

Overt Teaching: Setting yourself up for success with effective aims & objectives.

Mark Heffernan, Queen Mary University
David Byrne, EC English



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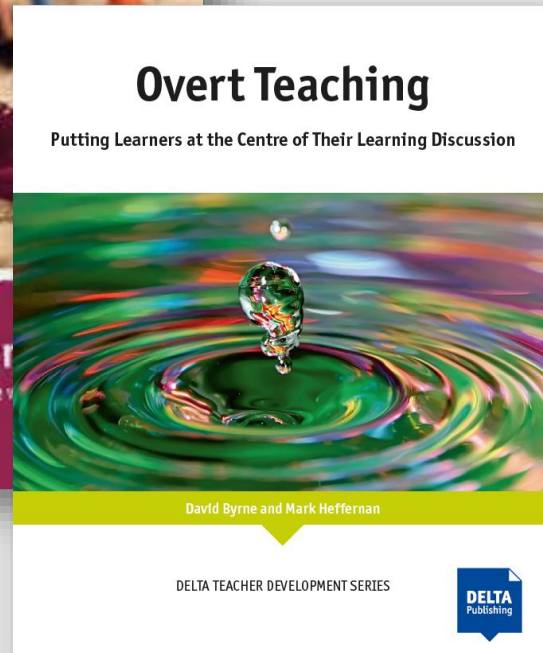
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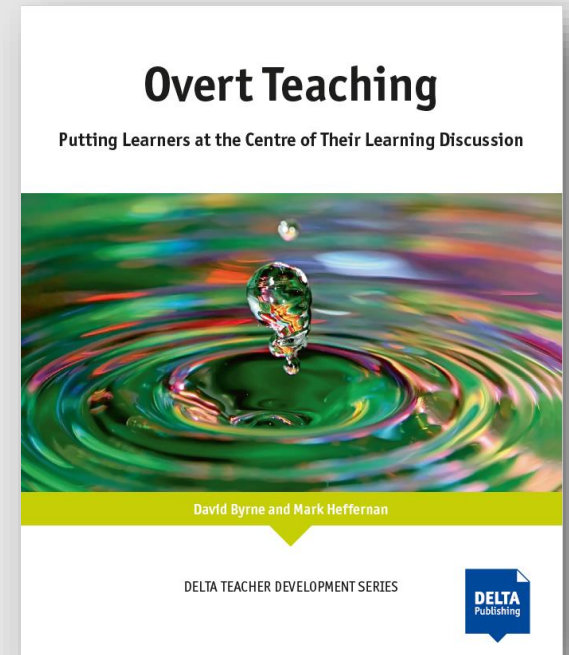


Today we are going to:

- Establish what we believe as Overt teachers.
- Explore our approach to writing aims & objectives.
- Share some ideas for involving learners in the learning discussion.

So that you can:

- Help your students to discuss their learning.



We want students who:

- know what they're learning.
- know why they're learning it.
- can choose their own levels of success.
- can engage in the discussion of feedback and learning.




Example lesson

3e Anecdote: Lesson


3e Anecdote

Introduction


- 1 Do you know anyone who is a good story-teller?
- 2 What do you think makes a story-teller good?
- 3 Do you think it is the same in every language?



Listening



You're going to listen to someone telling an anecdote. Look at the picture, what do you think it will be about?



- 1 Listen to the story and check your predictions.
- 2 Do you think the speaker is a good story-teller?
- 3 What features from your discussion above do they have?
- 4 Have you ever had a confusing interaction in your second language?

Skills focus

Read the story-telling techniques and discuss the questions below:
A successful story-teller will use a number of skills to engage their audience.

<input type="checkbox"/> They will have a clear beginning and ending to their story, something that prepares the listener for what they're about to hear.	<input type="checkbox"/> They will use their intonation effectively.
<input type="checkbox"/> They will describe reactions and feelings.	<input type="checkbox"/> They will involve their audience in the story.
	<input type="checkbox"/> They will make their audience feel like they were there.

- 1 Which of these techniques did the story-teller use?
- 2 How did they do it?

Grammar focus

- 1 What language points would you expect someone to use when telling a story?
- 2 Listen again to check your ideas. Was there anything surprising?
- 3 Compare the two versions of the same sentence below and discuss these questions:
 - a Are they both correct?
 - b Why would the speaker choose the first one?
 - c Which of the above story-telling skills is he using?

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By David Byrne and Mark Harrison

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Today we are going to:

- Revise tenses for telling stories.
- Learn to give background information (using past perfect)
- Learn to use story signposting to engage our listeners.
- Learn to stress and pause after our signposts to engage our listener.
- Learn to show interest when listening.

So that you can:

- Tell and follow an engaging anecdote.

The focus is on function as opposed to language points.

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Follows a clear pattern.

Clear guidance on what is *new* and what is *revision*.

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Clear Real-life objective

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So that you can:

- Tell and follow an engaging anecdote.

Which of them are you confident in already?

Which will be challenging for you?

How will this help you in your real life?

You said this would be challenging. How has it been?

This is a good point for you to support others.

This part is important for you.

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Creating success criteria

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So that you can:

- Tell and follow an engaging anecdote.

Telling an engaging anecdote means:

- Using past simple to tell main actions.
- Using past continuous to describe background actions.
- Giving your listener background info with past perfect.
- Engaging your listener using signposts.
- Stressing your signposts clearly.
- Pausing after your signposts.

Personalised success criteria

Telling a successful story means:

- ✓ Using past simple to tell main actions.
- ✓ Using past continuous to describe background actions.
- Giving your listener background info with past perfect.
- ✓ Engaging your listener using signposts.
- Stressing your signposts clearly.
- Pausing after your signposts.

Creating mini-monitors



I don't think I used signposting well.

I think you did. It was easy for me to follow because you said "then" and "after that" and you paused after them.



Telling a successful story means:

- ✓ Using past simple to tell main actions.
- ✓ Using past continuous to describe background actions.
- ❑ Giving your listener background info with past perfect.
- ✓ Engaging your listener using signposts.
- ❑ Stressing your signposts clearly.
- ❑ Pausing after your signposts.

What do we end up with?

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