

Learning English



Lesson Outline

1. Learning how to express things with other words
2. Tips for a daily practice of productive and receptive skills
3. Learning how to ask questions in order to find a specific word
4. What did we learn today?

Introduction

Creating a space where students can only speak English can greatly improve their overall progress. However, this can be difficult for students who are not fluent nor comfortable with a new language. Therefore, we encourage you to use immersion in the classroom while using a few strategies to help your students keep up the pace.

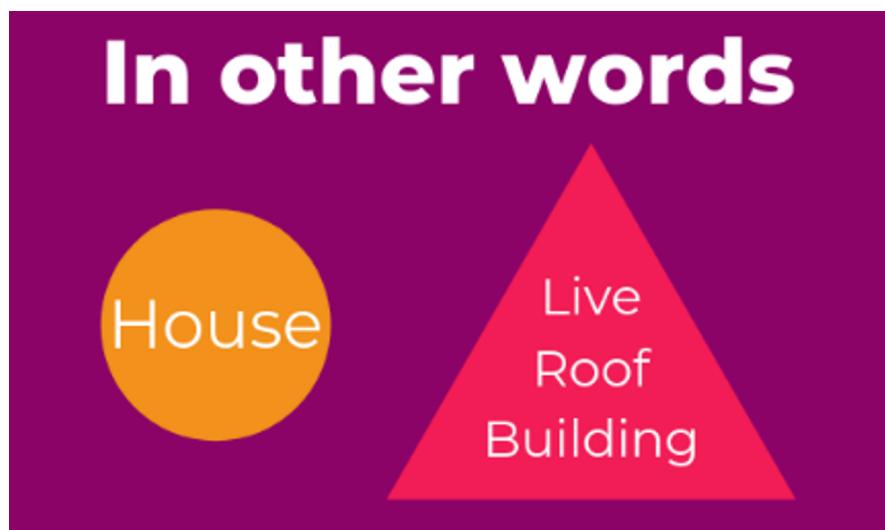
1. In other words

Why use this technique?

When learning a foreign language, we are often confronted to a problem: we can't remember all the vocabulary in an instant. It is therefore important to develop new strategies to explain what we mean in other words. You can try an exercise to develop this essential ability with your students:

This exercise is a game in which pupils will pick a card on which they will have four words. Each student will have to explain the first concept without using the three other words. This exercise can help them develop their creativity. Their classmates will have to listen to the explanation and try to guess the word.

Here is an example of a card you could have:



Note to the teacher

Give some time for the student to prepare their explanation, at least at the beginning. This is especially important for students with SLD who might need more time to find the right words. Providing some additional time for their preparation can help reduce the stress of being unprepared.

When preparing the cards keep in mind the adaptation guidelines which are mentioned in Tool “What to do if.. you need to adapt material?

2. Distribute the learning

It has been proved that learning large amounts of information in a short period of time is counterproductive.

When learners spend 2h a week learning English and don't practice at any other moment, the information learnt will only be retained in their short-term memory.

In order to make sure the learnt items go to their long-term memory; you can encourage them to do some other activities to practice on a daily basis.

Receptive skills

a) Listening skills

Watching movies, TV shows, YouTube videos in English with subtitles in your language, then with subtitles in English and, if they want to, without subtitles at all.

b) Reading skills

Ask them to chose one book in English every three months and provide them with a book review template at the end of their reading.

Here is a template you can use for book reviews:

BOOK REVIEW

Book Title:

Name:

Teacher

Age:

Class:

What is the book about?

.....
.....

What do you think about the main characters?

.....
.....

What did you think about the book?

.....
.....
.....

How did this book make you feel?

.....
.....
.....



Important note: as students with SLD will struggle more if they have a reading and writing task at the same time, you can do this orally by asking these questions to the students who prefer to do this task orally.

c) Productive Skills

- 1. Speaking Skills:** Ask your students to prepare a monthly short presentation about something related to the unit you are working on at that time.
- 2. Writing Skills:** You could put your students in contact with some English-speaking students who want to learn your language. Your students will be able to help them practice your language and will get help to practice English.

Note for the teacher

as students with SLD can have more trouble with organization of the tasks, you can make an agenda of the week with them or use a checklist. Divide the work to be done each week into simple steps to follow on a daily basis.

3. Game: Questions to build definitions

Divide the class in two groups. Give team A and B a card with ten words and a sheet with visual representations of 30 words. Both teams will have to ask each other some questions to guess the ten words but they can only answer by yes or no. For instance, for the first word, team B could ask “is it a building?” and, if team A’s first word is “house” they would say yes and team B would be able to eliminate all the items that are not buildings.

This game will train their ability to ask questions about some specific words using the vocabulary they have learnt and thus not only practicing the new vocabulary but also using words they already know to build a definition.

Note for the teacher

Background noise can be disturbing for students with SLD and prevent them from concentrating properly. This is why it is important for both groups to be sitting in front of each other and speak quietly, asking one question at a time and focusing on one word at a time.

4. "After today's class, I know that..."

At the end of the class make a round in the classroom (can be in a circle) where each student needs to finish the sentence above. This will allow you to determine the extent to which the specific objectives have been achieved.

Note for the teacher

Making a fixed moments in the classroom – like summary in the end of each lesson is very beneficial for SLD students as it creates sense of routine and repetition.