

WEEK 4: Moodle Content

<p>Topic</p>	<p>Speaking – Part 1</p> <p>This week's lesson is built around two basic questions: What do proficient speakers do? What must happen in the classroom to enable students to become proficient speakers?</p> <p>During the week you will analyze the elements of successful speech, examine how speech is typically used in the classroom, and explore active learning techniques that engage students in both learning through talk and learning to use talk.</p>
<p>Before Class Work</p>	<p>PREPARATION FOR CLASS</p> <ol style="list-style-type: none"> 1. Complete the readings. When finished, you should be able to: <ul style="list-style-type: none"> • Define speaking. • List at least four skills that a proficient speaker exhibits. • Give examples of connected speech, common lexical phrases, and negotiation language. • Name the characteristics of active learning. • Identify active learning techniques. 2. View the video clips. 3. Complete the quiz. 4. Come to class prepared to explain what people do to successfully produce fluent speech. 5. Come to class with a list of eight active learning strategies that can be used for teaching speaking skills. 6. Bring the Harmer textbook, a printed copy of the <i>Improving Adult English Language Learners' Speaking Skills</i> article, and a printed copy of the <i>Active Learning Techniques</i> article to class. <p>Week 4 READINGS</p> <p>Textbook: Sections A & B, pages 269-276 of <i>The Practice of English Language Teaching</i> by Jeremy Harmer.</p> <p>PDF file: <u><i>Improving Adult English Language Learners' Speaking Skills</i></u> by MaryAnn Cunningham Florez</p> <p>PDF file: Page 9 of the <u>Principles Matrix</u>, <i>Engage Students in Active Learning</i></p> <p>PDF file: <u><i>Active Learning Techniques</i></u></p>

Week 4 VIDEO

Watch these video clips of an English lesson for second graders who are learning about animals. Video A shows the teacher introducing the lesson. Video B shows the end of the lesson—the second graders get some surprise visitors from the fourth grade!



As you watch Video B, think about these questions:

- Who is more actively involved: the second graders or the fourth graders?
- Who do you think is learning more? Why?

Watch these clips from a lesson about bees.



As you watch Video C, think about these questions:

- In what ways are the students actively learning?
- Which of the active learning techniques could you use in an English class?

Week 4 QUIZ

1. Speaking is an interactive process of constructing meaning that involves receiving and processing information, as well as producing it.
 - True
 - False
2. Name at least four skills that a proficient speaker exhibits.

Answers will vary, but should include skills such as:

- anticipate and produce the expected patterns of specific discourse situations
- manage discrete elements such as turntaking, rephrasing, and providing feedback
- choose the correct vocabulary
- produce the sounds, stress patterns, rhythmic structures, and intonations of the language
- use grammar structures accurately
- assess characteristics of the target audience
- use gestures or body language
- pay attention to the success of the interaction

3. Give an example of each of the following:
- Connected speech
 - Common lexical phrase used for expressing surprise, shock, or approval
 - Negotiation language

Answers will vary.

4. Which of the following statements accurately describe what occurs during active learning?

- Students listen to the teacher and take notes.
- Students analyze, synthesize, and evaluate information.**
- Students are engaged in constructing their own knowledge.**

5. During which of the following activities would students be learning in an active way?

- Preparing for a presentation with a small group.**
- Solving a problem.**
- Planning for and acting out an imaginary but realistic situation.**
- Watching a movie.
- Writing down everything they know about a topic before class begins.**

WEEK 4: Classroom Session

Objectives	<p>Trainees will be able to:</p> <ul style="list-style-type: none"> • Explain why people communicate. • Name the elements of proficient speech. • Explain the relationship between language and learning. • Name several active learning techniques. • Explain how active learning can be used to teach speaking tasks.
Overview	<p>To develop lessons that effectively teach speaking skills, trainees first must understand the elements of proficient speaking and the role that language plays in learning. Class begins with some individual reflection (Coming In Activity) and discussion about why people communicate. An activity (Suggested Task 1) follows in which trainees draw on their reading and previous knowledge to compile a list of elements of proficient speaking.</p> <p>The focus of the lesson then shifts to speaking in the classroom. Trainees recall, discuss, and analyze how speech is typically used in the classroom. The instructor provides a mini-lecture on the essential relationship between language and active learning. Trainees reconvene into groups (Suggested Task 2) to brainstorm a list of active techniques and to identify how the techniques reinforce the elements of proficient speaking identified earlier in the class.</p>
Key Content	<ol style="list-style-type: none"> 1. Why do people communicate? Resource: Set-up to Suggested Task 1 2. Elements of proficient speaking Background Info: See assigned reading, pages 269-276 of <i>The Practice of English Language Teaching</i> by Jeremy Harmer. Background Info: See assigned reading, <i>Improving Adult English Language Learners' Speaking Skills</i> by MaryAnn Cunningham Florez Resource: Suggested Task 1 3. Analysis of the use of speech in a traditional class Resource: Set-up to Suggested Task 2 4. Essential relationship between language and active learning Background Info: See Appendix – Lesson 4 5. Active learning techniques as a means for speaking tasks Resource: Suggested Task 2

Materials	<ul style="list-style-type: none"> • none
"Coming In" Activity	<p><i>Have the following question on the board as trainees come in.</i></p> <p><i>Think about a conversation you have had in the past few days. What was your purpose for the conversation? What was the other person's purpose? Who did most of the talking? Who was most active?</i></p>
Announcements	<i>Remind trainees of any upcoming events and assignments.</i>
WIKI Notes Review	<p><i>Choose one team (unannounced) to review /explain their WIKI entry. Connect to Moodle and use the classroom computer projection system to display to the class.</i></p> <ul style="list-style-type: none"> • Answer trainee questions • Emphasize key points • Ask trainees to comment on the experience of working together to produce the WIKI

Suggested Task 1

NAME	Think and Share
OBJECTIVE(s)	<ul style="list-style-type: none"> • Explain why people communicate. • Name the elements of proficient speech.
SET-UP	<ol style="list-style-type: none"> 1. Ask trainees to think about their response to the "Coming In" Activity question. 2. Ask four or five trainees to share their response with the class. 3. Summarize their responses and have a very brief class discussion about why people communicate.
GIVENS	Assigned reading materials: Harmer book and Florez article
PROCEDURE – INSTRUCTIONS FOR TRAINEES	<p><i>Give these instructions to the trainees:</i></p> <ol style="list-style-type: none"> 1. Take a few minutes to individually think of an answer the following question: What did you and your friend have to do to produce fluent speech during that conversation? When answering the question, draw on what you learned in the readings and what you know from personal experience. 2. After a few minutes, form a pair with someone who is NOT in your Wiki team. Compile your thoughts in writing. 3. After a few more minutes, form a group of four. Again, compile your thoughts in writing.
OUTCOMES	<ul style="list-style-type: none"> • List of elements of proficient speaking
FOLLOW-UP	<ol style="list-style-type: none"> 1. Bring the class together. 2. Ask the groups for the items on their list. Compile one master list of elements for the whole class. Make observations and ask for elaboration as necessary. As you write the trainees' ideas on the board, organize the items in a way that makes sense, such as by competency. 3. Leave the list on the board. Trainees will need to refer to it later.

Suggested Task 2

NAME	Think and Share
OBJECTIVE(s)	<ul style="list-style-type: none"> • Explain the relationship between language and learning. • Name several active learning techniques. • Explain how an active learning technique can be used to teach speaking tasks.
SET-UP	<ol style="list-style-type: none"> 1. Display this question: <i>Think about a typical lesson in your high school English class. Who did most of the talking? What functions did the teacher's talk serve? What functions did the students' talk serve?</i> 2. Ask trainees to think about this question individually and jot down a few notes. 3. Ask three or four trainees to share their response with the class. 4. Lead the class in a transactional analysis of the trainees' responses. Draw the following conclusions about a typical classroom: <ol style="list-style-type: none"> a. Teachers usually use speech to explain, ask questions, give directions, and make corrections. b. Students usually use speech to respond to questions, often with one word answers. Their use of language is often limited to recitation rather than authentic dialog. 5. Give a mini-lecture on the essential relationship between language production and active learning. 6. Conclude by pointing out that the trainees' goal as future teachers is to create lessons that promote authentic dialog, so that students become fluent in both learning to use talk and learning through talk. Active learning is a means to do both.
GIVENS	<p>Assigned reading materials:</p> <ul style="list-style-type: none"> • Harmer book and <i>Active Learning Techniques</i> article • List of active learning techniques that trainees generated as homework

<p>PROCEDURE – INSTRUCTIONS TO TRAINEES</p>	<p><i>Give these instructions to the trainees:</i></p> <ol style="list-style-type: none"> 1. Convene in your Wiki teams. 2. Compile a list of active learning techniques that can be used for teaching speaking tasks. Include at least 10 items on the list. The techniques can be ones you have read about, observed, experienced, or used yourselves. 3. Choose one of the techniques, describe it in a few sentences, and identify which elements of speaking can be learned as a result of the technique. Refer to the list of elements of proficient speaking (from earlier in the class) as a guide.
<p>OUTCOMES</p>	<ul style="list-style-type: none"> • List of at least 10 active learning techniques • Description of one active learning technique • List of the elements of proficient speaking that can be learned as a result of the technique
<p>FOLLOW-UP</p>	<p>If time allows, individual groups share with the class.</p>

Reflection	<p><i>Trainees reflect individually on the following question:</i></p> <p>What new understanding do you have as a result of today's class? How did active learning help you arrive at that understanding?</p>
Review Assignments	<p>Course & Micro Teaching</p> <p>Tell the trainees that next week they will be discussing the challenges of teaching speaking. During the week they should identify some challenges and bring their ideas to class.</p>
Teams Plan WIKI Notes	<p><i>Wiki teams meet to begin synthesizing their reflection responses and planning their WIKI entry</i></p> <p>The Wiki should include:</p> <ol style="list-style-type: none"> a. List of elements of proficient speaking b. Notes from mini-lecture c. List of active learning techniques d. Description of one active learning technique e. List of the elements of proficient speaking that can be learned as a result of the technique f. Reflections

APPENDIX – WEEK 4

Mini-lecture: **Essential relationship between language and active learning**

Based on lecture notes from Dr. William Schreck

Relationship between talking, thinking, writing and learning:

Talking and listening are essential to the process of making meaning—meaning is not only received or discovered, it is composed and created.

Research (Barnes 1992) shows that those who value talk in the learning process possess a greater understanding and have a greater repertoire of learning strategies.

Language conveys knowledge:

Explore beyond facts, identify causes, consequences and solutions, and to make connections = intellectual growth at all levels.

Vygotsky: 'talk our way through' difficulty.

Talk more than any other variable operates to stimulate, integrate and encourage other language competencies.

Exchange of conversation encourages expression, exploration, clarification, interpretation, differences of opinion, examples, anecdote, and expressions of doubt. And, if something is not clear, we go on until it is.

Talk teaches!

Pick up ideas, develop them, qualify, substantiate, build on, amend, etc.

Intertwining of thought and language is essential to learning.

Students may even find their voices.

Talking and listening in the classroom:

Production is not merely reception.

Strive to create an environment that promotes meaningful talk and responsive listening.

There is an important distinction between learning through talk and learning to use talk. We want fluency in both areas.