

全英語教學：
從簡化課堂英語至搭建鷹架
(Teaching English through English)

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Classroom English

What **target language** will your students need to learn in order to do this activity successfully?

What **instructional/pedagogical language** will you need to use to set these activities up?

What **functional language** will your students need to use to do this activity successfully?

Classroom Procedural English

課程暖身 Warm-up	呈現 Presentation	練習 Practice	應用 Production	課程結束 Wrap-up
打招呼 Greetings	引起動機 Motivation	說明練習活動 Explaining Practice activities	說明成果產出活動 Explaining production activities	提示課程時間 Reminding About Time
課室安排及準備 Setting Up the Classroom & Getting Ready	教學指令 Instructing	鼓勵參與 Encouraging participation	鼓勵獨立思考以及創 意力並融會貫通所學 Encouraging Independent Thinking and Creativity	總評學生整體表現總 評 Commenting on Students' Overall Performance
了解進度 Understanding Progress	用問題循序漸竟引 導學生思考 Guiding/Stimulatin g Thinking	回應學生的錯誤 Responding to Students' Mistakes	鼓勵深度參與增進多 元互動 Encouraging Involvement	總結課程內容 Summarizing the Lesson
說明課程目標 Introducing the Agenda	確認學習進度與理 解 Checking Progress and Understanding		評論學生特定表現 Commenting on Students' Specific Performance	預告下次上課內容與 課程準備 Announcing Upcoming Class
				宣布回家作業 Announcing Homework
				結束課程 Concluding the Class

Using simple classroom English

- Your goal is **students' understanding**.
 - Speak slowly and clearly.
 - Repeat instructions.
 - Use simple words.
 - Explain complex words with simple language.

Simple classroom English

- Let's Talk in English

- An example of suitable speed and clear pronunciation:

<https://www.youtube.com/watch?v=7MDSASTbDkU>

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Starting the class

- Greetings
 - “Good morning/afternoon class”
 - “Hello everyone”
 - “Welcome back!”
- Reviewing
 - Quick and simple tests of studied concepts:
 - “Let’s review what we learned last week.”
 - “Last time we learned about...”
- Setting the agenda
 - “Today we are going to look at...”
 - “In this lesson we will learn about ...”
 - “Continuing from our last class on algebra, next we will cover...”

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Make the content relevant

- Link lesson concepts/learning to everyday life with simple English.
- Practical phrases:
 - “The importance of this is...”
 - “This is useful to...”
 - “You can use this to...”
 - “When you... you can...”

Conducting the class

• Practice

- You now have **3 minutes** to think of one English learning concept from a class and how it links to something in everyday life.
- Then you have **2 minutes** to explain this concept to your partner in simple English.

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Giving instructions

- Use imperatives and simple commands
 - Examples of imperatives and instructions:
 - Don't start until I say "go".
 - Number yourselves from one to four.
 - Sit facing your partner.
 - Don't let your partner see your paper.
 - Work by yourself.
 - You need to remember your partner's information, so listen carefully.

Giving instructions

Dos	Don'ts

a)	Demonstrate, rather than explain an activity, if possible.
b)	Make sure all the learners can see the demonstration before you start.
c)	Elicit as much information from the learners as possible.
d)	Explain the whole activity before learners begin, especially if it is a long and complicated one.
e)	Use language that is above the learners' <u>level</u> .
f)	Use language that learners will be able to understand easily.
g)	Give out materials before you give the instructions.
h)	Give instructions in stages if necessary.

i)	Use confident learners with a higher level of English to demonstrate activities.
j)	Give out materials after you give the instructions.
k)	Save time by producing all the information yourself.
l)	Check that learners have understood your instructions by asking specific questions about the activity procedure.
m)	Ask learners "Do you understand?" at the end of your instructions.
n)	Always have an instruction-giving stage, no matter what the activity.
o)	Only give instructions if necessary – some activities can be learnt while doing, others don't need instructions.

Simplifying instructions you give

- Instructions and task language should be clear **and** simple
 - Here are some steps to make instructions simpler:
 - Remove
 - Shorten
 - Repeat/Paraphrase
 - Explain
 - Show
 - Avoid

How to simplify task language

- **Remove**

- remove any redundancies (**repeated language**)
- remove any unnecessary information (**not useful, not essential**)

How to simplify task language

- **Repeat/Paraphrase**

How to simplify task language

- **Shorten**

- shorten sentences into simple structures (**make the grammar easier**)

How to simplify task language

- Explain
 - explain complicated vocabulary with everyday language (**use easier words**)

How to simplify task language

- Explain
 - give students a glossary of complex language (**word list**):

How to simplify task language

- **Show, don't just tell**
 - show concepts using diagrams/visual aids/realia (**use pictures**)

How to simplify task language

- Avoid

- avoid the passive voice (**use the active voice: (Subject + Verb + Object and direct instructions)**)
- avoid idiomatic expressions (**don't use difficult phrases or idioms**)
 - ~~*if things are left to their own devices, get the chance, to a lesser extent*~~
- avoid using unnecessary phrasal verbs

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Encouraging and Suggesting

- Giving feedback to students
 - **Praising:**
 - “Your writing is clear and accurate.”
 - “Well done!”
 - “That’s the right idea.”
 - “Good job!”
 - “Nice work!”
 - **Suggestions:**
 - “Have you thought about...?”
 - “That’s good so far. Now try to...”
 - “You need to try again by...”
 - “Try this instead...”

Checking

- **Confirming understanding:**
 - “Any questions before we start?”
 - “What is the first step?”
 - “What’s the problem?”
- **Students self-check:**
 - “Tell your partner you have to do.”
 - “Check your answers with your group.”
 - “See if your partner agrees with you.”
 - “Compare your answers with the person next to you.”

Timing and Concluding

- **Timing:**

- “Remember to time yourselves.”
- “You have 3 minutes left.”
- “Keep checking the time.”
- “You only have five minutes to do this.”

- **Reviewing and Ending the Class:**

- “Let’s check what we learned today.”
- “Check that you’ve copied everything from the board.”
- “Finish this for homework.”
- “Good work today everybody!”

Put it all together

5 Minute Mini-lesson

- Now you have **five** minutes to teach a mini lesson to your partner.
 - Apply the language and examples we practiced earlier.
 - Structure the lesson as per the three steps on the right.

Step 1

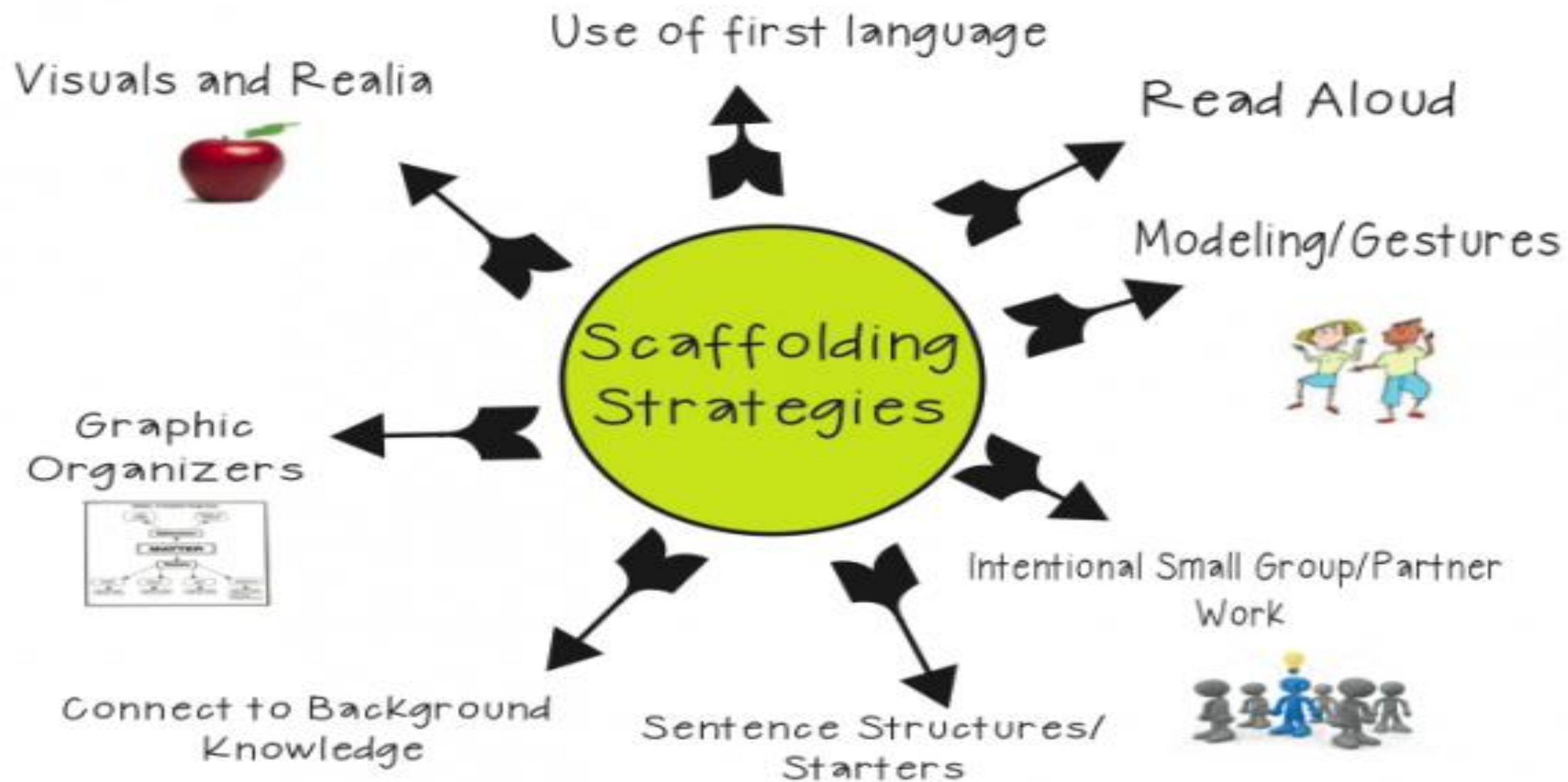
Greet the student(s).
Introduce the class topic.

Step 2

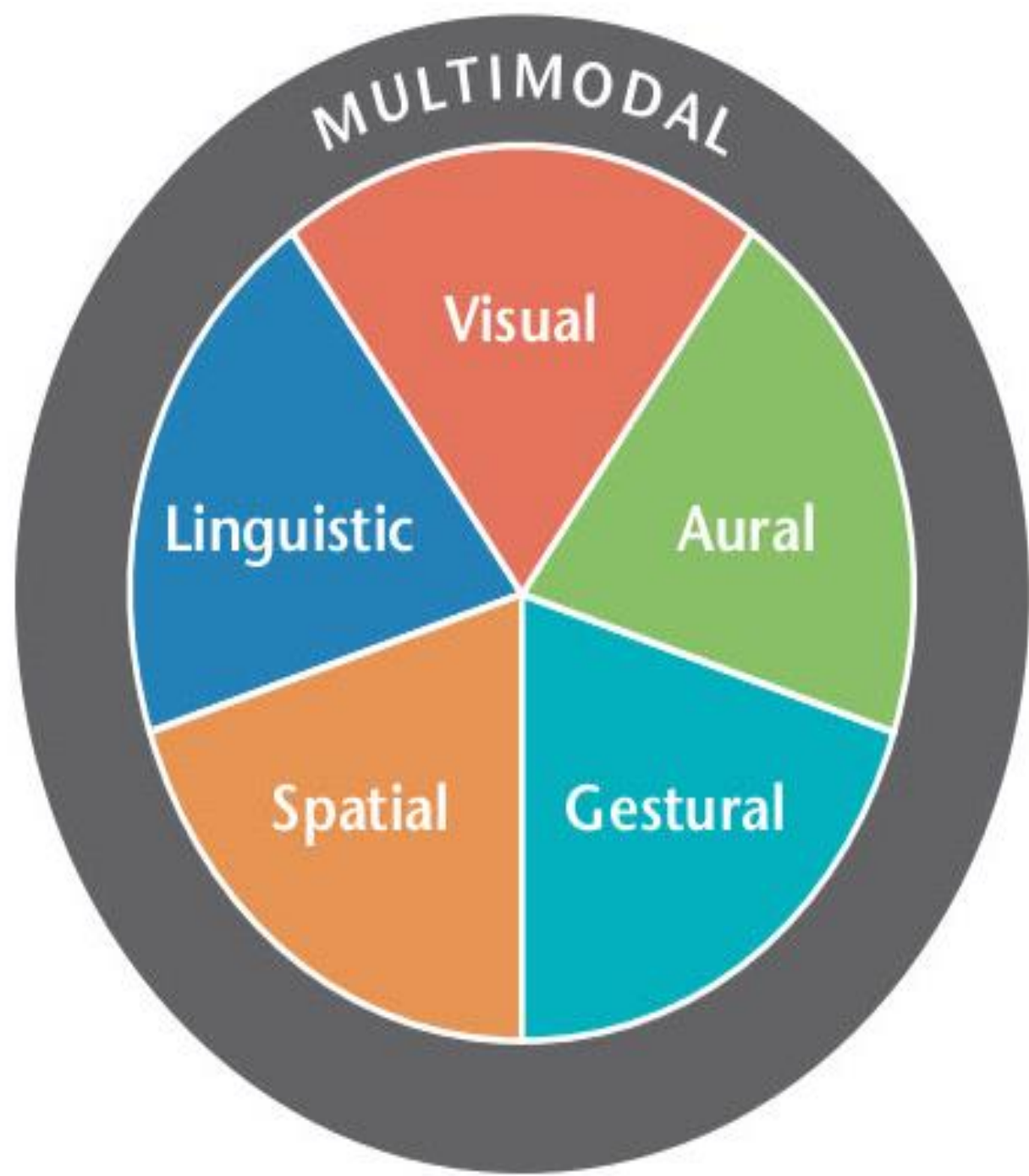
Main Lessons (Instructions and Tasks)

Step 3

Ask for questions and confirm understanding.
Conclude the class.



I know _____ because _____.



A word cloud of various media and communication formats, including: Movies, Infographics, Booklets, Sketchnoting, Books, Emails, Vodcasts, Advertisements, Newscasts, Book trailers, Animation, Images with annotation, Comics, Brochures, Broadcasts, Visual Notetaking, Tutorial Guides, Mindmap, Presentations, Typedrawing, Text Messages, ebooks, Diagrams, Cards, Screencasts, Letters, Posters, Blogging, and Videos.

Scaffolding Techniques in CBI Classrooms

Building on ideas presented in Echevarria, Vogt & Short, 2004, pp. 86-87

Fortune, T. (March, 2004) with input from immersion teachers

Verbal Scaffolding (Language-development focused)	Procedural Scaffolding (Grouping techniques and activity structures and frames)	Instructional Scaffolding (tools that support learning)
<ul style="list-style-type: none">▪ Paraphrasing▪ Using “think-alouds”▪ Reinforcing contextual definitions▪ Developing questions with Bloom’s taxonomy in mind▪ Writing prompts▪ Follow oral text with written text▪ Elaboration and expansion of student response▪ Use of cognates▪ Purposefully using synonyms and antonyms▪ Effective use of wait time▪ Teaching familiar chunks “May I go to the restroom? “Excuse me,” etc.▪ Clear enunciation and articulation by teacher, slow when appropriate▪ Corrective feedback techniques, especially elicitation, clarification requests, and metalinguistic clues▪ Songs, jazz chants, rhythm and rhyme▪ Language task for graphic organizer▪ Building circumlocution skills	<ul style="list-style-type: none">▪ Using an instructional framework that includes explicit teaching (T)-modeling (T)-practicing (St)-applying (St)▪ 1-1 teaching, coaching, modeling▪ Pairing and grouping of students so that less experienced/knowledgeable students work with more experienced/knowledgeable students▪ Activating prior knowledge▪ Think-Pair-Share▪ Met’s Expanded Think-Pair-Share▪ Personalize info (relate to your own life)▪ Jigsaw▪ Dictogloss▪ Cooperative group techniques▪ Joint writing project▪ Use of routines▪ TPR/TPRS▪ Gibbons’ Activity Cycle (oral-informal, oral-formal, written-informal, written-formal)▪ Lyster’s register variation activity▪ Scored discussion▪ Role play, simulations▪ Process writing▪ SQP2RS	<ul style="list-style-type: none">▪ Graphic organizers▪ Manipulatives▪ Using visuals and imagery▪ Word wall▪ Making a variety of resources available in the classroom, dictionary, thesaurus, etc.▪ Posting schedules▪ Labeled visuals▪ Pictographs as a success supporting strategy for dictogloss with young learners

Reflection

1.	
2.	

- Write down two things you've learned today.
- Tell your partner how you can apply them in your classes.

› Write down the two things your partner learned.

1.	
2.	