

## Putting the focus on learning

Gillian Davidson David Byrne





"It's not about what works. It's about what works best"







# Today we are going to...

- ☐ Discuss some of the research in this area.
- ☐ At EC
  - O Where we are?
  - Our syllabus design
- ☐ Student centered, what does that mean
- ☐ Identify some key stages of the lesson
- ☐ Discuss our next steps.
- ☐ Review of the outcome

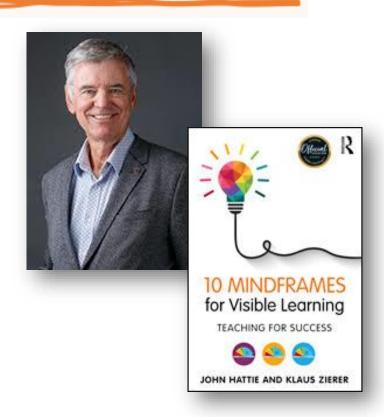
#### So that you:

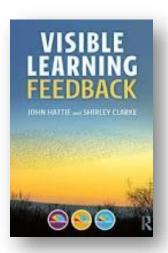
☐ Can see how we put our learners at the centre of their learning.

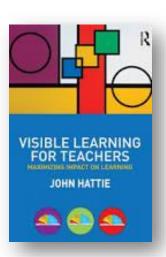




## The Research

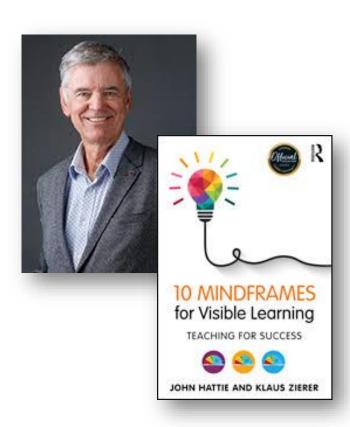












"It's not about what works. It's about what works best"

"Objectives & success criteria are crucial for learning success"

"I engage as much in dialogue as monologue"

Mindframe #7



## Where we are



We planned this talk for 2020, to talk about our research and how we planned to apply this over 2020

...our plans changed.

#### Jan 2020

Launched elective class using new syllabus

#### March 2020

All school online and developed online version of EC syllabus for GE

#### October 2020

Launched new online courses using EC Syllabus

#### October 2020 - now

Development of EC syllabus for all classes. Development of teacher training materials



## Our Syllabus



The link to the CEFR is clear and the teachers understand that connection

There are detailed steps on how we are going to get there, helping students feel involved in the process

There is a real-life outcome, need is established and adds motivation

Topic: Eating Out

Material: Outcomes

CEFR: Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

#### Today we are going to:

Listen to people talking about restaurants so we can;

- ☐ Identify common restaurant collocations
- □ Describe our experiences in restaurants using the present perfect.
  - ☐ Practice pronunciation of 'Have you ever?'
- ☐ Give details about that experience using the past simple.
- □ Learn how to develop conversations using phrases to make and respond to suggestions.

#### So that you can:

Have a discussion with friends about where to eat at the weekend.





## Our Syllabus

Teachers are provided
with an outline for
every lesson
They are free to adapt
the stages, use their
own materials etc but
they must meet the
main learning outcome.

Topic : Eating Out Material : Outcomes

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## Student-centred







STUDENTS CHOOSE WHAT TO FOCUS ON



STUDENTS CHOOSE HOW TO SELF-ASSESS



## At EC.....





- Teachers choose topics they know their students enjoy
- Teachers discuss context with their students
- Teachers focus on areas students need most

#### **BUT**

We don't ask 'What do you want to learn this week?'

## Student-centred





## Student-centred



## A learner at the centre of the learning discussion:

- Knows what they're learning
- ☐ Knows why they're learning it
- ☐ Knows how each section of your lesson builds towards the outcome
- ☐ Chooses what success will look like for them
- ☐ Can talk about their own success.







## Making it work in the classroom





## Learning Outcomes

Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Review of present perfect v past simple Restaurant vocabulary Pronunciation

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## Learning Outcomes that work

Discussing the outcomes every lesson provides a positive learning routine

The structure creates opportunity for discussions about learning

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#### So that you can

Have a discussion with friends about where to eat at the weekend.

The focus is on using the grammar in one specific context rather than a grammar lesson

A clear real-life benefit provides motivation





### **Success Criteria**

**Topic:** Eating Out

**Material**: Outcomes

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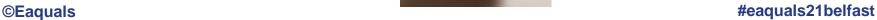
#### So that you can:

Have a discussion with friends about where to eat at the weekend.

#### Dialogue:

- Elicit the success criteria using the aims/objective
- Use a good / bad model and negotiate the success criteria
- Use your learners to reformulate criteria into questions.







## **Success Criteria**



Linking the whole lesson

What have we learnt today that will help you have this conversation successfully

**Enable focused and objective feedback**Give your partner feedback based on the success criteria

A discussion about where to eat with friends - based on previous restaurant visits.

- Making and responding to suggestions using phrases from the lesson.
- Using new collocations to talk about the restaurants I have been to.
- Using present perfect to talk about an experience
- ✓ Using natural pronunciation of 'Have you ever...?'
- Using past simple to give sp details

Students committing Which of these will you focus on?

## A learner at the centre of the learning discussion:

- ☐ Chooses what success will look like for them
- ☐ Can talk about their own success.





## Benefits of dialogue

- It develops learner autonomy
- Use your learners to reformulate criteria into questions.
- Learners can choose what success looks like for them.
- Allows self-assessment
- Allows clear, objective peer feedback
- Aids clear feedback







You'll never change your life until you change something you do daily.
The secret to your success is found in your daily routine.





- Students learn more effectively when....
  - They know what they are learning
  - They know how this will benefit them
  - They are engaged in the process
- So make it routine!

Topic : Eating Out Material : Outcomes

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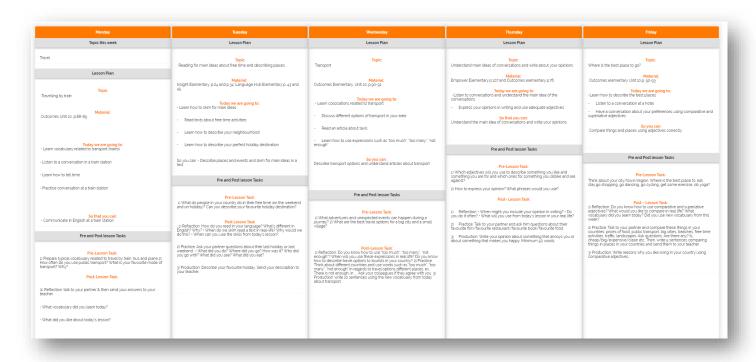
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- $\hfill \Box$  Describe our experiences in restaurants using the present perfect.
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- ☐ Give details about that experience using the past simple.
- ☐ Learn how to develop conversations using phrases to make and respond to suggestions.

#### So that you can:

Have a discussion with friends about where to eat at the weekend.







EC Online (provided by GEL) allows us to build course planners which helped us embed this routine



The Course planners are seen by both teacher and student.

They are completely editable, so teachers are free to adapt the lesson for their class needs.

## Eaguals in Language Education

#### **Thursday**

#### Lesson Plan

#### Topic:

Understand main ideas of conversations and write about your opinions

#### Material:

Empower Elementary p.107 and Outcomes elementary p.76

#### Today we are going to:

- -Listen to conversations and understand the main idea of the conversations
- Express your opinions in writing and use adequate adjectives

#### So that you can:

Understand the main idea of conversations and write your opinions

#### Pre and Post lesson Tasks

#### Pre-Lesson Task:

- 1) Which adjectives will you use to describe something you like and something you are for and which ones for something you dislike and are against?
- 2) How to express your opinion? What phrases would you use?

#### Post- Lesson Task:

- Reflection: When might you include your opinion in writing? • Do you do it often?
   • What will you use from today's lesson in your real life?
- Practice: Talk to your partner and ask him questions about their favourite film/favourite restaurant/favourite book/favourite food
- Production: Write your opinion about something that annoys you or about something that makes you happy. Minimum 50 words.





## **EC** Research

When it works......

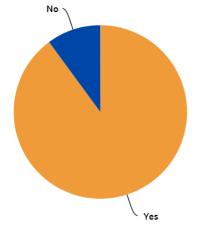
Focus of the book is on speaking - teachers showed me the plan online in class, it helped.

I know how I can use the grammar in my life.

If yes, did lesson objectives help your learning?

Answered: 526 Skipped: 139

I know what the objective is. My teacher tells me every day.







## EC Research

When it doesn't work......

We just speak with our classmates



We just did grammar exercises. I know this grammar. I studied it before.

We just do exercises with the book. There isn't enough speaking.

We just did an easy reading, it was boring!





## Next steps

July – October 2021

Full Curriculum Review

January 2022

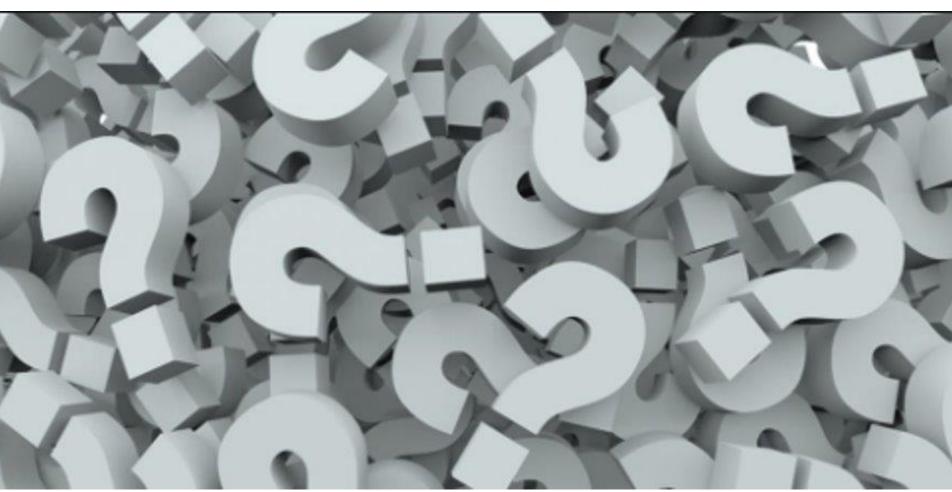
Core syllabus roll out

October 2021

3 stage teacher training roll out













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