

Laura Buechel's question: What is a good task for Swiss primary school learners in English lessons???

Chat GPT output	Laura's thoughts
<p>There are many tasks that Swiss primary school learners can engage in during English lessons to develop their language skills. Here is an example of a task that could be effective:</p> <p>Task: Plan a trip to an English-speaking country</p>	<p>Yes, there are many tasks but why would you plan a trip to an English-speaking country when:</p> <ol style="list-style-type: none"> 1) In primary, the kids don't plan the trips, their parents do; 2) Even if they were to plan a trip, which would be fun, then why to an EN-speaking country? It COULD be but EN is a world language and the Lingua Franca concept is important.
<p>Description: In this task, students will work in groups to plan a trip to an English-speaking country. They will need to use their English language skills to research different destinations, plan an itinerary, and budget for the trip. This task will provide students with an opportunity to practice a range of language skills, including reading, writing, listening, and speaking.</p>	<p>Yes, there are important elements listed here such as financial literacy (budget) but what might be missing is the "rationale" for visiting certain landmarks so there is more of a focus on geography and history.</p>
<p>Steps:</p> <ol style="list-style-type: none"> 1. Divide students into groups of 3-4 and assign each group a different English-speaking country (such as the United Kingdom, the United States, Canada, Australia, or New Zealand). 	<p>Instead of "assigning", how can you support learners choosing together? What support /techniques would you need?</p>
<ol style="list-style-type: none"> 2. Ask students to research their assigned country, using English-language websites and resources, to learn about its geography, culture, landmarks, and tourist attractions. 	<p>What resources would you allow primary learners to use? How might you more concretely scaffold this? How will you set minimal expectations but leave it open enough for "more"? What concrete minimal language would you expect out of this?</p>
<ol style="list-style-type: none"> 3. Have students create an itinerary for their trip, including details such as travel dates, modes of transportation, accommodation, and activities to do and see. 	<ul style="list-style-type: none"> • What language support would you use on the board? • If kids cannot drive, then why should they learn about modes of transportation? • Can you give them the criteria of "not driving"?

	<ul style="list-style-type: none"> • If you have to be over 18 to rent a hotel room, how might you manage this point for accommodation? • How could you turn this step into a VIRTUAL step using GOOGLE EARTH without all the budget and travel things? How would this change the lesson?
4. Instruct students to budget for their trip, using English-language websites and resources to research the costs of travel, accommodation, food, and activities.	What resources would you allow primary learners to use? How might you more concretely scaffold this?
5. Have each group present their trip plan to the class, using English to describe their destination, itinerary, and budget. Encourage other students to ask questions and provide feedback.	Presentations can be boring. How do you make them “interactive”? What would you concretely expect? How will you assess learners in this phase? Instead of «encouraging» others to ask questions, you might rather “force” the others to learn. How might you structure this?
6. Reflect on the task as a class, discussing what students learned, what they found challenging, and what they enjoyed about the task.	This is not the idea behind a language focus. What could you imagine it would be if you did use this lesson? How might you structure it?
This task provides students with a fun and engaging way to practice their English language skills while also learning about different English-speaking countries and cultures. By working collaboratively and using a range of language skills, students can develop their confidence and proficiency in English.	Yes, but it is a rather boring task that is done in all the coursebooks. I do not see how this better helps learners develop confidence than anything else. Also, working collaboratively can kill their confidence.