



# Balancing Expectations: Strategies for Making the Most of the Time and Resources Available

**Daryl Haywood**

March 10<sup>th</sup>, 2018

# Outline

- Background Information
- Common Pressures Associated with Using Phonics Programs and How I Have Chosen to Address Them
- Time Management and Goal Setting
- Balancing the 4 Language Skills
  - listening: letter names vs. words vs. sound groups
  - reading: rhyming and pattern recognition vs fluidity
  - writing: accuracy vs. style
  - speaking: public speaking vs. conversation
- Conclusions / Questions

## **Background: Experience Developing Curriculum in a Japanese Elementary School**

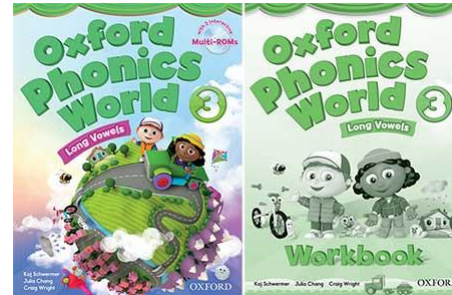
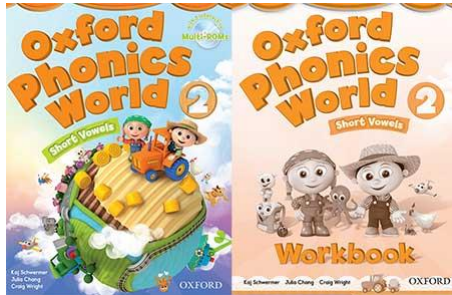
- Began current position during major English program transition
- Used a bottom-up approach
- set goals with varying timelines
- made clear distinctions between those goals which must be met and those which we hoped to meet
- emphasized flexibility and adaptability in meeting challenges and unforeseen circumstances

## Background: Conditions Under Which We Transitioned Programs

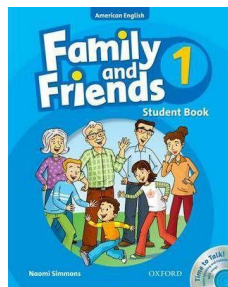
Old Program	New Program
2 classes (45 minutes)	3 classes (45 minutes)
1 textbook per year	1.5-2 textbooks per year
Focus: Teacher Centered	Focus: Teacher Directed but Student Centered
Goal by end of E.S.: Familiarize Students with English sounds and Prepare them for JH Gr 1 English Standards	Goal by end of E.S.: Make all students proficient (Eiken lvl 3 or above achieved) in the use of all 4 major skills

## Background: Textbooks

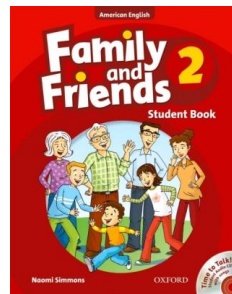
Gr 1-2



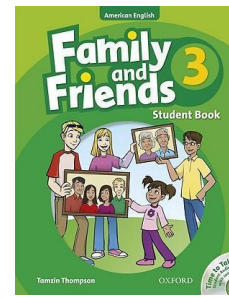
Gr 3-6



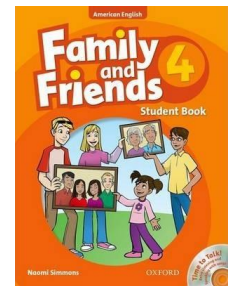
X3



X3



X3



X3

(Student Book, Workbook, Grammar Book)

## **Common Obstacles Faced In Developing a New Program: Starting From Scratch**

So you are given the job of creating a program without the support of anyone who has done it before...

- lack of resources (or rather knowledge of where to find them)
- setting goals that are realistic, but also satisfy the visions that different parties have for the outcomes achievable
- transitioning students from old programs to new
- choosing activities that balance all 4 language skills
- making the importance of your decisions clear to all parties involved

## **Obstacles: Lack of Resources**

### Things to consider...

- capital / funding
- guidelines for instruction
- long-term plans
- evaluation information
- placement and streaming

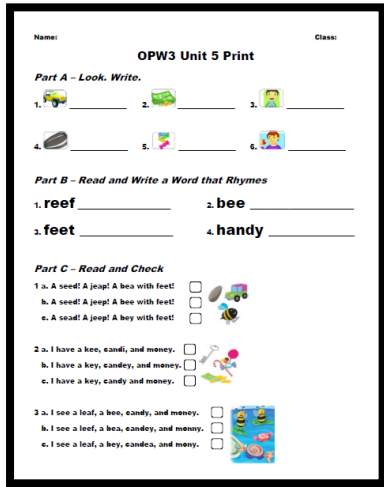
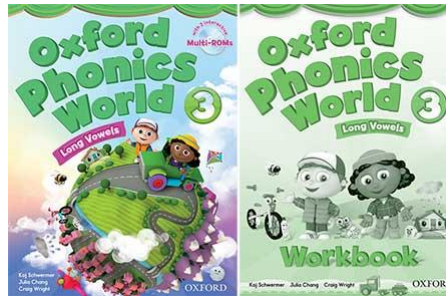
## **Lack of Resource Solutions: Funding**

Advice: Focus on supplementing available resources rather than acquiring new ones (simple, but practical)

It may take more time invested up front to create your own supplementary materials, but in the long term the ability to effectively combine all available resources under a common theme (ex. Phonics) will lead to much smoother teaching experiences and likely much more of the core material being absorbed



## Lack of Resource Solutions: Funding Example



Prints / Tests



Projects



Speeches

## Lack of Resource Solutions: Guidelines for Instruction

Advice: Generalize when planning, specify when doing

### Example From Typical Daily Lesson Plan

- |                          |  |
|--------------------------|--|
| <b>Goals Addressed</b>   | <ul style="list-style-type: none"><li>- letter combination recognition and reproduction</li><li>- grammar convention skill building</li><li>- building punctuation use skills</li><li>- reading skill building</li><li>- building public speaking skills</li></ul> |
| <b>Lesson Objectives</b> | <ul style="list-style-type: none"><li>- review OPW5 unit 3 patterns: au, aw, all, <u>wa</u>, or, oar</li><li>- introduce new speech practice style</li><li>- perform unit 2 speeches</li><li>- introduce unit 3 and 4 speech</li></ul>                             |

## Lack of Resource Solutions: Long Term vs Short Term Planning and Goals

Advice: Prioritize long term growth of all 4 language skills over short term gains or focused development of 1 or two skills

Y-kun: What Happened?

Lvl 5

Pass

Lvl 4

Pass

Lvl 3

Eiken Score = 0

Fail

## Lack of Resource Solutions: Evaluation

Advice: Diversify methods and emphasize motivation

Lack of strict curriculum guidelines can be both a positive and a negative. You lack the ability to consult the relevant curriculum guidelines when unsure what/how to teach, but you also benefit from the fact that you are unconstrained by these same guides

観点	指導要録との対応
1 学習内容に関心を持ち、進んで学習活動に参加することができる。	( 1 )
2 場面や状況にふさわしい表現を用いて、自分の気持ちや事実を伝えることができる。	( 2 )
3 学習内容を理解し、指示に従って行動することができる。	( 3 )
4 フォニックスを聞いて理解することができ、英文を正しく読み、書くことができる。	( 4 )

1. Interest    2. Expression    3. Communication    4. Knowledge

Name: \_\_\_\_\_

Class(#): \_\_\_\_\_

## OPW5 Unit 1 Test

### Part A - Listen and Write.

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

### Part B - Write a Word that Rhymes (OPW5 Unit 1 Words Only!)

1. bleacher		6. charm	
2. bark		7. terse	
3. factor		8. twister	
4. far		9. furl	
5. curd		10. proctor	

### Part C - Read. Correct the sentence. (5 each!)

1. my sistir has a parple staa on her dress

\_\_\_\_\_

2. the docter and the nirse helped the gurl

\_\_\_\_\_

### Part D - Read. Complete the sentence. (OPW5 Unit 1 Words Only!)

1. My English \_\_\_\_\_'s name is Mr. Haywood.

2. My brother is a boy. My sister is a \_\_\_\_\_.

3. A chicken is a \_\_\_\_\_.

4. I like to play on the slide at the \_\_\_\_\_.

5. My school's \_\_\_\_\_ is Ms. Oguri.

### Part E - Look. Colour. Answer "What's this?"



\_\_\_\_\_



\_\_\_\_\_

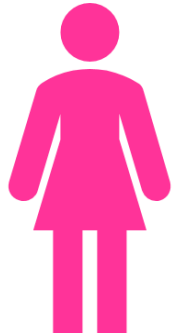


\_\_\_\_\_

## Lack of Resource Solutions: Placement and Streaming

Advice: Limit streaming in young learners and focus instead on directing high level students towards improving areas of weakness

A-chan



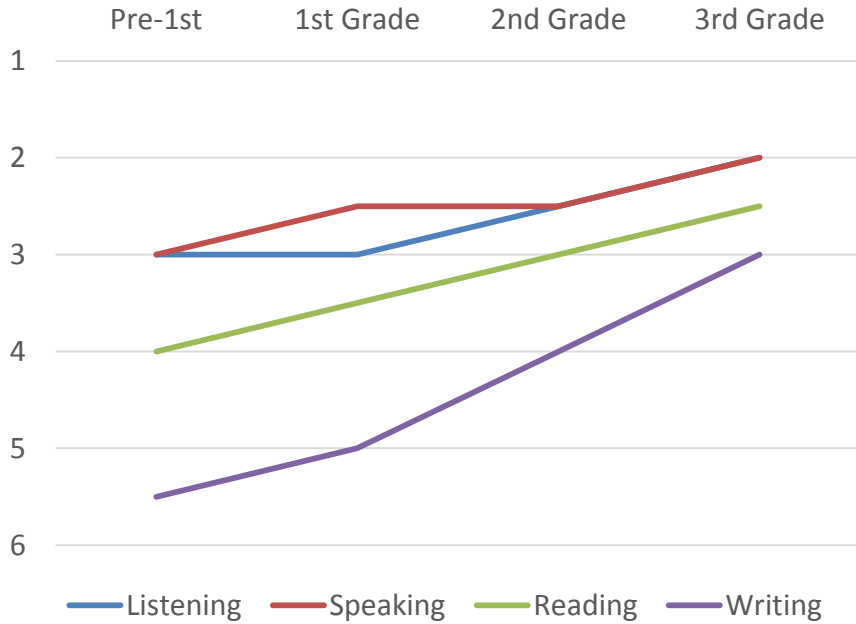
B-chan



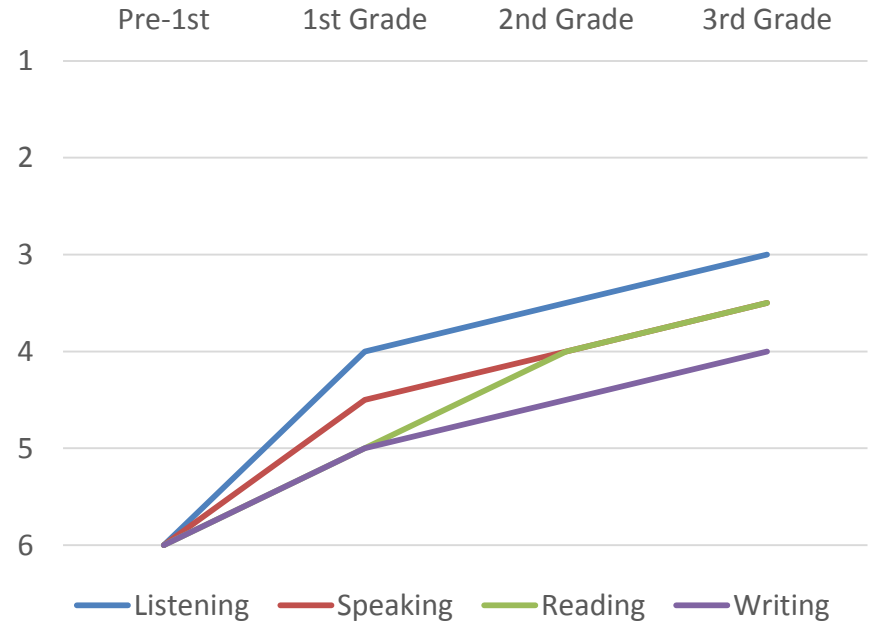
Lets look at the case of A-chan and B-chan

# OXFORD

## A-Chan



## B-Chan

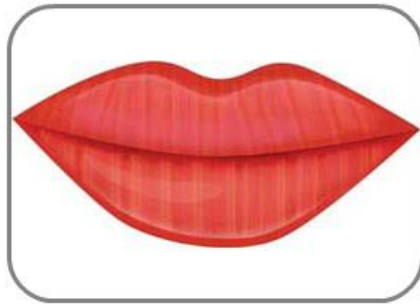


## Final Suggestion for Developing Phonics Programs

Advice: Make the purpose clear and show concrete examples of progress and application

Since most parents never learned using phonics it is very difficult for them to see practical applications of learning through phonics. Compounding this frustration is the fact that when students are struggling with the material, parents are often unable to assist them.

Simple  
Example



lip

vs.



leap



# Example of Practical Application

第1問 次の問い(A・B)に答えよ。(配点 14)

A 次の問い(問1～3)において、下線部の発音がほかの三つと異なるものを、それぞれ下の①～④のうちから一つずつ選べ。

問1

① commit

② convince

③ insist

④ precise

1. commit

2. convince

3. insist

4. precise

## Now let's try some activities!



listening



reading



writing



speaking

# Listening: Simple (Warm-up or Review)

1 sip	2 rip	3 seep
4 reap	5 sheep	6 lip
7 vote	8 ship	9 leap
*	0 boat	#

Ex. ship, lip,  
vote, sheep,  
seep, boat, leap



867-5309

**Now you try!**  
**(Hand-out - Part A)**

A. 768 - 0948

B. 625 - 9317

## Listening: Difficult (Drill or Evaluation) (Hand-out - Part B)

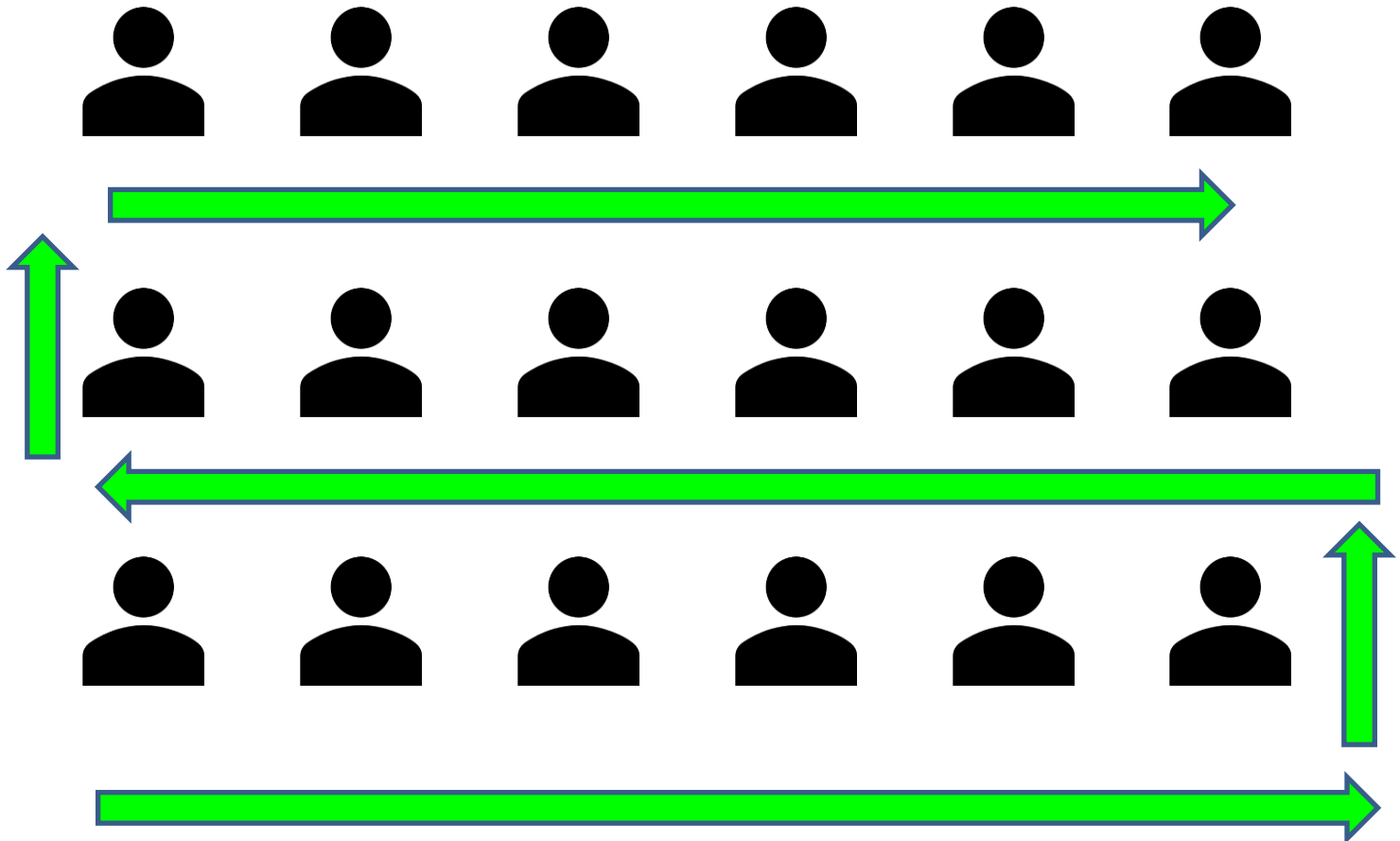
1

am em im om um ame ime ome ume ap ep ip op  
up ape ipe ope upe at it ot ut ate ite ote ute

2.

ab eb ib ob ub abe ibe obe ube an en in on un  
ane ine one une ak ik ek ok uk ake ike oke uke

# Reading: Simple (Classroom Practice) (Hand-out - Part C)



Read 1 Word at a time, but don't lose your place!

## OPW5 Unit 1 Reading Passage

I saw a bird at the park;  
It was purple, small, and dark.  
It landed on my sister's car;  
It had a spot shaped like a star.  
My sister joked "Make a wish",  
Now I'm a doctor, and she's a fish.

## Reading: Difficult (Practice / Evaluation)

1

### Guess the Pronunciation

- divide students into groups
- one student from each group stands
- show students a new word using the patterns they have learned
- give students 10 seconds to discuss the correct reading
- the standing student must then pronounce the word
- any team which pronounces it correctly gets 1 point



Can you read and pronounce these words?

1. Colonel

2. Squirrel

3. Schadenfreude

4. Synecdoche

5. Otorhinolaryngologist

## Reading: Difficult (Practice / Evaluation)

2

### OPW2 Sounds

1. rap	
2. fed	
3. tin	
4. lop	
5. sum	

### OPW3 Sounds

1. pain	
2. cheat	
3. try	
4. fellow	
5. rue	

### OPW4 Sounds

1. flake	
2. queer	
3. dice	
4. choke	
5. choose	

### OPW5 Unit 1 Sounds

1. spark	
2. hurl	
3. Sherpa	
4. flirt	
5. actor	

## Writing: Simple (Classroom Practice)

3...2...1...Show me!

- give each student a white board or other large individual display device
- say a letter name, sound, word (rhymes are great!), or sentence.
- students must listen and write the answer on their whiteboard
- time is up when the teacher says 3...2...1...Show me!
- students will hold their boards up high and check eachothers answer (the teacher will display the correct answer as well)

## Writing: Difficult (Drill / Evaluation)

### Correct the Sentences

1. my sistur has a parple staa on her dress

**My sister has a purple star on her dress.**

2. the docter and the nirse helped the gurl

**The doctor and the nurse helped the girl.**

# Speaking: Simple (Warm-up / Review)

Forgetful (This / That)

## Speaking: Difficult (Evaluation)

Example of Bi-monthly Speeches  
(Plus Q&A when possible)

One fine day in the month of May

I ate a cake upon the bay

The cake was old and made of hay

But I'm a horse, so that's okay!

OXFORD

# Results by End of Second Grade



## Conclusion / Q&A

If you feel that you are spending too much time struggling to get things done rather than planning new and potentially great ideas, you may have fallen into the trap of letting the program you have developed lead you rather than you leading it. Step back, and reassess the way you are doing things from the bottom up. It may seem daunting at first, but once you have a program that works and is truly yours, teaching will become so much easier and the fruits of your labours that much more rewarding.

**Thank you!**