

# TEFL lecture series reflection & summary

What's on your mind?

HERESA SUMMER JUN 23, 2021 09:47AM

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## Grading English in primary school education

Bland: "it's best not to grade them"

- children learn differently
- children do not communicate only verbally (communicate with gestures, facial expressions ...) -> "how can you grade this?"

Bastkowski

- old-fashioned grading system
- teachers have different mindsets on grading
- focus should be on motivating learners and making them eager to learn the foreign language
- give (monthly) personal feedback instead of grades
- "give them a positive feeling about what they're doing"

Thorsten Piske: "If the children get the feeling that their language skills are graded, they might feel much more inhibited" -> better not to grade their English achievements – ANONYMOUS

## learning strategies

Bastkowski: "most important tool in language learning"

- lots of different definitions
- make learner aware of how to use learning strategies

## Writing in primary school education

- use semi-creative writing activities (sentence starters, reconstruct dialogues)
- tasks should be accomplishable, so that learners get a positive feeling about what they're doing
- writing is "something motivational and positive"

## Supporting methods for reading activities (Julia Reckermann)

- Support reading through listening
- Contextualisation
- Reuse mastered language
- Pre-teaching lexical items

Krashen: drawing a picture can make story more comprehensible – ANONYMOUS

## Catering to different needs of learners (Julia Reckermann)

Open tasks – children can decide on time, method and complexity of used language and text lengths.

Activity corners allow children to work at their own pace

Krashen: self-selected stories – ANONYMOUS

Anja Steinlen: – ANONYMOUS

- at risk children (multilingual background, migration background, low IQ, dyslexic children, low social economic status) – ANONYMOUS

- contextualisation, teacher uses body and face, uses real-life objects, silent movie method, language scaffolding, visuals, manipulatives, support language by action, predictable instructional routines – ANONYMOUS

## Picture books (Julia Reckermann)

Teacher must be interested in the book themselves to be able to convey motivation

Shouldn't feel too childish content wise

Appealing visualisation

Repetitive but authentic language

Possibility of asking children what topic they are interested in

Language in authentic picture books probably always too complex – scaffolding and method of presenting and working with the book are the important aspects

## Writing (Julia Reckermann)

Scaffolding is key – provide children with world chunks, sentence beginnings etc.

Corrections don't have to be solely given by teacher – can also be done by peer feedback

Orthography isn't graded, but teachers must raise awareness on differences and carefully correct spelling mistakes and explain why

=> makes transition to secondary school easier

use materials written by native speakers

## **Tips for teachers (Julia Reckermann)**

Don't spend time on drawing and colouring all the time.

Look outside the course book

Critically reflect on teaching methods

Challenge the children – don't only do drawing and games all the time

## **CLIL**

- = Content Language Integrated Learning
- CLIL Continuum: different levels of how much bilingual language teaching is used
- CLIL is based on communication

## **Inter- and transcultural competences**

## **Krashen: Stories**

- Self-selected stories
- let them read on their own
- go to libraries
- children will understand story although it contains unknown words
- support comprehension by pictures and explanations
- audio-books also good
- time for English free voluntary reading

## **Krashen: anxiety in class because of speaking before being ready**

- concept of a silent period
- African method: learning by listening before they are ready
- no forced speaking, but lots of comprehensible input

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