

Why should we make space for the discussion of learning?

David Byrne and Mark Heffernan


Today we are going to:

- Discuss a common teacher fear and its impact on lesson planning.
- Make the case for including the discussion of learning in all lessons.
- Give a practical model for planning these discussions.

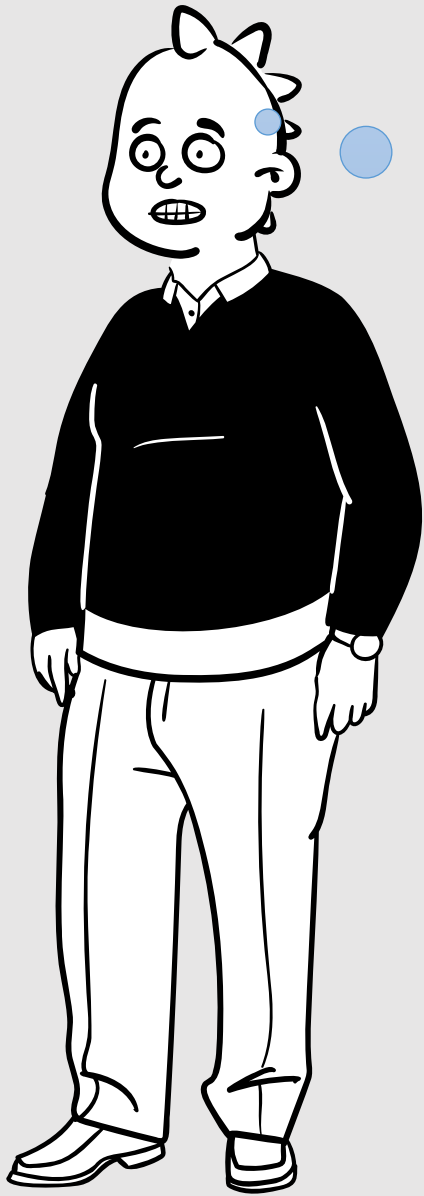
So that:

- Your students have a healthy balance of input and discussions of learning within every lesson.

Fear leads to...



I don't think
this will last 3
hours.



What if I run
out of
material?

...Front-loading:

- I could add in a grammar presentation.
- I could start with 5 idioms about the topic.
- I could turn this into a running dictation
- I've got a good reading on that.

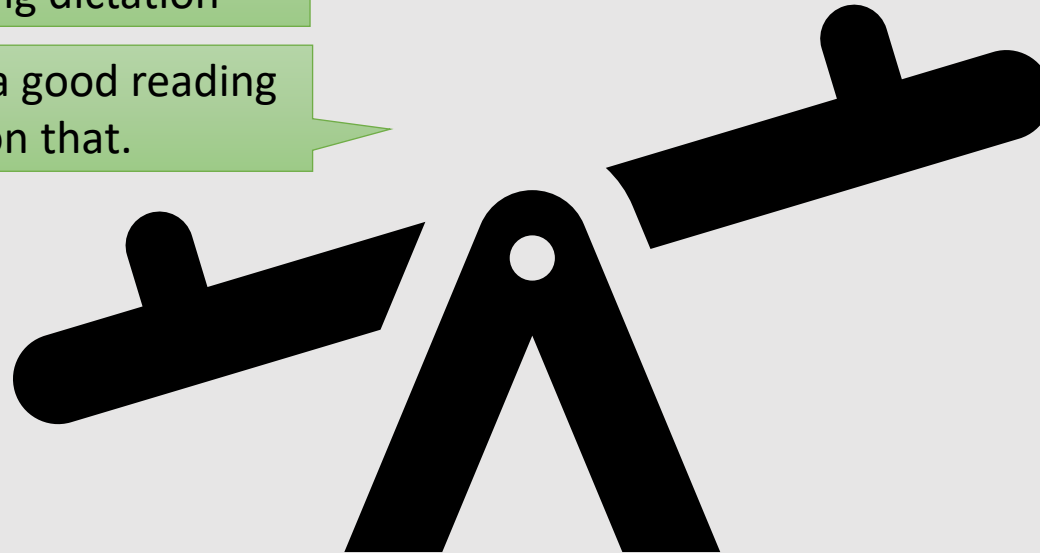
~~Feedback & Reflection~~

~~Freer practice~~

Controlled practice

Skills input.

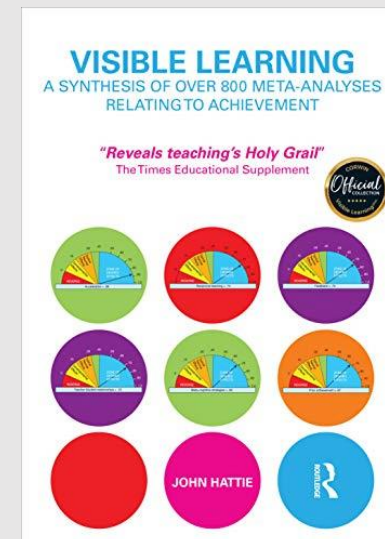
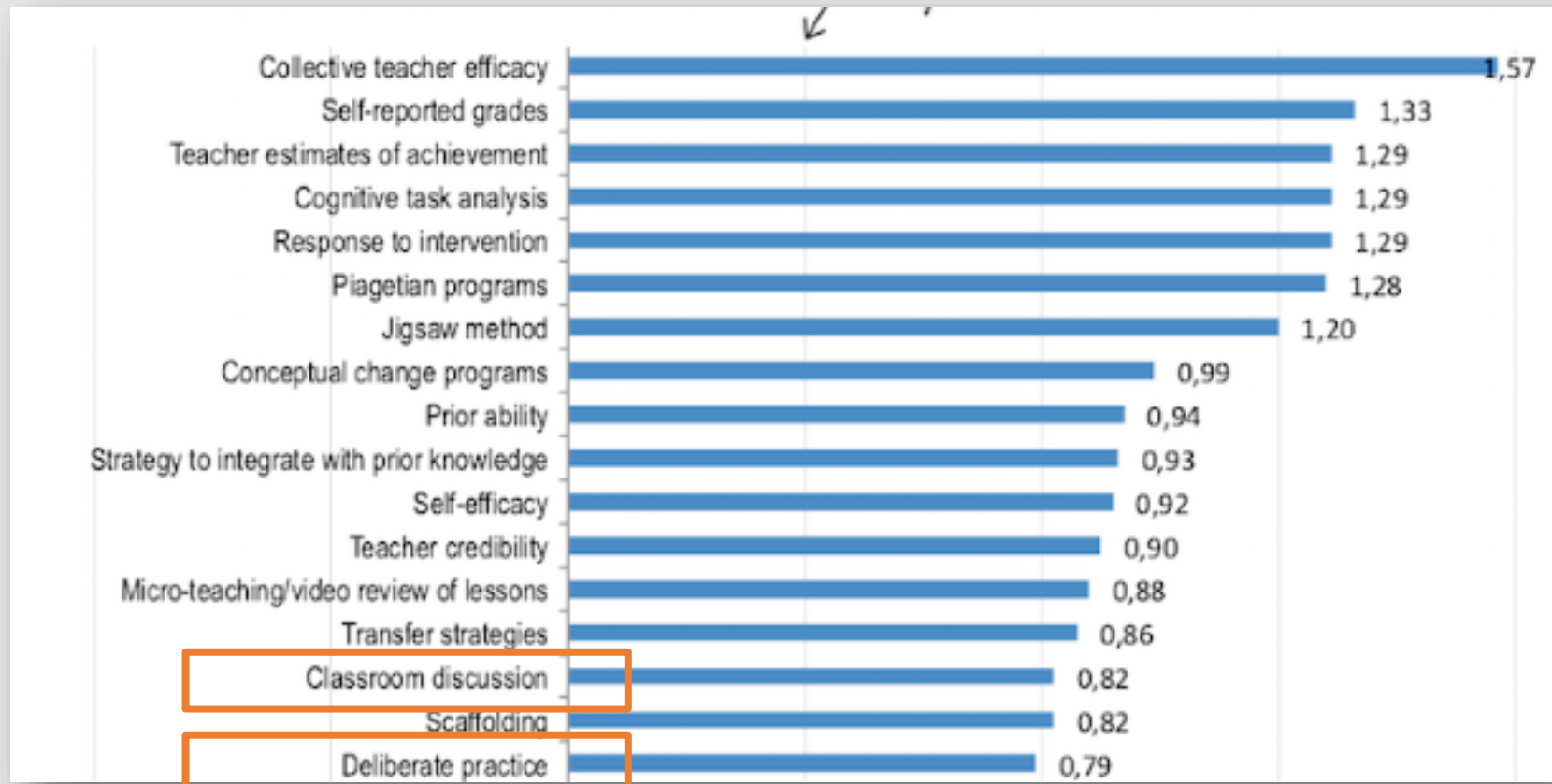
Language Input



The material doesn't matter:

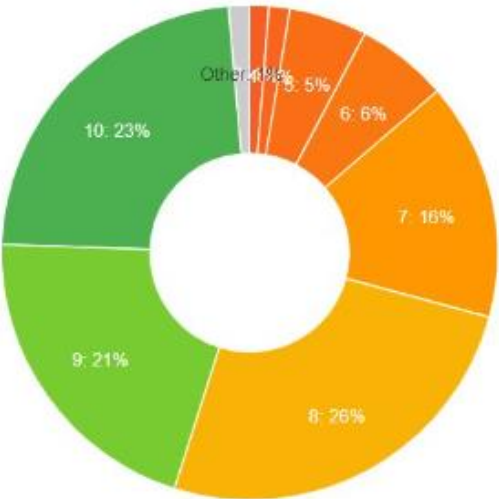


Here's the science bit:

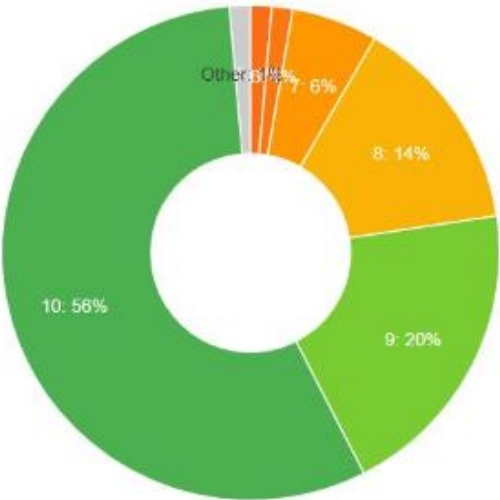


In Practical Terms:

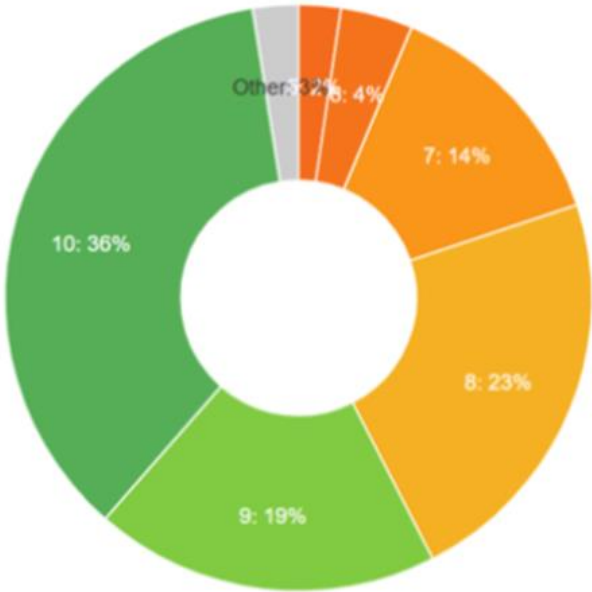
Your Progress: NPS 31



Your Teacher: NPS 74



Your Progress: NPS 49



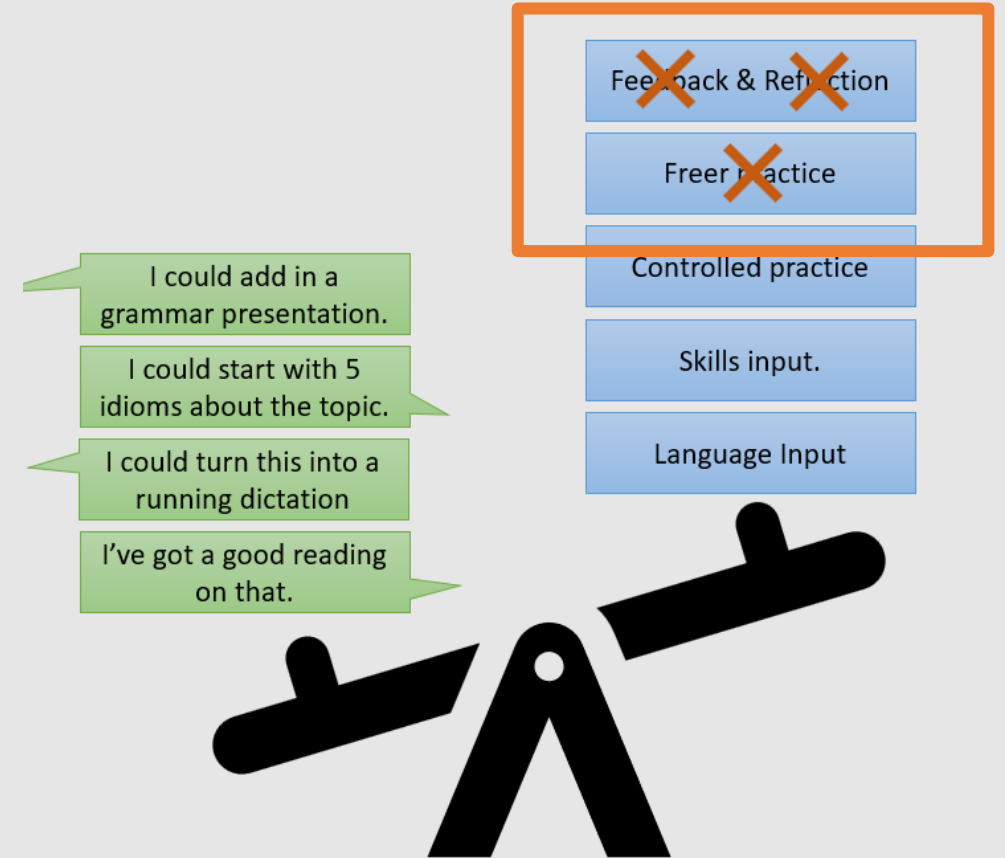
1000 Respondents

What is an effective lesson?

Students are better at doing something.

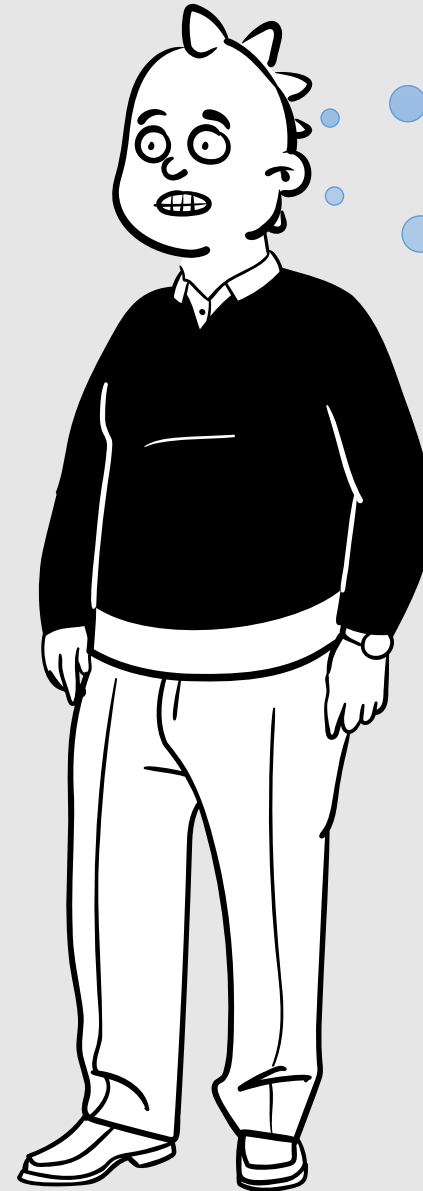
Teacher & students know how much better they are.

Students know how to apply it to their lives.



Typical Stages of a Lesson

Set the stage:	Chatting & settling	Activate schemata
Input:	Text & comprehension	Language / skills input
Close the loop:	Controlled practice	Freer practice

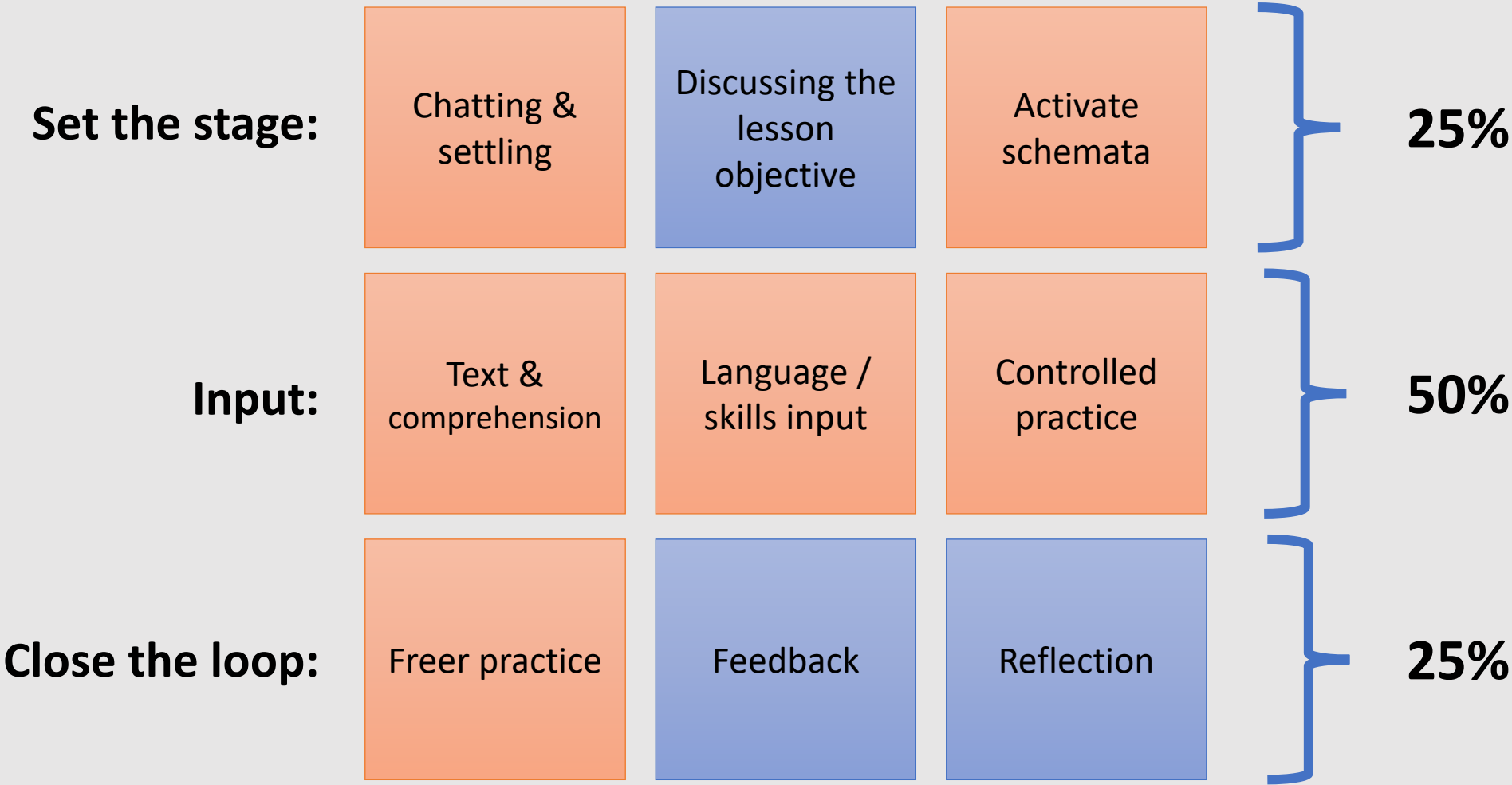


What are they better at?

How do I know?

Do they know?

Let's *plan* for the important stuff:



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Overt Teaching

Putting Learners at the Centre of Their Learning Discussion



David Byrne and Mark Heffernan

DELTA TEACHER DEVELOPMENT SERIES



David Byrne / Mark Heffernan

Textploitation

Mining texts for all they are worth

