


ENF.006: Communicative Language Teaching in Practice III

Course Schedule and Weekly Assignments

Date	Topics in Class	Home Assignments
1 6.3.	<p>In a nutshell: course overview, requirements and assessment.</p> <p>(Digital)World Café:</p> <ul style="list-style-type: none"> • Digital Media for language teaching • Lesson Planning • Assessment <p>Let's collect what you already know and what you would like to learn in this course.</p>	<p>A1.1 Introduce yourself on Flipgrid. Who are you? What are your strengths?</p> <p>Download the app to your phone or use flipgrid on your computer. You will find our grid in the block "Your Work" or by following this link. Plan a short presentation of yourself where you tell us:</p> <ul style="list-style-type: none"> • a few sentences about your background and personal interests • why you have decided to become an English teacher • your main goals as an English teacher • your main character strengths (if you are not sure, check out the overview of character strengths, or if you want to learn more about yourself, take the test: VIA Survey of Character Strengths) • any areas where you feel insecure or where you would like to learn more (in this course) • anything else you want to say <p>Flipgrid allows you to speak for 90 seconds. Make a quick mindmap of the things you want to say. Then speak to us -- do not read off a prepared text.</p> <p>Only the members of this course will see your video.</p> <p>If you are doing this on your phone, use the flipgrid app and enter the code: fae043</p> <p>A1.2. Explore the resources in the Moodle section "Keeping the End in Mind". Take brief notes in your Dialectical Journal and then write your personal thoughts about the ideas into the 2nd part of your journal entry. Feel free to add any other thoughts about lesson planning that you have learned in previous courses and practica. Be prepared to discuss your views in class next week.</p> <p>A1.3. What topics are you going to teach this semester? Contact your mentor and find out some of the main topics that they will be teaching during your practicum. Bring along the textbook that your mentor is using. You will find all the textbooks in the library in Heinrichstrasse. Post your topics in the padlet on Moodle.</p>
2 13.3.	<p>Keeping the End in Mind: 3 Puzzle groups: (2x ants, 1x jungle)</p>	<p>Keep these ideas in mind when planning your lessons during your practicum.</p>

	<p>Lesson Planning: what do we need to consider?</p> <ul style="list-style-type: none"> • Groups share their Dialectical Journals • Plenary discussion <ul style="list-style-type: none"> ○ Where to ○ What really matters ○ Ubd ○ Goals and Objectives ○ Planning form • Flexi examples • Mastery Learning 	<p>A2: A first planning sheet:</p> <p>Discuss the goals and objectives that your teacher is aiming at in the different classes that you are observing. Choose one of them and complete the lesson planning sheet in Tomlinson and McTighe, <i>Integrating Differentiated Instruction and Understanding by Design</i>, page 30. You will find chapter 3 of the book in the “Keeping the End in Mind” collection on Moodle. (pink brick “What really matters”)</p> <p>Ongoing work: Keep working on your observation tasks and write a 10-minute entry in your Dialectical Journal.</p>
<p>3 20.3.</p>	<p>Digital Tools for Language Teaching:</p> <p>Exploring digital tools for active learning. The SAMR model</p> <p>Tools for</p> <ul style="list-style-type: none"> • Brainstorming • Videorecording • Screencasting • Audiorecording • Sharing 	<p>Ongoing work: Keep working on your observation tasks and write a 10-minute entry in your Dialectical Journal.</p> <p>What is your experience with digital tools? Which of the tools that we have discussed in class so far could you use in your practicum class? Plan a meaningful task for your learners.</p>
<p>4 27.3.</p>	<p>Digital Tools for writing</p> <ul style="list-style-type: none"> • meaningful writing tasks • blog writing • magazines • group-writing projects on google docs (5§ essay) 	<p>A3: Design a writing task for your learners. Talk to your mentor to make sure that the task you are planning here can actually be carried out by your learners. Your task could be done for homework or for the next test – arrange this with your mentor.</p> <ul style="list-style-type: none"> • Start with the GRASPS Frame as above and plan your task. • Then write a clear prompt for the learners. Use simple, clear language and make sure the learners understand the purpose (goal) of the text, their audience and their role. Keep the age of the learners in mind. Have they ever been in a similar situation in real life? • Then write a model version of the expected text yourself. • Do not forget to keep the END IN MIND. What do you want the students to learn here? What do you want them to show here? What criteria will you use for assessment? Design a trait-based scale for your task. • IN SCHOOL: Set your task and collect at least 2-3 samples of students’ work by session 7. We will be working with your learners’ texts in session 7. <p>Ongoing work: Keep working on your observation tasks and write a 10-minute entry in your Dialectical Journal.</p> 
<p>Easter break</p>		

5 17.4.	<p>A4: Speaking and Digital Tools: Watch the video “Speaking and the Brain” Take notes in your DJ and reflect on the ideas.</p> <p>How can you use these ideas in your teaching?</p>	<p>A5: Design a speaking task that uses some of the digital tools presented in class/or in the video. Make sure you keep the END IN MIND. What is the purpose of your activity? How will you incorporate it into your overall lesson plan? Use the GRASPS Frame (Integrating Differentiated Instruction and UbD, p. 70) to plan your activity. Design your task and integrate it into the course “First Steps into Moodle.”</p> <p>Arrange to set your speaking task in one of your practicum classes as soon as possible. You will need 2-3 sample products of the speaking task in session 6.</p> <p>Ongoing work: Keep working on your observation tasks and write a 10-minute entry in your Dialectical Journal.</p>
6 24.4.	<p>Assessing Speaking: discuss and assess samples</p> <ul style="list-style-type: none"> • samples from young learners • samples from upper school 	<p>A6: Assessing Speaking: Choose 2-3 samples of your students’ speaking activity. Design a rubric and evaluate the learners’ performance according to clear criteria. Write a feedback comment for the learners.</p> <p>Ongoing work: Keep working on your observation tasks and write a 10-minute entry in your Dialectical Journal.</p>
7 8.5.	<p>Assessing Writing and giving feedback</p>	<p>A7: Assessing Writing Assess 2-3 samples of your students’ written work. Use your trait-based scale for this task and assess the performances. Then use one of the “official” scales (Bauer-Pölzleitner scale or the BIFIE scale) to assess the same text.</p> <p>Ongoing work: Keep working on your observation tasks and write a 10-minute entry in your Dialectical Journal.</p>
8 15.5..	<p>Assessing Writing and giving feedback Swap learner texts with another student. Assess each other’s texts, then compare your results.</p>	<p>A8: Design your block in the moodle training course attractively. Include all the materials and instructions for the learners. Get ready to present your lesson sequence next week.</p> <p>Ongoing work: Keep working on your observation tasks and write a 10-minute entry in your Dialectical Journal.</p>
9 22.5.	<p>Workshop: Moodle</p>	<p>We will use this class session to develop your teaching blocks on Moodle.</p>
10 5.6.	<p>Presentations and discussion of lesson sequences</p>	<p>Ongoing work: Keep working on your observation tasks and write a 10-minute entry in your Dialectical Journal.</p>
11 12.6.	<p>Presentations and discussion of lesson sequences</p>	<p>Ongoing work: Keep working on your observation tasks and write a 10-minute entry in your Dialectical Journal. Clean up all your work on Moodle by next week.</p>
19.6. online	Digital Tools for language teaching	
26.6. online	Digital Tools for language teaching	