

Course Schedule for Focus on Language and the Learner

WS 22/23	Topics in class	Assignments
1 6.3.	<p>Course overview and requirements, materials...</p> <p>Intro: How the brain learns</p>	<p>A0: Sign up to the moodle platform https://moodle.epep.at and enroll in our course. Edit your profile and upload a photo that will help me to identify you and learn your name.</p> <p>A1: Introduce yourself on Flipgrid. Do this on your laptop computer or on your mobile phone. If you decide to do it on your phone, download the flipgrid app from the google playstore or the apple store. You will find the detailed instructions on Moodle.</p> <p>A2: Choice Board: Choose one of the short video-clips about learning and the brain from the resources section or find your own video and do one of the tasks on the choice board (page 3 of your course handout).</p> <p>Upload your work to Moodle, and be prepared to present it in class next week.</p> <p>If you miss session 1, 2 or 3 watch my online lecture on “Brain-friendly language learning” and do one of the choiceboard tasks.</p>
13.3.	<p>Presenting and sharing of assignment 1</p> <p>Brain part 2: Turning the brain on:</p>	<p>Exit ticket 1: Answer the questions about this session online.</p> <p>A3: Choose a short video-clip, an article or the content of the lecture about learning and the brain and do one of the tasks on the choice board.</p>
3 20.3.	<p>Brain part 3: Constructing Language Actively</p>	<p>Exit ticket 2: Answer the questions about this session online.</p> <p>A4: Choice board: as above</p>
4 27.3.	<p>Teaching Vocabulary to the whole brain</p>	<p>Exit ticket 3 Answer the questions about this session online.</p> <p>A5: Read the article “Theory and practice in communicative grammar” by David Newby and do one of the choice board activities. Choose an in-depth activity for this assignment, so you really digest the ideas.</p>
Easter Break		
5 17.4.	<p>Focus on C+C Grammar</p> <p>How do we learn grammar?</p> <p>What makes a good grammar exercise?</p>	<p>A6: Read sections 4 and 5 of David Newby’s “Introduction to Communicative Grammar”, pp 15-28 and do one of the choice board activities. Again, choose an in-depth activity for this task so you can show your understanding of the theory.</p>
6 24.4.	<p>Evaluating grammar exercises</p>	<p>A7: Evaluate 2 grammar exercises: Choose a current textbook and find an exercise that practices the past simple and past progressive. You will find</p>

		<p>all the current textbooks in the Anglistik library. Use the grammar checker to analyze and evaluate the exercise.</p> <p>Consider the learning stages, the pedagogical principles and the communicative criteria. Then find an exercise on the same topic in Newby, Grammar for <i>Communication</i> and/or on my website epep.at . Compare the two.</p>
7 8.5.	Evaluating grammar exercises	A8: Similar to last week's assignment: Choose an exercise that introduces or practices a notion of the present perfect tense and evaluate it according to the criteria on the grammar quick-checker. Then find an exercise or activity on the same notion in "Grammar for Communication" or on epep.at and compare the two approaches.
8 15.5.	Evaluating grammar exercises	A9: Start working on your final grammar project. Design or find one good grammar activity for your topic. Evaluate it according to our criteria and present it in class next time. Each student must present an activity. This means, you will already have two good exercises for your project if you are working with a partner. You will get feedback in class. Use it to revise your activity carefully.
9 22.5.	Evaluating grammar exercises	<p>A10: Design or find a second good grammar activity for your topic and evaluate it. Present it in class next week. (as above)</p> <p>A11: Make a plan for teaching your chosen grammar topic and present it in a table. Make sure you include activities for all the learning stages.</p>
10 5.6.	Evaluating grammar exercises	<p>A12. Finish your grammar project: Polish your grammar project. Make sure it includes the following parts:</p> <p>A short, clear introduction to the teacher. State your aims, the age or level of your learners.</p> <p>A clear overview of your planned activities in a table. Cover all the learning stages.</p> <p>Activities and exercises for approximately 3 lessons. Cover a variety of skills and choose a nice, appealing layout. Your activities should be ready-to-print and use in the classroom.</p> <p>Evaluate each activity according to the grammar-checkers. Use a table format and write short but clear explanations for each category. YES/ No are not enough.</p> <p>A13: Write a final reflection about " Focus on Language and the Learner". You may do this in any format that seems useful to YOU. It might be a commented list of things that you want to remember for your future teaching, a kind of "What's in it for me?" -- or a big complaint about the total uselessness of this course. You decide! Write about one page.</p>
11 12.6.	Reservetermin	<p>Deadline for your grammar project.</p> <p>Upload your project to Moodle in 2 formats docx – (no Mac formats, please) and pdf format</p>
(12) 19.6. 26.6.	Reservetermin	<p>We have done 2 hours every week and can therefore drop some sessions.</p> <p>Normal course time according to UGO: 13x90min=1170min</p> <p>We do 10x120min= 1200 min</p>