

Feedback

Class: SS2A

Unit, Lesson: Unit 1, Lesson 5

Date: Sunday, July 26th 2022

Strengths

- Great structure and progression to content part of lesson. Practise body parts. Then counting/numbers. Then put the two together for counting body parts. Finally, for answering “How many body parts are there?” with “(number) (body parts).” - present, receptive practise with listening to the answer structure and choosing the correct picture and answering, then produce.
- Excellent inclusion of an activity to vary interaction patterns and make lesson student lead by allowing student to choose body part for their classmates to touch.
(If doing this activity again, could try extending to having them say the sentence “Touch your ____?”. Many students in this class are probably strong enough for this.)
- Great variety of interesting and engaging games across the whole class. Students engaged, interested, and focused on lesson, and hence able to perform well. The different pictures of animals and monster for counting body parts were very engaging.
Good combination of kinesthetic games (e.g. bomb game) and more relaxing games (e.g. hand in the hole).
- Clear instructions and modelling for activities – good! Also, going through rules for behaviour. Instruction checking questions also. Great!

- In phonics section, excellent for differentiating letter names and sounds and separating the questions "What letter is it?" and "What sound does ____ say?"
- Also, great spaced repetition in presenting of the letters, one at a time, but always going back to the previous ones. The combination of class drilling, but also individual for harder letters, such as x, was very effective!
- Good prompting and support throughout the lesson.. For example, pointing at number and body parts for helping students answer "How many _____ does it have?" Then saying "a, b, c..." for supporting students who are answering, "What letter is it?" with the letter sound.

To Think About

Two students:

Jesse:

- *A new student so has less knowledge. Also, a little shy and unconfident, probably largely because she is a new student.*
- *She will just need lots of encouragement and may need a little extra support for the first units.*
(Remember to talk to the PA to ensure her parents know she may need a little extra practise at home.)

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- *Not as strong as other students. A little less focused and easily distracted/not always as keen to participate fully.*
- *Just be patient with her and find what motivates her. For example, she was keen to participate in games.*

You are dealing with both these students fine, don't worry! Great work! As a result, they are able to perform OK.

- Body parts individual checking.
When students are mixing up words – eyes and ears - can quickly practise both together to emphasise difference in word forms and pronunciations. Also go back and do the difficult one again at the end. For example, if after practising the difficult one with the student, you do a few more word, then go back to the one they struggled with to help them remember it. If possible, have class feedback after this activity.
- Be careful of making giving students subtle clues of which cone has the monster with the correct number of body parts, during hoops game through your body language.
- Student wait time. How can this be reduced during certain production activities by having more students active at the same time? For example, the hand-in-hole activity, the naming body parts activity.

Examples:

- Find a way to allow stronger students to lead students who need more support, by for example, answering the questions.
- Give students pictures of their own monster and allow them to count the body parts themselves for their own monster for example. For this you could either ask everyone “How many _____s does it have?” and have them count for their own monster, or even allow them to choose the body parts they count, giving 30 seconds for example and allowing them to count as many body parts as they can.
- For naming body parts, giving them 30 seconds and allowing them to name body parts themselves, either on themselves, or in a picture.

These activities where you give students 30 seconds to produce language themselves will need to be modelled clearly, but so long as they are, even in a class at this age, students will be capable.

Also, activities like this are how you can start bringing in more student choice, and also give students some more freedom and autonomy.

As the teacher you will just need to listen and monitor closely to pick up any errors or need of support. You will likely know already which students need the most support.

- During hand in box activity, Jesse says “It’s a _____.” Not “(number) (body parts).”

Jesse is a new student so is still building up familiarity with studying English.

However, when a student does this, remember they are basically answering the wrong question.

The bigger point that comes from this, both when teaching questions and when error correcting, is highlighting the question to students.

When teaching questions, as well as just answering or even producing them, guide students to understand the meaning, by listening carefully to the key words in it, for example, “How many _____?”, “_____ like doing?”, “_____ want?”. This will build up their comprehension ability of questions so they build up the ability to freely understand and answer different questions, rather than just saying the answer they know they need to give in a particular unit, or guessing.

Similarly, when error correcting, if students have answered the wrong question, rather than prompting them to produce the answer straightaway, take a step back and have them listen to the question carefully, highlighting the words in it to them.

- Speed of asking “What letter is it?”.
Students cannot hear the question clearly. Especially the word “letter” isn’t very clear. It is really good that you are asking the students “What letter is it?”, not just “What is it?”. The word “letter” needs to be very clear however so that students are getting the benefit of it being included by subconsciously becoming more familiar with what “letter” means”.

Following on from the above, saying the question more slowly, highlights to students the importance of listening to it and processing it to help with comprehension.

- Slow down a little when asking questions for the first time and see if you can elicit answer first.

“How many _____s does it have?”

“What sound does _____ say?”

(Give students some thinking time.)

Recommendation for going forward:

- Slow down the speed at which you ask questions. Not so that it is unnatural. It should still be at a natural speed, but make sure it is clear to students to help with their comprehension of it.
- When asking questions for the first time, or before presenting new language or vocabulary, slow down a little and see if you can elicit answers or words first. Give students some thinking time.

Possible tasks for going forward:

- Consider ways of getting students all involved in production activities at the same time to reduce student wait time, and to take away a little teacher control. Think about this when planning.
- When both teaching and error correcting, consider how you can highlight the question form to students and guide them to listen carefully to the question, to improve comprehension of different questions.