

Teachers UP



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Identifying Small Steps that Transform EFL Teaching

Presented by

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Identifying Small Steps that Transform EFL Teaching

1. Imagine what the learner will be doing

Perspective taking
Empathy
ECRIF

2. Design impactful tasks

Characteristics
Task Cycle

3. Use the plan as a map

Options
Self-empathy

4. Respond with curiosity to what is happening in class

Presence
No judgment
No correction

5. Remember to reflect! Lesson planning isn't just before the lesson

Hot reflection
What hindered or helped learning
Action plan

What is something small that you do that you think makes a big difference in your students' learning?

(write in the chat or open your mic)



1. Imagine what the learner will be doing or saying



Imagine what the learner will be doing or saying

Perspective taking:

“The ability to understand how a situation appears to another person and how that person is reacting cognitively and emotionally to the situation.”

–Hunter Gehlbach, Johns Hopkins University School of Education



Empathy is a way to connect to the emotion another person is experiencing; it doesn't require that we have experienced the same situation they are going through.

–Brene Brown, Researcher and Storyteller

Create and carefully **watch a movie** in your head of what students will be doing in your lesson.



Imagine what the learner will be doing or saying

Encounter + Clarify + Remember + Internalize + Fluent use (ECRIF)

is a teaching framework created by Mary Scholl and Josh Kurzweil. It's a way of looking at how people learn, a tool that teachers can use to see student activities and content from the perspective of student learning.

<https://www.ecrif.com/>

Fluent use task:

Students have a chance to use the target language/structure to communicate their ideas.



2. Design impactful tasks

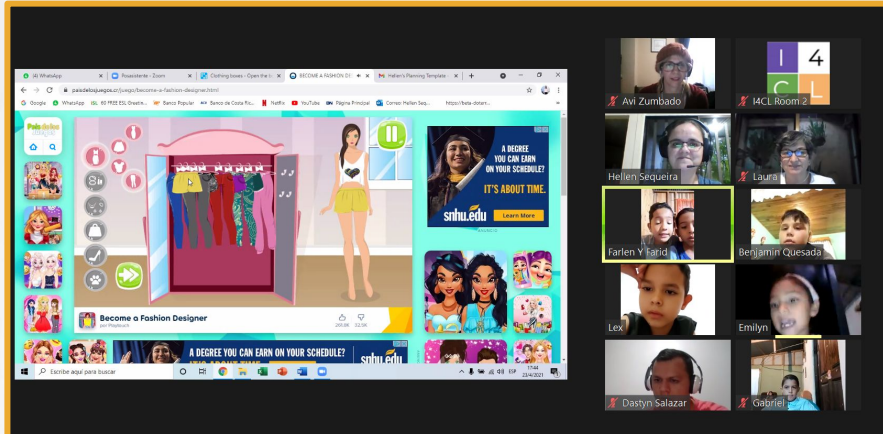
Characteristics of tasks and Task cycle



Design impactful tasks

Characteristics:

- interactive
- useful
- doable

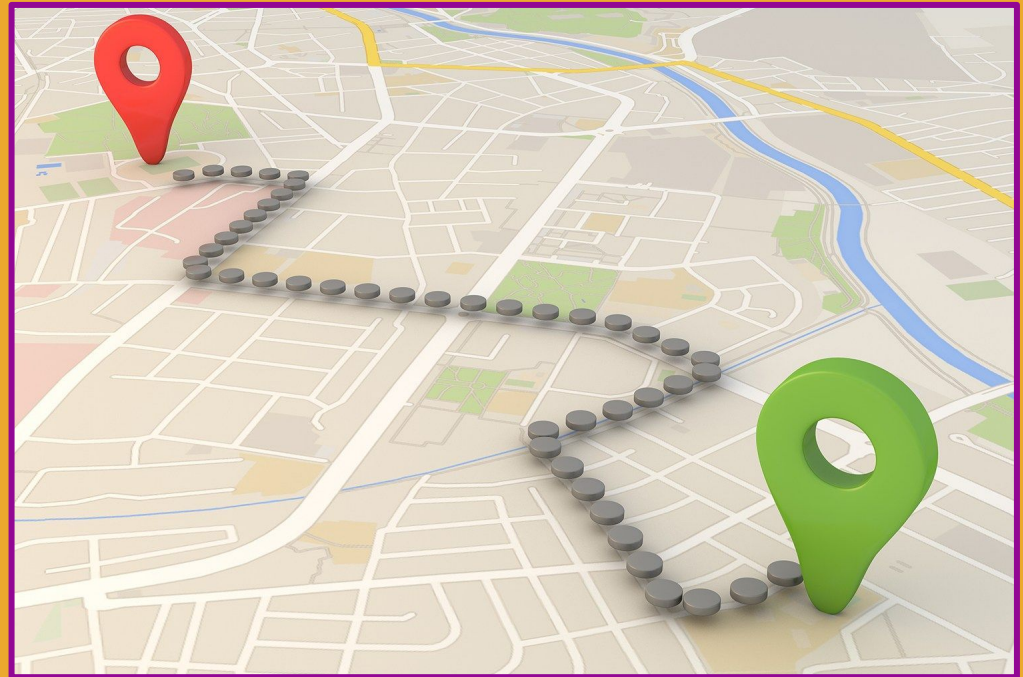


Task cycle:

- Pre-task
- Task
- Post-task

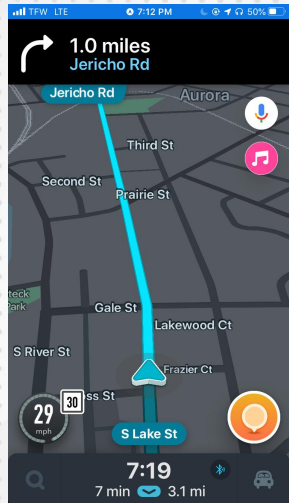
3. Remember that the plan is a MAP, not the experience

How can we create a map that will give us flexibility in the classroom, not force us to take just one road?

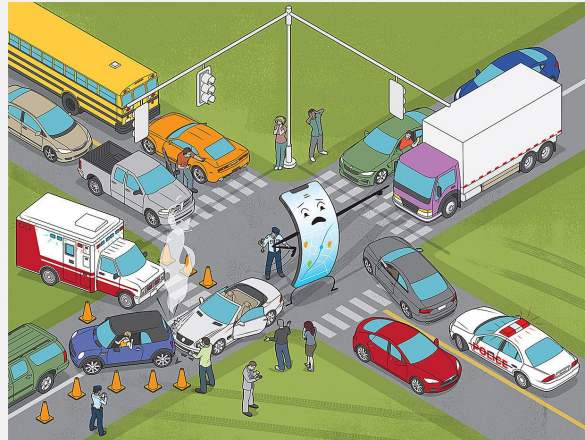


Remember that the plan is a MAP, not the experience
What can I do when what is happening in the classroom is different than what I planned? For example: the internet is unstable, students didn't install the App, etc? (online teaching context)

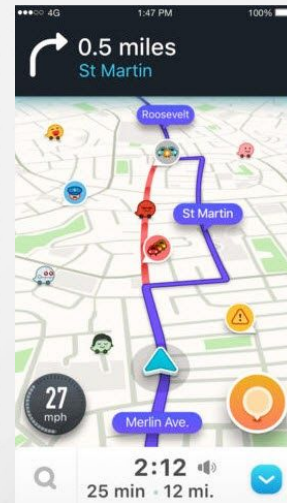
Be present



Self-empathy



Options



4. Respond with curiosity to what students are saying and doing

A screenshot of a Zoom meeting interface. The top portion shows a grid of video thumbnails for participants. Below the grid is a document titled "Land, language and People Acknowledgment." The document contains text in Spanish, including a section for "People of Amazon Wasich' Community of Peru" and another for "Anaszonas." The bottom of the screenshot shows the Zoom control bar with icons for Unmute, Stop Video, Participants (23), Chat, Share Screen, Record, Reactions, Apps, and a Leave button.

Land, language and People Acknowledgment.

People of Amazon Wasich' Community of Peru, we are grateful to acknowledge our roots and connection with Spanish, Quechua, Aymara, Tshibo-Kunbo, Awajit, Asháninka and many other people who saw the land and its fruits as sacred.

We recognize that our participants and colleagues in this course have worked, learned and played on the traditional land of Chachaco, Baka, Boragá, Condorwasi, Valle Rodríguez de Mendoza and Urcubamba.

We endeavour to live, work, learn and play with respect, humility and compassion, we recognize and cherish the languages spoken in the communities such as Spanish, Quechua, Awajit and Wariwa.

In Anaszonas, we would like to acknowledge that we are on the traditional land of the Jurak' Culture. Anaszonas people past and present honor with gratitude the land, themselves and the traditions of their ancestors.

Finally, we acknowledge the future generations that will live and care for the earth and for the people that will be here. We strive to give them and their children a safe, abundant, healthy environment filled with love.

Gisella Santill...	Eduardo Vega	Norma Espin...	Victor Homer...	
Erica Lozano...	Paula Mori	Yaneth Heredia	Teolita	Gloria
Maribel Zaga...	K	B	Flor Loreta	Alyna Carmit...
	Aliz	Elisabeth VIL...	Diana Guevara	

Respond with curiosity to what students are doing and saying

Be present



Invite curiosity
as first response



Move away from
right-wrong
perspective



5. Remember to reflect! Lesson planning isn't just before the lesson



Lesson planning isn't just before the lesson

Hot reflection

- How am I feeling?
- What do I need more of right now?

Interpretations/ Generalizations

- What helped learning?
- What hindered learning?
- What does it mean?

Action plan

- What would I do differently next time?
- How can I get to know my students more?



Story of Angel in a
grammar lesson

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Action plan

Breakout room conversations



- 1. Which step are you most attracted to? Why?**
- 2. Which step seems the most challenging for your context?**
- 3. What other steps would you add?**

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Contact Us

Meet the Team



Sandra Durán, Ovidio Torres,
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Initiative 2023



30 años
de servicio
al Perú