

STRUCTURING LEARNING: AUDITING CURRENT PRACTICE

STAGE 1: INTRODUCING THE UNIT OF WORK	This might involve . . .	Notes
Clarify expectations	<p>providing a long term plan (syllabus, topics etc)</p> <p>providing a medium term plan (unit plan)</p> <p>providing a short term plan (lesson plan - what we're going to do today)</p> <p>making clear what the outcomes of each plan or activity are expected to be (what you will be able to do)</p>	
Use prediction	<p>asking: 'What sort of things will we need to learn in order to achieve the outcomes?'</p>	
Recall prior learning	<p>asking: 'What do you know already that we can use again now?'</p>	
Assess readiness to learn	<p>considering which, if any, prerequisite skills pupils will need, revising them and, if necessary, teaching them (<i>see note on website page: /maxB.html</i>)</p>	
Personalise content of the unit	<p>asking: 'What do we need to include here that is of interest to you, or which tie in with your career plans?' If this aspect of the theme is not covered by textbook, where can we find suitable material? How are you going to keep track of language items which you feel are personally relevant?</p>	

STAGE 2: PRESENTATION AND PRACTICE	This might involve . . .	Notes
Present new material	<p>presenting new vocabulary in smaller, more manageable chunks</p> <p>using realia where possible, or pictures, whiteboard images etc.</p> <p>presenting new structures clearly, using graphics where possible</p> <p>providing copies of vocabulary and structures, visuals and graphics in a form that can be kept or displayed throughout the unit and used for revision at a later stage.</p>	
Model the new vocabulary and structures.	<p>teacher-led practice in using new and re-cycled language items and structures</p> <p>linking text, sound and graphics to provide a multi-sensory experience which will aid retention and recall</p> <p>teaching sound/symbol correspondence relevant to new items (phonics)</p> <p>providing opportunities for 'internal' practice and 'thinking time' before asking for feedback in order to check accuracy</p>	

STAGE 3: CONSOLIDATION AND PRACTICE	This might involve . . .	Notes
Provide opportunities for learners to practice and manipulate new and recycled language items for themselves	<p>providing a variety of opportunities for learners to internalise new vocabulary and structures by actively manipulating language items in randomised and repeated situations, or single outcome activities (e.g. games, card sorts, certain software programmes)</p> <p>teaching learners to work effectively in pairs or in groups</p>	
Build familiarity with new material and confidence in handling it	<p>encouraging learners who find they are unsure of anything to ask peers and/or teacher for clarification or re-explanation</p> <p>encouraging learners to refer to handouts and displays provided at an earlier stage</p>	
Assess learners' readiness to engage with texts	<p>teaching learners how to learn and how to assess their learning</p> <p>encouraging self and peer assessment</p> <p>providing opportunities and resources for assessing and consolidating learning at home</p>	

STAGE 4: USING REAL LANGUAGE	This might involve . . .	Notes
Generally...	Distinguishing between 'practice language' and 'real language' or 'working with texts'. <i>(With more advanced learners these may overlap)</i>	
Working with real language (speaking, listening, reading, and writing using real texts and for real purposes)	<p>providing opportunities for listening, viewing, reading, accessing information online in the target language, etc.</p> <p>encouraging use of dictionaries and other reference materials</p> <p>assessing learners' skills in using those self-help mechanisms, and teaching them where necessary</p> <p>encouraging note-taking (e.g. of new vocabulary/expressions which seem likely to be useful and/or personally relevant)</p> <p>providing a variety of opportunities for creative use of language in individual and/or collaborative situations</p> <p>providing supportive frameworks, cue cards and other prompts for learners who require them</p> <p>providing opportunities for open-ended creative tasks for competent learners</p> <p>encouraging learners to draw upon their personal language store and to add to it where necessary</p> <p style="text-align: right;"><i>continued overleaf ></i></p>	

STAGE 4 continued

Working with real language
(speaking, listening, reading,
and writing using real texts
and for real purposes

providing timely, and personal feedback, making clear how work might be improved

providing opportunities and means for learners to produce a decent end-product,
performance or event, and showcasing good work

where possible, establishing opportunities for international communication for real
purposes

STAGE 5: DEBRIEFING	This might involve . . .	Notes
Review what has been done and achieved	asking: <ul style="list-style-type: none"> • What have we learned? • What can we do? • In what other contexts could we use this? 	
Evaluate the experience	asking: <ul style="list-style-type: none"> • What did we do well? • What could we have done better? 	
Plan next steps	asking: <ul style="list-style-type: none"> • What would help us to remember what we have learned? 	