CLASS 3 ENGLISH (EFL) BEGINNERS

LEARNING TO LEARN WORDS

BACKGROUND:

This was the class's third English lesson so they are almost complete beginners and the discussion had to take place in Finnish. We first checked their homework which was on these and similar words and practiced the pronunciation of the English words.

OPEN QUESTION / CHALLENGE to the pupils. **How can looking at English and Finnish words together help them to become better at learning English?**

AIMS:

Content: to introduce pupils to English words which are similar to Finnish words, as these are easy to learn at first.

Thinking and learning to learn: to have the pupils themselves see how it can help their English when they work out the similarities and differences between the Finnish and English words, and to see if they can formulate any rules as to how you could form an English words from a Finnish one. To help form the habit of looking very carefully and noticing even small differences.

ENGLISH LEARNING NOTEBOOKS

The suggestions they came up with were listed in their 'English Learning Notebook' in which they are collecting ways in which they can learn English. This will carry on throughout their English studies, and this is only the very beginning. Thus far they have a list of how/ where / from whom they learned any English words they already know. After looking at the Finnish/English words they will examine their English books carefully to discover how they can use the books to help find out things – often pupils simply don't notice or think about using the 'dictionaries' at the back of their books, or don't notice the reference section or how the book is laid out.

In these lessons the idea was also to promote thinking through

- encouraging giving own opinion
- encouraging verbalization (of observations, rules)
- questioning, by pupils and teacher
- reasoning (the teacher will ask, 'Why?', 'What makes you think that?')
- encouraging pair/group work, learning from others

THE WORKSHEET TASKS – were discussed using THINK –PAIR – SHARE to ensure everyone had a chance to participate.   NOTE: These worksheets will be added to their 'English Learning Notebooks' and will form part of the bank of ways we can help ourselves to learn English, in and outside the classroom. These banks will eventually be sorted and pupils will work out how well the different ways of learning English suit them.   **REFLECTION** at the end concentrated on how well they'd works, how they did the tasks, and how useful they found them.

1 – 2 LESSONS

Remember our English learning notebooks? These are the places and people you've learned from (Feedback on their answers from a previous lesson). Now something else to help learning.

1. **AIM: How can this list of words help your English learning general?** *(Written up)*

   Show words on screen. THINK- PAIR – SHARE   a few minutes. Note suggestions.

   What should we do first?

2. What do you notice about the words? Look very carefully.

   Each pair gets a worksheet with the words. THINK – PAIR – SHARE. Asking for reasoning.

3. Can you make any rules about Finnish and English words? (Do you have the vocabulary in Finnish to talk about words?) Do we need more pairs of words to make rules?

   THINK – PAIR – SHARE

   List any rules found.

   Can we test them?

4. Test with a few words on the worksheet.
5. Let's see if you can recognize some English words in a text! Worksheet 2
6. Discussion – where to find the words in Finnish if not sure. CHECK them!
7. Sorting? Is it possible? They try and we discuss.

REFLECTION: Did you find out anything new about English and Finnish words?

Was it useful? Can you start to notice more English words around you?

Did you listen carefully to each other? Do you know what thinking skills you practiced? Did you do any of these? Look at the posters and circle words which describe what you did. (Posters of Bloom verbs).

TOPIC: LEARNING TO LEARN ENGLISH   GRADE 3 (9 years old)

Content aim: Introducing beginners to English words which are similar to English words and easy to learn at first.

Thinking and learning to learn aim:

- working out similarities and differences between the languages
- developing the habit of looking carefully at words and noticing things, even small differences and similarities
- to try to sort the words and find categories which would help them to make rules and a simple tool for seeing how the languages differ.
- reflection on the usefulness of the task for their English learning and on how they came to conclusions

Competence levels:

0.	Accepting the problem Diagnostic (1h)	Understanding why topic is important. Realising limitations of own knowledge. Thinking about the issue for the first time.
0.	Together formulating objectives for further work. Using a text (bank) to find more examples.	Understanding objective – to be able to compare English and Finnish words usefully.
1.	Organising the information – strategy to help comparison. (More specific task) ENV or passport (1h)	Learning to sort information and define parameters.
2.	Testing use of passport for particular situation – to make rules / a tool	Learning to pick out relevant parameters and formulate rules / make deductions.

3A, 3B

Open question for discussion:

How can this list of words help you to learn English?

1. Because they tell you the words in Finnish too.
2. It says the same thing in Finnish and in English.
3. It helps when you repeat them.
4. Repeating.
5. You can cover the Finnish words and try to remember.
6. Because the words are easy.

Task 1:

What do you notice if you look very carefully at the words. What can you say about them?

- The English words use different letters
- They use 'x' in English
- We don't use b,c,g in Finnish
- The English words are shorter.
- They use 'c' instead of 'k' in English

Task 2:

Can you find familiar words from an English text? They were very keen to do this. They found most of the words, but it was good that they noticed that the words don't always correspond as you'd expect.

eg salaatti = lettuce

Task 3: Making the ENV

This was very difficult. They could make some groups, but finding names for them was very hard. This is still work in progress.