Planning for the Perfect Outcome

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By the end of this workshop we will have;

Explored and justified a simple framework that embeds explicit communicative outcomes in every lesson to make learners happy and make us look pretty good too.

Collaboratively created a repository of communicative outcome frames we can adapt for any of our learners/lessons/courses.

Witnessed at first hand how metaphor and analogy can be abused and overused in a language workshop setting.

adapted from Sylvana Richardson Bell Teaching 2017

Why are we going?

Why 1 Beating an analogy to death

You/Students know where we're going	Destination	Explicitly defined outcome
You/students know how we're travelling	Route	Activities/Content Staging
You/students know why we're going there	Reason for travelling	Relevance, appropriacy, practicality and usefulness of the outcome

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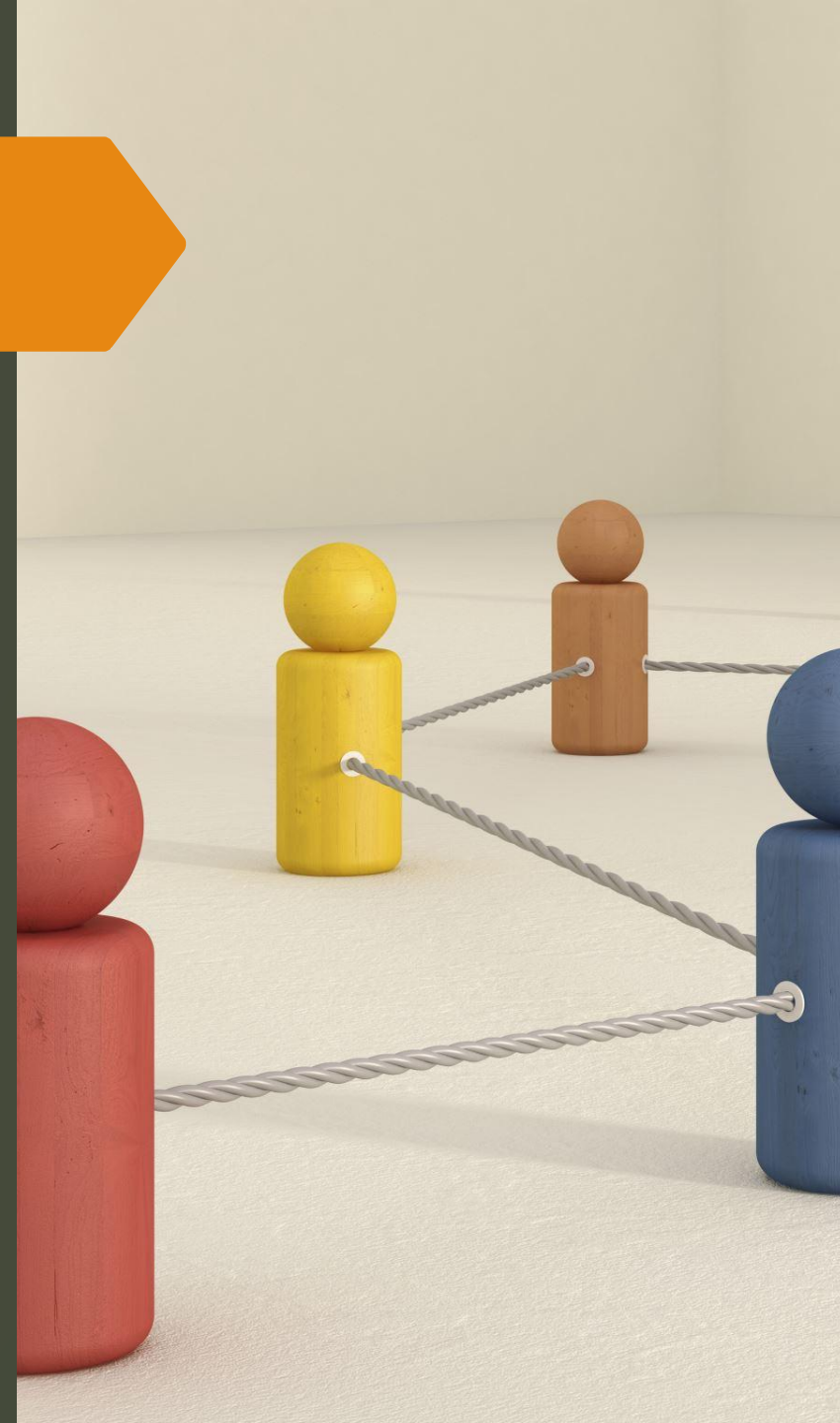
Why 2 The theoretical bit

Self-Determination Theory

Deci + Ryan 1985

Self-Determination Theory

- Autonomy – meaningful rationale + control

- Competence – expectation of success + realistic tasks

- Relatedness – respect of peer group + connection

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Why 3 The Progressing Proficiency bit

- Show learners explicitly how lesson outcomes are matching key staging posts within the CEFRL Framework

Listen and Understand	Week			Read and understand	Week			Write	Week		
the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.				the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.				clear detailed descriptions on a variety of familiar topics			
the main points of discussion on familiar topics in everyday situations when people speak clearly, but with some help in understanding details.				the information I need in brochures,				Longer texts about experiences or events, for example about a trip,			
clearly spoken, straightforward short talks on familiar topics.				the main points in short newspaper and magazine articles about current and familiar topics.				describing feelings and reactions. emails, faxes or text messages to friends or colleagues			
simple technical information, such a operating instructions for familiar types of equipment.				I can understand private letters about events, feelings				relating news and giving or asking for detailed information.			
				leaflets and other short texts relating to my interests. and wishes well enough to write back.				a formal letter/email asking for or giving simple information.			
				longer graded narrative, fiction or non-fiction texts				short descriptions of visual information			
								summaries of simple factual data			
								Completing a variety of longer work/study related forms (incl. CVs).			

Where are we going and how are we going to get there?

Designing effective outcomes/intentions.

1. **What will the students be better able to do by the end of the lesson?**

2. **How will I share the lesson outcome with the students?**

3. **How will I know if they've succeeded in achieving the outcome?**

4. **How will the students know whether they've succeeded?**

Designing effective outcomes/intentions.

1. **Focus on an activity.**
2. **Define the success criteria**
3. **Share learning intentions explicitly**
4. **Share learning intentions explicitly**
5. **Share learning intentions explicitly**
6. **Share learning intentions explicitly**

By the end of the lesson the learners will be better able to
Write and act out a 10-turn roleplay in a shop using at **four examples of these that those these**.

adapted from Sylvana Richardson Bell Teaching 2017

Success Criteria

Level: A2

Task: Speaking: Describe a picture

Success Criteria:
- Describe where people are, using 4-8 prepositions
- Describe what clothes people are wearing
- Use 5-10 verbs in the Present Continuous correctly
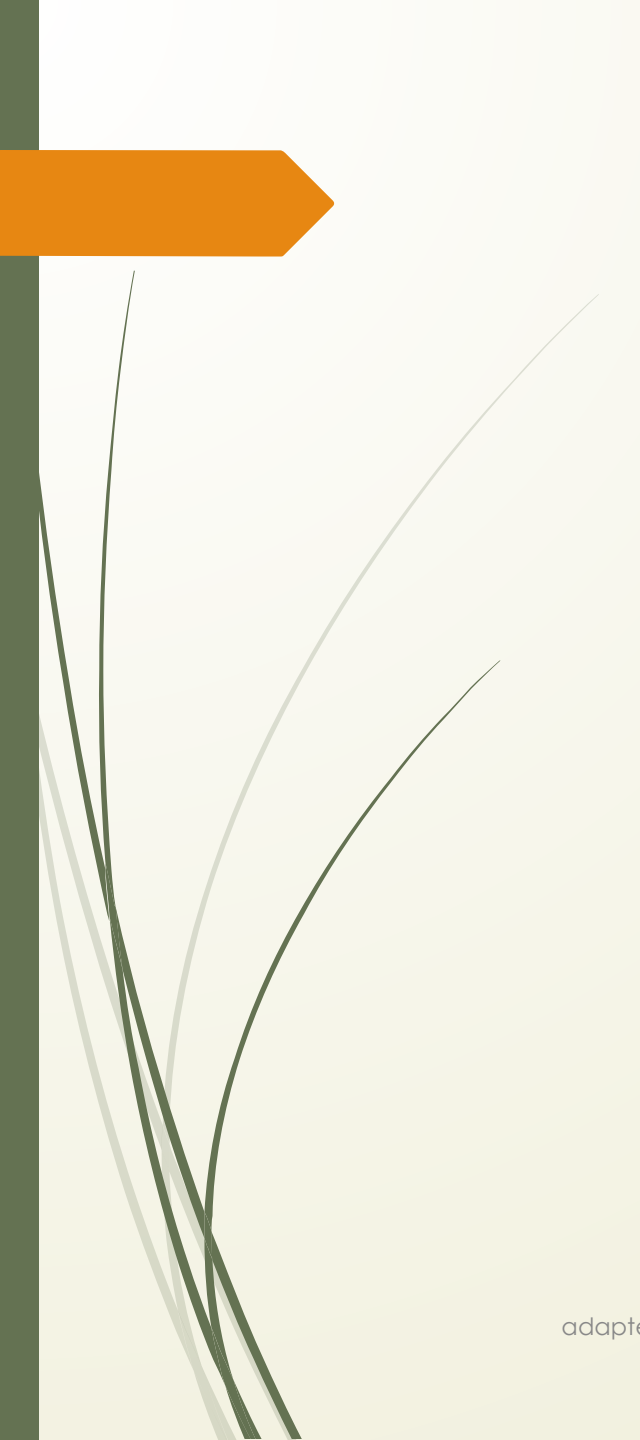
Source: Anna Young, Bell Cambridge

adapted from Sylvana Richardson Bell Teaching 2017

Are we there yet???

adapted from Sylvana Richardson Bell Teaching 2017

The passengers are driving the train

What activity will learners be able to do better?	Using what language structures/strategies/skills	How will I know if it's successful?
Ask and answer questions about	The education system in your country	Using six different linkers
Perform a roleplay about	an example of being helpful	Using body language to show…
Speak about	your favourite teacher	For two minutes Using prepared notes
Do a presentation on	Things to do at the weekend in your favourite city	Using notes (but not reading) and enthusiastic intonation
Write a dialogue about		With six examples of…
Dicuss the advantages and disadvantages of…		Using x adverbial phrases…
Describe a….		
Design a…	Dream home using vocabulary from todays lesson/ website for…	
Create an…	Advertisement for an adventure holiday	
Create a set of notes about…		
Summarise a text about		Each paragraph in one sentence
Persuade someone to…	Buy a used teabag/move to your country	

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Sample Action Verbs

Knowledge: Arrange, collect, define, describe, duplicate, enumerate, examine, find, identify, label, list, memorise, name, order, outline, present, quote, recall, recognise, recollect, record, recount, relate, repeat, reproduce, show, state, tabulate, tell.

Comprehension: Associate, change, clarify, classify, construct, contrast, convert, decode, defend, describe, differentiate, discriminate, discuss, distinguish, estimate, explain, express, extend, generalise, identify, illustrate, indicate, infer, interpret, locate, paraphrase, predict, recognise, report, restate, rewrite, review, select, solve, translate.

Production: Argue, arrange, assemble, categorise, collect, combine, compile, compose, construct, create, design, develop, devise, establish, explain, formulate, generalise, generate, integrate, invent, make, manage, modify, organise, originate, plan, prepare, propose, rearrange, reconstruct, relate, reorganise, revise, rewrite, set up, summarise

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How metaphor can be overused in a language workshop setting.

YOUR DESTINATION

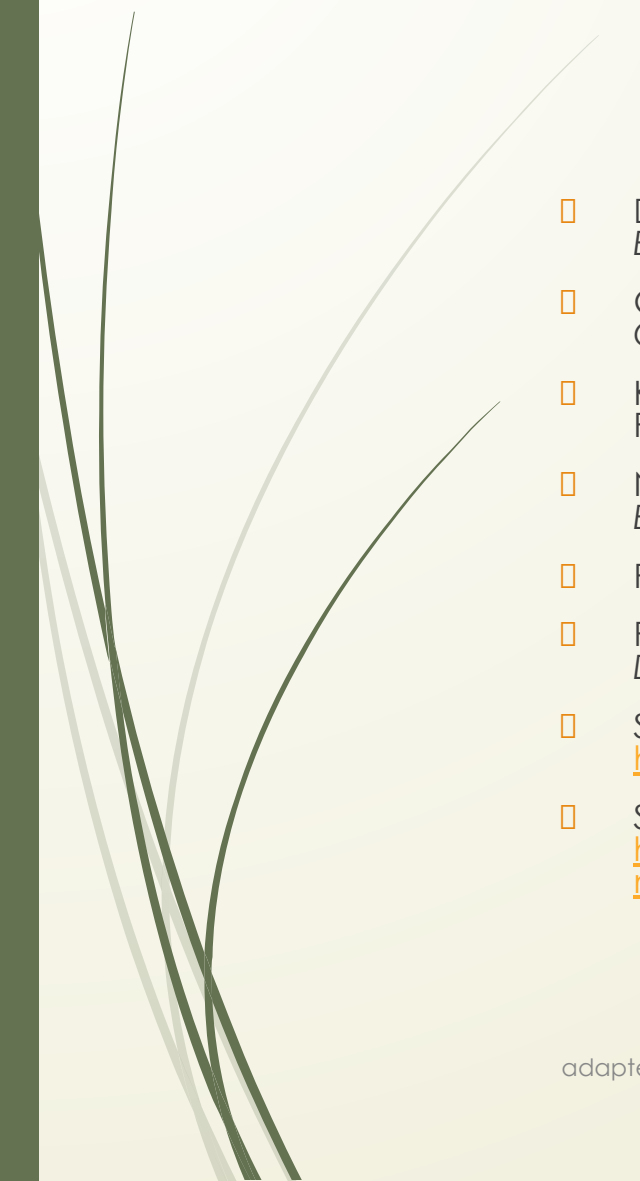adapted from Sylvana Richardson Bell Teaching 2017

Thank you for listening

Any questions??

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⬚ Silvana Richardson Bell Training
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