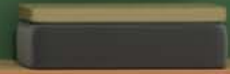
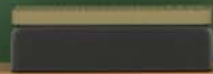


Creating Great Lessons

Dan Svoboda



A little bit about me...

- Five years experience
- Kindergarten-Adult
- Eclectic teaching philosophy
- Conducted teacher training at
 - Daegu National University of Education (DNUE)
 - National Institute for International Education (NIIED)
 - Gyeongbuk Provincial Office of Education (GB POE)



Creating Great Lessons

1. Defining “a great lesson”
2. Who? –Teachers & Students
3. What? – Content
4. How? – Delivery?
5. Where? – The Classroom

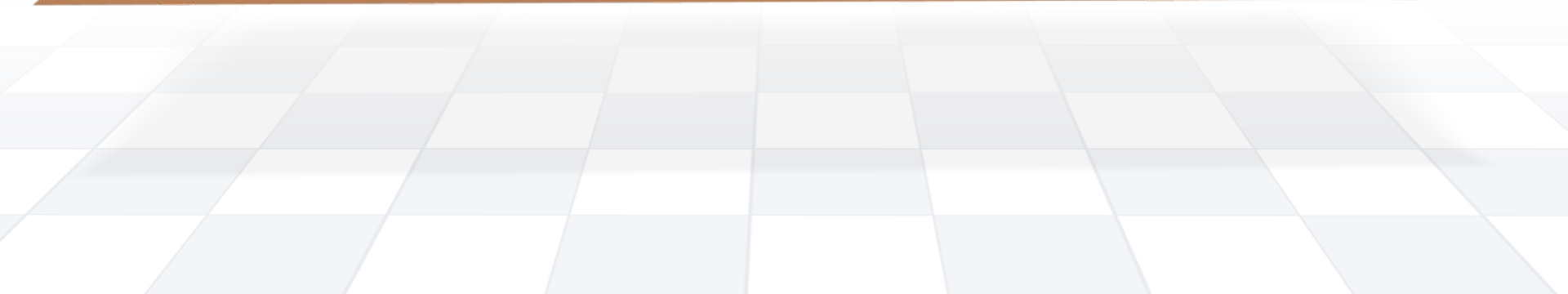
I DON'T HAVE THE ANSWERS

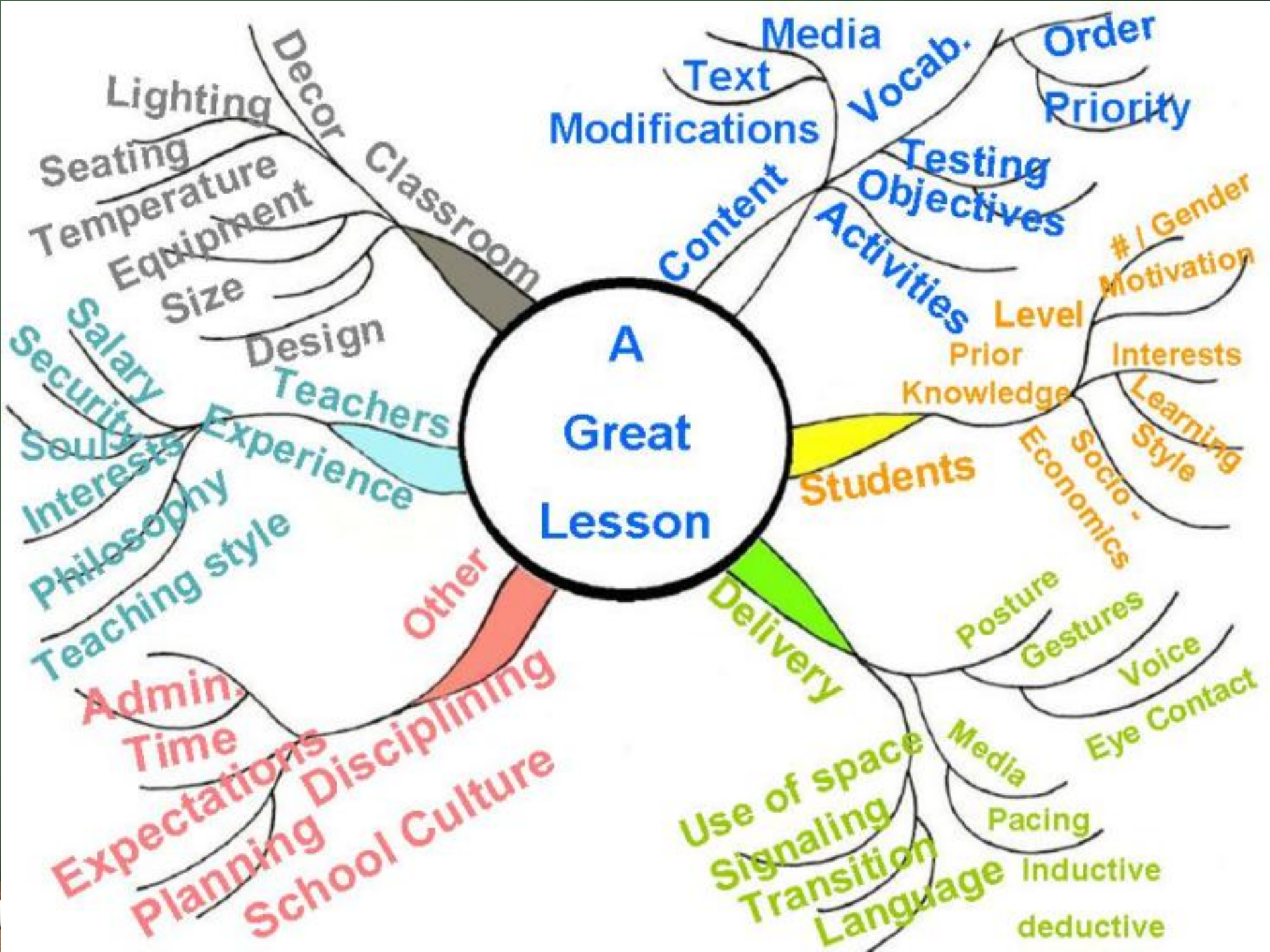
**BUT I CAN HELP YOU ASK THE
RIGHT QUESTIONS...**

Defining a great lesson...

A great lesson is _____.

A great lesson isn't _____.





Teachers - Philosophy & Teaching Style



To Teach, is to
touch a life
Forever!



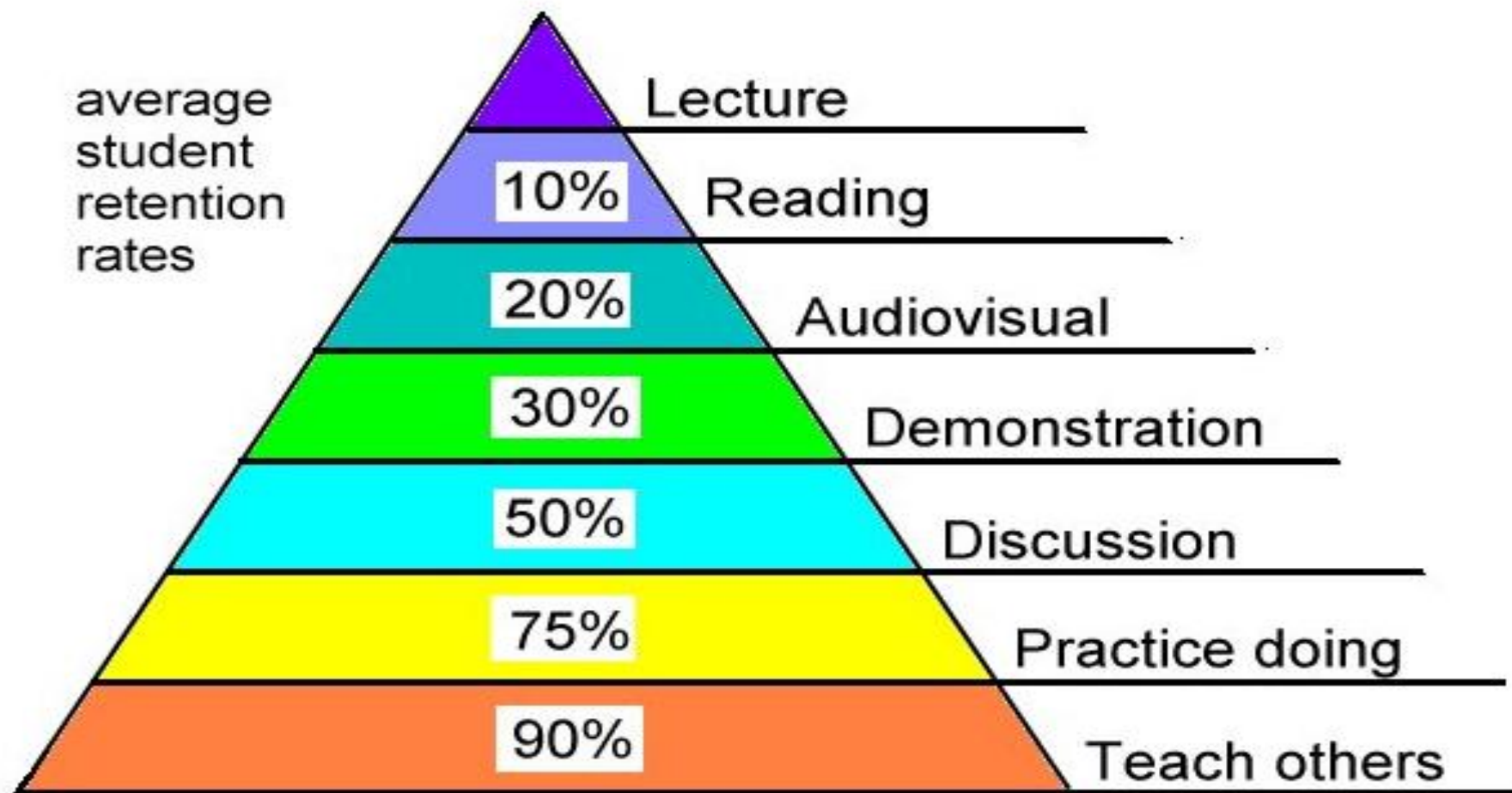
100 Years From Now

It will not matter what kind of car I drove, what kind of house I lived in, how much money I had, not what my clothes looked like, but the world may be a little better because I WAS IMPORTANT IN THE LIFE OF A CHILD

**Give a man a fish,
he'll eat for a day.
Teach a man to fish,
he'll eat for life.**

Lao Tzu

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

Teaching Philosophy

WHY I TEACH

- Serving as mentor and coach
- Encouraging lifelong learning
- Sharing my enthusiasm for learning
- Improving science literacy
- Show that creativity and fun are parts of learning

WHAT I TEACH

- Student responsibility and accountability
- Critical, creative, and bold thinking
- Questioning
- Problem solving
- Communication
- Science is for everyone

HOW I TEACH

- Vary instructional strategies
- Consider learning styles and aptitudes
- Actively engage students
- Use technology for instruction
- Student access to real world technologies

HOW I MEASURE MY EFFECTIVENESS

- Reflective practice
- Authentic assessment
- Seek the advice and feedback of colleagues
- Communicate with students and parents

Philosophy & Style

1. Why? – I teach because _____.
2. What? – I teach _____.
3. How? – I teach using _____.
4. What are my strong points as a teacher?

Students - Number and Gender



Class size

1. I currently teach between ___ and ___ students per class.
2. I would prefer to teach ___ students per class.
3. I can't teach less/more than ___ students.

Gender

1. There are more boys/girls in my classes.
2. I prefer teaching _____ because _____.

Level



Common European Framework of Reference for Languages



Proficient user	C2	Mastery
	C1	Effective Operational Proficiency
Independent user	B2	Vantage
	B1	Threshold
Basic user	A2	Waystage
	A1	Breakthrough

European Common Reference Levels	Instructional Hours Languages
Proficient User	C2 (Mastery) 900 - 1300
	C1 (Effective Operational Proficiency) 800
Independent User	B2 (vantage) 400
	B1 (Threshold) 200
Basic User	A2 (waystage) 100
	A1 (Breakthrough) 50

COUNCIL OF EUROPE LEVELS

GLOBAL ABILITIES

▶ A1	Basic user	Breakthrough	Can understand and use familiar everyday Expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
		Intermediate	Can understand sentences and frequently used expressions related to areas of most immediate relevance.
▶ B1	Independent user	Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
		Advanced	Can understand the ideas of complex text on concrete and abstract topics, including discussions in his/her field of specialization.
▶ C1	Proficient user	Autonomous	Can understand a wide range of demanding, longer texts, and recognize implicit meaning.
		Control	Can understand with ease virtually everything heard or read. Can summarize information from spoken and written sources.
▶ C2			

Level	Listening	Reading	Speaking	Writing
C2	Has no difficulty in understanding any kind of spoken language, delivered at fast native speed	Can understand a wide range of long and complex texts	Has a good command of idiomatic expressions	Can write clear, smoothly flowing, complex texts in a logical structure
C1	Can understand enough to follow complex topics, though he/she may need to confirm details	Can understand in detail lengthy, complex texts, provided he/she can reread difficult sections	Can express him/herself fluently and spontaneously	Can express him/herself with clarity and precision
B2	Idiomatic usage influences the ability to understand	Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms	Can interact with a degree of fluency and spontaneity that makes regular interaction	Can express news and views effectively in writing
B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure	Can read straightforward factual texts on subjects related to his/her field and interest	Can exploit a wide range of simple language to deal with most situations	Can write personal letters and notes asking for or conveying simple information of immediate relevance,
A2	Can understand enough provided speech is clearly and slowly articulated	Can understand short, simple texts containing the highest frequency vocabulary	Can communicate in simple and routine tasks requiring a simple and direct exchange of information	Can write short, simple formulaic notes relating to matters in areas of immediate need
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech	Can ask for or pass on personal details in written form

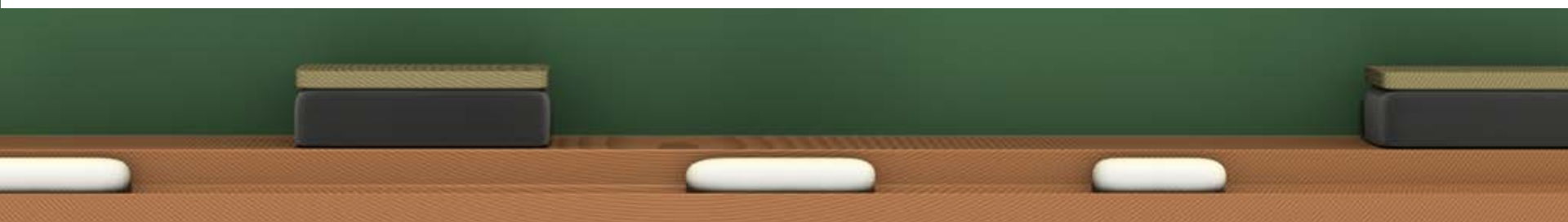
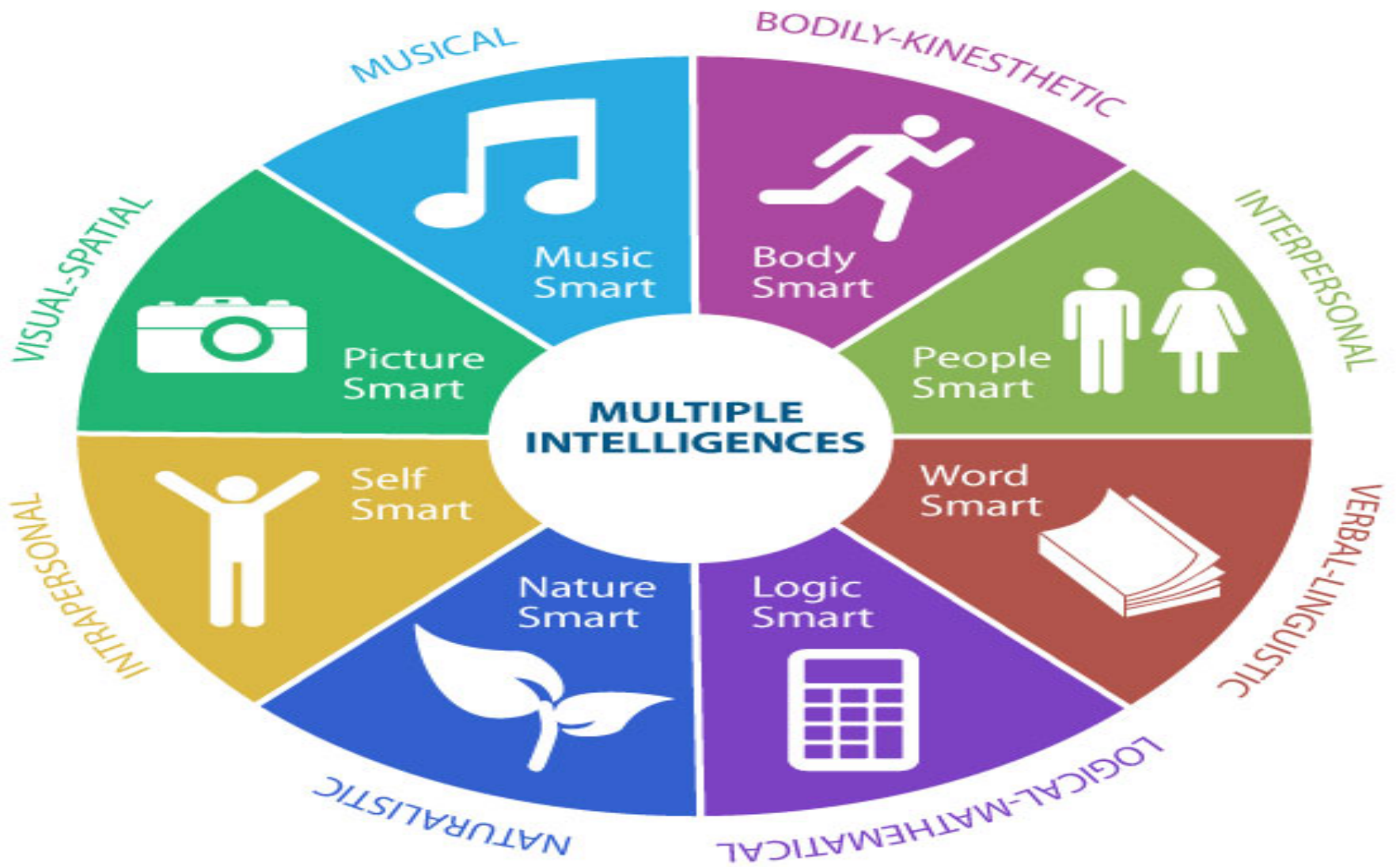


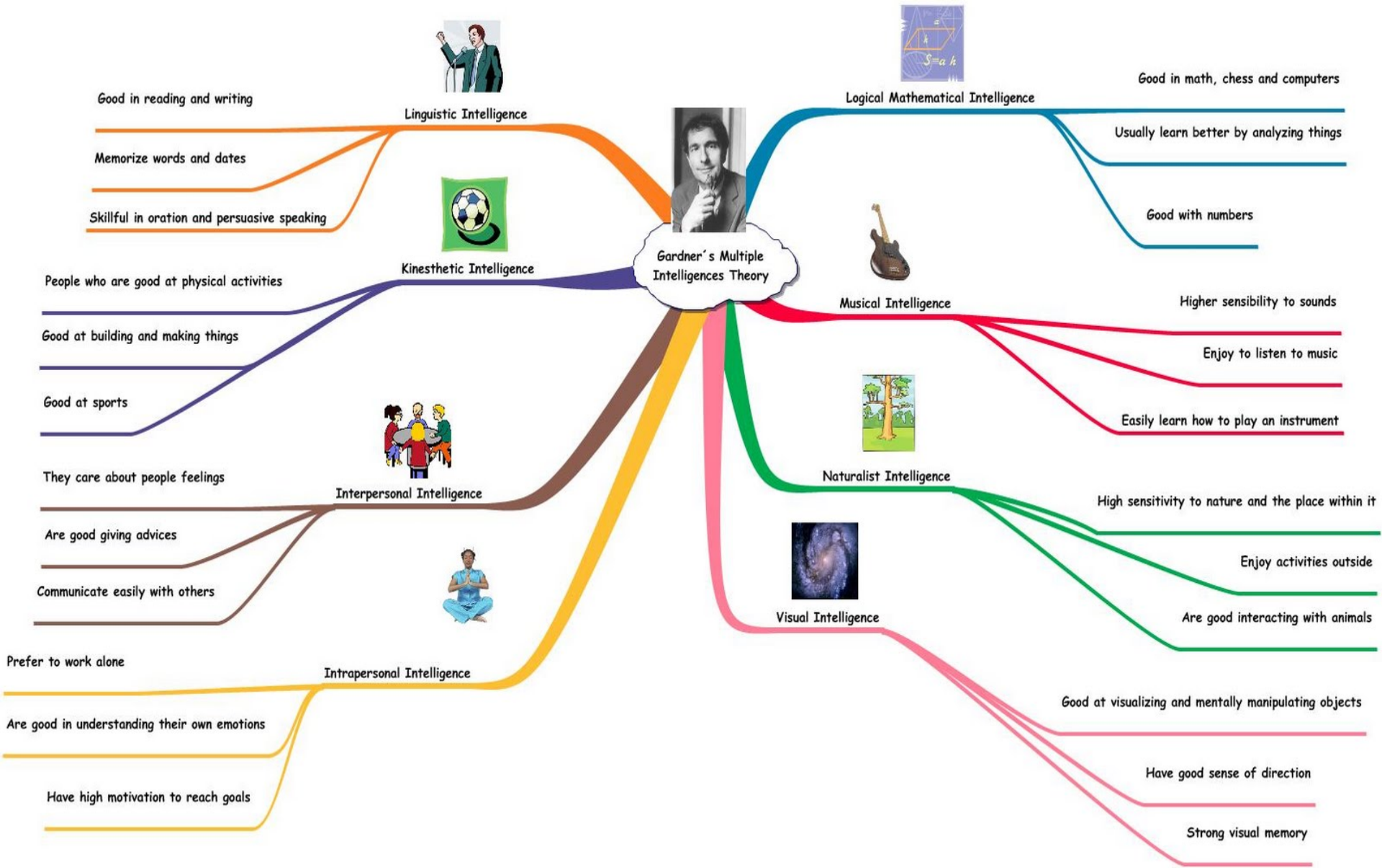
Level

1. Most of my students are _____.
2. I prefer teaching _____ because _____.

Learning Style







Learning Styles

Visual



* You prefer using pictures, images, and spatial understanding.

Musical/Auditory



* You prefer using sound and music.

Verbal



* You prefer using words, both in speech and writing.

Physical/Kinesthetic



* You prefer using your body, hands and sense of touch.

Logical/Mathematical



* You prefer using logic, reasoning and systems.

Social



* You prefer to learn in groups or with other people.

Solitary



* You prefer to work alone and use self-study.

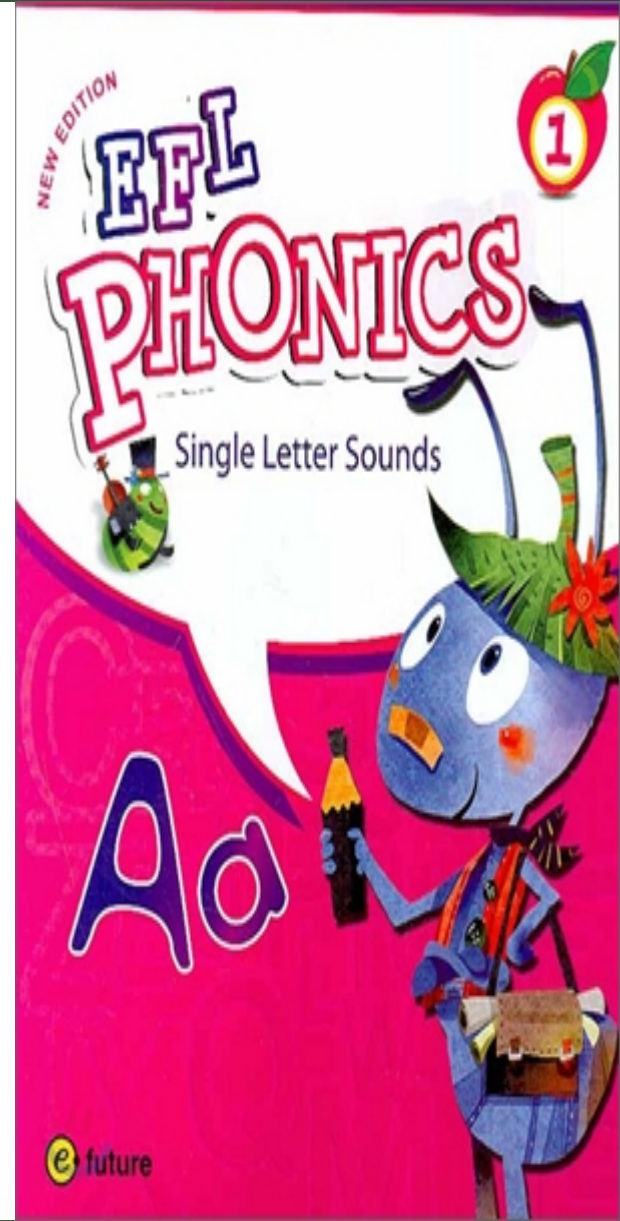
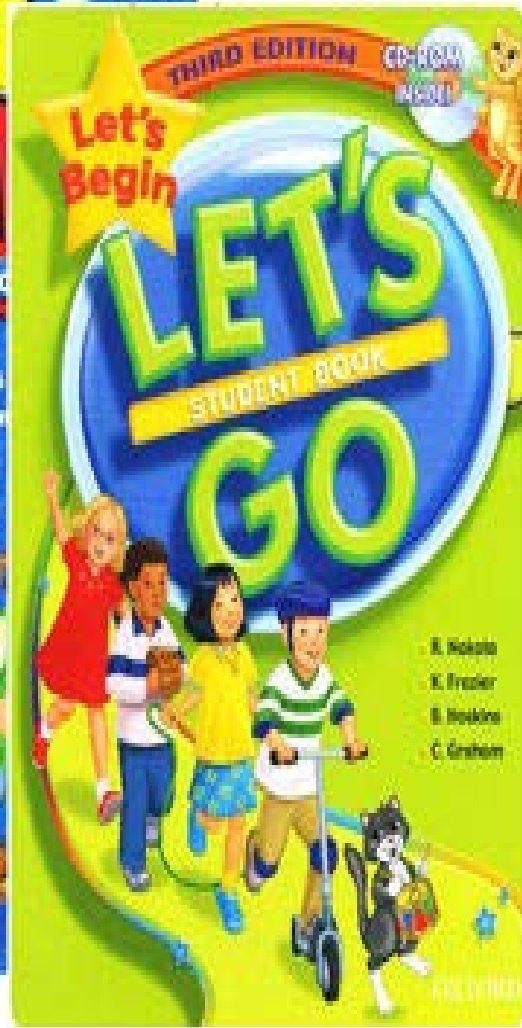
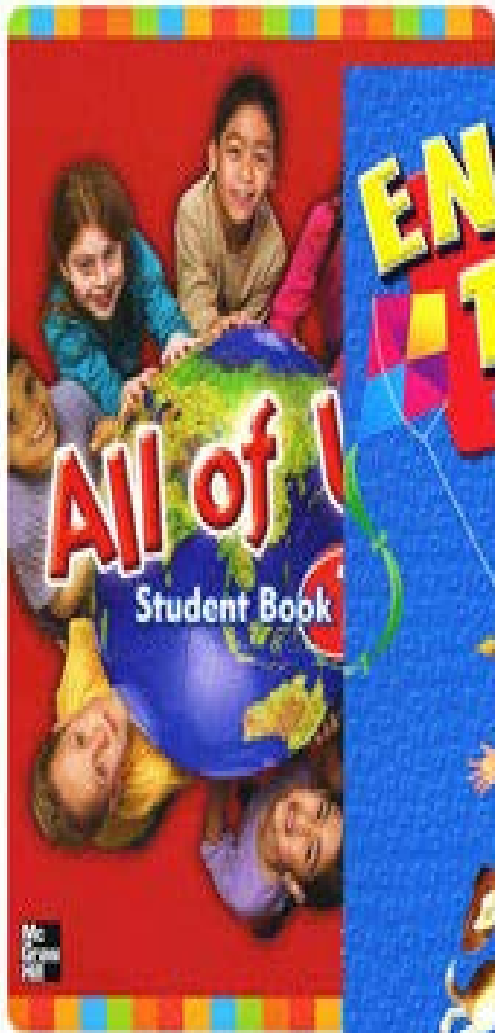
What is your learning style?

Learning Style

1. My classes are geared towards _____.
2. Some/most of my students would prefer a class geared towards _____.

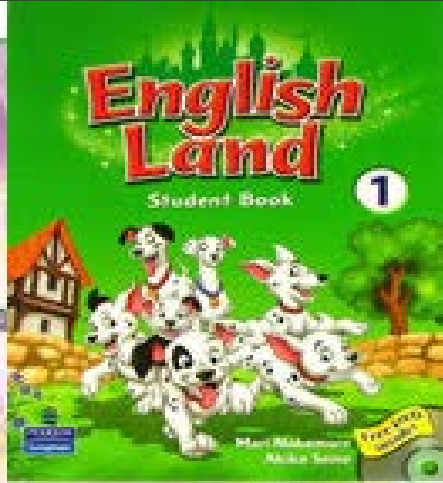
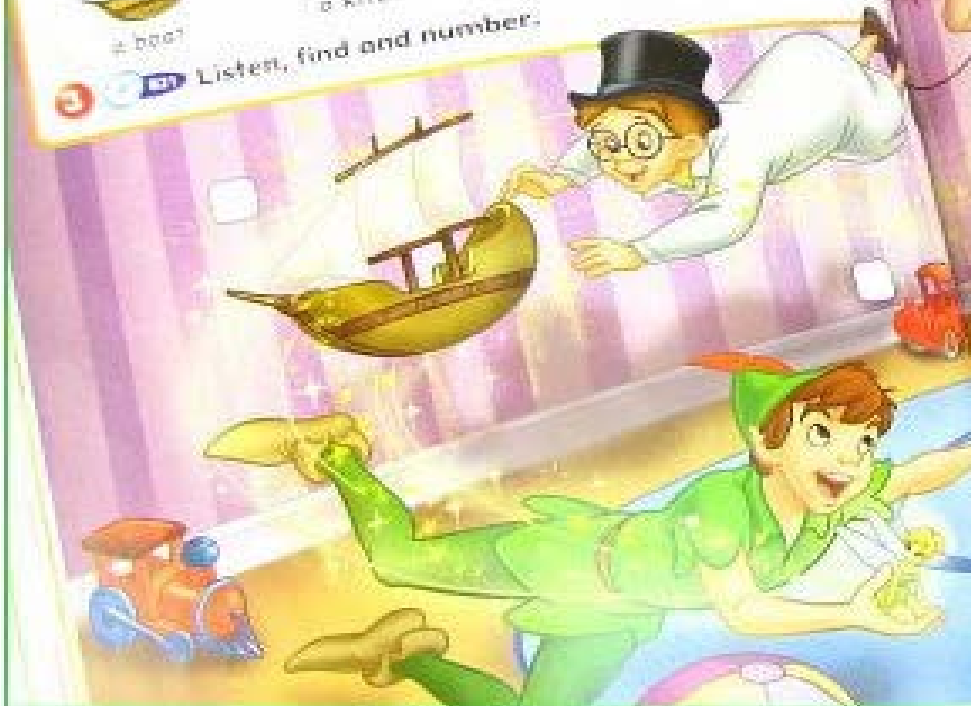
Content – Text, Media, Modifications





6 My toys

- 1 Listen.
- 2 Listen and say.
 - a boat
 - a kite
 - a teddy bear
 - a car
- 3 Listen, find and number.



4 Listen and say.

I have a boat

I have a kite

Chart. (See p. 74)

(C) Disney

그림을 보면서 단어를 따라 읽은 후, 빈칸에 단어를 써 보세요. (CD 9 083)



- 1 spring 봄 spring
- 2 summer 여름 summer
- 3 fall 가을 fall
- 4 winter 겨울 winter
- 5 cool 시원한 cool

다음과 듣고, 알맞은 그림에 번호를 쓰세요. (CD 9 084)



fall



summer



spring



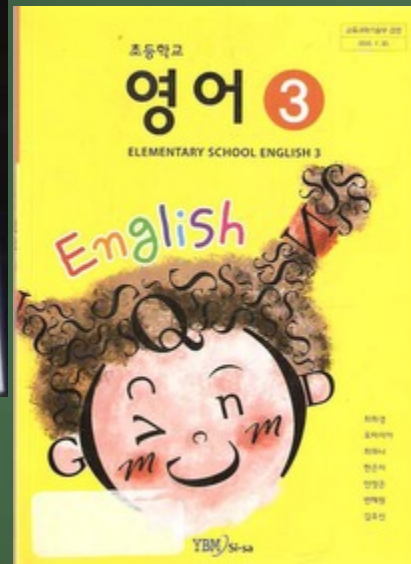
winter



cool

그림에 알맞은 단어를 찾아 동그라미 한 후, 빈칸에 단어를 쓰세요.

- 1. busyspring
- 2. fallenstarry
- 3. wowinteray
- 4. newsummer
- 5. picoleaifu





PREVIEW



Relationships

1 Match the people words to the pictures.



- boss
- classmate
- clerk
- coworkers
- customer
- friend
- husband
- relatives (uncle, aunt, cousin, etc.)
- roommate
- stranger
- wife



2 Listen. Check your answers.

3 Work with a partner. Talk about some of your relationships.

Example: **A:** My husband is from _____
B: Really? I have a friend from _____

LISTENING



It's nice to meet you.

TARGET Listening for inference: situations

1 Listen. Are they meeting for the first time? Circle YES or NO.



1 Scott is meeting Will and Kelly for the first time. YES NO
 Julie is meeting Will and Kelly for the first time. YES NO



2 Alex and Brandon are meeting for the first time. YES NO



3 Tracy and Nina are meeting for the first time. YES NO



4 Kim and Angela are meeting for the first time. YES NO

TARGET Listening for general understanding: topics

2 Listen again. Which topic is discussed first? Second? Number them 1 and 2. There is 1 extra.

1. the weather work
- dinner shopping
- marriage and dating a movie
2. sports
- work
- a class
3. a problem
- lunch
- a vacation



3 Listen. How would you respond? Write your answers.

1. I'm _____
2. _____
3. _____
4. _____
5. _____

Can you remember the questions? Ask a partner.

ENGLISH FIRSTHAND

1

Marc Helgesen
 Steven Brown
 John Wiltshier
 Series Editor
 Michael Rost



Overhead Projector 1930

Originally used for police I.D. work, their expansion into schools created an interactive classroom at a minimal cost.

Mimeograph 1940

Hand-cranked copies helped teachers spread homework to the entire class. The downside? Perpetually ink-stained fingers.



Slide Rule 1950

Before the development of the pocket calculator, the slide rule was the tool of choice for calculations. Its run was relatively short; falling out of favor by the mid-1970s. A dark day for nerds everywhere.

Liquid Paper 1960

They don't want me to tell you this, but the person most directly responsible for the JFK assassination is



Scantron 1972

The Scantron made it simple to grade multiple-choice exams, thereby saving teachers countless hours — it also gave stumped students an excuse to draw pixelated artwork using the answer boxes.



Interactive Whiteboard 1999

A high-tech upgrade to the chalkboard, the interactive whiteboard meshed the computer with the ability for students to manipulate lessons digitally, in real time.



books obsolete in schools: "Scholars will soon be instructed through the eye."



1940 Ballpoint Pen

Now a go-to writing instrument with millions manufactured and sold everyday, it took over 50 years for the ballpoint pen to gain popularity. Perhaps it's because they originally cost \$9.75 each.



1950 Headphones

Headphones and the idea that lessons could be learned through repetition gave rise to 'language labs' — a practice that remains in use in present day.

1958 Television

The use of film for classroom instruction became obsolete with the arrival of the television set.



1970 Hand-Held Calculator

The calculator was slow to be adopted by teachers as they feared it would undermine time-tested basic skills such as counting on fingers.

1980 Personal Computer

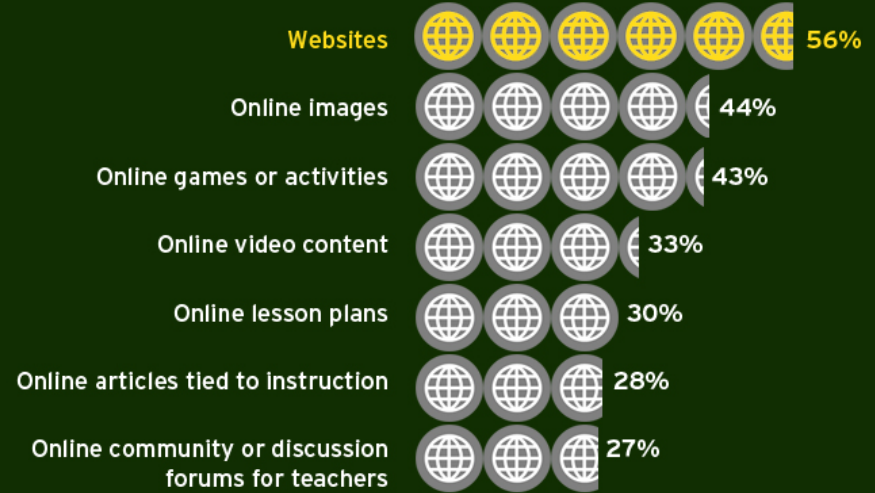
The computer introduced a way to teach students about the realities of 19th century pioneer life courtesy of the Oregon Trail® — one of the earliest educational video games adopted by schools.



2010 iPad

The 21st century answer to the school slate; a culmination of its technology predecessors, combining touch, video, and calculations in one unit.

WEBSITES ARE MOST COMMONLY USED TECH RESOURCES IN THE CLASSROOM

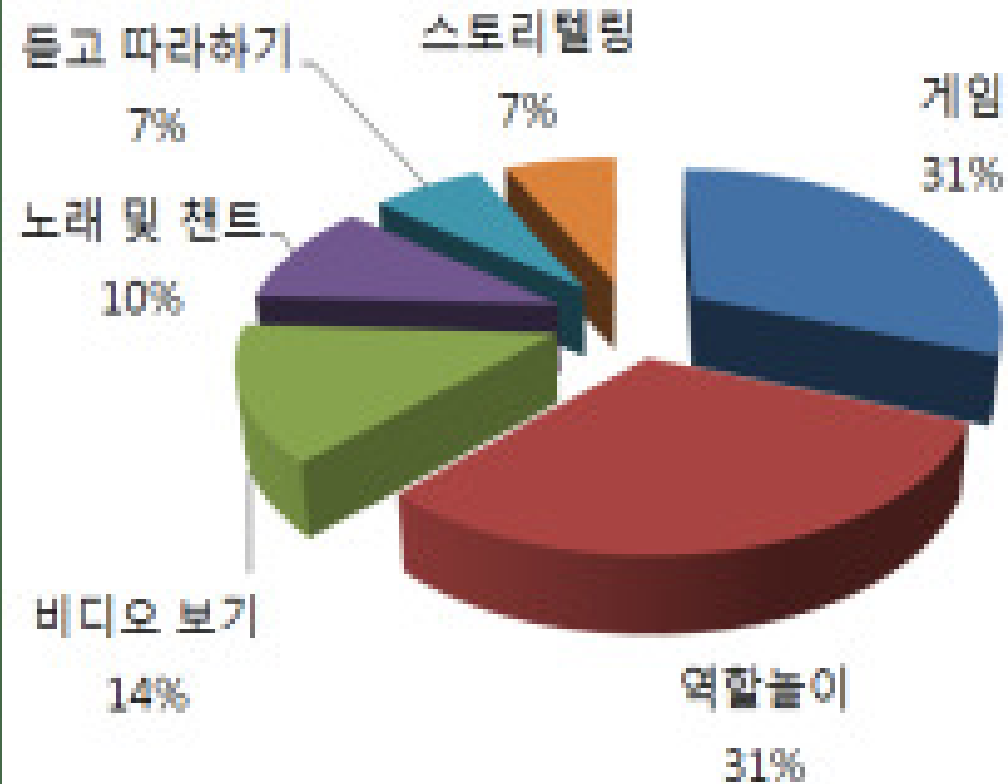


Text, Media, Modifications

1. I currently use _____ in my classes.
2. I like/dislike it because _____.
3. I would like to change the text by _____.
4. I use technology in my class often/rarely.

Content – Activities





Activity	Frequency
Games	31%
Role Plays	31%
Showing videos	14%
Songs & Chants	10%
Listen & Repeat	7%
Storytelling	7%

ESL TEACHING METHODOLOGY

“Presentation, Practice and
Production”

Activities

1. The most common activity in my class is _____.
2. The least common activity in my class is _____.
3. An activity I have never tried is _____.

Content – Testing



1 다음을 듣고, 들려주는 낱말에 해당하는 것을 모두 고르시오. (,)



2 다음을 듣고, 낱말의 뜻을 한글로 쓰시오

3 다음을 듣고, 루시가 갖고 있는 학용품을 고르시오. ()

- ① 지우개 ② 풀 ③ 공책 ④ 가위

4 다음을 듣고 "너는 품을 갖고 어니?"

- ① _en ② _p ③ _ed ④ _ad

8 다음을 듣고, 그림에 해당하는 낱말을 고르시오. ()



- ① ② ③ ④

9 9~10번은 읽고 푸는 문제입니다. 문제의 지시문을 잘 읽고 알맞은 답을 고르거나 쓰시오.

9 그림을 보고, 빈칸에 알맞은 알파벳

10. 다음 빈칸에 적절한 영어 표현은?

M: Who is he ?

W: _____.

- ①It is old kite.
②I can find my book.
③They're CDs.
④My brother is tall.
⑤He is my father.

	Formative	Summative
When?	Before or during instruction	End of instruction
Purpose?	Guide the teacher in planning and improving instruction; help students improve learning	Let teachers and students know the level of accomplishment attained.



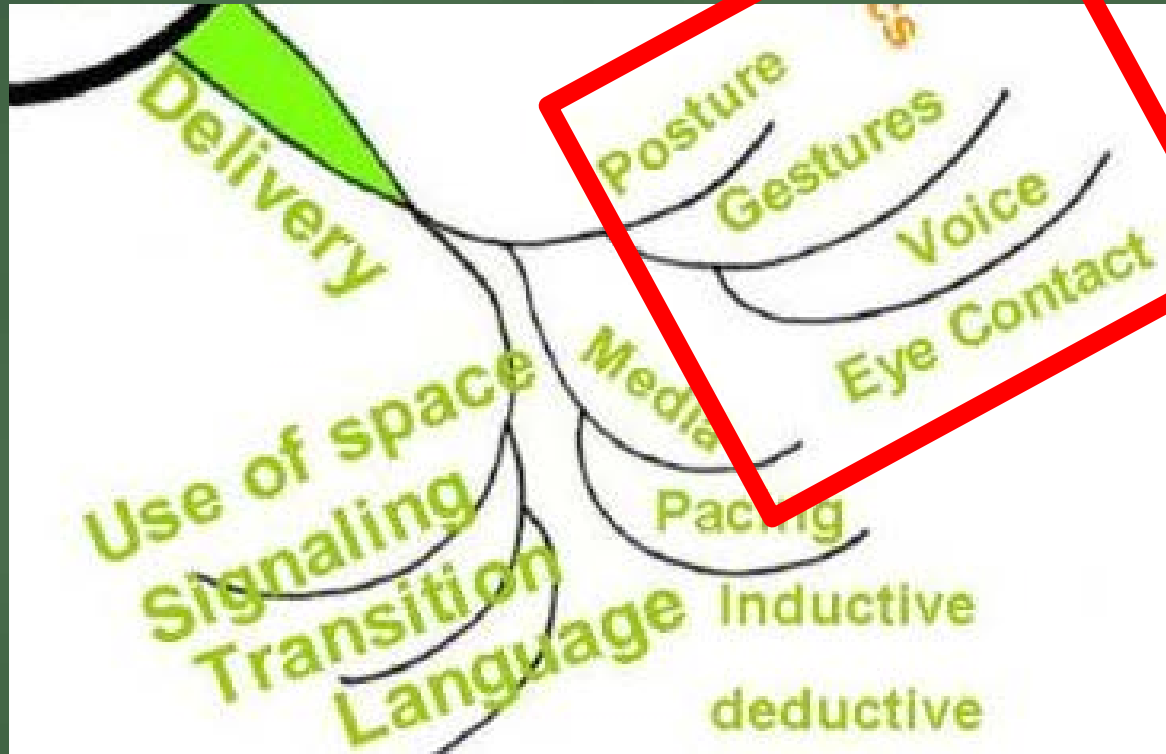
**Assessment OF Learning (Summative)
vs.
Assessment FOR Learning (Formative)**

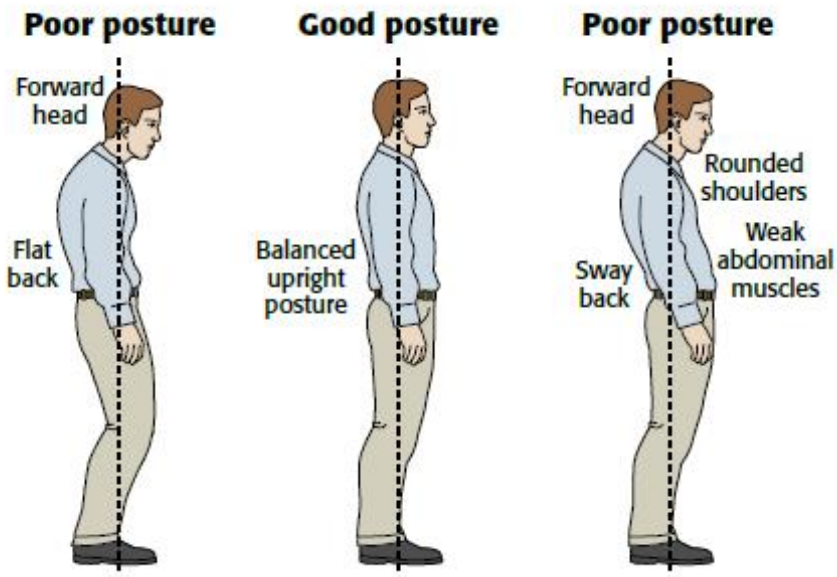


Testing

1. I often use formative/summative assessment.
2. I test my students using _____.
3. I give a test every _____.

Delivery – Posture, Gestures, Voice





**DON'T MAKE
ME USE MY
TEACHER
VOICE!**



IT'S WHAT YOU DON'T SAY THAT COUNTS!

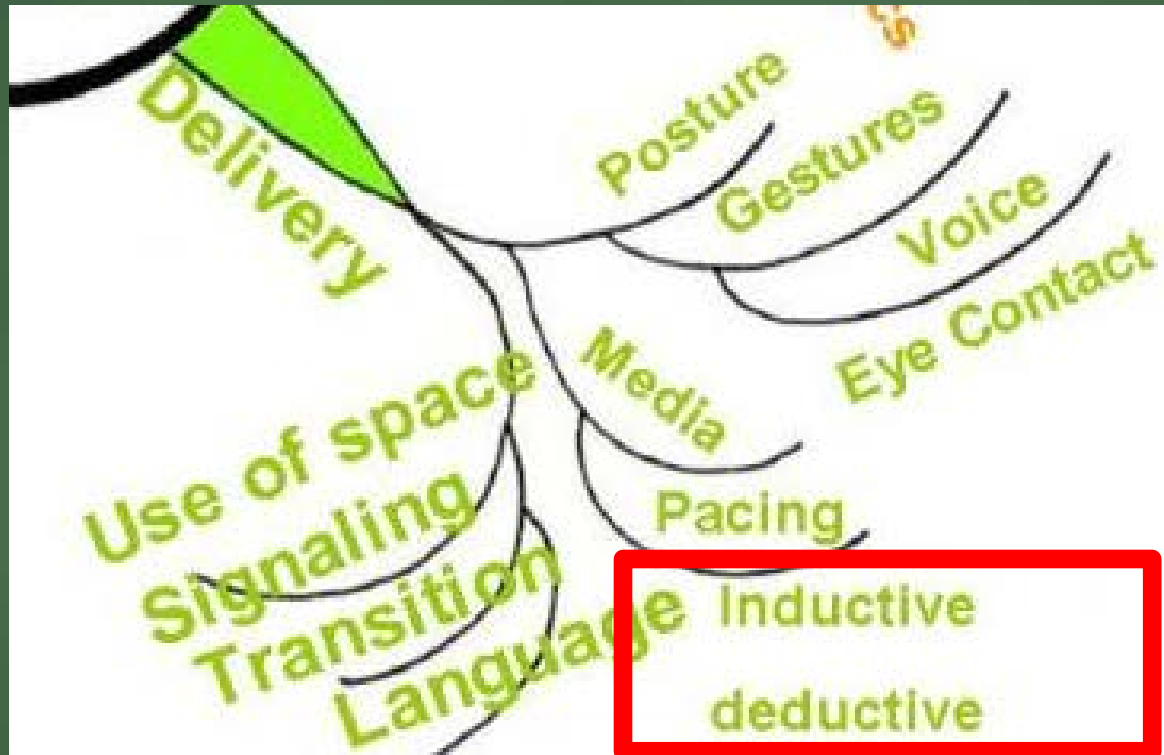


**LEARN TO READ AND INFLUENCE PEOPLE THROUGH
NONVERBAL COMMUNICATION.**

Posture, Gestures, Voice

1. I usually sit/stand most of the class.
2. I feel comfortable standing for ___ hours.
3. I often fidget by _____.
4. My teaching voice is different... How? _____

Delivery – Inductive vs. Deductive



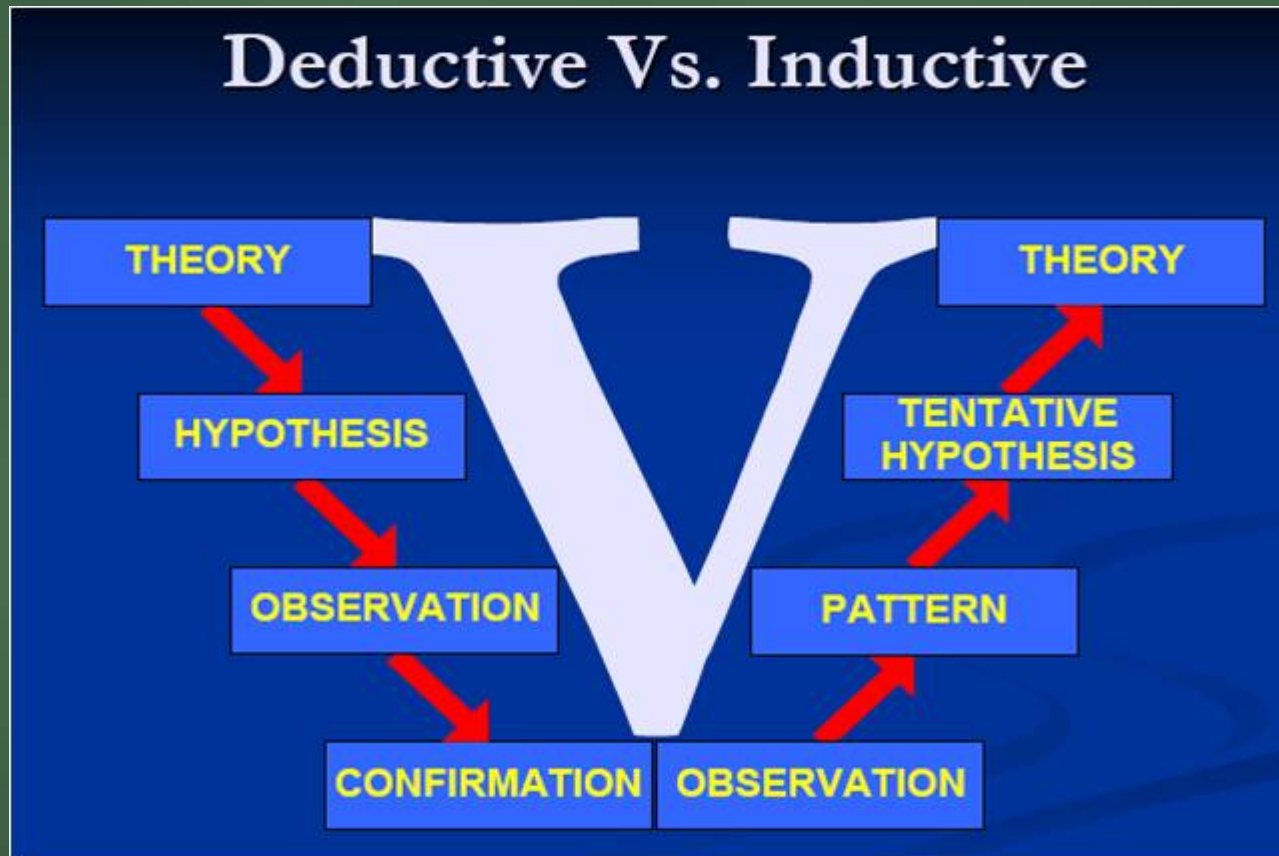
Deductive

Generalization (or Rule) —————> Specific Examples or Activities

Inductive

Specific Examples or Activities —————> Generalization (or Rule)

Deductive Vs. Inductive

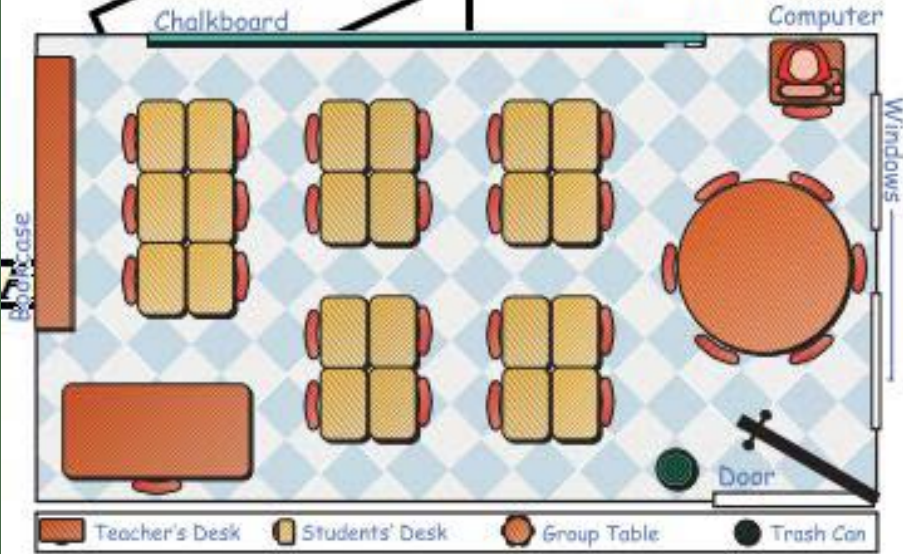


Inductive vs. Deductive

1. My class is based on _____ learning.
2. My textbook/material is generally _____.
3. My students prefer _____ learning.



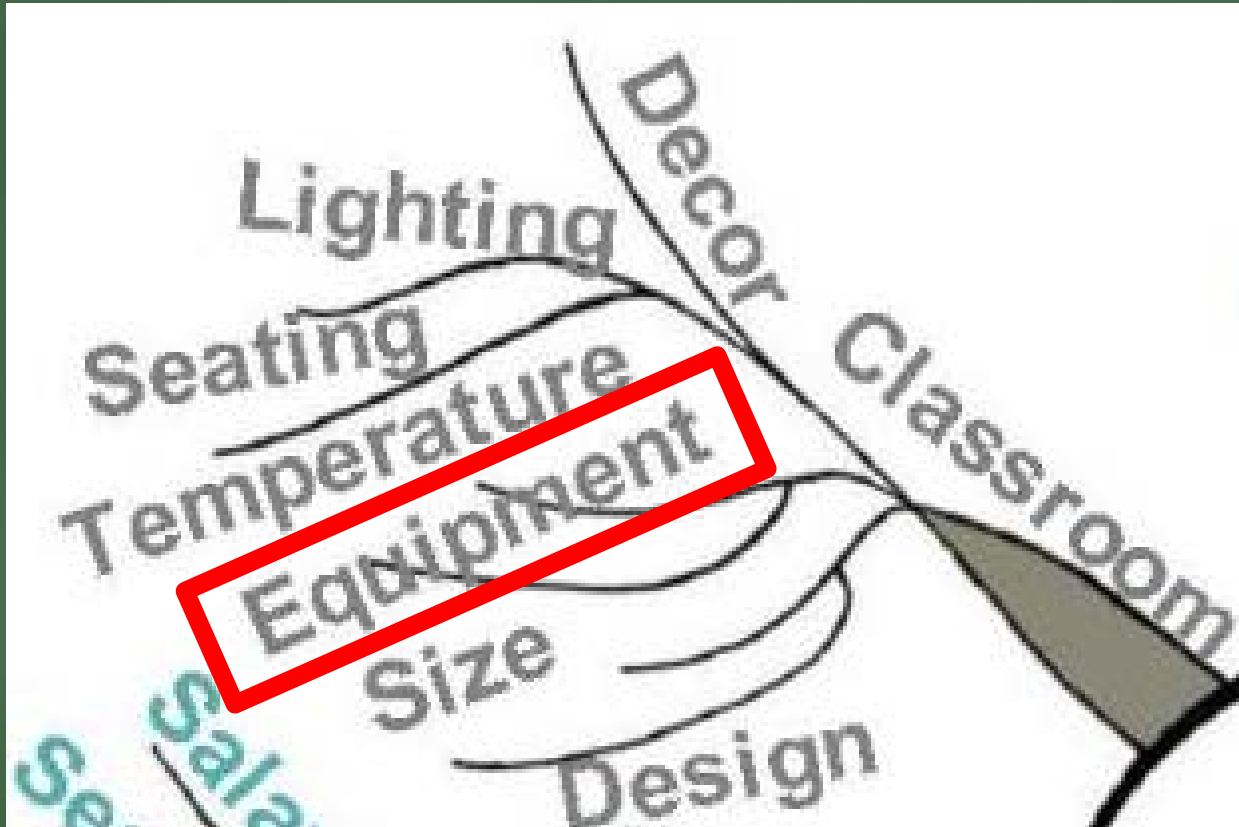
Possible arrangements for group work/ stations:



Seating

1. My students sit in _____.
2. I change the seating chart every _____.
3. I would prefer my students sit in _____.

Classroom - Equipment







Equipment

1. My classroom is well/not-well equipped.
2. I wish I had more _____.
3. I have too many _____.
4. The biggest problem in my classroom is _____.

THANK YOU!

