

Session 8 Process versus product

(60 min session)

Aims: To develop trainees' awareness of the aims of activities in their classes, coursebooks and YL resource books

Materials: Handout of grid with teacher aim and child reason

Copies of 2 coursebooks or use these excerpts:

Guess What! 6, Susannah Reed and Kay Bentley, CUP

http://assets.cambridge.org/97811071/23144/excerpt/9781107123144_excerpt.pdf

and *Family and Friends 1, 2nd edition*, Naomi Simmons, Tamzin Thompson and Jenny Quintana, OUP

https://elt.oup.com/catalogue/items/global/young_learners/family_and_friends_second_edition/?cc=gb&selLanguage=en&mode=hub

Handout: The great aims debate

1. Aims – two teacher perspectives

Aims: To allow trainees to discuss the pros and cons of both approaches

Put trainees in two groups and tell them to make two lines in front of the board. Give the first person in each line a board marker. Set the task: write reasons why having aims helps a lesson to be successful. When the first person has finished writing a reason, they pass the board marker to the next person in line who then writes another reason on the board and so on until all players have written at least one thing.

After two minutes stop trainees and tell them to mark the other team's reasons.

NB they must have a creditable reason if they say they don't like a response.

Adjudicate and reverse any decisions if necessary.

Give out handout – The great aims debate.

- Trainees read this and then say what they think.
- Which teacher do they identify with more?
- Is one teacher more right than the other?

15 – 20 mins

2. Teacher aim / child reason

Aims: To enable trainees to identify both the teaching aim and the children's motivation for activities

Use a board race (see session 7 activity 2 for more detailed instructions on how this activity works) and do the first question as an example:

Teacher's aim

- to stir the children
- also*
- to generate ideas
- develop the ability to self evaluate

Children's motivations

- fun / they get to move
- noisy activity!
- get to grade own work

Divide trainees into two groups. Give out the handout. One group works on the 8–10 year olds section of the handout, the other does this for the 11–13 year olds. Set a time limit of 10 minutes. Monitor and note things for feedback.

Feedback – put trainees in pairs. One reads the activity and the teacher motivation – their partner has to say why they think a child of that age would want to do the activity. You can demonstrate this process with the example given for the first activity for 8–10 year olds.

35 – 40 mins

3. Published material – using or adapting

Aims: To enable trainees to effectively adapt materials if necessary to have a valid teaching aim **and** a strong motivation for the children to do the activity.

Show two examples of material:

- 1 *Get Ready! 6* (CUP) Unit 6, p73, ex 13 Story
- 2 *Family and Friends 1, 2nd edition*, Unit 1, p10, ex 2 Song

Set questions:

- What does the activity involve?
- What is the teacher's aim?
- Why do / don't children want to do this?

Possible answers:

- 1 Connecting the oral form with the written form.
To provide practice of reading and listening to a story. To introduce the value of reusing and recycling resources.
They like stories, there is an element of solving a puzzle.
- 2 Reading and singing a song.
Controlled practice of target language *What's this? It's a book.* and imperatives *Open the book.*
It's fun, allows them to expend energy, they like singing.

Put trainees in pairs and give them a copy of another page in the two coursebooks or show them on the IWB. Tell the trainees to find two things from the unit that they would use and to analyse the children's reason for doing the activity and the teacher's aim

50 min

4. Presentations

Aims: To allow trainees to share findings with other groups

Trainees present their activities to the group. Listening task – is this something you haven't used but will? Do you agree with what they say? You could also tell the trainees that they have to evaluate the presentation on a scale of 1–10.

60 mins

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The great aims debate

Things to bear in mind:

- Having aims helps you to develop as a teacher as it helps you to work out why an activity is / isn't working
- Children and teenagers learn best when they are enjoying themselves
- Coursebook writers write materials with aims in mind – you can use things and find they work without you knowing exactly why
- Sometimes you think coursebook activities don't quite work – your class isn't like the classes the writer had in mind
- Think back to what you and your friends liked at school and adapt it for your class e.g. some children like spelling tests; other children like making things or writing comic book stories.

Lesson aims

Approaches to planning that you can experiment with:

- Plan backwards – start from the final outcome and work back in stages to your warmer so that you achieve your overall aim
- Re-read your plan and ask yourself would you want to do the lesson if you were 8–10 or 11–13 years old and not like you when you were this age
- Sound out new ideas with colleagues
- Peer observe and try something new that worked for someone else

I don't know why, but the children seem to really like things like finding the deliberate mistake in the story, listen and order the pictures and study and change writing tasks. There are some really good things in *Magic Time* like the grammar rhythms, but I'm not sure what else to do with them. I'm worried the children may start getting bored if we keep doing them in the same way. I guess if they are having fun and seem to be learning, then I am doing my job.

Angela (Argentina)

I try to think about the aims of what I'm doing and then check if the children will want to do the tasks I've planned. There's a really good bit at the front of the Teacher's Book where it tells you how to use the materials to get the best out of them. There are lots of ideas for activities throughout the book that seem to work really well.

Abdul (Egypt)

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Teacher's aims v children's motivation

What are the teacher's aims behind the following activities? What reasons would children have for doing them? There is an example to help you.

For 8–10 year olds

| Activity | Teacher's aim(s) | Children's motivation |
|--|---|--|
| Ex. Drawing dictation e.g. 'The dog is next to the cat.' | To provide receptive practice of prepositions of place and animal words. To settle the children after a noisier activity. | It's fun, lots of children like drawing especially 'silly' things like a cat in an elephant. |
| Simon says 'Swim to the door.' | | |
| Listening to and singing song – I know an old lady who swallowed a fly | | |
| Spot the difference between my picture and my partner's picture | | |
| Writing a description of the child's bedroom and drawing a picture | | |

For 11 - 13 year olds

| Activity | Teacher's aim(s) | Children's motivation |
|--|------------------|-----------------------|
| Designing an island and writing a rules sheet for visitors | | |
| Checking and correcting each other's written work | | |
| Writing gapfill exercises for another group to practise past simple | | |
| Talking about pictures in the coursebook before doing a listening activity | | |
| Doing a fashion show and describing what they are wearing (could be videoed) | | |

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Teacher's aims v children's motivation – ANSWER KEY

For 8 – 10 year olds

| Activity | Teacher's aim(s) | Children's motivation |
|--|---|--|
| Ex. Drawing dictation e.g. 'The dog is next to the cat.' | To provide receptive practice of prepositions of place and animal words. To settle the children after a noisier activity. | It's fun, lots of children like drawing especially 'silly' things like a cat in an elephant. |
| Simon says 'Swim to the door.' | To provide receptive practice of present simple verbs and prepositions of movement. | To play a game and act out some silly actions – fun! |
| Listening to and singing song – I know an old lady who swallowed a fly | To provide listening and then speaking practice via a well-known song. To review animals vocabulary. | Singing is fun for lots of children. They get to make a noise. |
| Spot the difference between my picture and my partner's picture | To provide controlled practice of describing e.g. a picture using nouns and prepositions of place. | To find out what is different about my partner's picture. This is like a game or puzzle to the children. |
| Writing a description of the child's bedroom and drawing a picture | To provide freer practice of simple present and a range of structures e.g. <i>to be, have got and there is/are</i> . | To write about something I know about, to draw a picture. |

For 11 - 13 year olds

| Activity | Teacher's aim(s) | Children's motivation |
|--|--|---|
| Designing an island and writing a rules sheet for visitors | To provide fluency practice using modal verbs and prepositions of place | To design their own island and set their rules for any visitors – the children are in control |
| Checking and correcting each other's written work | To peer assess and develop improved accuracy in their written English. | To find mistakes and show that they know certain areas of language. |
| Writing gapfill exercises for another group to practise past simple | To provide controlled practice of the past simple. To allow learners to design their own materials and test each other | Challenge! They want to make it difficult for the other group. Testing others. |
| Talking about pictures in the coursebook before doing a listening activity | To activate schema about the topic before the pupils listen to the listening text. | To talk in English. |
| Doing a fashion show and describing what they are wearing (could be videoed) | To provide practice of describing what someone is wearing (clothes vocab + present continuous tense) | To have fun, dress up in clothes they like and to show off a bit. To produce a class video. |