

Theories of learning

Who argued the **input** hypothesis?

Krashen, 1982, 2017

Who argued that **noticing** is important?

Schmidt, 1990

Who argued that **output** is essential?

Swain, 1995

Who argued that **interaction** is essential?

Long, 1991

Teaching methodology

CLT

TBLT

Focus on communication

Focus on Form

Elements of CLT: Nunan 1991

Task cycle: Willis, 1996

Key words: Learning to communicate through interaction, authentic texts, enhance own personal experiences

Key words: meaning, goal-orientated, real world, communicative, outcome

Presentation, Practice, Performance

Pre-task, task, language focus

Technology

TELL

Blended

Virtual

Use of technology in a face-to-face classroom

Flipped classroom

Models of online + distance learning

Technology (cont)

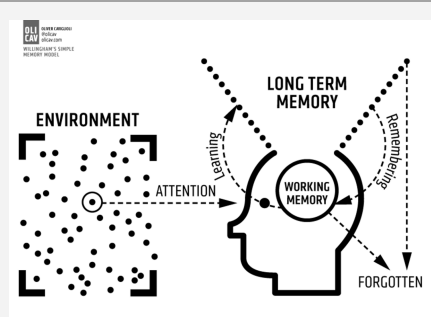
Application: game-based learning, completing tasks

Application: maximising class time for activities which benefit from teacher presence

Application: entirely online, making use of tools to ensure output and interaction

Key words: Affordances, tools, devices, synchronous, asynchronous, collaboration, socio-constructivist approaches

Model of memory



Writing learning aims

Writing SMART Learning Objectives
Remember to use active verbs at the start of your learning objective

Describe	Outline	Assess	Apply
Name	Complete	Justify	Review
Find	Use	Recommend	Sequence
List	Examine	Inspect	Report
Write	Illustrate	Plan	Record
Explain	Classify	Invent	Draft
Compare	Solve	Design	Recall
Predict	Investigate	Construct	Organise

S - Specific (what do you want the children to learn)
M - Measurable (how will you know if they have achieved this?)
A - Achievable (is it realistic? Do they have the knowledge or resources they need?)
R - Relevant (Does it build on what they already know?)
T - Timely (Do they have enough time to achieve this learning objective?)

When writing learning aims, remember to start with:

By the end of the lesson, the student will:

Make sure you focus on the objectives, not the teaching activity

Skills

Practise Reading - Skimming / scanning - For main idea - For specific information - Inferring meaning - Understanding writers intention - Understanding text structure - Appreciating nuances of meaning - Using context to understand meaning of unknown words - Knowing when to skip unknown words - Genres + norms of a text type	Practise Listening - Gist - Infer information - Detail - For text or discourse patterns - Scan listening - Listening for language items - Genre recognition - Discourse norms - Turn taking norms
Practise Writing - Genre - Register - Sentence type + structure - Grammar + vocab accuracy + range - Spelling + punctuation - Structuring ideas - Explaining ideas - Grammar + vocab - Summarising - Paraphrasing - Proofreading + Editing - Fluency	Practise Speaking - Communicative strategies - Grammar + vocab accuracy + range - Mediation - Summarising - Paraphrasing - Pronunciation - Fluency - Discourse management/structure - Discourse markers - Spontaneous vs planned - Pragmatics

DigComp 2.0



Bloom's Taxonomy

