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# Planning for learning (not teaching!)

## Webinar handout

by Dr. Gabriel Díaz Maggioli

### Introduction

For over half a century now, the field of English Language Teaching (ELT) has been trying to implement constructivist practices through what has been called The Communicative Approach. A plethora of methods, approaches, and frameworks exist that take into account what and how needs to be taught in order to support learners' evolving language proficiency. However, all around the world, and particularly in the area of public education, we hear teachers complain that their students are not learning. In this webinar, we will explore some of the reasons why this is so, and attempt to answer the question: "How can we best support students' learning?"

### A framework to spot (and cater for) students' needs

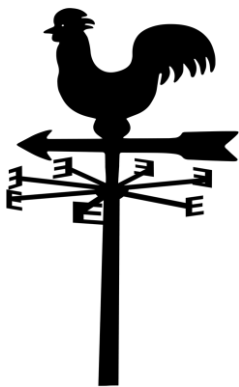



Figure 1. The 6 E's framework  
weathervane by Gabriel Díaz Maggioli

I believe that we can best support students' learning by planning not for how and what to teach them, but by planning what, how and why they need to learn what we teach. In other words, we need a framework that focuses on their needs and helps us direct our teaching efforts to those areas that need our attention the most. I use the metaphor of a weathervane to represent the framework because just as the weathervane turns according to the wind, our teaching decisions should follow the wind of students' needs. Each of the "E's" in the weathervane stands for a word that summarizes a need. These are explained on the next page.


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A recording of Gabriel's webinar can be found here: <https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teachers/planning-every-learner-mini-event>



Exploring

- Orientation
  - Agenda
  - Learning Outcomes
  - Self-assessment
  - Goal setting
- *Create learning outcome slide.*
  - *Explain what the audience will learn and WHY it is important*
  - *Describe the goals and outcomes of the learning experience*
  - *Explain how this learning will benefit learners.*
  - *Provide measurable criteria to be met by the end of the lesson*
  - *Draw a clear connection between prior-stated new objectives.*
  - *Involve learners in determining ways to test knowledge and understanding.*




Engaging

- Background knowledge
  - Topic
  - Lexis
  - Task
- *Stimulate learners with novelty or surprise/ an emotional story*
  - *Pose thought-provoking questions/ Present an intriguing problem*
  - *Have learners pose questions to be answered by other learners*
  - *Bring an interesting point of trivia*
  - *Use an eye-catching visual stimulus*
  - *Poll the audience*
  - *Play a game*
  - *Incorporate icebreakers into your teaching*



Expressing

- Communicating
  - Gaps
    - Opinion
    - Information
    - Reasoning
  - Reconstruction tasks
- *Provide expectations as needed*
  - *Use examples and non-examples*
  - *Include tips on how best to navigate the content.*
  - *Use choice boards*
  - *Use concept mapping for associations*
  - *Use role-playing for visualization and application*
  - *Analogies to help knowledge construction*
  - *Tasks to encourage communication*




Encountering

- Meeting new input
  - Awareness raising
  - Checking understanding
  - Articulating new input
- *Organize information in a logical and easy-to-understand manner.*
  - *Chunk information*
  - *Provide examples*
  - *Exploit multimodality.*
  - *Use a variety of approaches (visual cues, verbal instruction, active learning) to accommodate different learning preferences.*
  - *Provide content that students can access outside class.*
  - *Require writing, summarizing, note-taking, etc.*
  - *Use UMPF (Use → Meaning → Pronunciation → Form).*



Experimenting

- Imitation
  - Substitution
  - Reconstruction
  - Manipulation
  - Personalization
  - Communication
- *Create graded exercises*
  - *Have learners demonstrate practicing skills/applying knowledge.*
  - *Use role playing, simulations.*
  - *Use collaborative learning.*
  - *Practice form but always in a meaningful way, highlighting use and meaning.*
  - *Promote self-assessment.*
  - *Provide formative feedback*



Extending

- Agenda
  - Communicating (Task 2)
  - Self-assessment
  - Peer assessment
  - Goal setting
  - Forward planning
- *Use criteria*
  - *Use evidence*
  - *Deliver focused, concise feedback.*
  - *Show you C.A.R.E. (Clarify → Appreciate → Reflect → Empower).*
  - *Focus on things students can control.*
  - *Provide varied feedback.*