

Making Classes Learner-Centred: Video

Read the following questions. As you watch the video, write your answers to the questions. You will watch the video only once.

	What kind of practice: controlled, semi-controlled, or spontaneous?	What kind of game is played?	What kind of language is practiced?	Steps the instructor takes to carry out the lesson are:
Elise's 1 st lesson				
Elise's 2 nd lesson				
Robert's lesson				

Take a moment to read the text below.

You will watch the first part of the tape again. As you listen, fill in the missing words.

Although we frequently teach language that _____ to a topic, situation, or theme, there are _____ when we need to give our students _____ or grammar practice. How can we do _____ and keep our classes learner-centred and _____? Well, games are one way of doing _____.

Games are a fun and interactive _____ of practicing or reviewing vocabulary and _____. In this video, you will see _____ instructors.

The first instructor uses a version of _____ and ladders to provide semi-controlled _____. It is semi-controlled because there is more than one _____ answer to each game card. Her next activity is a cross-word puzzle which _____ controlled practice of irregular verbs in the past tense. Here she not only _____ the information, but she uses a technique _____ forces all students to interact with each other and use _____ in order to communicate successfully and complete the puzzle.

The _____ instructor uses a version of tic-tac-toe to provide _____ practice for his students. Again, the _____ is to practice irregular verbs in the past tense. _____, in this activity, the language produced by _____ students in response to the stimuli is spontaneous. A _____ dimension of this learner-centred activity is that the _____ and parameters are negotiated with the students.

Transcript:

Although we frequently teach language which relates to a topic, situation, or theme, there are times when we need to give our students vocabulary or grammar practice. How can we do this and keep our classes learner-centred and interactive? Well, games are one way of doing it.

Games are a fun and interactive way of practicing or reviewing vocabulary and grammar. In this video, you will see two instructors.

The first instructor uses a version of snakes and ladders to provide semi-controlled practice. It is semi-controlled because there is more than one possible answer to each game card. Her next activity is a cross-word puzzle which provides controlled practice of irregular verbs in the past tense. Here she not only gaps the information, but she uses a technique which forces all students to interact with each other and use gambits in order to communicate successfully and complete the puzzle.

The second instructor uses a version of tic-tac-toe to provide spontaneous practice for his students. Again, the purpose is to practice irregular verbs in the past tense. However, in this activity, the language produced by the students in response to the stimuli is spontaneous. A further dimension of this learner-centred activity is that the rules and parameters are negotiated with the students.

For discussion before viewing:

1. What is meant by controlled practice? semi-controlled practice? spontaneous practice?
2. Have you ever used games in your class? In what context? When are they appropriate?

For discussion after first viewing:

1. What happens if a student makes a mistake in each of the games?
2. How are the students arranged for each game? How do they sit? Why?

Making Classes Learner-Centred: Learner-Centred Instruction

With your group, arrange the following words into how you think they are related. Use a flow-chart, mind map, outline, or whatever visual representation you think is appropriate. Do not use a dictionary.

proficiency

learners

communicative needs

classroom management

interactivity

relevant

increasing

reducing

teacher-talk

primary source

information

direct instructions

modals

polite requests

closures

checking answers

clarification

evaluating

outcomes

grouping