

Elements to consider when creating and conducting a learning situation

The following table should give teachers a clear picture of some of the steps that can be taken into consideration when planning and implementing a learning situation.


| Before actual teaching time | |
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| Identify a real-life situation you are going to use as the context for your learning situation | Find texts (aural, visual or written) that relate to that real-life situation |
| Decide what essential knowledge is natural for that real-life situation | Make sure your list of essential knowledge has samples of language chunks |
| Link the work to the end of the course outcome | Plan times when learners will have to design, evaluate and act. You may want to use the metacognitive questions table on page 27. |
| Actual teaching time | |
| Use a hook to catch students' attention. The link below presents useful ideas (e.g., use a compelling image, a thought provoking question, etc.) | Present the problem to solve or assign a challenge. Make sure learners are compelled to take a stand |
| State what the final production will be right from the beginning | Explain resources that will be needed. Make sure students are compelled to use different resources to solve the challenge they've been assigned |
| As students engage in language use, walk around their posts and listen for language that may become target language during the lesson or in a new lesson |  https://www.youtube.com/watch?v=5oZR0TxRVJU&index=4&list=PLx4b9Iuf0SISaxMg-nQzXpco0wSQpuTvm |

Table 9: Elements to consider when creating a Learning Situation