

SESSION OVERVIEW

| | | |
|--------------------|--|---------------------------------|
| Topic | Helping students understand | Duration: 50 minutes |
| Trainees | New teachers | Rooms required: 1 workshop room |
| Outcomes | <ul style="list-style-type: none"> ● Trainees will be able to help student understanding using a two-step process of i – demonstrating, ii – checking understanding | |
| Rationale | <ul style="list-style-type: none"> ● Students expect to be able to understand what happens in the classroom and teachers need strategies to be able to do this | |
| Preparation | <ul style="list-style-type: none"> ● Print or show on screen the cartoon “Ginger” | |

PROCEDURAL NOTES

WARM UP

| | | |
|--|--|--|
| Eliciting Aim: trainees will know why and how (i – demonstrating, ii – checking understanding) we can grade our language | <ul style="list-style-type: none"> ● Trainer shows the cartoon “Ginger” and elicits that the man needs to grade his language for the dog ● Trainer elicits some strategies for being understood e.g. speak slowly and clearly, avoid complex language (grammar, lexis), use gestures, possibly pictures, photos, etc. ● Trainer elicits some strategies for checking understanding e.g. asking ICQs, CCQs, reading body language, monitoring, etc. ● Trainer emphasizes that teachers should always follow this two-step process of i – demonstrating; ii – checking understanding | Flexibilities: Trainees could think about a time when they’ve had to communicate with someone who doesn’t speak the same language as them. How did they do this? What strategies did they use? |
|--|--|--|

PRACTICE

| | | |
|--|--|--|
| Helping students understand practice Aim: trainees will have given instructions graded to a specific level (e.g. elementary) | <ul style="list-style-type: none"> ● Trainees are given a lesson plan and asked to select either an activity to give instructions to or an item of lexis to explain ● Teachers conduct the activity, by firstly demonstrating (or giving examples) and then checking understanding (by asking checking questions, reading body language or monitoring) | Flexibilities: If available, beginner level students can be brought into the room for teachers to practice on. |
|--|--|--|

REVIEW

| | | |
|---|--|--|
| Charades Aim: trainees will demonstrate a word or phrase using no language at all | <ul style="list-style-type: none"> ● Trainees are split into two teams and each given a word (related to the topic of the training) to mime | Flexibilities: Trainees could be asked to use the whiteboard to illustrate these words and have other guess (Pictionary) |
|---|--|--|

What we say to dogs

Okay, Ginger! I've had it!
You stay out of the garbage!
Understand, Ginger? Stay out
of the garbage, or else!



What they hear

blah blah GINGER blah
blah blah blah blah
blah blah GINGER blah
blah blah blah blah...

