

Lesson plan for piloting: Language Experience Approach

Around our college**Topic:** Our College**Level:** SfL pre-entry / SQA Access 2 ESOL Literacies / CEFR A1**Time:** 70 - 90 minutes (more with extension writing activities)**Aims**

- To develop students' ability to read a short text
- To give practice of using language to describe places (e.g. *there is/are... it's got*)
- To develop students' vocabulary (spelling/pronunciation) of places in a town or city
- To develop students' awareness of sound/spelling correlation

Introduction

The lesson is based on the principles of the **Language Experience Approach (LEA)**. It is appropriate for ESOL students with low literacy needs. This approach often takes place with individual students, but this lesson shows how the approach is easily adapted for use with a group.

A **Language Experience Approach** uses learner-generated language to create a short text, which then becomes the basis for a variety of reading and writing activities. The text should contain language that the students are already familiar with orally and that will be useful to them in their daily lives. The text tends to be short so as not to overload the students. **LEA** takes a top-down approach to reading by starting with a text rather than individual letters and sounds. A key feature of **LEA** is using reading aloud as a strategy as this provides a bridge between the spoken and written word for (ESOL) literacy learners.

You can familiarise yourself with LEA by looking at the following resources:

<http://esol.britishcouncil.org/seminars-and-workshops> Teaching Basic Literacy to ESOL Learners (section 12.55 to 28.00 focuses on the Language Experience Approach)

<http://esol.britishcouncil.org/resources-trainers/resources-trainers-2-language-experience>

General background to this approach can be found here:

http://en.wikipedia.org/wiki/Language_Experience_Approach

SQA's **ESOL Literacies: Access 2 Tutor guide (page 4 and 5)** provides the general procedure for a Language Experience lesson. You can find a link to this document by typing/copying **SQA ESOL Literacies tutor guide** into your browser.

Preparation and materials

There are no student worksheets provided for this lesson. As LEA uses learner-generated language, i.e. the text is co-created by the students, the text will be unique to each group of students. Worksheets for subsequent tasks will then be generated from this text.

For **Task 1**, prepare some visuals of your college/learning centre and its immediate surroundings such as images of shops, a hospital, a park etc. Google maps and Google images could provide these. Example images are provided at the end of the task.

Sample materials are also provided after **Task 2** and **Task 6** as a guide to the length and type of text that would be appropriate. It is a good idea to consider the language and vocabulary items you wish to embed into the text, and the samples can give you some ideas for this.

When developing the text on the board (**Task 2**), typing rather than handwriting the text will make it easier to prepare for subsequent tasks. Access to an interactive whiteboard will facilitate this, but the lesson can also be done in settings with few resources, using flipcharts or a simple whiteboard. You will need access to the Internet if you wish to use Google Maps for the warmer.

You will also need facilities to print off and cut up the text for reconstruction. Time has to be allocated for this to be done so you will need to factor in a short break. Writing extension tasks can take place in follow up lessons.

Procedure

Warmer (5 mins)

- Tell the students that the college wants to provide information for people who are thinking of joining the college. Ask the students what attracts new students to a college and take some full class feedback (e.g. subjects on offer, good teachers, attractive area etc).
- Introduce the topic of surrounding area by setting a context. Display a map of a college (not your own) and its surrounding area. You could use Google Maps for this (<https://www.google.com/maps>). Elicit from students what they can see in the area. Drill vocabulary as appropriate.

Task 1 – Brainstorming activity (10 mins)

- Display a visual of your own college. Say to the students:
 - *Let's talk about our college and what's near.*
- Elicit the location/a description of the college from the students.
- Put the students into pairs/small groups and provide some visuals of local facilities/buildings in the area (or display on an interactive whiteboard).
- Ask students to discuss what they could tell potential students about the college location and its surroundings. Tell the students they don't have to write anything down.
- Monitor and provide ideas for the groups.
- Take some oral feedback from the students.

Differentiation

- The paired/group activity can be done in the students' first languages if preferred. If this is the case, group students according to their first language before giving the task instructions.

Example visuals

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- Here are some examples of visuals for **Task 1**. You will need to source your own images to reflect your local college and area.



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Task 2 – Text creation (10 mins)

- Work as a whole class for this activity. Use questions to develop the content of the text, e.g.
 - *How will we start the text? Let's say where the college is. How would we write that?*
 - *How can we describe the college? What other word can we use for that?*
 - *What places are near here? Are there any important buildings?*
- Build up the text on the board (typing it if possible). Help students to reformulate the text when they do not produce accurate grammar or vocabulary. However, do not focus on these errors. Either let the students peer correct or simply provide the correct version.
- When the text is complete, read the text aloud to the students pointing at the individual words as you say them.

Example text

Here is an example of a text that you could develop with your students. You will need to adapt the content so that it describes your local college and area.

Our college is in the south side of Glasgow. It's very big and modern and is quite near the city centre. It's easy for students to get to the college because the transport is very good. There are lots of buses and a local train station. The area is very nice. There's a beautiful park. You can go for long walks there. It's also got a public library, a new hospital and lots of shops. Hampden Park is very near the college. It's the national football stadium for Scotland. You can watch football, rugby and concerts there.

Task 3 – Comprehension check (10-15 mins)

- Ask the students some questions to check comprehension of the text.
- Focus on both meaning and textual features. Possible questions (adapt as necessary) are given below:

Questions on meaning:

- *Where is the college?*
- *Is the college new or old?*
- *Is it easy to get to the college? What transport can you use?*
- *Where can you go for a walk/if you are hungry/if you want to borrow books?*

Questions on text, layout etc:

- *How many sentences are there? What does a sentence start/finish with?*
- *Can you see any other words with capital letters? (e.g. Glasgow, Hampden). Why do these words have capital letters?*
- *What words are used to describe the college/area/park? What kind of words are they? Can you see any more adjectives in the text?*

Specific language focus (vocabulary, grammar)

- Focus the students on examples provided by the text. You might highlight and clarify features such as use of *contractions*, *singular/plural*, use of *there is/are*, *it's got* etc.
- Work on building awareness of the features by drawing on the group's prior knowledge. Ask the students questions about the reasons for features you are focusing on and clarify as required.

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Specific language focus (sounds and spelling)

- Focus on some specific sound/spelling correlation to help with decoding the text. Choose some letters/sounds that are frequent in the text, and which may cause the students difficulty when trying to read. You could focus on areas such as digraphs (e.g. ch /tʃ/, sh /ʃ/, th /θ/ /ð/), long and short vowels (e.g. /i:/ /ɪ/), silent letters, consonant clusters (e.g. sp, pl, br)
- The sample text contains a lot of examples of words containing /k/ and /s/ sounds. Ask the students to tell you which words in the text have a /k/ or a /s/ sound. Highlight and drill as appropriate. Elicit that different spellings can have the same sound and that the same letter can represent different sounds. You can elicit other words that fit in both categories at this point. You could also highlight the /z/ sound in words such as 'Glasgow', 'easy' and 'is'.
- Be willing to answer questions that the students have about the text.

Suggested Answers (from sample text)

/s/ sound – **south side; city centre; students; nice; stadium, Scotland, concerts, transport**

/k/ sound - **college; can; local; concerts; park, walks; public; Scotland**

- You may wish to read the full text aloud again at this point.

Differentiation

- Select the items to focus on depending on the text which has been created, and what is appropriate for your own students.
- You do not need to focus on all of the above as this might overload the students.

Task 4 – Choral/Individual reading (5-10 mins)

- Conduct a choral reading of the text, with all the students reading the text aloud at the same time.
- Focus on any words that the students are having difficulty with and drill the pronunciation of the word or specific sound.
- When the students are comfortable with the text, invite individual speakers to read the text/parts of the text aloud to the whole class.
- Do some further language work focusing on words that the students have struggled with. You may wish to repeat the choral reading during this task.

Differentiation

- At the choral reading phase, you may wish to read a sentence at a time with the students repeating it.
- At the individual reading phase, do not **force** weaker readers to read the whole text aloud. Allow students to volunteer/reduce the amount of text weaker readers do/allow them to read after stronger readers to give them more preparation time.

Task 5 – Paired/Individual reading (5 mins)

*(Before this task you will need to give the students a break/a different task while you print off copies of the text. You may also wish to cut up the text at this point in preparation for **Task 7.**)

- Put students in pairs and hand out a copy of the text to each student. Tell the students to practise reading the text aloud with and to their partner.
- Monitor and help with any difficulties.

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Differentiation

- You can pair students according to ability (strong readers together/ weak with strong to provide support), or according to first language.
- If some students are much stronger than others, ask them to copy the text from the board/handout while the others are still reading.

Task 6 – Text recreation 1 (10 mins)

- Delete some of the key words from the text on the board leaving gaps (see **Example task**, below).
- Display the deleted words randomly around the text (if using an interactive white board) or write the deleted words on cards and use blu tac on each.
- Invite individual students to come to the board and place/move a word into the correct place in the text. Allow other members of the group to help by calling out correct answers.

Example task

Here is an example of how the **example text** in **Task 2** could be used. You will need to use the text Use the text describing *your* local college and area to create your gap-fill.

south	watch	can	modern
near	station	Glasgow	public
There's	is	concerts	hospital
Scotland	park	transport	college

Our college is in the _____ side of _____. It's very big and _____ and is quite _____ the city centre. It's easy for students to get to the college because the _____ is very good. There are lots of buses and a local train _____. The area _____ very nice. _____ a beautiful _____. You _____ go for long walks there. It's also got a _____ library, a new _____ and lots of shops. Hampden Park is very near the _____. It's the national football stadium for _____. You can _____ football, rugby and _____ there.

Task 7 – Text recreation 2 (10 mins)

- Provide pairs/small groups with an envelope containing a cut-up version of the text.
- They work together to put the text into the correct order without looking at the original text.
- Monitor and help, using punctuation, meaning and grammar hints to guide them.

Differentiation

- If you don't have time to cut up text, students can do this themselves.
- You can make this task more or less challenging depending on the way you cut the text up, e.g. sentence by sentence, short phrases etc.
- Weaker students can have the full text in front of them while they put the cut-ups in order.
- This task can be delayed for a follow up lesson.

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Cooler (10-15 mins)

*The idea here is to fully reconstruct the text. It provides the students with further opportunities to activate, consolidate and assimilate the language they have learned during the lesson.

- Clear the text from the board. Replace each word in the text with a line and write a number below each line. Leave in the full stops. Tell the students you are going to play a game based on what they have just read
- Put the group into small teams. Tell them they cannot look at the text, so collect in the handouts containing the text or ask them to turn text over so that they can't see it.
- Give the students some preparation time to think about what words go where in the text.
- When the students are ready, each group takes a turn to call out a number and word to insert there. If correct, add to the text.
- Make the game competitive by awarding points for correct answers. Additional points can be given for choosing other numbers that contain the same word, and for correct spelling.

Differentiation

- It is not necessary to do the whole text. You may want to focus on part of the text or a couple of sentences.
- This could be adapted for students to do in groups. E.g. An A3 sheet of paper could be used and a secretary chosen (stronger student) to check, write answers and award points.

Homework

Students (or you) choose some of the words that they want to practise spelling of (e.g. college, student, subjects, library). About 8-10 is appropriate. Students practise the spelling at home to prepare for a word dictation (spelling test) in the following lesson. Using a 'look, say, cover, write, check tasksheet' for this would be useful.

Extension activities (follow up)

Extension activities can be used in the next lesson or, if you have a break, in the second part of the lesson. They start to focus more on writing development.

Here are some potential extension activities:

- Key words or text dictation.
- Provide a gap-fill of the text. Students complete then compare in pairs, and then with the original text.
- Cut up the text. This can be across sentences, words etc. Students recreate text and then compare with original text.
- Provide the students with an unpunctuated text. They rewrite the text putting in the punctuation.
- Give students a handout with sentences in the wrong order. Students rewrite in the correct order.
- Set up a running dictation. Individual sentences are displayed on the wall of the classroom. Students take turns of reading the sentences and writing the sentences.
- Paired dictation. Students are given half the text each (sentence 1 for A, sentence 2 for B etc) and read/spell out the missing sentences to their partner.
- Key words are cut up across syllable boundaries and students work together to find all the key words.
- Students use the original text as a model to write a personalised text about the area they live in.