Review

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- Use of TPR techniques to replicate children's need to learn by doing and learning through movement.
- Encouraging prediction of possible pictures and words.
- Constant re-cycling of flashcards to reinforce children's acquisition of vocabulary.
- Bright colourful flashcards with images that appeal to young learners to stimulate interest and create impact.





# Learning Objectives

# Learning Objectives

What is a student learning objective?

- a statement which describes a learning outcome from the students' perspective



**student**



**teacher**

**Student Learning Objective  
(SLO)**

# Learning Objectives

How do you prepare students to succeed the objective?



scaffolding



controlled practice

# Learning Objectives



For example, when we get in a car to drive somewhere, we need to know where we are going first.

When should we make an student learning objective ?

1. Choose the target language (for a speaking lesson)
2. Create the SLO
3. Now you can plan the lesson

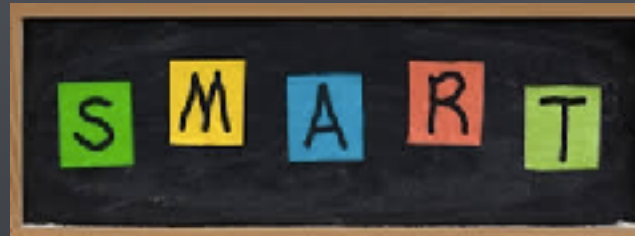
The SLO is achieved at the end of your lesson.

Knowing the end of the lesson will help you know the steps to get there.



# Learning Objectives

A good learning objective is...



- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

# Writing SLOs

Here is the formula for writing a speaking lesson SLO:

By the end of the lesson, students will be able to... ( topic and target language ) by ( completing this task ).

Here is an example of a speaking lesson SLO:

By the end of the lesson, students will be able to ask and answer about the time using “What’s the time?” “It’s \_ o’clock.” by doing a role play calling friends in different countries and asking the time.

# SLO Quiz

Example SLO:

By the end of the lesson, students will be able to ask and answer about their dream jobs using “What do you want to be?” “I want to be a designer / marine biologist / dentist /...” by completing a class survey.

What color are the...

- examples of the target language?
- fluency activity?
- action verbs and topic?

# SLO Quiz

Example SLO:

By the end of the lesson, SWBAT order food and drinks in a restaurant for themselves and friends using language such as, “What do you want to eat?” “My friend will have soup” “Can you bring water, please”... by doing a restaurant role-play with a waiter.

What color are the...

- action verbs and topic?
- fluency activity?
- examples of the target language?



# SLO Quiz

What's wrong with these SLOs?

1. By the end of the lesson, SWBAT describe an amazing life experience in the past using language such as “I’ve been to the Pyramids” “I’ve seen the Amazon” “I’ve visited the Colosseum” by completing a gap fill.

2. By the end of the lesson, SWBAT describe the people in photographs by doing an information gap activity.

Remember you need:

1. Action verb and topic
2. Examples of target language
3. Fluency activity


## Create a student learning objective

**In groups, create 2 learning objectives. Each SLO should be for different students (age or level) and include different target language (situational, functional, expressions, grammar point).**

Here is the formula for writing a speaking lesson SLO:

**By the end of the lesson, students will be able to... ( topic and target language ) by ( completing this task ).**

# frame·work

/ˈfrām,wɜrk/ 

*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](#)



## Frameworks for lesson planning

A framework for creating a lesson is similar to the framework of a building. It can organize and contain many different things.

# Here is the framework for dinner!



**1. preparing stage**



**2. cooking stage**



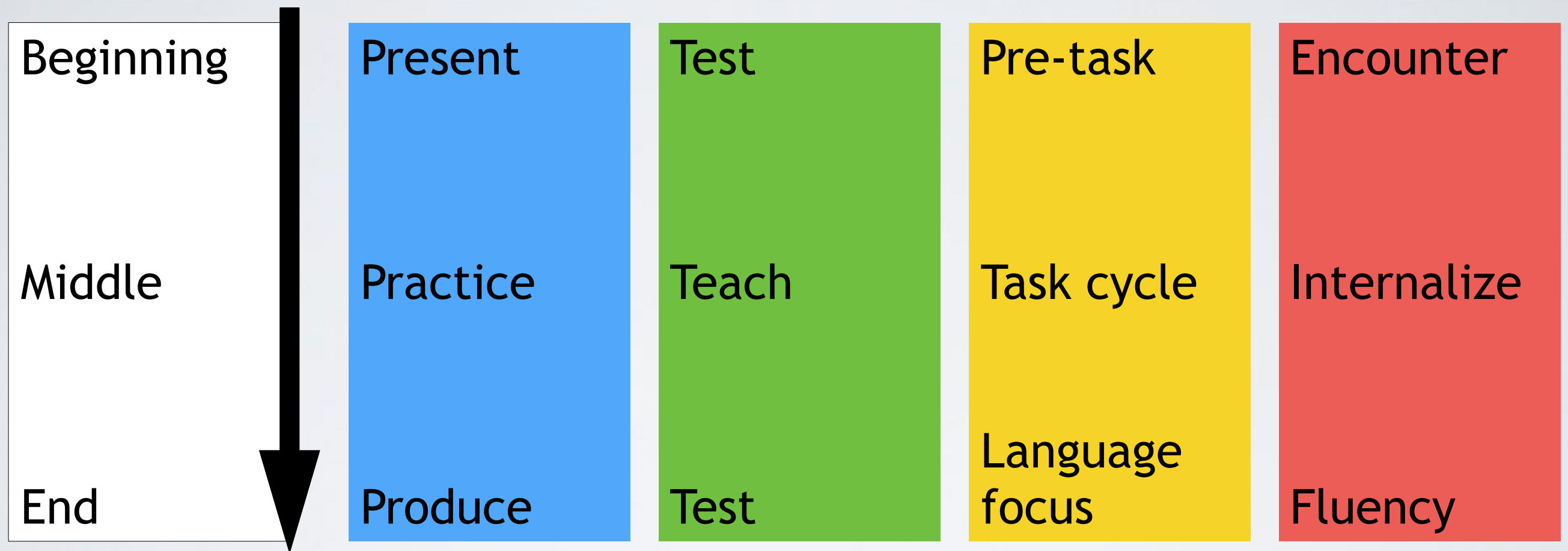
**2. eating stage**

**What would happen if we miss some stages?**

**Teaching language does not have the same stages, but this shows that we shouldn't skip or ignore stages!**



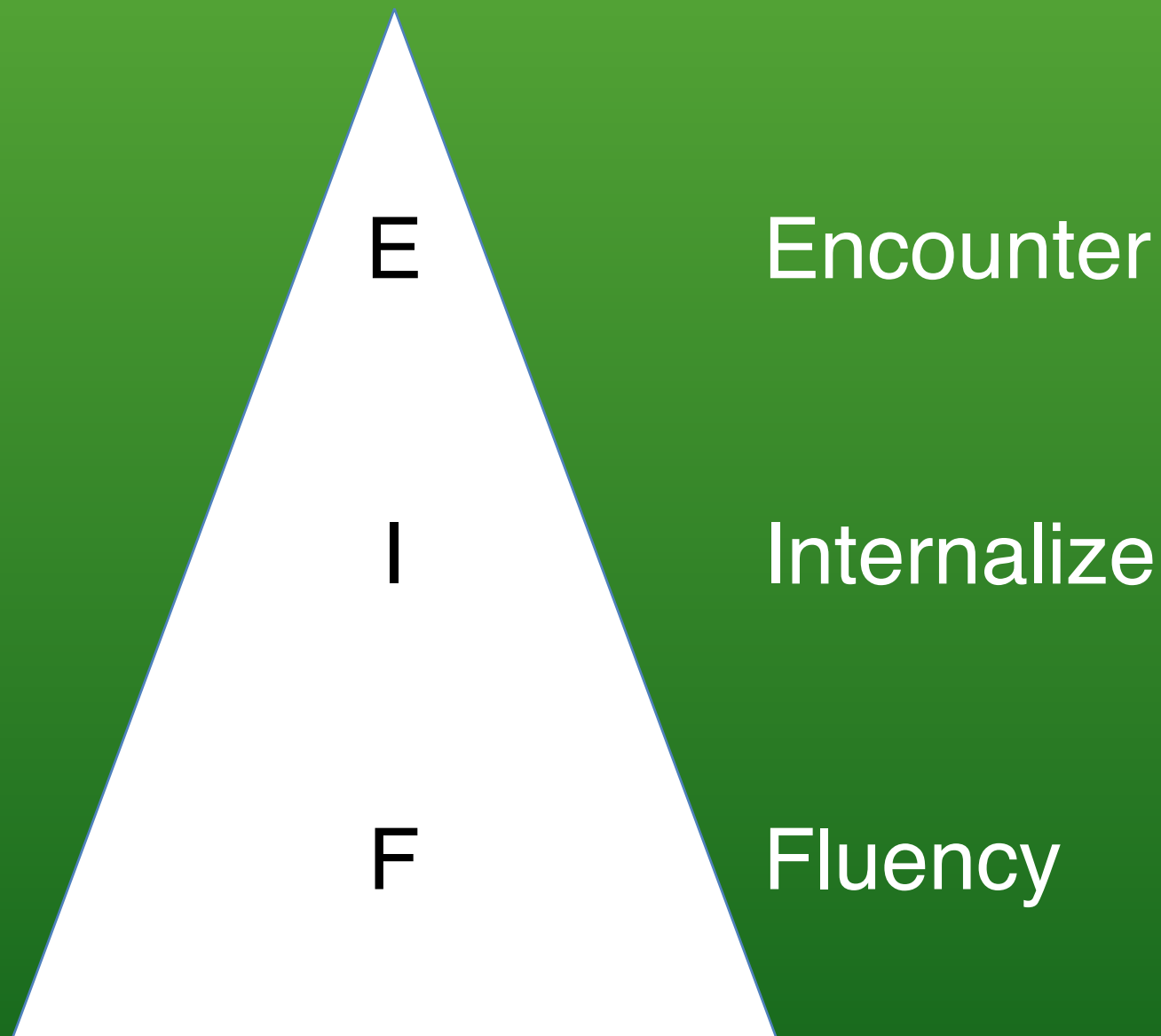
# Lesson planning frameworks for speaking skills



There isn't a right or a wrong framework for lesson planning. It depends on your teaching style, your students' age and goals, and the content of the lesson.

# E-I-F framework for speaking lessons

Scaffolded TBLT / Weak CLT



## E-I-F Framework for speaking lessons

### E = Encounter

Students 'encounter' the target language through an activity focused on meaning.

### I = Internalize

Students 'internalize' (memorize) the target language with scaffolded practice activities (controlled → free).

### F = Fluency

Students 'USE' the target language on their own in a speaking task. They become 'fluent' in the TL.

# PRACTICAL TECHNIQUE



## Magic Bag / Box

- gets interest
- good for curiosity
- vocabulary
- flashcards/realia

## Realia & Toys

- tactile learners
- meaningful
- experience
- demonstration
- interactive



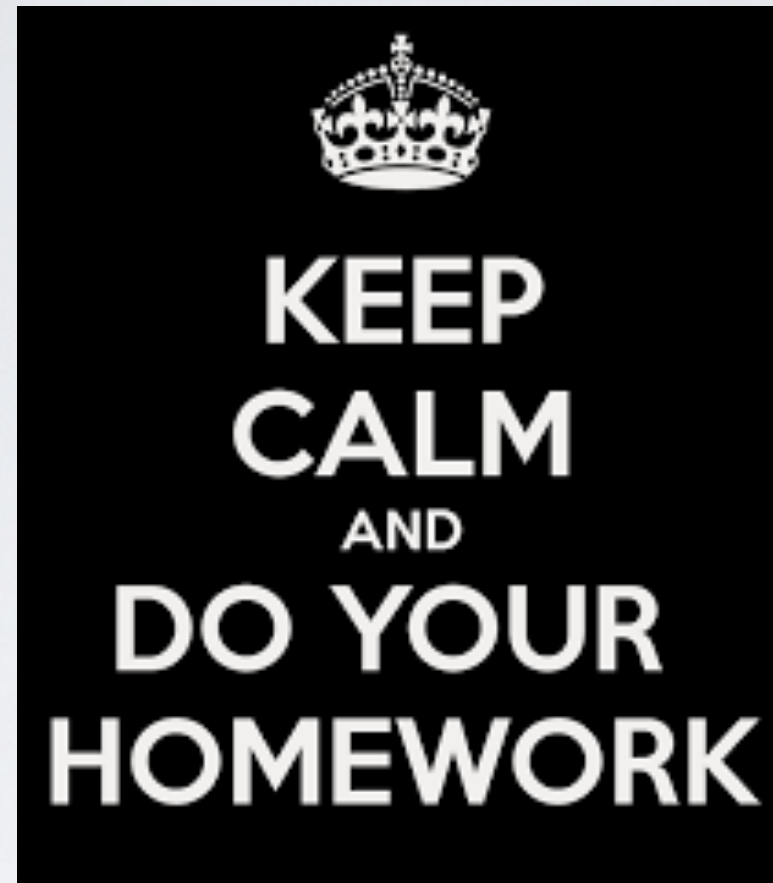


# PRACTICAL TECHNIQUE



## Task: Realia activities

1. Decide the target language (vocabulary / expressions for your realia).
2. Create a 3-4 step activity with your realia. Remember: input -> output
3. Create a worksheet or printed material to use with the realia.
4. Present to another group.



## **Materials HW for Next Week:**

1. Read the Week 8 'EIF framework' and answer Qs.