



BUILDING TEACHING

CARTILLA No. 2



● La Mesa de Bilingüismo de Cali

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● Building Teaching

El programa Building Teaching ofrece laboratorios gratuitos de innovación y de alta calidad en temas relacionados con la enseñanza del inglés como lengua extranjera para los profesores de inglés del Valle del Cauca.

Building Teaching es posible gracias al compromiso y aportes de las universidades Autónoma, Cooperativa de Colombia, Icesi, Javeriana, Libre, San Buenaventura, Santiago de Cali y el Centro Cultural Colombo Americano.

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UNIVERSIDAD AUTÓNOMA DE OCCIDENTE

Topic:
Planning with the SAMR Model
Professor:
Yury Andrea González Gutiérrez

It is highly relevant to understand and recognize the meaning and synonyms of the words Transformation and Enhancement, it is necessary to ask ourselves, is it better to transform or to enhance something? (Answer this to yourself...).

To discover the meaning of the acronym SAMR: Substitution, augmentation, modification, and redefinition. The image below (figure 1) shows what these terms stand for. After analyzing and discussing what the attendees of this workshop think about each term, they found out that SAMR model works with levels, each of it allows the teacher to enhance the use and integration of technology in their classes.

Now, the picture is complete, to enhance is necessary and is acceptable, but to accomplish the process, we need to continue working, modifying, and redefining tasks; so, we reach the transformation level in order to acquire knowledge and experience new ways of learning.

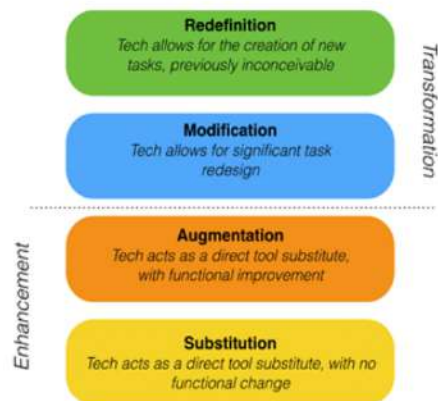


Figure 1. Image retrieved from: <https://www.showbie.com/using-showbie-with-the-samr-model/>

In words of Hunter (2015), the SAMR model "Resonates with many teachers and aims to enable them to design, develop and integrate digital learning experiences that utilize technology to transform learning experiences, and in turn, it seeks to lead students to high levels of achievement". Meaning this, that SAMR model has been a useful way in which teachers and learners have discovered the benefits of technology, especially when it is well implemented in classes and when a teacher has in mind that his planner must go from enhancing learning to transform it; then, motivate and allow learners to create content in ways that in the past, were unimaginable that students could do from their class.

As an example of what was mentioned before, the following chart (figure 2) describes one original assignment and how this could be enhanced or transform having in mind the different levels of the SAMR model. It is noticeable that when going from a traditional or an original assignment to a redefined (last level of this model) activity, students will use their technological and XXI century skills, which are more than necessary nowadays that we are facing a digital age and just using a notebook or office tools is not enough and not challenging.

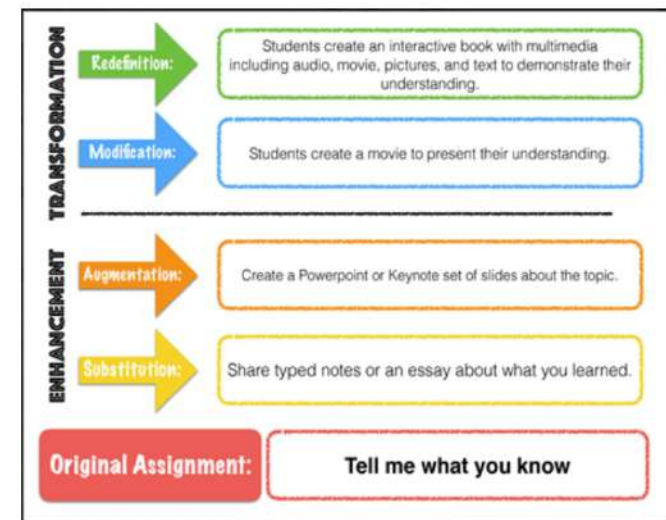


Figure 2. Retrieved from: <https://www.iss.k12.nc.us/cms/lib/NC01000579/Centricity/Domain/4275/SAMR%20Transformed%20Lesson%20Examples-2.pdf>

The SAMR model invites the educators to think beyond, to take into consideration the different and novel ways of teaching and learning and explore ways of creating content and demonstrate the knowledge that before in time was inconceivable. Now, technology is our partner in crime, it is necessary to turn into digital tools each time a student is asked to do or to create using the knowledge and information acquired in class. It is possible to take the learners to higher levels of understanding.

Reference:

Hunter, J. (2015). Technology Integration and High Possibility Classrooms: Building from TPACK. N.Y: Routledge.

CENTRO CULTURAL COLOMBO AMERICANO

Topic:
Using Online Platforms ... Offline!
Professor:
William Sastoque

Computer Assisted Language Learning (CALL) revolutionized teaching more than 30 years ago. At that point, teachers who started using computers to integrate language-teaching activities in their classes faced questions related to the real relevance computers could have for students and their relationship to real life. Nowadays, such questions are not anymore the issue 21st-century teachers should worry about. Computers have become an everyday tool, which are used by more than 3 billion people in the world according to the United Nations Agency.

Chapelle (2001) points out how the nature of communicative competence has evolved in a world in which communication occurs with computers and between people using those computers. Online platforms are an easy-to-find tool teachers are integrating into their classes more every day in order to introduce technology and cope with the demands of the kind of students we have in our classes.

Teachers are responsible for evaluating these tools before taking them into the classroom and creating activities for students to use them. Based on the criteria created by Carol Chapelle teachers should evaluate such tools using the following criteria:

1. Language learning potential

Does the technology allow my students to acquire language or use the language in practice?

2. Learner fit

Does the technology match my students' needs and abilities?
Will it be easy for them to use and understand?

3. Meaning focus

How can I use this technology to enable learning?
What do I want to teach with this technology?

4. Authenticity

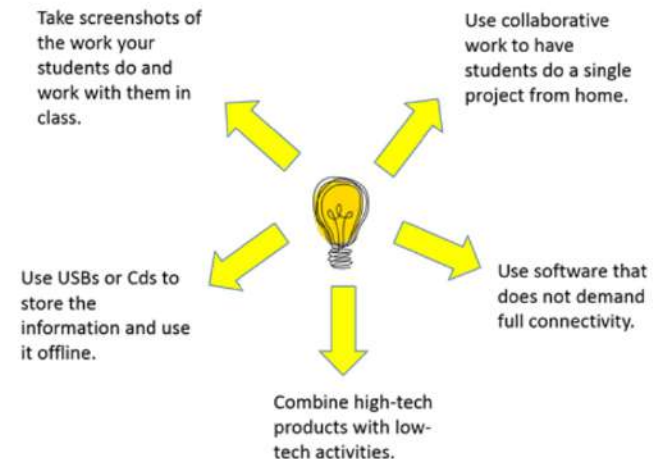
Does the technology let my students use language in creative ways?
Do they get to see and use language in a specific context?

5. Practicality

Can I use this in my classroom?
What do I need to change/adapt in order to use this technology?

Once teachers have evaluated the use of technology in their classes, it is suggested to think of the different limitations and ways to deal with them. Teachers can face different issues such as connectivity, lack of resources and equipment, among others. There are several ways a teacher can overcome those obstacles.

Here is a list of steps teachers can take to use technology in low-tech environments.



The following is an example of the use of an online software tool in a low-tech environment called Kahoot, which is very popular with teachers.

Step 1

Once you have created the Kahoot questionnaire, take screenshots of each question and save them as a picture on a flash drive.

Step 2

Create prompts using the Kahoot answer pointers (square, triangle, etc) with colored paper.

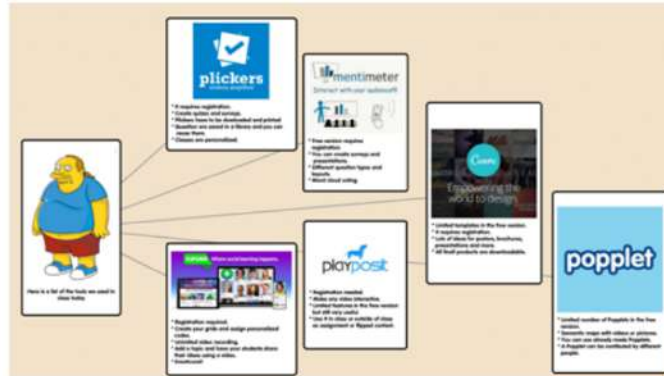
Step 3

Display the answer prompts on a table with enough room for students to stand in front of each answer once each question is asked.

Step 4

Ask students to make groups and choose a representative to answer each question the teacher shows. Students are to stand in front of the piece of paper that indicates the correct answer.

This is a list of some options of Online Platform Software that can be easily used offline:



UNIVERSIDAD COOPERATIVA DE COLOMBIA

Topic:
Active Learning



Professors:
Carmen Oliva Flechas
Hilda Clarena Buitrago
Olga Afanassieva
Gloria Inés Lindo
Gabrielle Gorder
Andrés Orlando Blanco

BUILDING TEACHING

ACTIVE LEARNING AND COMMUNICATIVE PRACTICE IN THE EFL CLASSROOM



LESSON PLAN

- What is active learning?
- Large group activities
- Small and medium group activities
- Learning Language Through Movement and Music



Primera parte

Active learning is an approach to instruction that involves actively engaging students with the course material through discussions, problem solving, case studies, role plays and other methods. Active learning approaches place a greater degree of responsibility on the learner than passive approaches such as lectures do. However, instructor guidance is still crucial in the active learning classroom. Active learning activities may range in length from a couple of minutes to whole class sessions or may take place over multiple class sessions. There are different activities for large and small groups and for individual.

You can learn and find more information in the following link:
http://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html

Large group activities:

Four corners is the activity for active learning and can be applied to both: large and small groups of students. It either works properly for grammar topics you have just explained or helps you to strengthen some lexical set of words. The way you perform this activity depends on what skill you want to improve. For example, for the lower levels students, the activity might be developed in a following way.

You've just learned the daily routines and it's the moment to put in practice the adverbs of frequency. You explained them all mentioning the percentage of their occurrence. So now you say: "Listen the statements and move to the corner with the right adverb of frequency to complete them according to your point of view. Be prepared to explain your choice when I consider it is necessary".
- I say thanks to be grateful. (always / never / sometimes / usually)

Small and medium group activities:

Use a word

This is an excellent game for students to practice using English vocabulary productively and creatively.

Steps

- Divide the class in teams (3-4)
- Each team casts a die to determine who goes first.
- On their turns, the players move their game pieces along the path according to the number of spaces indicated by the die.
- They must create a sentence with the word they land on.
- The game continues until one of the teams wins.

Post it

This activity helps students to practice vocabulary. There are many ways to implement it, Here we show you one of them:

- Divide the class in teams. Give a sticky note to each person.
- Paste the image of a famous person in the middle of a big paper, and ask them to write a cue word on the post it (individual) and stick it around the image.

-Each team chooses a leader. This person has to go and take a paper and, as a team, they have to make a sentence with the cue word.

Segunda parte

Active Learning Theoretical Framework Sociocultural Theory

What Constructivism Is About

- It is an approach to teaching and learning based on the concept that students learn by incorporating new information to what they already know.
- Learning is affected by the context, the students' beliefs and their attitudes.
- The learner actively constructs knowledge in the process.
- The teacher's role is not only to observe and assess but also to engage with the students for promotion of reasoning.

For the Sociocultural Theory:

- Individuals are the product of social interaction, especially with adults (parents, teachers).
- Cognitive development occurs as parents, teachers, and peers mold child's thinking.
- People's thinking is affected by their cultures.

Theory's Principles and Concepts

- Children construct their knowledge.
- Knowledge is not transferred passively, but is co-constructed.
- Learning is mediated.
- Cognitive development occurs thanks to the use of interactions and strategies that facilitate the learning process.
- Language plays a central role in mental development.
- The most significant sociocultural tool is language. Its manipulation leads to the development of higher mental skills.

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UNIVERSIDAD ICESI

Topic:
**Principles and Procedures of Materials
Development for Language Learning**
Professors:
Diana Margarita Díaz
Jhonny Segura Antury
Héctor Fabio Bianchá



Objective

To learn theoretical concepts and practical skills to evaluate, design and adapt materials for EFL classes.

Introduction

Materials should not be random recreations from repertoire nor crafty clones of previously successful materials. Instead, they should be coherent and principled applications of:

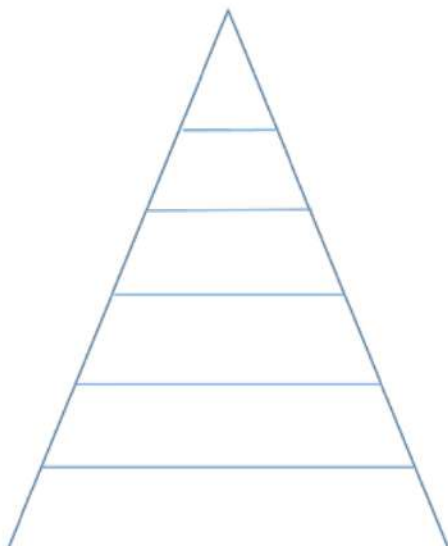
- Theories of language acquisition and development.
- Principles of teaching.
- Our current knowledge of how the target language is actually used.
- The results of systematic observation and evaluation of materials in use.

Additionally, materials should:

- Expose the learners to language in authentic use
- Help learners to pay attention to features of authentic input
- Provide the learners with opportunities to use the target language to achieve communicative purposes.
- Provide opportunities for outcome feedback
- Achieve impact in the sense that they arouse and sustain the learners' curiosity and attention
- Stimulate intellectual, aesthetic and emotional involvement

ACTIVITY 1. MATERIAL DESIGN PRINCIPLES RE-ORGANIZED

Read the principles for material design and organize them in any of the following graphic organizers.



PROPOSALS FOR PRINCIPLED APPROACHES TO THE DEVELOPMENT OF ELT MATERIALS

	Principles of material development			
PRINCIPLE 1				
PRINCIPLE 2				
PRINCIPLE 3				
PRINCIPLE 4				
PRINCIPLE 5				
PRINCIPLE 6				

Principle of language acquisition number 1

A pre-requisite for language acquisition is that the learners are exposed to a rich, meaningful and comprehensible input of language in use. In order to acquire the ability to use the language effectively the learners need a lot of experience of the language being used in a variety of different ways for a variety of purposes.

Principles of Materials Development

- Make sure that the materials contain many spoken and written texts that provide extensive experience of language being used.
- Make sure that the language the learners are exposed to is authentic in the sense that it represents how the language is typically used.
- Make sure that the language input is contextualized.
Language use is determined and interpreted in relation to its context of use.
- Make sure that the learners are exposed to sufficient samples of language in authentic use to provide natural re-cycling of language items and features.

Examples of Materials

Extensive reading.
Extensive listening.
Extensive viewing.

Principle of language acquisition number 2

Engage students both affectively and cognitively in the language experience.

Thinking whilst experiencing language in use helps to achieve the deep processing required for effective and durable learning and it helps learners to transfer high-level skills such as predicting, connecting, interpreting and evaluating to second language use. In addition, if the learners do not feel any emotion whilst exposed to language in use, they are unlikely to acquire anything from their experience. Feeling enjoyment, pleasure and happiness, feeling empathy, being amused, being excited and being stimulated are most likely to influence acquisition positively but feeling annoyance, anger, fear, opposition and sadness is more useful than feeling nothing at all.

Principles of Materials Development

- Prioritize the potential for engagement by having tasks and projects instead of teaching segmented units from a syllabus.
- Make use of activities, which get the learners to think about what they are reading or listening to and to respond to it personally.
- Make use of activities, which get learners to think and feel before during and after using the target language for communication.

Examples of Materials

- Tasks
- Projects

Principle of language acquisition number 3

Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not. Language learners need to be positive about the target language, about their learning environment, about their teachers, about their fellow learners and about their learning materials.

Principles of Materials Development

- Make sure the texts and tasks are as interesting, relevant and enjoyable as possible.
- Set achievable challenges, which help to raise the learners' self-esteem when success is accomplished.
- Stimulate emotive responses with music, song, literature, art etc.

Examples of Material

Material designed taken into account students' interests and likes.

Principle of language acquisition number 4

L2 language learners can benefit from using those mental resources, which they typically utilize when acquiring and using their L1.

A multi-dimensional representation of language can enrich the learning process to promote durable acquisition. Such as; the transfer from learning activities to real life use, the development of the ability to use the language effectively in a variety of situations for a variety of uses and the self-esteem which

derives from performing in the L2.

Principles of Materials Development

- Make use of activities, which get learners to visualize and/or use inner speech before during and after experiencing a written or spoken text.
- Make use of activities, which get learners to visualize and/or use inner speech before during and after using language themselves.
- Make use of activities which help the learners to reflect on their mental activity during a task and then to try to make more use of mental strategies in a similar task.

Examples of Materials

Material that allows students to transfer cognitive and meta-cognitive strategies.

Principle of language acquisition number 5

Language learners can benefit from noticing salient features of the input.

If learners notice for themselves how a particular language item or feature is used, they are more likely to develop their language awareness and they are also more likely to achieve readiness for acquisition.

Principles of Materials Development

- Use an experiential approach in which the learners are first of all provided with an experience which engages them holistically.
- Rather than drawing the learners' attention to a particular feature of a text and then providing explicit information about its use it is much more powerful to help the learners (preferably in collaboration) to make discoveries for themselves.

Examples of Materials

Language awareness materials in which the students experience a potentially engaging text, respond to it personally and then focus on a particular feature of the text in order to make discoveries about it.

Principle of language acquisition 6

Learners need opportunities to use language to try to achieve communicative purposes.

When using language in this way they are gaining feedback on the hypotheses they have developed because of generalizing on the language in their intake and on their ability to make use of them effectively.

Principles of Materials Development

- Provide many opportunities for the learners to produce language in order to achieve intended outcomes.
- Make sure that these output activities are designed so that the learners are using language rather than just practicing specified features of it.
- Design output activities so that they help learners to develop their ability to communicate fluently, accurately, appropriately and effectively.

Examples of Materials























































Circle stories.

Finding someone who.

Defending true and false statements.

ACTIVITY 2. MATERIAL ASSESSMENT

Evaluate materials (or ideas of materials). Use the checklist to help you assess whether they would be suitable for an EFL class.

ASSESSING MATERIAL CHECKLIST	Item 1	Item 2	Item 3
The material provides a rich, meaningful and comprehensible input of language in use.	  	  	  
The material engages students both affectively and cognitively in the language experience.	  	  	  
The material offers a positive learning environment in which students' interests and motivation are taken into account.	  	  	  
The material provides opportunities for students to transfer cognitive and metacognitive strategies from L1.	  	  	  
The material offers opportunities for students to identify salient features of language.	  	  	  
The material provides opportunities for students to communicate effectively and with a communicative purpose.	  	  	  

UNIVERSIDAD LIBRE

Topic:
What Makes A Great Teacher?

Professors:
Christian Quiroz
Yaneth Mosquera Melo
Carmen Llanos
Juan Carlos Vargas
Pablo Cesar Lozano
Wilmar Ceballos

PRESENTATION OUTLINE

- What is teaching?
- Different Teachers.
- Core qualities of a good teacher.
- Methods of teaching.
- Teaching Tips.
- A Great Teacher.
- Conclusions.

The Entertainer



¿WHAT IS TEACHING?

- Teaching is like fishing...
 - o We use different lures for different fish.
 - o We use different methods for different learners.
- Teaching is like beautiful music...
 - o When played alone they make sound...
 - o When played together in tune, rhythm, and they become amazing music!

Teaching creates knowledge awareness and ideas in the taught and brings about behavioral change in students.

Different Teachers

- A great teacher Inspires
- A superior teacher Demonstrates
- A good teacher Explains
- A mediocre teacher Tells.

Core Qualities of Good Teacher

- Pedagogical skill to implement teaching strategies...and pedagogical content knowledge
- Communication and collaboration skills to build relationships
- Management skills to arrange successful learning environments
- Technological skills

CHARACTERISTICS OF GOOD TEACHERS

Teachers

- Enthusiastic
- Ask Questions
- Nonthreatening
- Promote self learning
- Recognize the needs of the learner
- Knowledgeable

Orient Your Learners

- You can't get to your target if you don't know where you want to be
- Review Learning Objectives
- Outline expectations
- Assess their needs
- Organize the month/Experience
- Assign responsibilities

Role Model

- Be professional Role Model
- Have a good attitude
- Be on time
- Pitch in/lead from the front
- Treat everyone with respect

Create a Good Learning Environment

- Show enthusiasm
- Involve your students
- Be friendly
- Be consistent
- Ask questions in a non-threatening way

Put Forth an Effort

- Take the time to teach!
- Give students assignments when things are busy

Give Feedback

- Feedback is absolutely crucial for improvement
- Let your team know what they are doing well and where they can improve

Knowledge

- The first quality of a good teacher is knowledge of the subject.
- This is a prerequisite.

Respect

- Good teachers have a deep-seated concern and respect for the students in the classroom

BUT THE MOST IMPORTANT!

Good tools do not make a good teacher, but a good teacher makes a good use of tools. (Eleanor Doan)

CORE QUALITIES

COMMUNICATION

- The second core quality of a good teacher is the ability to communicate their knowledge and expertise to their students.

INTEREST

- A good teacher builds knowledge of the subject, with a clarity and understanding.

- Best teachers make the class interesting and relevant to the students.

INNOVATIVE METHODS OF TEACHING

- Lecture
- Seminar
- Symposium
- Group discussion
- Role play
- Workshops

I hear and I forget.
I see and I remember.
I do and I learn.

A GOOD TEACHER'S CLASSROOM

- Teacher and students seem to be involved in every thing that is happening.
- All students are actively involved in the activities.
- Students show willingness or interest.
- All students are attentive to the teacher.
- **Teacher is in possession of all the material that is required.**
- **The entire class room is buzzing with eager anticipation in the activities.**



MULTISENSORY TEACHING TECHNIQUES

- Learning by SEEING: Use visual aids like maps, charts, diagrams, animations etc. Make use of boards, projectors, multi media, etc.
- Learning by SAYING: Encourage students to take part in discussions and express themselves, ask and answer questions, working groups.
- Learning by DOING: Make students participate in labs, projects, field studies, role-play, demonstrations and simulations, etc.
- Learning by LISTENING: Often a weak area in students, and must be improved by teaching active listening and note-taking skills.

BUILD CORDIAL VIRTUES

- Dedication
- Determination
- Discrimination
- Dispassion
- Devotion
- Discipline



LEARNING NEVER ENDS

- Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young
- Effective teachers try and try and try, and let students know they try
- To teach is to learn twice

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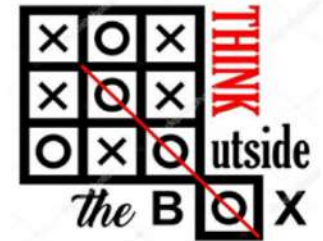
Topic:

Critical Thinking in the Language Classroom

Professors:

Diana Patricia Mina Gómez

Jorge Andrés Velásquez Moreno



What is the invitation?

To reflect and rethink, how can we promote thinking skills in our English classroom.

How can we turn our English classes into more interesting, reflective and communicative?

Overview of the presentation.

Introduction

Topic presentation:

What is CT?

Why critical thinking in the language classroom?

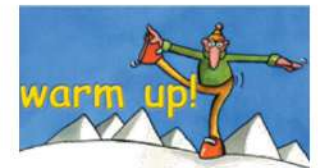
Practical activities for integrating CT into the language classroom

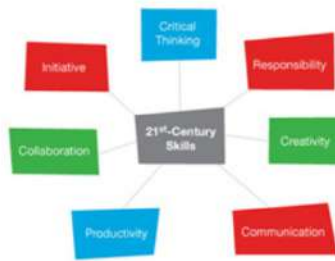
Group activity

1. Individually: consider what makes them happy
2. Share with a partner
3. a group of four. The group discusses and finds out the most popular categories for happiness

WHAT ARE THE 21ST CENTURY SKILLS?

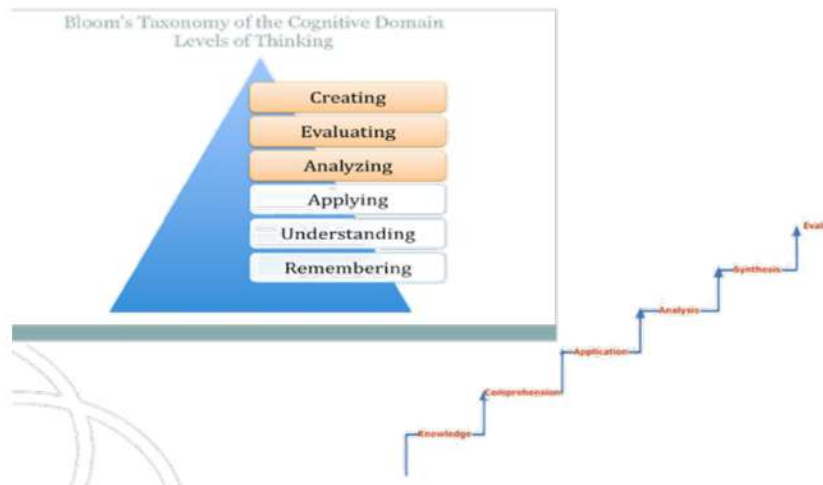
- Do you (teachers) understand your place in the world?
- How English mediate in global citizenship?
- Is English a skill, a tool or a subject to be learned?
- Why do Ss need an English teacher when they have Google?





What is Critical Thinking (CT)?

- Sternberg (1986) explicates CT as “the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts”.
- To Ennis (1993), CT is “reasonable reflective thinking focused on deciding what to believe or do”.
- The educational psychologist Benjamin Bloom worked towards developing a system of thinking that would go beyond traditional rote learning in education and encourage ‘higher-order’ thinking.



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Why CT in the English Language Classroom?

“To become proficient in a language, learners need to use creative and critical thinking through the target language.”

Kabilan, Muhammad Kamarul. 2000. "Creative and Critical Thinking in Language Classrooms." Internet TEFL Journal Vol. VI, No. 6, June 2000
<http://itjefl.org/>



To be effective Global Citizens, young people need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups.



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1. Communicative language tasks require CT.

Rote learning → 'listen-and-repeat' patterns = no critical thinking.



Recall and memorization → surface level thinking.

Teaching critical thinking EFL is particularly important because it will serve Ss in their future.

Beginner levels the focus mainly on acquiring a basic vocabulary on which to build.

Any task using the target language which contains elements such as personalization, investigation and problem solving require learners to think critically.



? HOW?



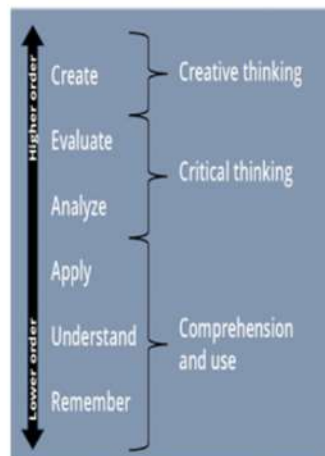
The following are some ways to integrate critical thinking exercises into your EFL lessons while still meeting the language goals you set for your students.

Practical activities for integrating CT into the language classroom



Complete these sentences with a word.

- I wear this _____ on my head.
- Put these _____ on your hands.
- It's too dark. Switch the _____ on.



CT in the ELT classroom leads to

- Questioning / thinking skills
- Deeper processing of language
- Motivational classroom activities

Write a short story that begins with this sentence:

"When left our camp in the weather was great. But as we started climbing it got dark ..."

Getting your students think more gets them saying more, and saying more is using language creatively and communicatively.

Work in groups.

Imagine you have to survive for one night in camp 3 in the Everest mountain.

Tell your partner which of these objects...

- are in your bag now

What...?

SEE

THINK

WONDER



K-W-L CHART

Name: _____

TOPIC: _____		
K WHAT I KNOW	W WHAT I WONDER	L WHAT I LEARNED

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Teacher's Questioning

- Questioning is an important way to stimulate students to think critically.

Teachers' questions can be classified
Lower-level questions and higher-level questions.

- Lower-level questions → factual or literal questions, call for recognition or recall of factual information.
- Higher level questions: require.
 - manipulate previously learned information to create a response;
 - questions go beyond memory and factual information
 - require students' greater effort to infer, analyze, and evaluate.
- The level of student thinking generally relates to the level of questions that the teachers pose;
 - If teachers systematically raise the level of their questions, students tend to raise the level of their responses correspondingly.

Questioning

Use language of thinking

Instead of saying:	Say:
"Let's look at these two pictures."	"Let's compare these two pictures."
"What do you think will happen when ...?"	"What do you predict will happen when ...?"
"How can you put into groups ...?"	"How can you classify ...?"
"Let's work this problem."	"Let's analyze this problem."
"What do you think would have happened if ...?"	"What do you speculate would have happened if ...?"
"What did you think of this story?"	"What conclusions can you draw about this story?"
"How can you explain ...?"	"What hypotheses do you have that might explain ...?"
"How do you know that's true?"	"What evidence do you have to support ...?"
"How else could you use this ...?"	"How could you apply this ...?"

Fig. 1. Precise Terminology

Instead of saying:	Say:
"For our field trip, remember to bring spending money, comfortable shoes, and a warm jacket."	"What must we remember to bring with us on our field trip?"
"The bell has rung, it's time to go home. Clear off your desks quietly and line up at the door."	"The bell has rung. What must we do to get ready to go home?"
"Get 52 cups, 26 scissors and 78 sheets of paper. Get some butcher paper to cover the desks."	"Everyone will need 2 paper cups, a pair of scissors, and three sheets of paper. The desk tops will need to be protected. Can you figure out what you'll need to do?"
"Remember to write your name in the upper right-hand corner of your paper."	"So that I easily can tell who the paper belongs to, what must you remember to do?"

Fig. 4. Instructions that Teach Meaning

Questions	Levels of Thinking
1. What did Goldilocks do when she got to the bears' cottage?	A. Remembering
2. Can you tell the story in your own words?	B. Understanding
3. How might you use this story to teach children about safe behavior?	C. Applying
4. How might you compare this fairy tale to a fairy tale from your culture?	D. Analyzing
5. What is the value of teaching this story to young children?	E. Evaluating
6. What's another possible ending for this story?	F. Creating



Deeper processing of language

Problem solving: Mystery Riddles



Is there a sequence for CT in ELT classroom?

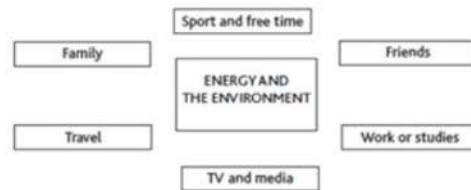
- Develop a critical mindset. Introduce basic awareness of CT:
 - Introduce the language for expression opinion, agreeing and disagreeing (A2)
- Promote opinion and reason generator.
 - Develop the skill of supporting a viewpoint with reasons:
 - Practice expressing opinion and giving reasons with 'because' (A2)

I think that	exercise is good for you	
I agree that	social media sites waste our time	
I don't agree that	politicians are under-paid	
	travel broadens the mind	
	our grandparents' lives were easier	
	living in the country is better than the city	
	the internet has improved communication	
		because

- Introduce critical questioning.
 - Develop critical questioning skills: asking closed and open question

Make a list of 6 to 8 yes/no questions about the topic you are teaching now. (A2)
Write question words: What? Why? Who? How? When? Where?

- Recognizing context. Develop the skill of seeing things from another point of view:
 - To speculate about a photograph in different contexts. (A2)
- Making connections between topics. To connect a new topic with prior knowledge: Talk about a topic and use topic vocabulary.



1. Description <ul style="list-style-type: none"> What can you see? What does the picture show? What is happening? Say three adjectives that describe this picture. 	6. Personalisation <ul style="list-style-type: none"> What does it remind you of? Have you ever been in a similar situation?
2. People <ul style="list-style-type: none"> Where are the people in this picture? What are they saying/thinking? How do they feel? How well do the people know each other? 	7. Comparison <ul style="list-style-type: none"> How is the place in the picture similar to or different from where you live? Compare the people in the picture. Find three similarities and three differences.
3. Activity <ul style="list-style-type: none"> What are they doing? Do they like doing this? How often do you think they do this? 	8. Predicting and speculating <ul style="list-style-type: none"> What do you think will happen next? What do you think the person is going to say/do next? What do you think is to the right-hand side of the picture?
4. Imagine you are in the picture <ul style="list-style-type: none"> What would you be doing? What would you say to the other person/people? Would you enjoy being here? Why? Why not? What question would you like to ask the person/people in the picture? 	9. Picture with a text <ul style="list-style-type: none"> Look at the picture with this text. What is the text going to be about? Which part of the text is about the action or place in the picture?
5. Time <ul style="list-style-type: none"> When do you think the picture was taken? What year is it? What time of day/year is it? 	10. Re-using the image <ul style="list-style-type: none"> Imagine this picture is from a film poster. What is the title of the film? What kind of film is it? Imagine this picture is the cover of a book. What is the title of the book? What kind of book is it? Imagine this picture is the cover of a computer game. What is the title of the game? What kind of game is it?

- 6. Evaluate the reliability of source.** To discuss the topic of news and media. (B1)
The students we teach will need 'the ability to evaluate documents...by asking critical questions, assessing credibility, comparing sources, and tracking the origins of information'.
- 7. Stance.** To raise awareness of the importance of stance: Expressing opinion with reasons. students need to be aware that a person's stance or position on a topic can greatly change the way they write or speak about it.

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- file: 62469-222190-3-PB.pdf
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Resources:

- <https://www.teach-this.com/functional-activities-worksheets/critical-thinking-problem-solving>
- <https://busyteacher.org/5963-10-keys-to-promoting-class-discussion.html>
- https://busyteacher.org/classroom_activities-speaking/roleplays/
- https://busyteacher.org/classroom_activities-vocabulary/opinions-worksheets/
- https://ocw.mit.edu/courses/global-studies-and-languages/21g-213-high-intermediate-academic-communication-spring-2004/readings/MIT21G_213S04_discuss.pdf
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UNIVERSIDAD SANTIAGO DE CALI

Topic:
Vocabulary: Working with Words
Professors:
David Baker
Alejandro Fernández

The students and the teacher were introduced using an adjective of choice. The students were given basic instructions on how to choose a word that had some relationship to their life and also a rhyming element.

After this, we began the workshop by discussing different methods to learn new words. For example, sometimes, the best way to learn a word is to learn what it is not. So, we studied some binary anonyms like: strong/weak, same/different and so forth. Finally, we applied this phrases like: dry wine and a thick person.

After this activity, we focused on multi-phrase verbs. This was taught using a Frayer-Model and the students each created their own models. To close the activity, the groups discussed the different results and an ensuing conversation lead to a sharing of popular apps for translating.

Finally, the class ended with some drawing. Using vocabulary cartoons as a reference, we discussed how to make associations with images. For example, an image of a "Lackadaisical Yak In The Daisies" was used to teach the target words of "lackadaisical" and "yak." Students enjoyed making their own drawing of various new vocabulary words and a final art show wrapped up the successful day.

Beginning Topics

- It is always a good reminder that all class activities and teaching should:
 - Be Fun
 - Be Challenging
 - Have a group activity
- Deciding which words to teach? Consider:
 - Frequency
 - Cultural
 - Need and Level
 - Grouping

- Binary Antonyms
 - Dead / Alive
 - Same / Different
 - Married / Unmarried

9 READER ACTIVITY

What's the opposite of ...

dry?
strong?
rough?
thick?
hard?

Now give the opposite of the following:

dry wine
strong cigarettes
a rough sea
a thick person
a hard exercise

What does this indicate about the very common practice of teaching 'opposites'?

Multi-word Verbs

The groups of multi-word verbs below represent different ways that one might approach the teaching of such verbs. What is the logic behind each approach and do you consider any of the approaches to be more suitable than others?

- 1 to put something on
to put somebody up
to put somebody / something off
- 2 to take something up
to look something up
to bring something up
- 3 to ring somebody up
to get through
to hang up
- 4 to take off | clothes
a person
£5 (i.e. reduce)

flick through	a newspaper
turn up	late
set out on	a journey
walk out of	a meeting
get over	a disappointment
look up	a word
come up with	a solution
bottle up	your emotions
give in	your homework
live up to	expectations
pick up	languages
keep up with	the latest fashions

Idioms

Look at the way students have expressed themselves in the sentences below. In each case, can you suggest an idiomatic expression it would be appropriate for the student to learn?
e.g. 'When he told me women are not allowed on the underground, I knew he was having a joke with me.'
Answer: to pull someone's leg.

- 1 'In England, it is very bad to go in front of someone else in the queue.'
- 2 'Can you take me in your car to the station, John?'
- 3 'I was so tired when I went to bed last night that I slept immediately.'
- 4 'You are wearing your jumper the wrong way; I can see the label.'
- 5 'I had a terrible accident and my car was completely damaged.'
- 6 'Parents sometimes get angry because their children do not thank them for their work.'
- 7 'I can only study in England for one month so it is important for me to take advantage of the time.'
- 8 'I know a little hotel. It's an unusual place and not many people go there, but it's very nice.'

FRAYER MODEL

Definition:	Picture / Characteristics:
Word:	
Synonyms / Examples:	Antonyms / Non Examples:
Sentence:	

Vocabulary Cartoons



In the groups below, cross out the 'wrong' answer in each case. What type of error is being made, and how can it be accounted for?

- 1 He made | an arrangement.
the bed.
a photo.
- 2 He got off | the plane.
the taxi.
his bike.
- 3 He lost | his wallet so he went to the police.
the bus so he was late.
his way so he got very upset.
- 4 He did | nothing all afternoon.
his homework.
an investment.
- 5 A fire | broke out.
The lesson
A war

Activities:

Last Man Standing

Using a topic or theme, students toss a ball around a circle. So if the topic is clothes, student 1 says "shirt" and tosses it to another student who might say, "pants."

Words: their meanings and forms

UNIVERSIDAD DEL VALLE

Topic:

Syllabus design and lesson planning for effective learning

Professor:

Carlos Alberto Mayora Pernía

The goals of the workshop were a) to familiarize attendants with some key concepts related to educational planning in English Language Teaching (ELT); b) to provide tools and guidelines for strengthening ELT syllabi; and c) to offer key elements to consider for lesson planning. The workshop was divided into four sections, namely, Curriculum and syllabus: key considerations, knowing your curriculum, knowing your syllabus, and lesson planning. In turn, each section had three components: conceptual framework, reflection and discussion, and application. Due to constrain in format, not all aspects will be presented in this executive summary. I hope the selection is still relevant and useful for teachers.

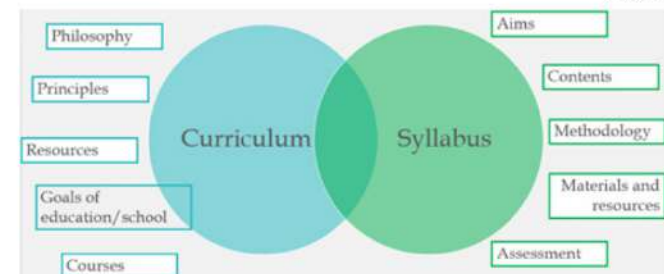
Key considerations

Let us start by defining curriculum and syllabus, two terms that are sometimes used interchangeably as synonyms. In the following chart, we can see some definitions for each term.

Curriculum	Syllabus
<p>"Curriculum is a very general concept which involves considerations of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational programme." (Allen, 1984, p. 6)</p> <p>"Curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation and the relationships between teachers and learners... [they also include] banks of learning items and suggestions about how these might be used in class" (Nunan, 1988, p. 3).</p> <p>"conjunto de criterios, planes de estudio, programas, metodologías, y procesos que contribuyen a la formación integral y a la construcción de la identidad cultural nacional, regional y local, incluyendo también los recursos humanos, académicos y físicos para poner en práctica las políticas y llevar a cabo el proyecto educativo institucional." (Ley General de Educación de 1994, Art. 76°).</p>	<p>"Syllabus provides direction and guidance in the scope, sequence and pacing of classroom activities." (Omaggio, 1986, p. 410).</p> <p>Syllabus is "a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level." (Dubin and Olshtain, 1986, p. 28).</p> <p>"Syllabus is ...an inventory of objectives the learner should master... in a recommended sequence." (Celce-Murcia, 2001, p. 9)</p>

School

Subject area: (English)



In Colombia, Each school designs its own curriculum considering simultaneously, central educational policies by the National Ministry of Education and its own contextual needs and characteristics. The curriculum is called Proyecto Educativo Institucional or PEI. Then, the syllabus in Colombian schools is represented in two different documents. First, there are the “planes de área” and then the “planes de aula”. These two documents are syllabi, since they both contain theoretical considerations, goals, aims, methodological considerations and assessment/evaluation elements. The difference is that the latter depicts how the contents and goals are to be organized, distributed and sequenced in specific time, the academic terms of each school year.

These documents show us the level of educational planning. The upper level, referred to as the macro planning, involves nationwide educational and language policies enacted in laws and other regulations. In the case of ELT in Colombia, this level involves the Basic Standards of Competence for English (or BSC for short, MEN, 2006) and the Basic Learning Rights for English (BLR) for both primary and secondary education (MEN, 2016, 2017). The middle level, referred to as meso-planning, involves institutional planning that involves the PEI and the syllabi, in these case the area plan and the classroom plan for English each school devises. Finally, microplanning involves the planning of lessons or other forms of teaching organization such as projects or tasks.

Knowing your curriculum

For the sake of clarity, when I use the term school curriculum in this chapter, I refer to the PEI. As stated above, this document is institutional and it is not exclusive of the English area. The school curriculum is supposed to be a collective document, one that should be built with the participation of the school principal, its council, teachers and other members of the school community. The school curriculum should be public and well-known by everyone in the school. Unfortunately, this is not always the case. In my experience visiting public schools in Cali, I have seen that many teachers do not know the school curriculum of their schools and that access to this document is, to say the least, difficult.

Another finding in my experience reading the school curricula in Cali is that there is little or no mention of English in this document. The word “English” barely appears in the PEI in the list of areas in the curriculum. While the school curriculum should not be devoted exclusively to English, it is ideal that the language have some visibility beyond its inclusion in the list of subject areas to be taught. If the school aims at improving students’ performance in English, this has to be acknowledge in its curriculum. However, how do we diagnose this? How do we know if there is proper acknowledging of the English area in the school curriculum? Take your school curriculum and as you read it try to answer the following questions:

1. Is English a subject area on its own or is it part of another subject area (humanities)?
2. How many hours a week are devoted to English as a subject area?
3. What is the pedagogical approach (modelo pedagógico) in the school curriculum?
4. What is the pedagogical approach for your subject area (English)?
Is it consistent with the general approach in the school curriculum?
5. Where is English located in the school curriculum?
Check the ones that best describes the situation of your school.
 - a) Only in the list of subjects to be taught.
 - b) It is included in the aims or goals of the school
 - c) It is part of the exit profile (perfil del egresado)
 - d) It is included in the institutional mission and vision.
 - e) Other:

6. What level of English competence are student expected to reach after each educational level?
Is this information explicitly stated in the school curriculum?

The answers will easily tell you how visible (or invisible) is English in your school curriculum. If you were unable to answer most of them, then you can tell that the school is not taking the teaching of English very seriously. A more detailed analysis can be conducted by answering the guiding questions the Ministry of Education issued in 2014 in the book Orientaciones para la Implementación de Proyectos de Fortalecimiento de Inglés en las Entidades Territoriales on page 37.

Knowing your syllabus

We have already defined syllabus in the first section. The next thing to know is what the syllabus should look like and what it should contain. More importantly, we need to know whether the organization and presentation of our syllabus is the right one.

In ELT, there are different criteria to classify syllabi. One of the commonest is by linguistic approach, that is, the underlying view of the language that guides the planning and the teaching. By this criterion, we can discriminate between the structural syllabus, the notional-functional syllabus, the skill-based syllabus. Another way to classify is by learning approach, and in this case, we often talk about the communicative syllabus, the task-based syllabus and the process-based syllabus. Let’s take a look at a couple of examples:

A structural syllabus sees language as a set of rule-governed structures. This syllabus looks like a list of discrete linguistic items usually arranged hierarchically and sequenced by complexity. Verbal tenses are usually the unit of organization. The first unit is the less complex, in other words, the one with fewer morphological or syntactic components. Richards (2013) considers this is a forward-design syllabus, because the point of departure is the selection of contents (linguistic contents). Goals in this type of syllabus are usually mastery goals (Graves, 2000) description of linguistic units that the student will master by the end of instruction. For example:

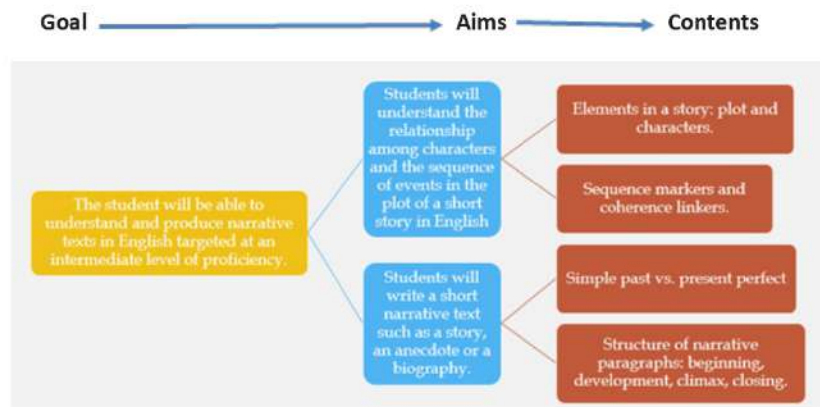
- The student will be able to produce accurate sentences in the past tense.
- Student will be capable of accurately pronouncing the –s sound at the end of verbs in the simple present tense.

On the other hand, a notion-functional syllabus sees language in a more communicative way. Language is a system of elements that fulfill certain social functions. Then again, the syllabus looks like a list of discrete items hierarchically arranged, but in this case, social functions (such as greeting people, apologizing, persuading people, etc.) are the items instead of syntactic structures. Richards (2013) considers this is a backward-design syllabus, because the point of departure is the goals, that is, a description of things the student will be able to do with the language. For example:

- Students will be able to greet people adequately in different social situations and according to different degrees of formality.
- Students will be able to complete different types of forms requesting personal information.

Current language and educational in Colombia, based on standards, implies that the syllabus for ELT should be backward-design and communicatively oriented. That is, we should depart from the BLR and BSC to formulate goals of instruction and, from them, we should select the corresponding contents (thematic, linguistic, cultural) that correspond with the intended communicative behaviors. This is done

by formulating a goal (broader descriptor of communicative activity); separate it in more specific or manageable activities and behaviors, and then selecting the content, that is, the building block of the language necessary for the expected goal to be achieved. The following is an example.



This is just an example. Naturally, the given goal might be divided into more than just two aims, and many more contents might be needed for its full realization. Once these three elements have been decided upon, a further step is the choice of classroom experiences for their enactment. Classroom experiences might be tasks, activities, exercises, projects or a combination of all of these elements. The National Ministry of Education has suggested a methodological path for all levels of instruction from kindergarten to high school. While the suggested path is theoretically solid and worth the try, methodological choices are ultimately the teacher's decision.

Some tips related to syllabus design include:

1. Make sure you choose BSC and BLR that match and complement each other. Read each carefully and make sure you understand their purpose and function.
2. Make sure that your selected contents match your goals or aims. That is, do not include just random contents. For instance, which of the listed contents actually match the given BLR? Which of the content might not be essential to develop the BLR?

Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas. Por ejemplo:	Adjectives to describe people, clothes, colors Prepositions of place, size. Buildings and places in the neighborhoods The weather To be and To have in simple present for description Parts of the day
---	---

In the example above, the expected communicative ability is that of description. Clearly, those units of language that enable description are more necessary and important than others that are not so closely related. "The weather" and "parts of the day" might be more necessary or relevant in a different goal. They do not have to be included.

3. Include content objectives as much as possible. That is to say, apart from learning to use the language, your learners might learn other contents through your class. If you choose to implement a unit on recycling, a goal is that the students actually recycle and use recycle bins correctly by the end of the lesson. If you implement a unit in tolerance and respect, one of the goals should be that students be more tolerant and respectful in Spanish too, not only that they use some expressions and some vocabulary.
4. Look for consistency. Make sure that the goals, aims, contents and teaching strategies match smoothly and naturally. If you need to explain why a content was included, it might not be the best choice.

Lesson planning

Many books on language teaching methodology on lesson planning begin by justifying why lesson planning is important. The truth is that studies on teacher cognition and behaviors have shown that most experience teachers usually do not plan. A word of caution is necessary at this point, teachers do plan, but they do not do it explicitly, formally and systematically. They do have mental plans for what they have to do, but seldom put those plans in black and white. While it is unquestionable that experience is a key ingredient for planning, the importance of having a physical plan, that can be consulted, revisited and reviewed, cannot be denied.

According to Brown (2000), a lesson is "a unified set of activities that cover a period of time [that] represent steps along a curriculum" (p. 149). Lesson planning refers to the selection, sequencing and pacing of those activities and the considerations of their correspondence to our curriculum and syllabus. Farrell (2002) defines a lesson plan as "a written description of how students will move towards attaining specific objectives [while also describing] the teaching behavior that will result in learning" (p. 30). Finally, Baker & Westrup (2000) define a lesson plan as a document that systematically answers questions before the class is implemented:

- What will the students learn?
- What skills or components of the language will be practiced?
- What variety of activities will be used?
- How much time will each part of the lesson take?
- How will you manage the lesson (i.e. how to group students, arrange seats?)
- If the lesson is too easy or difficult, what will you do?
- How will you know if you have achieved the objective of the lesson?

There are different formats for lesson plans. Here, I will not review them because you are free to choose or create your own format according to your institutional and context needs and characteristics. However, there are some elements that your lesson plan must have:

Background and setting: In this section, you should provide general information about the class and the students. If possible, a brief summary of the last lesson should be included.

Goals/aims: These should be taken literally from your syllabus. Depending on time available and class characteristics, it is possible to have one or more aims per lesson. This will also depend on the complexity of the aim, the contents and the level and eagerness of your students.

Stages: Lesson plans are usually organized in different stages. Most classical format use the presentation-practice-production framework. The “practice” consists, in turn, of controlled and freer practice. Others prefer the structure of warm-up-preparation-instruction/participation-closure. If you are working within the task-based framework, the stages are pre-task, task cycle and post-task. The task cycle involves the planning, task and report (Willis, 1997). Regardless of the labels selected, there is stage in which new language is presented and contextualized, another staged in which language is used, and a stage in which language is reflected on and evaluated.

Classroom management: Information about seating arrangements, grouping technique and time management should be included in your lesson plan. Students might sit in lines, pairs, small groups or in a U-shaped arrangement. Each arrangement has its purpose, advantages and disadvantages. This also involves considerations on the types of interactions that are foreseen. If you are interested in teacher-student interactions, sitting students in line would be more appropriate. If you seek for student-student interaction, sitting students in pairs would work best. Assign time in minutes for each stage of the lesson and for each activity.

Plan B: Include in your lesson plan alternative activities and ideas of what to do in each of the following cases:

- Technology fails
- Students’ completing activities faster than you predicted.
- Students’ taking more time than you predicted in an activity/stage.
- Unexpected institutional activities that use up your class time.

The number of unexpected situation is almost endless, but try to plan something to do in the most frequent and likely scenarios.

Evaluation: A lesson has to have some measure to determine if its short-term goals were achieved or not. Some teachers mistakenly think that this means that each lesson has to end with a quiz. There are many ways in which you can determine whether your goals were achieved other than quizzes. These measures, whether formative or summative, quantitative or qualitative, have to be planned.

Closing remark

Educational planning in ELT is too broad to be covered in a four-hour workshop. In the workshop, as well as in this document, I tried to highlight and present some general aspects. When inquired about their needs, teachers usually ask for methodological guidance and suggestions. All too often, we overview educational planning, the cornerstone of all our teaching. No matter how many strategies, techniques and games we know if we lack a clear, coherent and well-structure syllabus. Building your teaching skills is about not only classroom procedures, but goes beyond and before you step into the3 class. I hope this brief review of the subject is informative and useful for all teachers.

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Diseño y Diagramación:

THE BOX

