

The slide features six light purple circles arranged in two rows of three. The top row has one hollow circle on the left and two solid circles on the right. The bottom row has two solid circles on the left and one hollow circle on the right. The text is centered over these circles.

# Child-centered lesson

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# What types of lesson are they?

- Plan a lesson carefully
- Use time efficiently
- Teach clearly and logically
- Children behave well and do not chat so much

Teacher centered

- Children enjoy themselves
- They learn naturally and actively
- They are spontaneous
- Their eyes shine brightly

Child-centered

# In favor of a Step-by-step syllabus

- Topic-based learning takes too long. Step-by-step courses use time more efficiently
- Children need to build their understanding of English step-by-step otherwise they lose confidence and lack a sense of direction
- Children need to see the connections between the various items of language they come across so they will be able to make active guesses about new words and patterns they encounter. Topic-based courses do not focus children's attention enough on patterns and connections
- Topic-based learning requires a lot of classroom space and is difficult to manage

# In favor of a topic-based syllabus

- Children need to see how what they are learning fits into their experience outside the English class. They should actively relate English to themes such as their family, pets, sports, and hobbies.
- Children should connect one school subject with another subject to make each subject feel more relevant to life in general, and to maximize the creative potential from linking skills and information learned in one subject to those in another
- Step-by-step courses are convenient for the teacher but their validity is doubtful if we consider the wide range of abilities and interests that may exist in a class

# Which to choose?



- The most effective approach for the core syllabus for children learning in an EFL environment is a step-by-step sequence especially in the early stages.
- We need to help the children build mental models of English that fit together clearly and give them a platform from which to make active guesses
- Combination of both approaches when there is sufficient time to learn English each week

# At whose pace?

The title is positioned to the left of a decorative graphic consisting of six circles arranged in a horizontal row. From left to right, the circles are: a solid light purple circle, an empty light purple circle with a thin outline, a solid light purple circle, an empty light purple circle with a thin outline, and a solid light purple circle.

- It is essential that we bring all of the children with us, especially in the early stages of learning before they have developed the resilience to handle failure.
- In our lesson. We need to introduce language targets at a pace that almost all the children can follow comfortably, and if possible, we should give extra help to the few children who cannot keep up

# Task Demands (on learners)

Cameron, 2001: 25

- **Cognitive**

demands vary with the degree of contextualisation of language; difficulty of concepts that are needed to do the task (e.g. use of graphics, colors, telling the time)

- **Language**

demands vary with whether the language is spoken or written, understanding or production, extended talk or conversation; with vocabulary and grammar needed; with the genre; with the amount of L1 and L2

- **Interactional**

demands vary with the type of interaction required, e.g. pair work; with the participants in talk-adult/peers; with the nature of the interaction, e.g. question + answer

- **Metalinguistic**

demands may include the use of technical terms about language in production or comprehension, e.g. in instructions, in feedback

- **Involvement**

the ease or difficulty the learner has in engaging with the task

- **Physical**

demands vary with how long the child must sit still for; with action needed; with fine motor skills needed, e.g. to write or draw



# Task Support

Cameron, 2001: 27

- **Cognitive**

support can come from the contextualisation of language; from the use of concepts already developed; from familiar formats of graphics or activity; from familiar topics and content

- **Language**

from re-use of language already mastered; from moving from easier domain to more difficult, e.g. spoken to written

- **Interactional**

from the type of interaction, e.g. pair work, from helpful co-participants; from the use of familiar routines

- **Metalinguistic**

from familiar technical terms to talk about new language; clear explanations

- **Involvement**

support can come from content and activity that is easy for the learner to engage with, e.g. links to child's interest and concerns; from mixing physical movement and calm, seated activities

- **Physical**

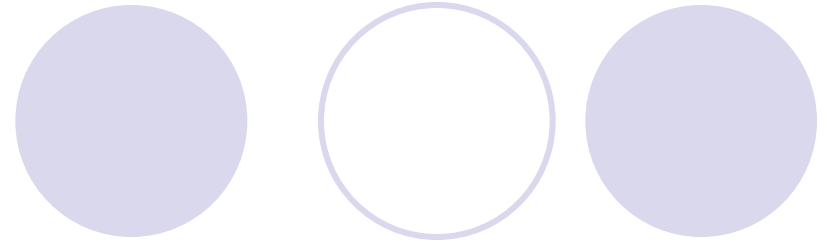
variation in sitting and moving; use of familiar actions; match to level of fine motor skills development, e.g. to write or to draw

# Things to remember during lesson planning

Pinter, 2006: 127

- Do the lessons fit together well?
- Do the lessons look balanced in terms of variety of activities, skills, interaction patterns?
- Do I have progression from receptive to productive practice?
- Are the activities meaningful for the children? Why will they want to do them?
- Is the language outcome real, natural? Is the sample language planned for the activities real and meaningful? Would children use the language like this in the real world?
- Are all the activities different? Check that no two activities do exactly the same thing.
- Have I thought of optional activities for those pairs/groups or individual who finish early?
- Have I included timing for each activity?

# Planning a lesson



- Preparation
- Core activity
- Follow-up



# preparation

Preparation activities prepare the learners to be able to complete the core activity successfully

(might include pre-teaching of language items or activation of topic vocabulary or review)

Avoid Pre-teaching (favorable) in child-centered learning (paul: 39). Give space to children to notice first



# Core-activity

- Central to the task
- Set up through its language learning goals
- The new target pattern is mixed in with previous target patterns
- Could be combined in a dialog, in a game where new and old flash cards are mixed together
- If possible cover the four skills



# Follow-up

- Builds on successful completion of the core, perhaps with performance of work done in the core or with written work based on oral language used in the core
- Since one task can lead to another, the follow up of the first may be , or lead into, the ‘preparation’ stage of the next