



Serguei Podoprigora



**Online-based ILR-level appropriate
warm-up and wind-down activities**



**Traditional *warm-up* --
bridge from nowhere to nowhere:**



**No previous experience and/or knowledge →
no schemata → no result in processing
relevant instruction**



...If wind-down does not bring anything new, it means that 20% of a 50-min long lesson (5 min. + 5 min.) does not include any teaching per se being a pedagogically motivated waste.



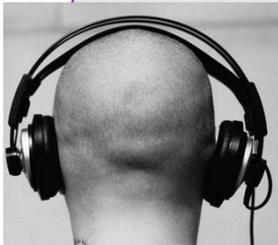
Both *warm-up* and *wind-down* can be part of TL lesson at any level.

EEL theory, correlation of content and tone, image-relevance, and humorous translations from TL into English can become a basis for developing appropriate warm-up and wind-down incorporated into the fabric of the lesson.



Models & Examples of the Warm-up & Wind-down

Instructions & Examples of Teaching Material
Presented and Analyzed





1.

EEI-relevance.

EEI-components, which are central for notions taught in the lesson must be addressed.

***[for a shorter report/commentary]* Find any three EEIs in the text and discuss them with your partner, taking notes of her/his answer (preferably both audio & graphic version is presented).**

***[for a longer report/commentary]* Find selected EEIs and discuss them with your partner taking notes of her/his answer (preferably both audio & graphic version is presented).**

***Wind-down* assumes comments are made on the same EEI-components, while applying the newly learned material on the matter.**

Example: NPR report on Cybersecurity





2.

Image relevance

➤ Identify and describe activities/associations/events related *to/of /with this personality* (e.g., Lavrov's, Milonov's, Kiselev's, Mamontov's, Naryshkin's, etc.) shown in this clip with *his/their* activities you heard About or read about before. Discuss them with your partner, taking notes of her/his answer.

➤ ***Wind-down*** assumes comments on the same personalities, while applying the newly learned material on the matter

Example: A man from a TV box (Ezhoff Band).





3.

Reference to part of a clip

- **Identify and express revelations of the speakers voiced in this telephone conversation. Compare the content of their exchange with the official position of Moscow and Kiev. Discuss them with your partner, taking notes of her/his answer.**
- *Wind-down* assumes comments on the same event applying the newly learned material on the matter

Example: M16 shooting discussed by separatists (Svoboda.org)



4.

Reference to the whole clip

➤ Identify and express the author's attitude towards the popularity of Putin, comparing it with the various attitudes of Russians and other people over the world. Discuss your answer with your partner, taking notes of her/his answer.

➤ *Wind-down* assumes comments on the same personality and his deeds applying the newly learned material on the matter.

Example: Song about Putin (Rabfac)

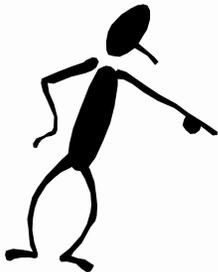




5.

Translation/Interpretation reference

➤ Identify cultural and language-related traditions of Russians and express the author's attitude towards their interpretation in English. Discuss your answer with your partner, taking notes of her/his answer.



➤ **Wind-down** assumes comments on the same traditions and author's intent applying the newly learned material on the matter

Example: TYS Translator (Comedy Central)



Some References

Interagency Language Roundtable (2010). Retrieved from <http://www.govtilr.org/Skills/ILRscale1.htm>

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). *Taxonomy of Educational Objectives. Handbook II: The affective domain*. Retrieved from the web site: http://en.wikipedia.org/wiki/Bloom%27s_Taxonomy.

Language Acquisition Resource Center. (2010).

Retrieved from the Web site:

<http://larc.sdsu.edu/passage-rating-seminar/>



Some References (continued)

Leaver B. L. & Shekhtman, B. (2002). *Developing Professional-Level Language proficiency*. England, Cambridge: Cambridge University Press.

Podoprigora S.A. (2008). *Video sequence versus Audio Content in TL-Teaching Video Material: Pedagogical Implications for Proficiency-Oriented Instruction*. In Program of the 2008 Annual AATSEEL meeting (p.161). San-Francisco: AATSEEL.

The ACTFL Guidelines. (2014).