

Teacher Takeaways: Practical ideas for classroom teaching

A British Council series of online events in partnership with the China English
Teacher Professional Teachers Association (ETA)

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Teacher Takeaways:

Practical ideas for classroom teaching

Reviewing lesson objectives, structure & task design to help plan varied and effective lessons

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English for Education Systems (EES)

Welcome to Teacher Takeaways

Session #2

Reviewing lesson objectives, structure & task design to help plan varied and effective lessons

Housekeeping:

- No microphones or video
- Please leave comments in the chat and questions in the Q and A box.
- We will try and leave 10 – 15 minutes at the end to cover questions



In this short session,

- ❑ We will consider how teachers might promote student autonomy through lesson structures and activities.
- ❑ We will highlight different lesson task types and their purpose
- ❑ We will introduce key questions and points to consider at the planning stage
- ❑ We will analyse examples of the SMART technique for writing lesson objectives or outcomes

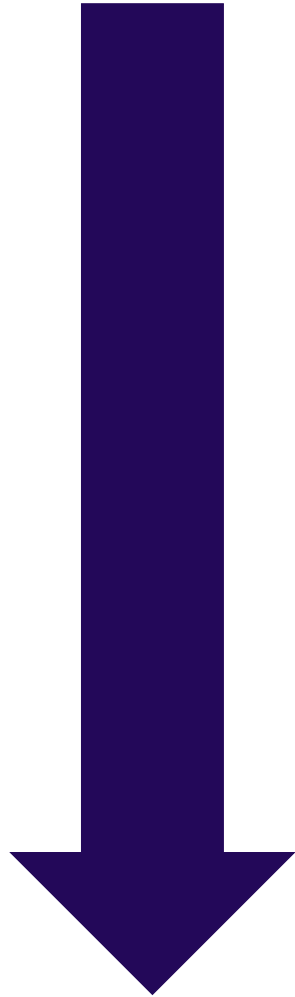
3 words that help us assess our ideas and materials

Adapt, Adopt, Reject

What's the missing word?

These lesson
models are
Increasingly...

STUDENT-
CENTRED



PPP

Presentation, Practice, Production

TTT

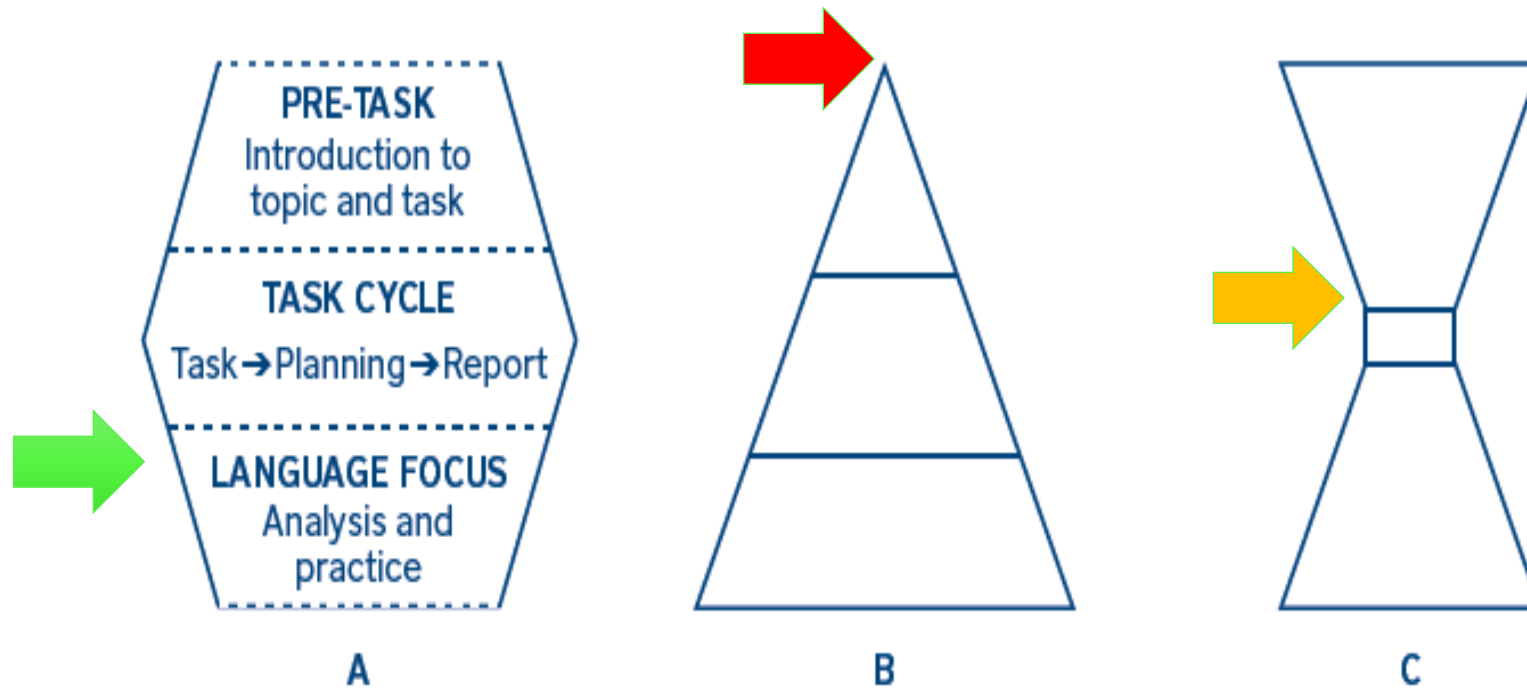
Test, Teach, Test

TBL

Task Based Learning

Models: PPP, TTT, TBL

Look at the models below. Which do you think is which? Why?



Where does the teacher **teach** the language?



Considering the lesson progression

Lesson Type				Possible later stages	
PPP	Teach (Present)	Controlled Practice	Controlled Practice	Freer Practice	
TTT	Test	Teach (Analyse)	Test 2	Freer Practice	
TBL	Task	Report & feedback	Teach (Analyse)	Controlled Practice	Freer Practice / revise

Test? – It's a party. Mingle and use the strips to tell others about yourself.

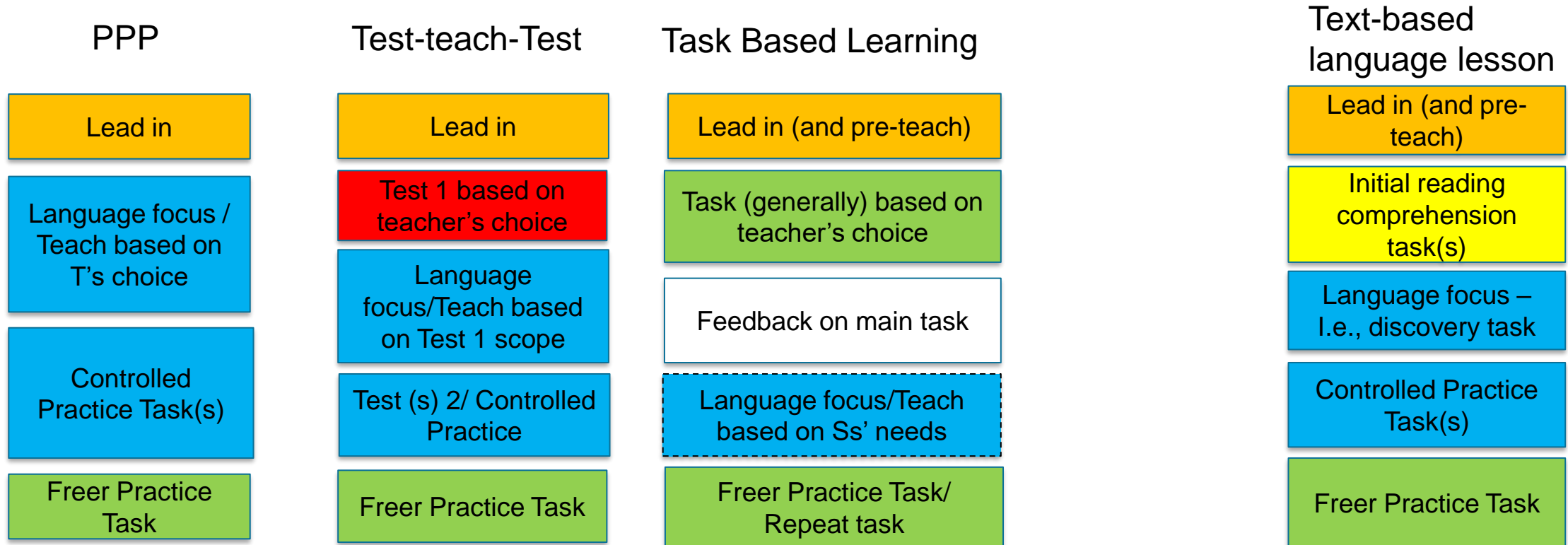
I / go / France

I / work / office/ 2020

I / go / park/ Saturday

My friends / see / Manchester United / play / Old Trafford

Breaking down the stages



	Lead in + context building
	Explicit Language focus (grammar, vocabulary, pronunciation, functions)
	Receptive activity or skills focus (reading, listening)
	Productive activity or skills focus (speaking, writing)
	Testing what Ss already know to establish needs (also controlled practice)

Teach - MPF(a) – Teaching of content

What does MPF(a) stand for?

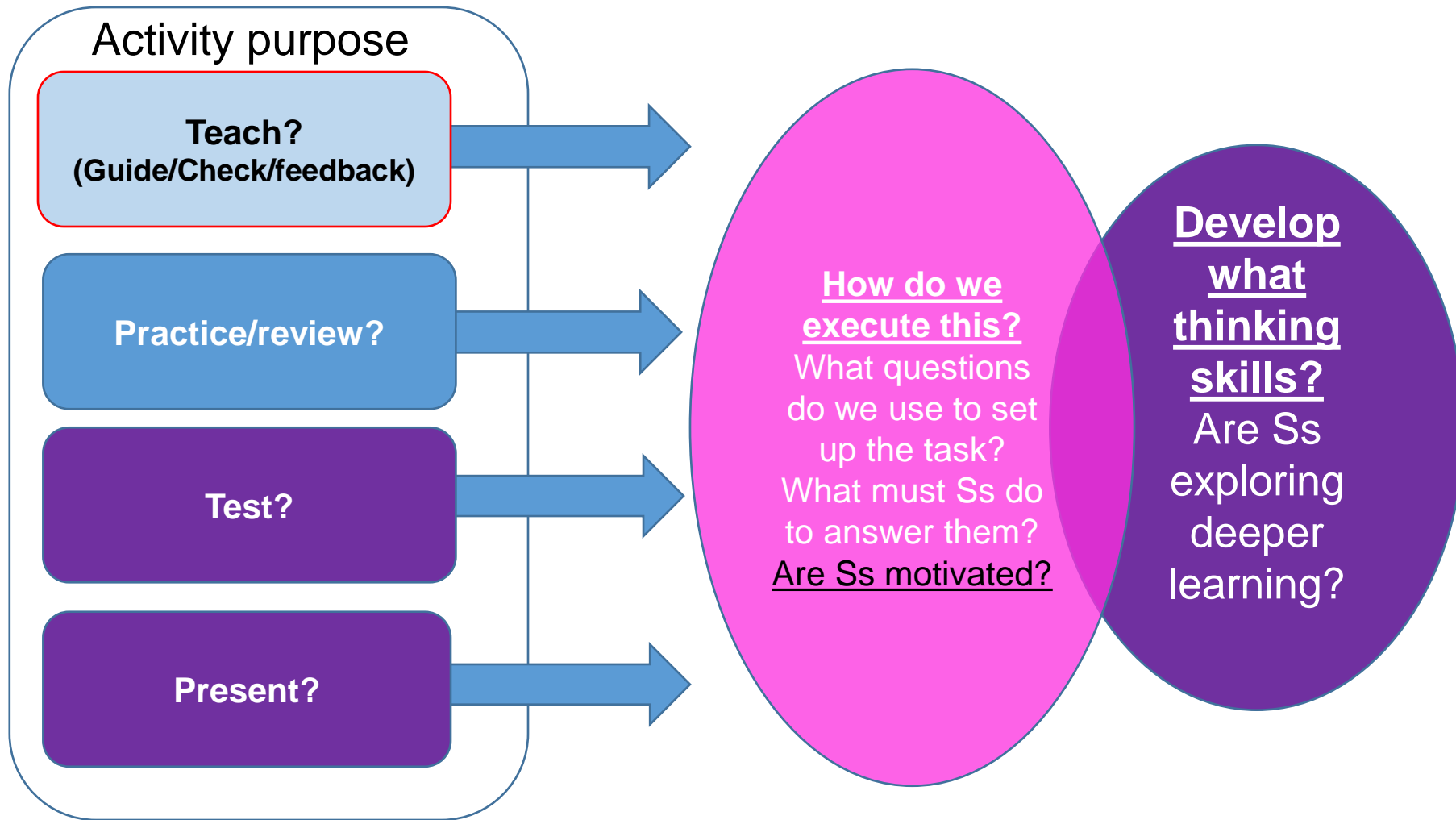
Meaning	What are the key points related to meaning and use that need to be taught?
Pronunciation	What aspects of pronunciation need to be covered, including those that go beyond the level of only the word E.g., suprasegmental features / connected speech?
Form	What aspects of form, spelling, collocation, etc might be relevant and help expand students' use?
Appropriacy	When is it appropriate to use the language? What is the register?



**When you teach a child something you
take away forever his chance of
discovering it for himself.**

Jean Piaget

The purpose of our activities & questions





Familiar scenes

Cause

Effect



MPF or MFP – Teaching & Learning of content in more interesting ways

Freyer model – teach?

Ideally, in the student's' own words

Key points about the word

Definition

Characteristics

Examples

What is it not?

Examples of the word in use

Similar words, but not the same!

Typhoon – motivate through choice and chance



= Money: plus ten points



= Rocket: Blow up five of another team's points



= Robber: Steal five of another team's points



= Typhoon: Lose all points



= Sing a Song: If the teams sings a song they get five points. If they refuse, minus five points.

**Give teams / students
10 points each**

Practice or test?

Set task – E.g., Ss must ask/answer a **review** question; Ss must use key language in a sentence, etc. This can be based on ‘first to answer’ or an established order.

Successful Ss get a choice (but the result is down to chance so not only the strongest Ss will win)

Count up the scores to see who the winner is!

	1	2	3
A			
B			
C			
D			

Skill / chance / fun / competition - Losers can win!

Giving students autonomy can be motivating

1

Ask learners to choose a situation, topic, theme, etc. or use one they have previously studied in their textbooks. They will be more motivated to do the activity well if it is something which interests them. They can then prepare for the activity by brainstorming and sharing words they know about the topic and asking their teacher to supply words they lack.

2

Give learners time to plan what they will say. They brainstorm the language they will need, recall previously learned forms and vocabulary, and consider noticing and restructuring tasks they have done. They decide what language is appropriate and useful. They ask their teacher for help if they need it.

3

Allow learners to shape the activity how they want: for example, if they are doing a role play, let them decide what the situations and outcomes are. Allow them to choose and use language they feel confident about, but give them support where they want to experiment.

4

Give them an opportunity to rehearse and to restructure the language they have chosen.

5

Review the language used. Give examples of mistakes, together with corrected versions, and ask them to 'notice' what the differences are and discuss why the mistakes occurred. Alternatively, ask learners to identify and correct the mistakes. Provide information on language form, use and meaning to help learners notice.

6

Ask the learners to reflect on what went well in their conversations and what they would like to improve next time. Ask them to think about how they would 'restructure' language for future use.

Adapting towards autonomy

Example

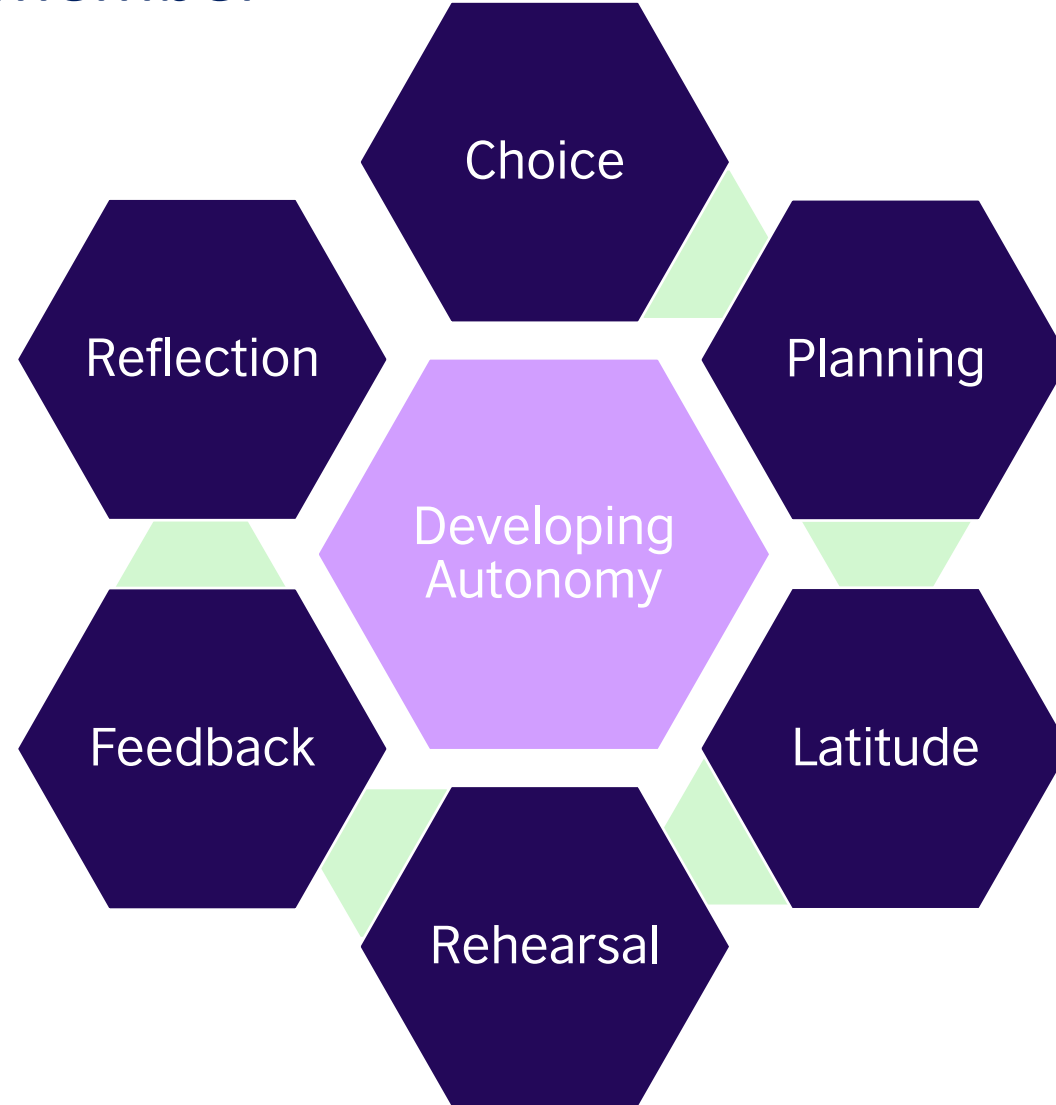
Information gap

Planning, choosing and latitude: Prepare a sketch of a town, or you can use your textbook if there is something suitable in it. Ask the learners to brainstorm the kind of places they would like to see in their ideal town. Write their suggestions on the board. Divide the learners into two groups, A and B. Give each group a sketch and ask them to decide where they will put the places noted on the board, and add them to the sketch. Next, they decide on the language they will use to describe their town to their partners in the other group and what questions they will ask to find out about their towns.

Rehearse: Practise describing and asking questions. When they are ready, they divide into pairs – one person from each group A and B – to talk about and compare their pictures.

Feedback and reflection: Ask them what they noticed about each other's descriptions. Did they use the same language? Did they learn anything new from their partners? Was anything unclear? Did they have to restructure/paraphrase to help their partners understand? What would they do differently next time? Provide examples of other contexts where they could use this language.

Some words to remember



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Let's bring this together at the planning stage

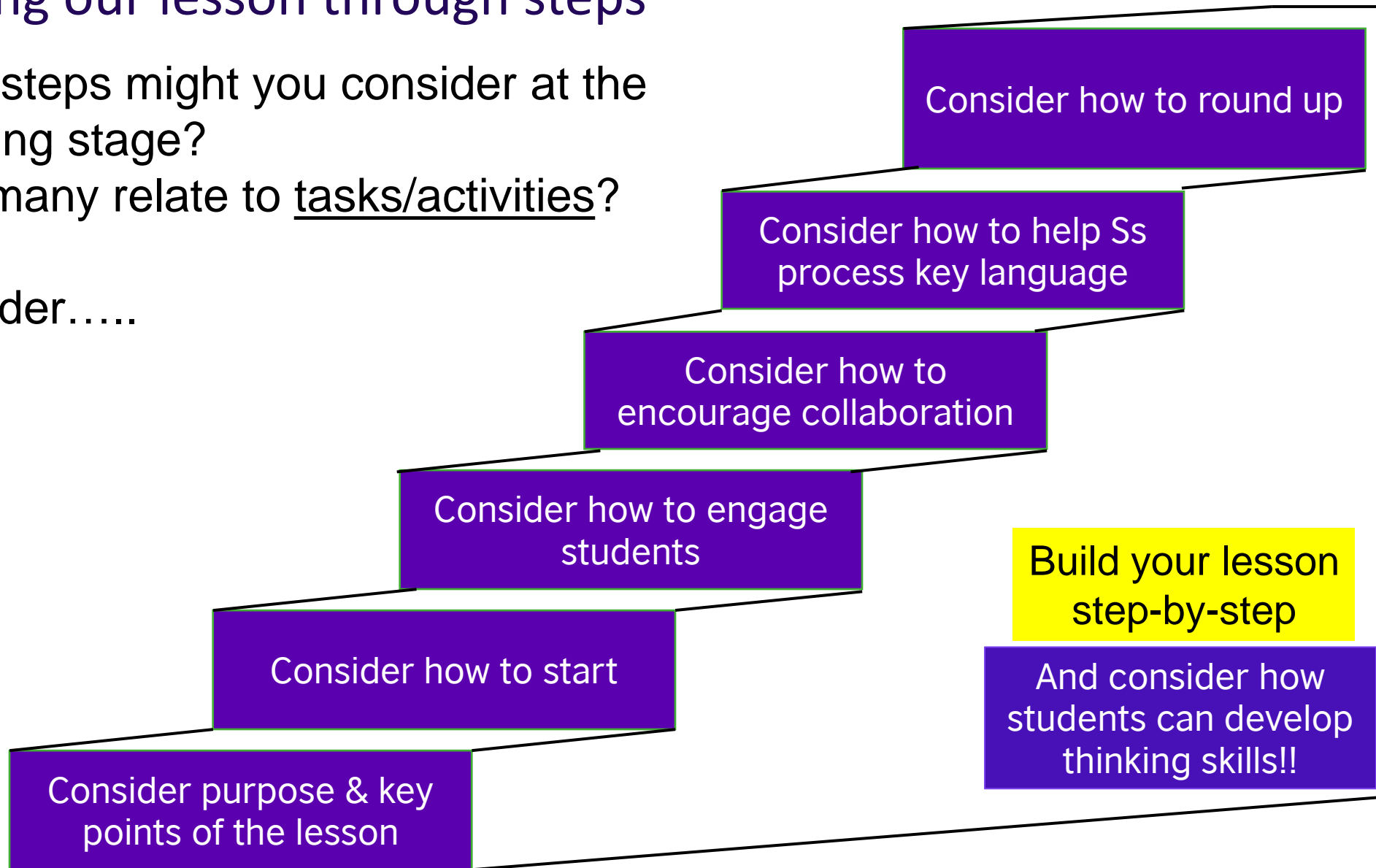
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The silent truth....



Ordering our lesson through steps

- What steps might you consider at the planning stage?
- How many relate to tasks/activities?
- Consider.....

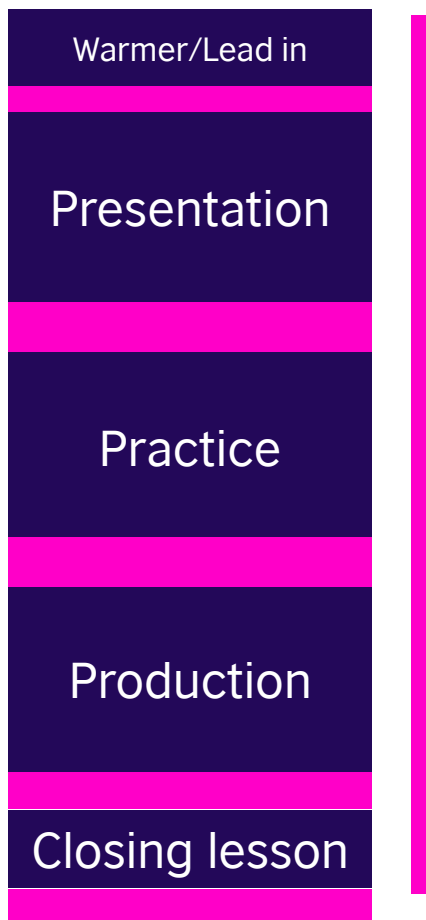


Arranging the steps in order and asking ourselves simple questions

9 key
planning
questions

STEP 1	What is the _____ of the lesson?
STEP 2	What _____ best captures the content and creates interest?
STEP 3	What are the _____ or CONCEPTS to get across?
STEP 4	How do I create an engaging _____ ?
STEP 5	What _____ or QUESTIONS will help to clarify concepts and main ideas?
STEP 6	How do I _____ the STUDENTS to keep attention high?
STEP 7	What TASKS do I need to plan and what is their purpose?
STEP 8	How do I encourage PROCESSING of LESSON CONTENT?
STEP 9	What would make for an appropriate _____ to the lesson?

Where does the learning often take place?



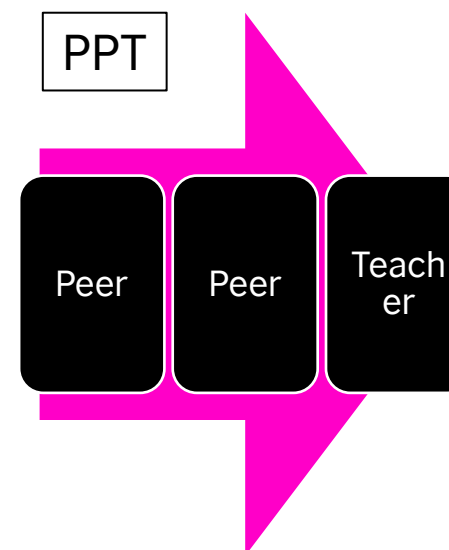
Feedback & Interaction

What common feedback methods might be used?

- ☐ Peer feedback
- ☐ Teacher feedback
- ☐ Hot feedback Vs. cold feedback
- ☐ Delayed feedback
- ☐ Think, pair, share

...

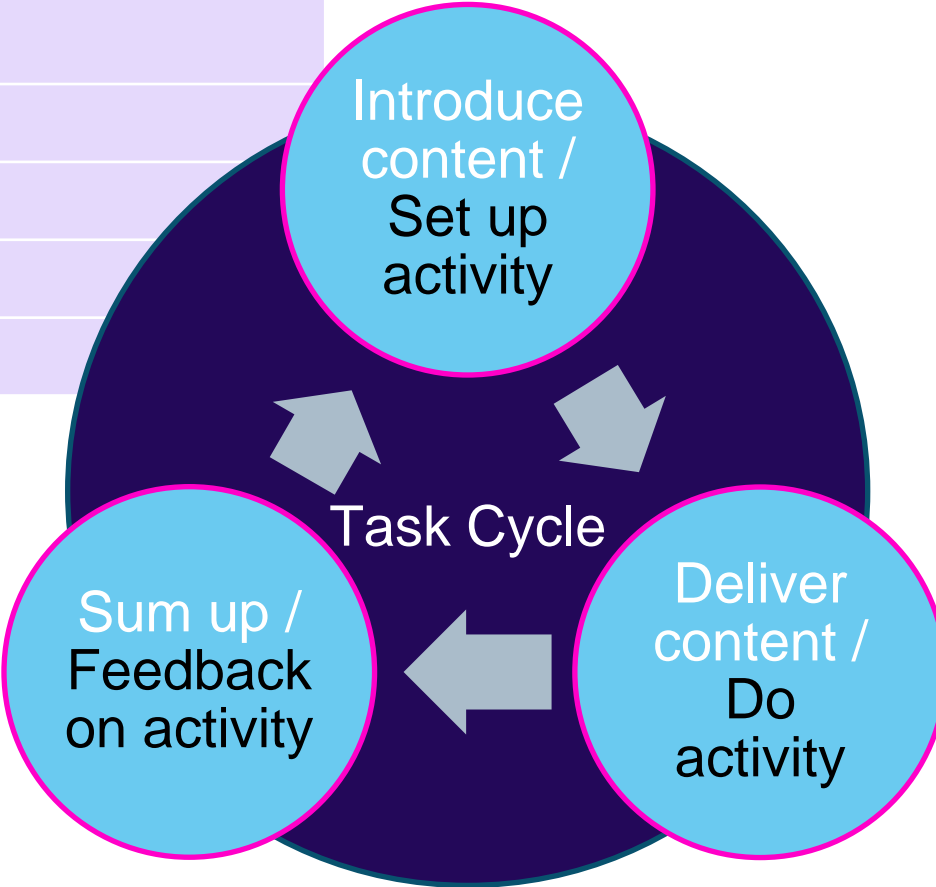
Plan your PPT feedback...



What might be in your plan?

Lesson objectives:

Timing	Interaction	Stage elements
	S-S/Ss-Ss/ T-Ss-T ...	Stage objective
		Set up
		Task
		Feedback
		Thinking skills focus?

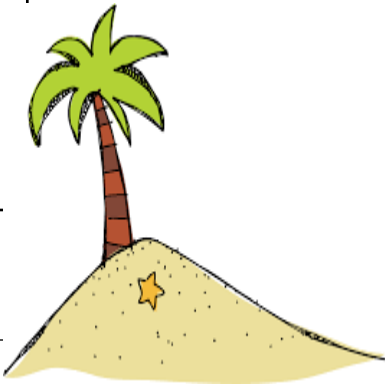


Common Acronyms – Can you make it across?



STT	TTT	TFB	TBL	T	TTT
S	ICQ	PPP	LOT	PFB	PC
HOT	T-S-T	CCQ	IP	DFB	SMART

Review?
Test?
Teach?



Objectives and outcomes

Why do we have them?

- (Pre) To help ensure the teacher has considered what they are going to teach
- (Post) To provide a point of reflection and checking for the teacher to ensure key learning points have been covered
- To help ensure the curriculum content or guidelines are being followed
- To help ensure the intended lesson is meaningful, logical and achievable for the learners
- To provide a record for the teacher of what has been taught

Objectives and Outcomes

When writing objectives or outcomes the teacher should be clear on the purpose of their lesson.
To help focus the lesson consider:

1. Identify 1 -2 Primary objectives/outcomes – sometimes called hard objectives
2. Add any other objectives/outcomes as secondary (optional) – sometimes called soft objectives
3. Consider personal aims
4. Follow the **S.M.A.R.T.** method

S – Specific – i.e., include mention of the context and specific vocabulary you might wish to teach.
M – Measurable – i.e., make sure what you want to teach is something you can check at the end of the lesson. E.g. To practice, develop etc NOT “To know” [state verbs]
A – Achievable – Can you actually do what you plan to in the time you have?
R – Relevant – Is your lesson content and focus relevant and useful to your students? How?
T – Time-bound – Give yourself a clear time frame to complete your objectives.
E.g., “By the end of this lesson Ss will have...”

Objective or outcome (in English)

Objective (an aspiration)

In this lesson I plan to (personal aim)

In students will + v (learn how to identify and pronounce 3 different –ed sounds in past simple regular verbs)

In students will be able to (identify and pronounce 3 different –ed sounds in past simple regular verbs)

Outcome (an expected result)

By the end of the lesson, I will have + past participle (personal aim)

By the end of, will have been completed

By the end of, students will have + past participle

Not such good examples...

- Students will learn about transport words
- Ss will know the past simple
- Ss will read a text quickly
- Ss will talk in English about their weekend
- Students will listen to a song
- Ss will learn the present perfect tense

Examples – you choose your form

By the end of the lesson, students will have been introduced to and practiced using the following key words (in the context of ...): XXXXXX, XXXXXX, XXXXXXXX, XXXXXXXX, XXXXXX.

By the end of the lesson, students will have read and analysed a XXXXXX text through use of gist, scanning and detailed reading techniques.

OR

By the end of the lesson, students will have developed gist, scanning or detailed reading techniques through analysis of the XXXX text.

Within this lesson, students will learn about key MPF(a) aspects of the regular past simple tense and practice using this in short sentences with common regular forms .e.g., walked, talked, smiled, mended, ...

Let's try

Write an example of an outcome or objective based on your own lessons.

Share in the chatbox...



Great, and now to round up our session!

In this short session,

- ❑ Did we/I consider how teachers might promote student autonomy through lesson structures and activities?
- ❑ Did we/I highlight different lesson task types and their purpose?
- ❑ Did we/I introduce key questions and points to consider at the planning stage?
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Other videos...



How to write effective classroom materials ...

1



2



3



4



5



6



7



Thank you!

Any questions?

Also, find out more about the next events (and register) through the QR code: Teaching Listening (October 12th)

Certificates, recordings and downloads will also be made available here within 7 days!

