

英國劍橋國際短期教育訓練

U.K. Short-term Training Program



More Practical Ideas

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More Practical Ideas

- **How children learn**
- **Teaching creatively**
- **Giving clear instruction**
- **Why games?**
- **Games in the classroom**
- **Children with learning difficulties**
- **Conclusion**

How children learn

- **Different learning styles**
- **H. Gardner's Multiple Intelligences Theory**
- **Born with all the intelligences, but in various progresses**
- **Provide with variety, options and choices in our class**

Teaching Creatively

- **Motivate students**
- **Creativity is not genetic and it is not hereditary**
- **Everyone is potentially creative**
- **Creativity is not a fixed trait, can be learned, can be developed**
- **Involve risk taking, breaking rules, and divergent thinking**
- **Allow time for students to be creative**
- **Encourage students' positive creative achievements**

Giving clear instruction

The guidance for giving instructions:

- - Get all students' attention before you start giving instructions.
- - Stand still at the front where all students can see you.
- - Decide whether to move students before or after instructions.
- - Use simple language.
- - Don't explain more than one step at a time.
- - Sequence the steps in a logical order.
- - Pause to give students time to understand/process.
- - Check students have understood by eliciting an example and/or asking a question
- - Demonstrate with a good student if possible.
- - Use mime/gesture when possible.
- - Make groupings clear.
- - Give out the worksheet after the instructions.

Giving clear instruction

The guidance for checking understanding of instructions:

- - Identify key steps or possible confusion for students and make questions for these issues.
- - Avoid open questions (e.g. What are you going to do?).
- - Ask closed questions and give choices, e.g. 'Is student A speaking first or listening first?'
- - Don't ask, 'Do you understand?' They might think they understand, but the question doesn't actually check understanding.

Why games?

- Children like games
- Willing to participate
- Provide language practice opportunity
- Review of language lessons
- Encourage students to interact and communicate

Games in the classroom

- Grammar auction
- Guess who?
- Snakes and ladders
- Sentence charades
- Ostrich game
- Forehead game

Games in the classroom

Grammar auction:

- A worksheet with sentences, some of the sentences are grammatically correct while others are grammatically incorrect.
- Set a limit on how much the bids can be raised each time.
- Bid for the right sentences.
- The team with the most money outbidding the other teams wins the bid.
- Win the money they bid if they are right, and lose that money if they buy the wrong sentence.



Games in the classroom

Guess who?

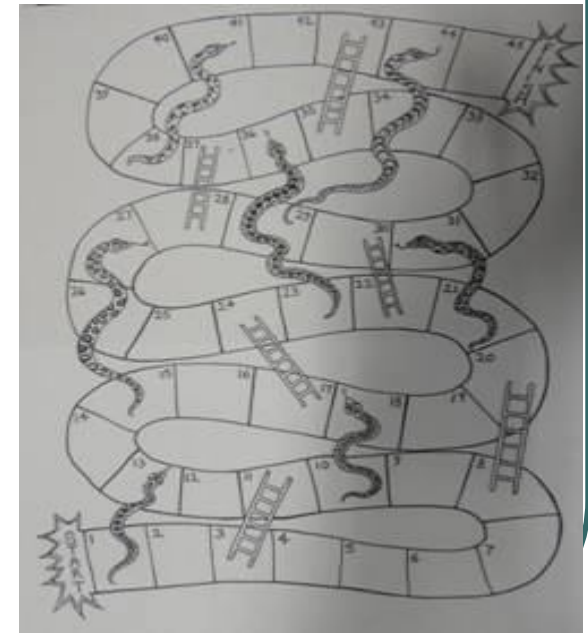
- A question and answer game
- Several faces on the board/paper
- Choose a mystery person for their opponent to guess.
- “Has he/she got _____?”
- Yes/no questions
- Skills of observation and memory.



Games in the classroom

Snakes and ladders:

- A board game
- A number of ladders and snakes are pictured on the board
- Answer questions correctly, get a chance to roll the dice.
- Land at the bottom of the ladder, go up.
- Land at the mouth of a snake, go down.



Games in the classroom

Sentence charades:

- One student choose a sentence and act it out without speaking or noises, the others take a guess.

Games in the classroom

Ostrich game :

- Two students face each other in a pair.
- Stick a card to the back of each student.
- Players are not allowed to touch others with hands.
- Dance like an ostrich (with background music) and try to see what the card is on the opponent's back.
- Peek at the card, then shout it out.



Games in the classroom

Forehead game:

- Write a profession or the name of famous people
- Stick one on each student's forehead, so they don't see the name but everyone else does.
- Ask yes/no questions
- Go around and try to figure out



Children with learning difficulties

- - Be consistent in the language of instruction
- - Take small steps towards your goal
- - Change the way you test and monitor the student's output
- - Help your students notice connections, similarities and differences between L1 and L2

Children with learning difficulties

- - Define basic vocabulary
- - Use plenty of visuals
- - Use hands-on activities
- - Use lots of repetition
- - Model activities
- - Allocate different students different tasks to promote self esteem
- - Use different teaching aids
- - Give clear instructions – one at a time
- - Speak slowly, clearly, and naturally
- - Face your students and avoid putting your hand in front of your face
- - Alert your students when something is important
- - Lower the level of background noise
- - Allow a long pause between your questions and your students' answers
- - Focus on key vocabulary
- - Give plenty of opportunity to practice
- - Use or adapt readily available games and activities

Conclusion



- Refresher course, topic workshop and plenary talk
- Cultural visits
- Cultural exchange and talk
- Culture shock
- A significant and precious journey and a memorable experience
- Appreciation

