Centre National de Formation des Formateurs en Education

Module 13 Anglais:

Teaching Speaking (Ec Préparatoire + Ens Secondaire)

by

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1. Core Guidelines

1. Core Guiding Principles

This module is grounded in the belief that the components described in this section promote participants' learning:

- o experiential learning
- o reflection
- o learner-centeredness
- o inductive learning
- o working in groups

Curriculum design and training practice stem from the belief in these aspects of teaching and learning, and they are evident in all aspects of the designed workshop sessions.

1.1.   Experiential Learning

This module is designed using a model in which learning comes directly from experience. In this experiential learning model, learning is seen as a rich "process whereby knowledge is created through the transformation of experience" (Kolb: 1984: 38). The role of participants is central to making learning happen: their commitment and active involvement are needed. The trainers' role is both to structure activities to follow the cycle of experiential learning and to guide participants in optimizing their thinking and learning at each stage of the cycle.

Experiential learning occurs as a direct result of the participants' involvement in the workshops. It comes out of the participants' own experience and their own reflection on that experience. It is a learner-centered approach that begins with the premise that people learn best from experience (learning-by-doing).

Trainers who use the experiential learning cycle...
- o Recognize that people learn best from their own experiences and their reflection on those experiences.
- o Move learners beyond knowledge and into skill by generating a learning experience.
- o Understand that to be remembered over a long period of time the learning process should be enjoyable, motivating and rewarding.
- ₒ Respect individual learners' ideas and choices.
- o Provide opportunities for learners to take on challenges in an atmosphere of support.
- o Allow space and time for themselves and others to stand back and reflect when pressures or doubts become too strong.
- o Cultivate an awareness that the attempt at doing something new or different can be as significant as the result.
- o Foster awareness that effective learning requires small controlled steps outside comfort zones.

David A. Kolb, in his book Experiential Learning (1984), proposes a *Theory of Experiential Learning.* Kolb's work builds on the work of educator and philosopher, John Dewey and on the highly influential psychologists, Jean Piaget and Kurt Lewin. Kolb explores the process associated with learning: making sense of concrete experiences. Kolb's experiential learning cycle identifies four principal stages: Concrete Experiences (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE).

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1.2.   Reflection

Throughout this module, participants are asked to examine their own motivations, beliefs and assumptions about the teaching–learning process. They are asked to explore how these inform the decisions they make when teaching, and then to evaluate their choices. The conclusions they draw about their own teaching practice are then challenged and/or validated in light of the learning of their students. Once they are familiar with reflection following the experiential learning cycle, participants have the ability to both pose and solve problems related to their teaching, empowering them to constantly improve upon and renew their practice.

Reflection follows the experiential learning cycle of having a concrete experience followed by stepping back to reflect on it. At this point, the critical aspects of the workshops (just a few key "slices") are objectively described with a focus on learning behavior to establish a basis for assessing whether something was effective. Next participants are asked to analyze the experience and assess it with regard to how it helped or hindered their learning. They are encouraged to begin to form theories of what helps and hinders learning as a way of developing a personal approach to teaching. Finally, participants take what they have learned from their analysis and identify ways to apply what they have learned from their reflection in their future teaching contexts.

1.3.   Learner-Centeredness

It is important that participants be able to base their teaching on learners' needs and motivations as well as on formalized curricula and materials. Participants in this module are expected to develop the ability to focus on *observing their learning in order to be able to serve their student learning* as opposed to primarily focusing on common other concerns. In other words, *student learning is what guides teaching*.

Participants can provide learner-centered lessons in a variety of ways: by involving students actively in their learning, by addressing multiple learning styles in planning for teaching, by incorporating inductive teaching methods into their repertoire and by planning ways that students can demonstrate their learning at various stages of their learning process. Observing student learning, participants can assess the effectiveness of their teaching, determine student needs and adjust their teaching to better serve the students.

1.4.   Inductive Learning

Inductive learning refers to interactions in which learners learn through the guidance of a facilitator by uncovering new information and drawing their own conclusions. The trainer's role is to set up situations and information so that new material is accessible to the learners and to provide questions and focus for the learners to notice, analyze, synthesize, evaluate and internalize what is useful. This module is designed to support trainers in taking primarily the role of facilitator, allowing participants to take active roles in their own learning.

1.5.   Working in Groups

Throughout this module, participants are regularly asked to work in groups during workshops. We consider group work and cooperative learning powerful tools which:

- o   enhance creative problem-solving skills
- o   aid in the learning and retention of information by encouraging participants to articulate and assess their beliefs and ideas
- o   foster positive social and communicative skills necessary for teaching

o   encourage learners both to rely on their own skills and to see others as valuable resources, thus developing skills that will aid future professional development.

Trainers support and guide participants in exploring learner-centered teaching practices. Collaborative work among students is one of the techniques that participants may use for a number of teaching purposes and in a number of contexts. By participating in group work and consciously following the stages of the experiential learning cycle, participants are able to develop skills that will help them work with others and enable them to support their students work in groups.

2. The Speaking Skill

The following sections present the main theoretical guidelines that inform the module's view of the speaking skill.

2.1. What is speaking?

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Florez (1999) defines speaking as "an interactive process of constructing meaning, both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking" (p.1). Similarly, Kayi (2006) presents the following as components of the speaking skill:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003).

2.2. Speaking and the communicative competence:

According to Tuan and Mai (2015), citing the Common European Framework (2001), "communicative competence is said to have only three components including linguistic competence, sociolinguistic competence and pragmatic competence". Accordingly, speaking implies the following:

o   speaking is contextualized,

o   speaking involves other skills such as listening /reading/ writing as speaking is a response to one of these,

o   speaking requires a degree of understanding a message to respond and interact,

o   speaking requires a certain degree of grammar and vocabulary, functions, pragmatic knowledge and sociolinguistic competence.

2.3. Functions of speaking:

Richards (2008), surveying the functions of speaking as presented by major applied researchers like Brown and Yule (1983), distinguishes three functions for the speaking skill. These are talk as interaction, as transaction, and as performance.

a-   *Talk as interaction*: Richards (2008) describes the main features of this speaking mode as follows:
- It has a primarily social function
- It reflects role relationships

- It reflects speaker's identity
- It may be formal or casual
- It uses conversational conventions
- It reflects degrees of politeness
- It employs many generic words
- It uses conversational register
- It is jointly constructed

Moreover, Richards (2008) presents the following as instances of talk as interaction:

- Opening and closing conversations
- Choosing topics
- Making small-talk
- Recounting personal incidents and experiences
- Turn-taking
- Using adjacency-pairs
- Interrupting
- Reacting to others

b. *Talk as transaction*: According to Richards (2008), the main features of talk as transaction are:

- It has a primarily information focus
- The main focus is the message and not the participants
- Participants employ communication strategies to make themselves understood
- There may be frequent questions, repetitions, and comprehension checks
- There may be negotiation and digression
- Linguistic accuracy is not always important

The author further presents these patterns as skills involved in using talk for transactions:

- Explaining a need or intention
- Describing something
- Asking/ questioning
- Confirming information
- Justifying an opinion
- Making suggestions
- Clarifying understanding
- Making comparisons
- Agreeing and disagreeing

c- *Talk as a performance:* According to Richards (2008), this function is less interactional and monologic. Examples of this type are:
- Giving a class report about a school trip,
- Conducting a class debate,
- Giving a speech of welcome,
- Making a sales presentation,
- Giving a lecture.

In addition, Richards (2008) remunerates the following as the main features of talk as performance:
- There is a focus on both message and audience
- It reflects organization and sequencing
- Form and accuracy are important
- Language is more like written language

According to Richards (2008), some skills are needed in using talk as performance. The author presents the following:

- Using an appropriate format
- Presenting information in an appropriate sequence
- Maintaining audience engagement
- Using correct pronunciation and grammar
- Creating an effect on the audience
- Using appropriate vocabulary
- Using appropriate opening and closing

Furthermore, Richards (2008) insists that teaching each of these functions needs a different teaching approach. Accordingly, the author identifies two issues to be addressed. The first is the need to determine what type of speaking function learners will need to focus on as the starting point. To that end, the author suggests doing an "informal needs analysis". Among the procedures that teachers may opt for to do this informal analysis, the author mentions the following:

- Observation of learners while carrying out different types of communicative tasks,
- Administering questionnaires to learners,
- Conducting interviews with learners, and
- Conducting diagnostic tests.

The second issue that teachers should consider is identifying the strategies to teach each function.

3. The Trainer Pack

This training module tries to combine the above-mentioned theoretical propositions into a coherent set of workshops aimed at meeting trainees' (in-service teachers') professional development needs. The main objectives of this module are:

a. Trainees will be able to identify what the speaking skill involves by writing a definition of the speaking skill.
b. Trainees will be able to identify the stages of a communicative lesson and describe how specific stages help accuracy and fluency.
c. Trainees will be able to identify the key features of a communicative activity by being involved in delivering a number of communicative activities.

Three workshops are designed to meet these objectives. The first workshop aims at raising trainees' awareness about the concept of the speaking skill, by exposing them to an interactive experience in which they experience, reflect, generalize and ultimately conceptualize the speaking skill. The second provides a hands-on-experience on how to teach the speaking skill within a structured framework and it provides trainees with the opportunity to see how a speaking lesson is planned, structured and delivered. In this workshop, trainees will experience a lesson, reflect on it and later see the advantages of sequencing a speaking lesson. Moreover, during this workshop, trainees will have the opportunity to see how *accuracy*, *fluency* and *error correction* are addressed by the Trainer and how and when they are treated. The third workshop helps trainees to see for themselves how communicative activities are designed and what criteria are considered during their design. The workshop ultimately helps trainees to identify the key features of communicative activities in terms of teacher role, learner role, and talking time.

Given the experiential focus of these workshops, they privilege a face-to-face delivery. However, trainees will be given the opportunity to foster what they learn in the workshops with targeted reading assignments. The aim is to provide them with a solid theoretical understanding of the key concepts

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covered in the workshops. To this end, a list of readings will be presented to trainees at the end of each workshop, to be subject of reflection at the beginning of each workshop or alternatively as a closure to the entire training. Therefore, Trainers should be aware of how the workshops build on and complement each other, while planning their delivery. The view held here is that these workshops should move trainees from knowing concepts to working with concepts, in the spirit of the Experiential Learning Cycle. However, planning these workshops either intensively or extensively is left to the Trainer's discretion. Nevertheless, each workshop can stand on its own as a training session.

By the end of these workshops, trainees should develop the ability to reflect on teaching by describing, identifying key classroom moments, analyzing and interpreting them, relate them to theory and providing future action plans. The overall aim is to equip them with a systematic experiential approach that they can use in their own teaching context. The ***Resources Section*** in this pack can be viewed under this perspective. In addition to what these workshops will provide, trainees are encouraged to use by themselves the materials presented in this section in their own classrooms. The trainer should raise their awareness about the need to do so and the benefits of using what they learned in their own context. The trainer can schedule classroom observation visits to the trainees in view of monitoring and giving feedback.

The authors

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2. Trainer Pack

Workshop 1:

Speaking Skill Awareness

Speaking Awareness Workshop

Objectives: By the end of the workshop, Participants (Teachers) will be able to:
- Describe what successful oral communication involves, given a situation and a speaking task.
- Discuss and give examples of verbal and non-verbal aspects of speaking that a student would need in a given situation or task.
- Write a definition of the Speaking skill.

Time	Stage	Structure and Procedure	Materials
		Speaking Awareness Activity	
25 mnts	To create a concrete experience which Ps will later analyze and discuss the nature of the skill of speaking.	1. Ask 2 Ps to volunteer to do a situational role-play using a language *other than English*. (If possible, try to arrange this the day before the session to ensure comfort and substance). • When selecting the volunteers be sure that one of them is a very proficient speaker (at least High Intermediate) and the other is a fairly low beginner (able to speak at least in short phrases or simple sentences). 2. Before the role-play, have Ps write/brainstorm a brief definition of speaking. "*Speaking is…*" This can be done individually, shared in pairs or small groups, as a large group, in writing or orally. 3. Prepare the 2 volunteers for the role-play (You may want to briefly take the two out of the room to explain the details) PS. Before assigning roles, explain that it's critical that the speakers don't announce what they are doing to the group until later on in the processing. Hand an index card to each participant explaining his or her appropriate "assignment." Do not let them see each other's cards. 4. Ask the other Ps to sit back and watch the two speakers interact and communicate. Have the speakers begin the role-play (It typically lasts 5-10 minutes)	**Suggested role-play cards:** **Person A:** **You are a department store clerk in _country X._** **Person B:** **You are traveling in _country X._ You stop at a department store to buy a stuffed animal for your friend's new baby. (this can change depending on trainers' creativity and resources)**
		Processing the Speaking Awareness	
25 mnts	To move through the Description stage of the processing To identify the strategies that beginning and advanced speakers use to facilitate successful communication	1. After the role-play, ask the two "speakers" to hold off on making any comments until the observers have had a chance to share their thoughts. You might encourage them to take notes so they do not forget what they want to say. 2. Write the following questions on the board: ○ *How did you feel observing?* ○ *What was each speaker's task?* ○ *What was each speaker doing? How were they attempting to accomplish their respective tasks?* ○ *What strategies did each of them use to communicate?* 3. List responses to the last question above in two columns on the board – with each of the role players' names at the top.	The board or alternatively ***Worksheet 1***

		4. Conduct a brief follow-up discussion:
		  o *Do you think they were successful in their respective tasks? Why/Why not?*
		
		Note: It's useful and interesting to probe a little and get Ps initial ideas about what "successful communication" is. Does it mean that the task was simply accomplished, or is the quality of the interaction (the feelings, cultural sensitivity, etc.) important as well?
		5. Now, ask role players:
		  o Fluent speaker: *How did you feel? Anything to add to the list in terms of strategies you used, etc.? What helped/hindered your efforts to communicate?*
		  o Non-fluent speaker: *How did you feel? Were the observers right about your task? Were you successful? Anything to add in terms of strategies you used, etc.? What helped/hindered your efforts to communicate?* [As Ps answer, add their responses to the board. At this point, it's appropriate to probe a little more and even hint to get to the target answers listed above.]
			The Board	

40 mnts	**To move through the Interpretation and Theories and the Action Plans stages of the processing**
	
	To identify what speaking involves
	
	To expand on the definition of what speaking involves
		6. Now, ask whole group:
		  o *What did role player #1 (Clerk) have to know in order to accomplish his/her task?*
		  o *What role did role player #2 (Shopper) play in helping/hindering P2 with his/her task?*
		  o ***If you were going to teach role player #2 (Shopper) strategies to help him/her be more successful, what would you teach?***
		[The question in bold is often the best question to get at the features of what speaking involves, including: appropriate vocabulary and expressions, correct pronunciation, correct word order, appropriate register (degree of politeness).
		Participants usually have the idea, but not the specific terms for these things. The trainer can clarify the Ps' ideas and then give Ps TESOL terms as appropriate.
		7. Add a third column to the board and record answers. Clarify and expand on the definition of "successful" so that Ps understand it means more than just getting the task done.
			The Board	

15 mnts	**To write a definition of the skill of speaking** **To clarify what the skill of** **speaking means**	**Reflection**	

		9. Have participants refer back to their original definitions of speaking and revise or add to them.
		10. Have Ps read over the responses on the board and ask:
		   Based on these responses and your experience, what can you say about what the skill of speaking
		   involves?
		11. Write the final agreed-upon definition in Ps own words at the top of a poster entitled: "Speaking is…"
		12. Below the definition on the same poster, write "Speaking involves…" Elicit Ps responses to the
		   question above and write them on the poster.
			Participants' Training Journal or alternatively a Poster/Flip chart
			… etc

	Assignment≠1	Trainer hands the following three articles:
		
		   o Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development.
		         New Jersey: Prentice-Hall
		   o The Reflective Teacher.
		   o Thornbury. S. (2005). What Speakers Do. *How to Teach Speaking*. Oxford University Press.
		
		Trainer hands Assignment sheet ≠ 1. Due date: next time they meet.
			Assignment sheet ≠ 1

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Workshop 2:

Staging a Communicative Lesson

Staging a Communicative Lesson

Objectives: By the end of the workshop, Participants will be able to:

- Describe how stages in a specific lesson could help students learn how to use a specific target language accurately and fluently.

Time	Stage	Structure and Procedure	Materials
		A Sample Lesson	
45 mnts	To create a concrete experience which Ps will later analyze and discuss.	1. Trainer tells Ps that they are going to be part of a teaching experience. In this experience, Ps are asked to switch to a learning/student mode. 2. Trainer tells Ps to be active and involved all along the experience and keep any questions or comments later after the experience is over. Trainer uses the Lesson Plan and hands the materials as indicated. No need to hand the Lesson Plan to Ps at this stage. 3. Trainer divides Ps in groups of 3 or 4, depending on their number.	Materials for the Lesson Pages 28-40
		Processing the Sample Lesson	

30 mnts	To move through the Description stage of the processing
	
	To identify how stages of a lesson contribute to reaching the learning objective.
		1. Once the sample lesson is over, Trainer tells Ps to switch to a teacher mode. Trainer hands **Worksheet 1** and tells Ps to work on it individually. Trainers tells Ps to remember as much as possible the different stages of the previous lesson.
		When they finish, they discuss in pairs and then in groups. Trainer moderates the discussion by drawing Ps attention to the different stages of the lesson and how they relate to each other.
		2. Individually (for about 3 minutes), they answer the following 3 questions:
		   o *What were/was the lesson's objective(s)?*
		   o *Were they able to use the Target Language by the end of the lesson?*
		   o *What helped / hindered them using the Target language?*
		3. When they finish, Trainer tells Ps to discuss their answers in Pairs (2 minutes) and then in groups (4 minutes).
		4. Now, Trainer tells Ps to share their ideas with the whole class. Trainer moderates the discussion.
		Note: Trainer should refer to the Lesson Plan. It's important for the Trainer to draw Ps attention to the term "lesson staging" (write it on the Board). At this level, Ps do not need to know the specific stages of the lesson.
		5. Conduct a follow-up discussion. Write the following questions on the Board:
		   o *Do you think staging the lesson in that particular way helped/hindered their learning?*
		   o *How do they feel about that staging?*
		   o *Did they notice differences between the different stages of the lesson?*
		   o *Can they list these differences?*
			Worksheet 1
			
			The Board
			
			The Board

		5. Trainer moderates the discussion with the class and wraps up the discussion about how staging is important in our lessons and hands the Lesson Plan to Ps.	Lesson Plan
25 mnts	**To move through the Interpretation stage of the processing:** **To identify the advantages of lesson staging**	6. Trainer tells Ps to go through the Lesson Plan and writes the following 3 questions on the board: *How many stages are there in the lesson?* *How does each stage relate to the learning objective?* *What was your role in each of the stages?* *What was the Trainer's role in each of the stages?* *At which stage the learning objective is met?* 7. When they finish, Trainer tells Ps to discuss their answers in Pairs (2 minutes) and then in groups (4 minutes). Trainer tells Ps to share their ideas with the whole group. Trainer moderates the discussion. *Note*: It's important for the Trainer to draw Ps attention to the following: a. Warm up: a stage needed to motivate and set the class into a learning mode. Trainer elicits. b. Encounter: the stage where learners encounter the Target Language. Trainer elicits. c. Clarify: the stage where the Trainer explains the TL. Trainer clarifies inductively using Concept Checking Questions (CCQs). Error Correction and clarification. d. Remember: a stage where learners practice the TL to remember it. Trainer monitors. Error Correction and clarification. e. Internalize: the stage where learners practice more the TL applying it to their own experience. Trainer monitors. Error Correction and clarification. f. Fluently Use: it is the stage where learners use the TL in a real world situation and where the Trainer role is assessing whether the learning objective is met or not. Trainer observes and takes notes. **No Error Correction.** Trainer expands further on how each activity relates to the overall learning objective, how sequencing activities (from simple/controlled to free/uncontrolled) relates as well to the learning objective, how Trainer role shifts from knowledge-giver (at the beginning) to monitoring (middle) to assessing (the FU stage) and how Error Correction proceeds with the different stages. Then, Trainer hands Ps Handout 1 (ECRIF in the Classroom, page 42) and tells them to look at it (3 mnts) before they move to the Reflection stage. Trainer might elicit to further clarify the framework.	The Board The Board (optional) Handout 1

		Reflection	
25 mnts	**To clarify what lesson staging involves**	1. Have participants refer back to the Lesson Plan and all the input they had (3 minutes). 2. Divide them into 2 groups or 3 depending on their number. Hand each group a Pyramid-shaped poster (see below) or alternatively make them draw their own: 3. Tell each group to place the index cards where they belong on the Pyramid. Then, Ps cross-check their outputs. 4. Trainer monitors, clarifies concepts when necessary, and finally draws the Pyramid on the Board (or alternatively Trainer places a Poster already prepared for the purpose) and let them pin (stick/glue) as the Trainer repairs and clarifies. As a closure, Trainer discusses the following question with Ps: • *Will you consider using this staging (framework) in their classes? Why? Why Not?*	Pyramid-shaped poster + Index cards + Pins (Tape or Glue)
	Assignment≠2	Trainer hands the following three articles: ○ Richards. J.C (2006). What is Communicative Language Teaching. *Communicative Language Teaching Today*. Cambridge University Press. ○ Richards. J.C (2006). Classroom Activities in Communicative Language Teaching. *Communicative Language Teaching Today*. Cambridge University Press. ○ Thornbury. S. (2005). Appropriation Activities. *How to Teach Speaking*. Oxford University Press. Trainer hands Assignment sheet ≠ 2. Due date: next time they meet.	Assignment sheet≠2

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Workshop 3:

Key Features of a Communicative Activity

Key Features of A Communicative Activity

Objectives: By the end of the workshop, Participants will be able to:

- Identify key features of a communicative task/activity

Time	Stage	Structure and Procedure	Materials
		A Concrete Experience – Delivering a Language Activity	
40 mnts	To create a concrete experience which Ps will later analyze and discuss. Provide Ps with a model for a fluency activity.	Trainer tells Ps they are going to work on two language activities. Trainer delivers the two activities in whatever order. **Activity 1 (less communicative, individually)**: The Odd Man Out (optional for Trainer to cut each round and hand them one after the other) **Activity 2 (communicative, in pairs)**: Draw Your Neighborhood (Trainer can model for Ps by drawing on the Board their own neighborhood using the model map or can hand the model map to Ps. It is preferable to give instructions orally).	***Worksheet for Activity 1*** ***Worksheet for Activity 2+ Map***
		Processing the Experience	

25 mnts	To move through the Description stage of the processing: To identify Key features of a communicative activity.	1. Once finished, Trainer writes the following questions on the Board for Ps to think about individually (3 minutes):
		     o *How did you feel about each activity?*
		     o *Which one you would use in your class? Why? Why Not?*
		 2. Trainer tells Ps to discuss their answers in Pairs (2 minutes) and then in groups (4 minutes).
		 Trainer tells Ps to share their ideas with the whole class. Trainer moderates the discussion.
		 Note: It is important that the trainer go through the classroom dynamics created by each activity. Trainer focuses Ps attention on speaking as interaction and exchange (see Core Guidelines/Functions of Speaking P. 7 above). *Which activity is more engaging? Which had learners exchange information using language?*
		 3. Trainer hands the Communicative Activity Checklist and tells Ps to rate the two activities on the presented criteria.
		 4. Trainer moderates the discussion with Ps and wraps up the discussion about how important to consider these criteria while designing and carrying out communicative activities.
			The Board
			
			 Communicative Activity Checklist

45 mnts	**To move through the Interpretation and plan stages of the processing:** **To give Ps an opportunity to practice setting up and delivering communicative activities.** **To expose Ps to a variety of communicative activities.**	5. Divide Ps into 4 groups and provide each group with a communicative activity (**Materials**). Ask Ps to prepare to deliver the communicative activity with a group of their peers. Use the checklist to guide their preparation. **Group 1**: Communicative Activity "*Heirs*" **Group 2**: Communicative Activity "*Consequences*" **Group 3**: Communicative Activity "*Furnishing a Place on a Budget*" **Group 4**: Communicative Activity "*Describing Influential People in our Lives*" 6. Groups take turns to perform their communicative activity to the other groups.	*Materials for the Communicative Activities*
10 mnts	**To identify what communicative activities involve**	Whole Group Discussion Trainer should focus Ps attention on the following: o *Trainer role and Talking Time* o *Learner role and talking Time* o *What are some ways of following up with Fluency Activities? (i.e. highlighting language mistakes, asking a few Ss to present their learning to the group etc…)* Trainer moderates the discussion and wraps up.	
	Assignment≠3	Trainer hands the following three articles: o Richards. J.C (2006). Current Trends in Communicative Language Teaching. *Communicative Language Teaching Today*. Cambridge University Press. o Thornbury. S. (2005). What Speakers Know. *How to Teach Speaking*. Oxford University Press. o Thornbury. S. (2005). Towards Autonomy. *How to Teach Speaking*. Oxford University Press. Trainer hands Assignment sheet ≠ 3. To be e-mailed to Trainer.	Assignment sheet≠3

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Assignment≠4 **To give Ps opportunity to consider taking what they learned into their own classrooms and develop their reflective practice.**	As a closure, Trainer discusses with Ps the following questions (writes them on the Board): ○ How do you feel about this training cycle? ○ What aspects of the training did they feel positive/negative about? ○ What aspects will they consider using in their own classrooms? At this level, Trainer should point to Ps the importance of Continuous Professional Development (CPD) and reminds them that this training cycle fits under that perspective. As a follow-up, Trainer hands Ps Assignment 4. Trainer thanks Ps for their commitment to this training cycle.	The Board **Assignment≠4 + Reflection on Teaching Template**

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3. Materials

Workshop 1: Speaking Skill Awareness

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Suggested role-play cards:

Designed by the Authors

Person A:

> **You are a department store clerk in _Country X._**

Person B:

> **You are traveling in _country X._ You stop at a department store to buy a stuffed animal for your friend's new baby. (this can change depending on trainers' resources and context)**

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Worksheet 1

Individually, think of the following questions, then share with the group.

- o *How did you feel observing?*
- o *What was each speaker's task?*
- o *What was each speaker doing? How were they attempting to accomplish their respective tasks?*
- o *What strategies did each of them use to communicate?*

Workshop 2: Staging a Communicative Lesson

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Sample Lesson Plan and Materials

Lesson Plan

What are you teaching?

Language points – (List the specific vocabulary; grammar points – form meaning and use; pronunciation point; specific phrases; cultural point you will teach)

- Adjectives: fun – varied – challenging – routine – depressing – stressful – glamorous – worthwhile – rewarding – dull – demanding.

Language skills – circle the primary skill you will teach and underline others students will use to help them learn

Speaking   Listening   Reading   Writing   Grammar Lexis Pronunciation

Objectives

Be specific and describe *observable student behaviors,* which you will be able to see in class.
By the end of the lesson, students will be able to:
- Describe the effect of their jobs on them using at least 5 adjectives in a mingle.

English for Global Communication

State specifically how what students are learning today may help them effectively use English in "real life"

- This lesson attempts to help students use adjectives to describe their jobs outside the class specifically when interacting with in an informal context (e.g. in future interactions with other native or non-native speakers of English).

Preliminary considerations:

What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

What aspects of the lesson do you anticipate your students might find challenging/difficult?	How will you avoid and/or address each of these problem areas?
-	

Time	Stage/ Purpose	Procedure/Steps	Interaction T→S S↔S; S-S-S	Materials needed
5mnts	Warmer / Encounter Give Ps a chance to warm up with some adjectives.	T greets class. Asks Ps about yesterday! T draws on the board the first column of the following table: 	**Yesterday was**	**I was**
---	---
Boring Challenging ….. etc	Bored Challenged …. etc	 T models and writes on the board some adjectives: "yesterday was TIRING, TERRIFYING", RELAXING, CHALLENGING, BORING … ETC". Puts them down on the board. T draws Ps attention to the form "-ing adjectives. T elicits more similar adjectives from Ps and writes them where they belong.	T – S	WB
5mnts	Encounter / Clarify	Then, T draws the second column and elicits the corresponding "-ed" adjectives from Ps and writes them. T draws attention to the difference in meaning! Opportunity to practice CCQs. Possible CCQs that can be used with each column: - Am I expressing a feeling? YES - Am I describing ME or the DAY? ----- - How do I feel? I am …. - How do I feel about the day? It's ….. - Am I describing a sate or an effect? ----- Trainer tells Ps they will be working more on the "effect" adjectives in the next stages.	T-S	WB
3 mnts	Clarify / Remember	T divides Ps into two groups and hands each group one box (Adjectives and Meanings). Tells each one of them to pick up a slip of paper from their box (if the number of slips is higher than Ps, do another round). When each one of the participants has a slip (or more for some Ps), T tells the group with the adjectives to find someone holding the corresponding definition(s). Adjectives Meanings T checks and clarifies.	T-S S-S S-SS	Cards + slips of paper + Small Boxes
3 mnts	Clarify / Remember	Before this activity, Trainer hangs the paper posters around the room. Once they finish the previous task, T puts away the Meanings and draws Ps attention to the posters hung on the wall (11). Then, T instructs Ps to stick the same adjectives where they should belong. T models. Then, T checks and clarifies.	T-S S-S	Paper posters

Time	Stage	Procedure	Interaction	Aids
3 mnts	Remember	T elicits from Ps to classify adjectives into Negative and Positive. T uses the WB (two columns), models if necessary, takes down Ps responses. 	Positive	Negative
---	---
Rewarding …etc	Boring …etc		T-S	WB
6 mnts	Remember	T tells Ps to go back to their station. T tells Ps to work in pairs. T hands out HO3 (makes sure that each P gets a HO different from their partner) and tells Ps first to work on it individually. Then, exchange their HO with their partner. T monitors. Once they finish, T checks. Clarify in case of disagreement.	T-S S-S-S	HO 3
5 mnts	Internalize/ Remember	T tells Ps to relax and think for a while that they have been working their dream jobs for years now. T models and tells them to describe their dream job using the following structure on the WB. Ps can use as many adjectives as they like: **"Being a trainer is a challenging job, because I have to deal with smart trainees who are curious about everything. It is also rewarding"** Trainer may write on the Board the following pattern for Ps to work with: *Being a ………………. (the job) is a ……………………. (effect adj 1), because …………………………………… (reason). It is also ……………… (effect adj 2).* T tells Ps work in pairs, changing partners each time (3 partners).	T-S S-S	WB
15 mnts	Fluently Use	Before this, T makes sure that the Board is erased, the Posters are removed and all materials are removed away from Ps. T sets the context by removing desks if necessary. Hands Ps an index card to each P. T tells Ps to read it and think about it individually (3 minutes). Then, T tells Ps to stand up and use the room mingle and engage into the situation described in the Card. T monitors, assesses, takes notes about mistakes or whether the learning objective is met or not.	T-S S-S-S	Index card

Fun	**Glamorous**
Varied	**Worthwhile**
Challenging	**Rewarding**
Routine	**Dull**
Depressing	**Demanding**
Stressful	

Adapted from *Business Result.* Oxford University Press. 2007.

A good thing to do

Boring

Needing all our effort and attention

Difficult in a satisfying way

Lively and enjoyable

Looks attractive from the outside

Predictable, the same every day

Makes us feel unhappy

Different, not always the same

Makes us feel worried or anxious

Makes us feel good

Posters

"What I like best about my job is that no two days are the same, so I never get bored"

_____

One of the great things about my job is that I meet famous people and stay in some expensive hotels"

"My job keeps me fully occupied and I don't have time to think about anything else until it's time to go home"

_____

33

"Sometimes I think to myself – you'll never be able to do that, but then I find a way to succeed. It really is quite satisfying"

Every morning, I arrive at the office, switch on the photocopier, and check the phone for messages. Then, I start the coffee maker and open the mail"

"I spend all day in front of a computer screen. I really don't think I can stand it much longer. It makes me feel so miserable"

_____

"I get quite worried and anxious. So many people depend on me. Even at home, I keep thinking about work – it stops me eating"

_____

Adapted from *Business Result*. Oxford University Press. 2007.

"I really enjoy going to work. We have a fantastic time and everyone gets on very well together. It doesn't feel like work at all!"

_____

It's not the best paid job in the world, but I know that I make a difference to people's lives. There's no greater satisfaction than seeing someone walk again after a terrible accident"

****

<u>**HO 3**</u>

_____

Ingrid

I'm a project coordinator for a charity. We provide aid to Africa and I usually spend about four months a year in the field. My job involves managing our field teams and communicating our aims to government officials. I sometimes find this _____, because there's just so much bureaucracy – and corruption too. But then, when I return to Africa and I see the results of our work, like new clinics, hospitals, and schools, I think it's all _____ and I have a real sense of achievement.

_____

Mansour

Ok, well, I'm an air traffic controller. This means I'm in charge of a section of airspace and keeping in contact with pilots in that zone. It's a _____ job – our most difficult time of the year is the holiday season when planes are taking off and landing every couple of minutes – it takes total concentration, all the time. I usually work a six-hour shift, and by the end I feel exhausted. But it's ___ _____ to know that I've enabled thousands of passengers to travel safely.

_____

Adapted from *Business Result.* Oxford University Press. 2007.

Index Card

****

During a break in an International Trainer Development Conference, you mingled with other attendees from other countries. Engage a conversation with them, in which you speak about your real job and you express your feelings about it. You have to:

- o **Introduce yourself, your job and describe it.**
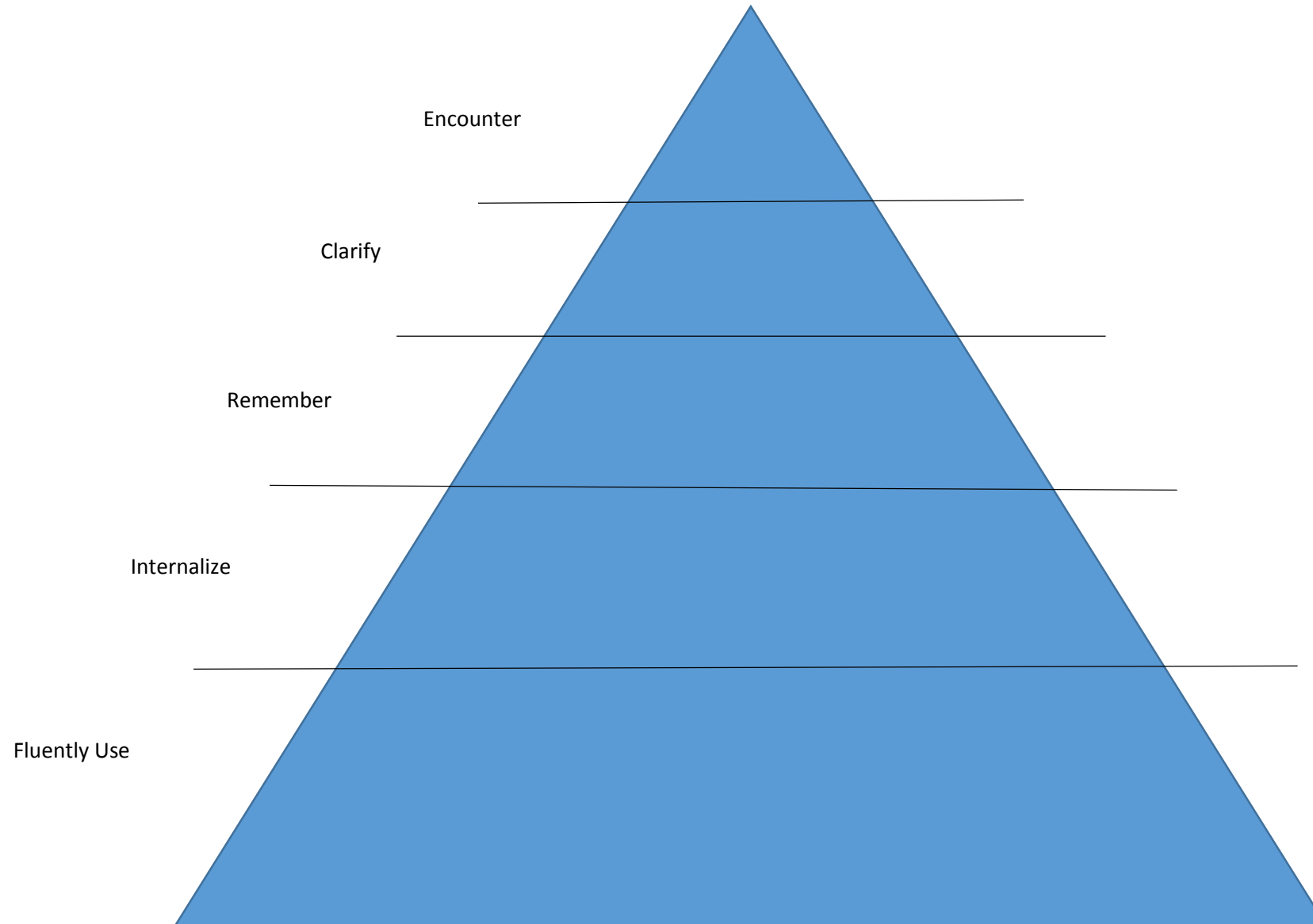
- o **Prompt them to do the same.**

****

Designed by the Authors

Worksheet 1

****

Stage	*What the Teacher did*	*What I did and How (materials used)*

Designed by the Authors

ECRIF in the Classroom

Pyramid-shaped Poster

****

Encounter

Clarify

Remember

Internalize

Fluently Use

43

Index Cards
These items should be printed out in A4 format

T-S
T-S-T
T-SS
T-SS-SS
SS-SS
SS-SS-SS
TL
CCQs
Trainer Talking Time –
Trainer Talking Time +
Student Talking Time +
Student Talking Time –
Controlled/Guided Practice
Trainer Talking Time 0
Free/Uncontrolled Use
Modeling
Less Complex
Simple
Monitoring
Assessing
More Complex
Error Correction
No Error Correction
Complex
More TL
Think/Pair/Share

Designed by the Authors

Workshop 3: Key Features of a Communicative Activity

Worksheet for Activity 1 (less communicative)

Activity 1: The Odd Man Out (see instructions in Workshop 3)
****

Here are some sets of sentences. Which sentence is the odd one out in eact set? In other words, which sentence does not fit into the pattern? Why?

Round 1

A   The baby´s bottle.

B   The nation's struggle.

C   The trainer's ill.

D   The nurse's pay.

E   The government's defeat.

Round 2

A   The plane was hijacked by a woman.

B   The tourists were attecked by a gang.

C   The soldier ws hit by a bullet.

D   The trains collided by a river.

E   Three hundred people were killed by the earthquake.

Round 3

A   She must have lost the address.

B   Alan must have been here too.

C   That must have been awful.

D   The thieves must have got in through the window.

E   I must have something to eat.

Round 4

A   I'm not used to the noise yet.

B   They used to work in a circus.

C   Didn't there use to be a shop here?

D   I never used to smoke.

E   It didn't use to be so dirty.
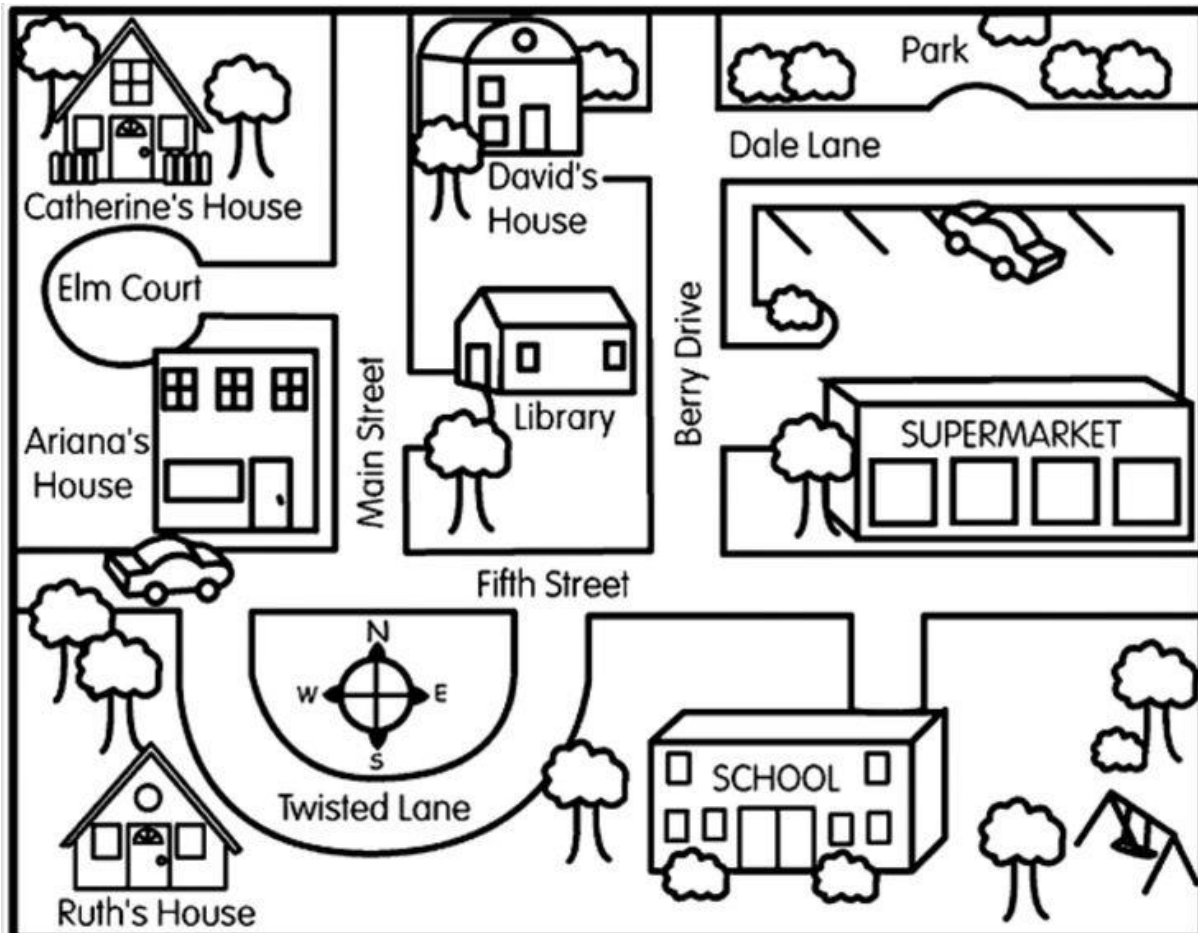
Activity 2: Draw your Neighborhood

****

Instructions for Participants:
Use this model map to draw your own neighborhood.

****

Instructions for the Trainer:
This activity is delivered in two rounds, one after the other. For the purpose of the activity, tell Participants they need to work in Pairs. Trainer should not intervene, just observe and monitor.

Round 1: Participant A is a new resident in Participant B's neighbourhood. Participant B describes the neighbourhood to Participant A. Then, they exchange roles.

Round 2: Participant B is a stranger to Participant A's neighborhood and meets A while leaving his/her house. Participant B is looking for a specific location in the neighbourhood (a hospital, a post office, a police station, a supermarket …etc). From where he/she stands on the map, Participant A should tell Participant B how to get to that location. Then, they exchange roles.

Designed by the Author

Communicative Activity Checklist

****

Use the following criteria to rate the previous two activities. Put a Cross or a Tick.

Criteria	*Activity 1*	*Activity 2*
☐ *Provide a situation where the target language may be used*		
☐ *Provide opportunity for other language to be used freely*		
☐ *Are contextualized*		
☐ *Have a communicative purpose*		
☐ *Have clear roles for the students*		
☐ *Require a task to be completed*		
☐ *Provide space for students to work independently*		
☐ *Take time (at the pre-intermediate/intermediate level, usually a minimum of 10 minutes)*		
☐ *Are not lead or directed by the trainer*		
☐ *Are assessed by the trainer*		

****

Designed by the Authors

Materials for the Communicative Activities

Adapted from World Learning/SIT Graduate Institute, 2012.

****

Activity 1: Heirs

Participants collaborate with a small group to make a serious decision. To reach a decision, SWBAT will be able to show understanding of opinions by summarizing the main points they hear, and express agreement and disagreement. Participants give opinions and provide reasons for their ideas.

Agreeing
- I agree with you because…
- I am with you…
- I understand what you're saying but…

Disagreeing
- Have you considered….
- I'm not sure if we're on the same page…
- I don't really agree with you…
- I completely disagree…
- That's insane!

Summarizing/Checking Understanding
- So you're saying that….
- What I'm hearing is ….
- Let me make sure I understand you. You're arguing that….. Is that correct?

Core Vocabulary
- estate
- widowed
- luxurious
- quarrel
- desperately wants to
- an affectionate and loyal attendant
- orphan/orphanage

The Activity

Situation: Lord Moulton, a very wealthy business man, just died. He did not leave a will, and he has no direct heirs. The law of the UK does not make it clear who should inherit Lord Moulton's valuable estate. The court has appointed a committee to consider the matter and to make a decision about who should inherit the estate. The estate cannot be divided.

Context: A meeting at a courthouse. The students in the class are members of the committee appointed by the court. They do not know one another very well.

Task/Purpose: The group must decide who will inherit the estate and provide a reason why to the court.

Steps:

1. Individually, Participants in the group read the descriptions of claimants for the estate. They should choose which person they believe should get the estate.
2. In the group, they discuss their opinions, and must finally make a decision.
3. After the groups finish, they report their decision and rationale to the court (the whole class).

The claimants

Committee Re: Lord Moulton's Estate Case 769875

By Order of the Court: This Committee is Appointed to Select the Recipient of the Late Lord Moulton's full Estate

Lady Searle

Lady Searle is Lord Moulton's widowed cousin. She is aged 66, and lives alone. She lives in comfortable but not luxurious circumstances. The money would enable her to hire a nurse (she is often ill), travel, and move into pleasanter surroundings. She is not very popular in her neighborhood. She has not spoken with Lord Moulton since a quarrel they had three decades ago.

Miss Langland

She is the nurse who attended Lord Moulton for the last ten years of his life. She is 48 years old, loves her work and is professionally very able. She was very well paid by Lord Moulton, and her savings will enable her to take a long holiday before taking up another similar position. An affectionate and loyal attendant, she undoubtedly eased Lord Moulton's latter years.

Jane Smith

Ms. Smith is a penniless young unmarried woman with a small baby who appeared after the death of Lord Moulton. She claims to be Lord Moulton's daughter. She has a letter the she claims Lord Moulton wrote and signed. The letter is written to her mother (now dead). In the letter, Lord Moulton admitted he is Jane Smith's father, and proposed marriage. Ms. Smith can provide no other evidence.

The Local Orphanage

The Local Orphanage is a charity. It does not receive money from the state, though new legislation might change this. The Orphanage has often received donations from Lord Moulton in the past. The orphanage is desperately in need of funds as it provides shelter to many homeless children. However, the orphanage is badly managed. There is a possibility that much of the money might find its way into the pockets of officials instead of orphans.

Committee Decision and Rationale :

Activity 2: Consequences

SWBAT argue for or against an idea by speculating about future consequences. To achieve this, SWBAT use the future conditional (If XXX happens, XXX may/will/won't/could happen.)

Grammar Focus
If X, then Y won't could, will, may, ….
XXX *modal* cause YYY
XXX *modal* lead to YYY
XXX *modal* result in YYY

Core Vocabulary
- Abolish
- Paternity leave
- Positive, negative, dire, consequences
- Rationale

The Activity

Situation: You have been asked to serve on a Youth Council that advises the legislature on pending laws. Your recommendations may have bearing on the legislature's decision to pass particular laws.

Context: A meeting at Ministry offices. The students in the class are members of the committee appointed by the Legislative Affairs office. They do not know one another very well.

Task/Purpose: The group must decide whether to support or oppose laws and give a rationale for their decisions.

Steps:

1. Individually, students write notes in the chart provided.
2. In the group, students discuss their opinions about the laws. The group should aim to reach an agreement about feedback to give to the legislature.
3. After the groups finish, they report their decisions and rationale to the legislature (the whole class).

Committee Re: Youth Council Recommendations

Legislative Agenda No. 6532

Please provide the legislature with the Youth Council recommendations on the pending laws:

Area	Actions	Consequences		
		Next few months	*Next year*	*Next 10 years*
Health	Abolish smoking in all indoor public places.			
Transport & Safety	Increase the driving age to 25.			
Social Welfare	Provide all men with two months of paternity leave.			
Education	Teach all subjects except Arabic and Islamic Studies in the English language.			

Please be ready to provide the Legislative Council with a summary of your recommendations, including rationale, by the end of your meeting.

Activity 3: Furnishing a Place on a Budget

participants collaborate with a friend to furnish a shared space. To accomplish this, Participants politely offer, accept and reject suggestions; and also appropriately pronounce furniture items.

Grammar/Function Focus	**Prepositions of Location**
	In
Offer Suggestions	At
We can verb…	On
We ought to verb…	Beside
Why don't we verb..	In the corner
What do you think of …ing?	Diagonal from
If we verb, XXX…	
	Core Pronunciation Focus
Accept Suggestions	• Cupboard
Brilliant plan!	• Curtains
That works for me.	• Picture
	• Arm chair
Reject Suggestions Politely	• Shelves
Hmmm…I'm not sure…	• cushion
How about v+ing instead?	
Perhaps XXX will work better because…	

The Activity: Role Play

Situation: Two friends are attending the same university far from home. They are going to share an apartment and have to furnish it. BUT, they only have a limited budget, so they must agree on what to buy for the apartment and where to put it.

Context: The two friends are visiting their empty apartment together so that they can decide what to buy for it. They have a budget of only 100 points.

Task/Purpose: The pair have to decide what they will buy and where they will put it.

Steps:

1. Trainer sets the scene.
2. Trainer models the activity with a Participant in the class. In the model, the trainer makes it clear that students can add reasons for their opinions, talk about their needs as a university student, etc.
3. Pairs work together to decide what to purchase and where to put it.

Activity 4: Describing Influential People in our Lives

Participants ask others about influences in their lives, and describe the influence people have had on their lives by using reported speech to discuss advice they were given, and past tense to tell stories about how they were influenced.

> **Grammar/Function Focus**
> **Reported speech:**
> **He told me I would regret my decision, and I did!**
> **She said that she was in full support of me.**

The Activity: Role Play

Situation: It is 30 years later. You are well known in your field and many TV journalists want to interview you about your life.

Context: You have been invited as a guest on a popular talk show.

Task/Purpose: Perform a Popular TV Talk Show in which one person is the Host of the Show and the other is a famous person in their chosen field.

Roles: S1-Interviewer   S2 – Famous Person!

Steps:

1. Trainer sets the scene.
2. Trainer asks Participants to imagine their life 30 years from now. They're famous in their chosen field of work. How did they become successful? Who influenced them in their life? What stories can you tell? What is some advice that the people gave to you? Trainer gives Ss a few minutes to write some notes about who they are.
3. Trainer models the activity with a participant in the class. In the model, the trainer makes it clear that the interview host should ask many questions, and the guest should answer questions as fully as possible.
4. participants do their Role Plays in close pairs.
5. A few pairs then perform for the class.

4. Assignments

Workshop 1: Speaking Skill Awareness

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Assignment sheet≠1

Read the following three articles:

- o Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. New Jersey: Prentice-Hall
- o The Reflective Teacher.
- o Thornbury. S. (2005). What Speakers Do. *How to Teach Speaking*. Oxford University Press.

Then, answer the following questions on a separate sheet of paper.

1. Give a <u>brief</u> summary of the article, stating the topic and highlighting the writer's key points.
2. Discuss <u>at least one thing</u> that you learned/ were inspired by and that you might use in your practice (planning, teaching, learning, assessment, working with colleagues, professional development, etc.).
3. Were there any ideas that you disagreed with, or which you are uncertain about? Support your comments by discussing your own ideas/experience.

****

Articles go here

Workshop 2: Staging a Communicative Lesson

****

Assignment sheet≠2

Read the following:

- o Richards. J.C (2006). What is Communicative Language Teaching. *Communicative Language Teaching Today*. Cambridge University Press.
- o Richards. J.C (2006). Classroom Activities in Communicative Language Teaching. *Communicative Language Teaching Today*. Cambridge University Press.
- o Thornbury. S. (2005). Appropriation Activities. *How to Teach Speaking*. Oxford University Press.

Then, answer the following questions on a separate sheet of paper.

4. Give a <u>brief</u> summary of the article, stating the topic and highlighting the writer's key points.
5. Discuss <u>at least one thing</u> that you learned/ were inspired by and that you might use in your practice (planning, teaching, learning, assessment, working with colleagues, professional development, etc.).
6. Were there any ideas that you disagreed with, or which you are uncertain about? Support your comments by discussing your own ideas/experience.

****

Articles go here

Workshop 3: Key Features of a Communicative Activity

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Assignment sheet≠3

Read the following:

- o Richards. J.C (2006). Current Trends in Communicative Language Teaching. *Communicative Language Teaching Today*. Cambridge University Press.
- o Thornbury. S. (2005). What Speakers Know. *How to Teach Speaking*. Oxford University Press.
- o Thornbury. S. (2005). Towards Autonomy. *How to Teach Speaking*. Oxford University Press.

Then, answer the following questions on a separate sheet of paper.

7. Give a <u>brief</u> summary of the article, stating the topic and highlighting the writer's key points.
8. Discuss <u>at least one thing</u> that you learned/ were inspired by and that you might use in your practice (planning, teaching, learning, assessment, working with colleagues, professional development, etc.).
9. Were there any ideas that you disagreed with, or which you are uncertain about? Support your comments by discussing your own ideas/experience.

****

Articles go here

****

Assignment sheet≠4

Once back to your classroom, teach a lesson in the presence of some colleagues and then think about it. Use the ***Reflection on Teaching Template*** handed to you and fill it as indicated. You need to be as thorough and detailed in your comments as possible. Then, ask your colleagues for their feedback on your lesson and use the template to discuss your feedback with them.

****

Reflection on Teaching Template

@SIT Graduate Institute

PART 1. THE CLASS AS A WHOLE

- **What were some of your stronger feelings throughout the lesson? (both positive and puzzling!)**
- **What are some of your (brief) initial thoughts after teaching the whole lesson?**

- **What was your student-learning objective for this lesson?**

- **ASSESS: How well did your students achieve the objective? Completely? Partially? Or not at all? Describe *specific detailed examples* of your students' behavior to support your answer.**

PART 2. SIGNIFICANT MOMENTS: WHAT WORKED WELL

- **NAME: Identify one <u>significant</u> moment that went well. Write a few words to identify it, such as "the vocabulary review," or "the pair work practice."**

- **DESCRIBE: Provide a detailed <u>description</u> of what happened in the part of the lesson you named in Question 5 above. Describe what you did and what the students did. Try to describe the group as a whole, and individual students.**

- **INTERPRET: Read through the description you wrote for Question 6. Considering what you know about teaching and learning and what you observed in the lesson, what (specifically) helped learning *in this moment*?**

- **GENERALIZE: In general, based on what you wrote in questions 1 to 7 above, what do you believe helps language learning.**

- **PLAN ACTION: Think about everything you wrote above. Write an action plan for what you will do in future lessons.**

PART 3. SIGNIFICANT MOMENTS: SOMETHING THAT DIDN'T GO WELL/A 'PUZZLE'

- **NAME: Looking back at the lesson again, identify one <u>significant</u> part of the lesson that didn't seem to go well, or that puzzled you. Write a few words to identify it.**

- **DESCRIBE: Provide a detailed <u>description</u> of what happened in the part of the lesson you named in Question 10 above. Describe what you did and what the students did. Try to describe the group as a whole, and individual students.**

- **INTERPRET: Read through the description you wrote in Question 11 above. Considering what you know about teaching and learning and what you observed in the lesson, what may have hindered learning *in this moment*?**

- **GENERALIZE: In general, based on what you wrote in questions 10 to 12 above, what do you believe helps language learning.**

- **PLAN ACTION: Think about everything you wrote in questions 10-13 above. Write an action plan for what you will do in future lessons.**

PART 4. REFLECTION SUMMARY

- **SUMMARY STATEMENT: What did you learn by doing this reflection? What is most important to *you* from this teaching/reflecting experience?**

5. Resources

1. Websites

- Samples of speaking activities in EFL classes:
https://www.youtube.com/watch?v=4gY1bPr74Sc
Successful activities: https://www.youtube.com/watch?v=vCWhIgKrpfM
British Council video https://www.youtube.com/watch?v=LF7zsz8fi64
Conversational English : https://www.youtube.com/watch?v=2wJgt2kurMs
Video about daily life scenes : https://www.youtube.com/watch?v=JKF_rGBlLM8 the focus on the verb 'to be'
http://www.eslgold.com/speaking/ss_expressing_likes_dislikes.html

2. Communicative Activities for Beginners

2.1. Story completion

Objectives :

A wide range of learning objectives can be achieved using this technique depending on the learners' needs. Some of these objectives are:

- o To encourage pupils to think and imagine using the target language.
- o To allow pupils express themselves freely and use their creativity practising the vocabulary they know.
- o To provide pupils with opportunities to explore new structures.
- o To provide them to consolidate certain structures.

This will encourage the learners' autonomy and self-confidence and of course there is no single right or wrong answer. All answers are accepted.

We have here 3 stories as examples that can be used in an EFL classroom.

Imagine the end of this story

Story 1 :

Once upon a time there lived a lion in a forest. One day after a heavy meal. It was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it…………………………..

The suggested end of the story

The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away. On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus it escaped. There after, the mouse and the lion became friends. They lived happily in the forest afterwards.

Story 2 :

Hungry Wolf

This is a short story about Hungry Wolf.
Once, a wolf was very hungry. It looked for food here and there. But it couldn't get any. At last it found a loaf of bread and piece of meat in the hole of a tree.
The hungry wolf squeezed into the hole. It ate all the food. It was a woodcutter's lunch. He was on his way back to the tree to have lunch. But he saw there was no food in the hole, instead, a wolf………………..

The suggested end of the story: On seeing the woodcutter, the wolf tried to get out of the hole. But it couldn't. Its tummy was swollen. The woodcutter caught the wolf and gave it nice beatings.

2.2. Story telling using pictures or a video

http://storytellingpictures.com/our-work/?project_type=narrative

Watch and retell the story.

Reporting using a video

http://storytellingpictures.com/our-work/?project_type=narrative

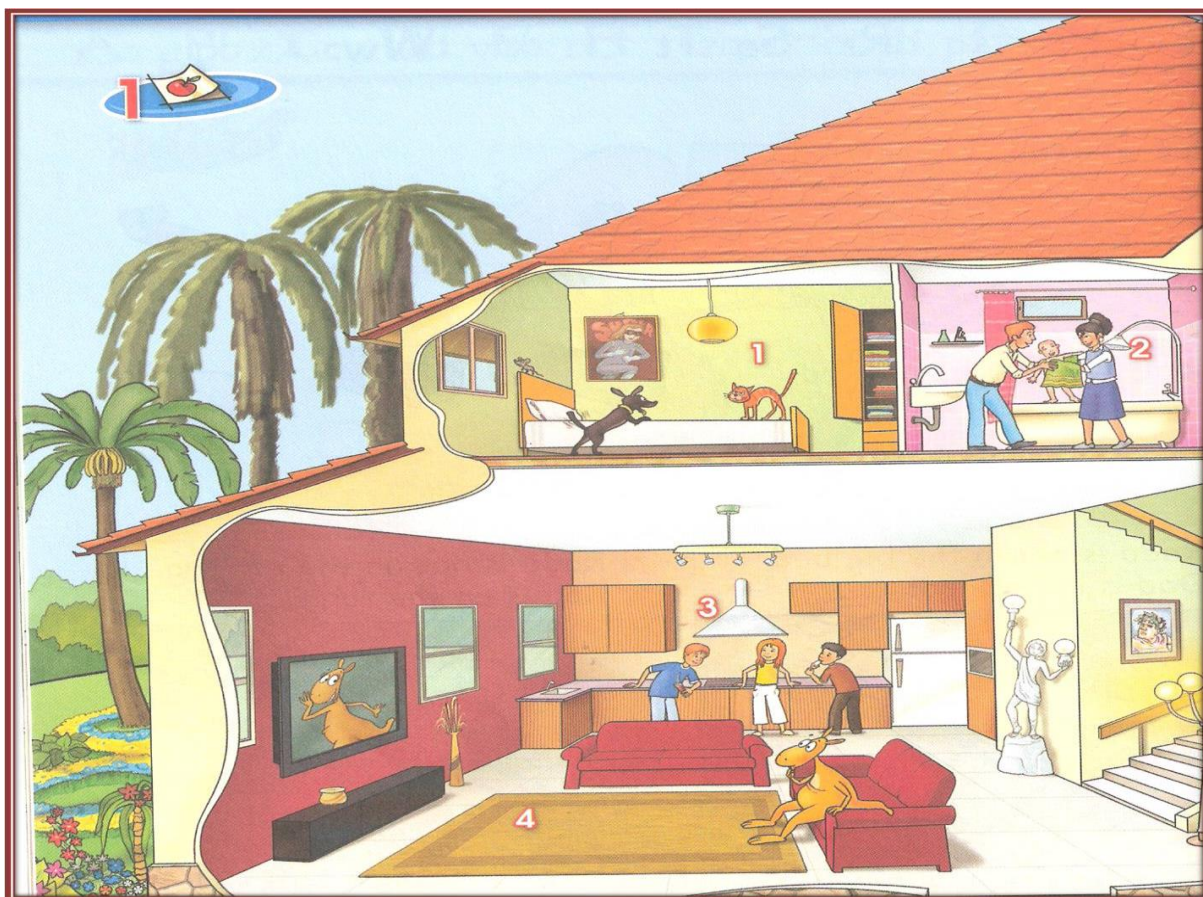### Telling a story using a picture

https://americanenglish.state.gov/resources/teachers-corner-comparatives-and-superlatives-adjectives

2.3. Describing a picture

Pupils are asked to describe and react to the pictures. The teacher may have different uses of the same picture based on the pupils' needs and target of the lesson.
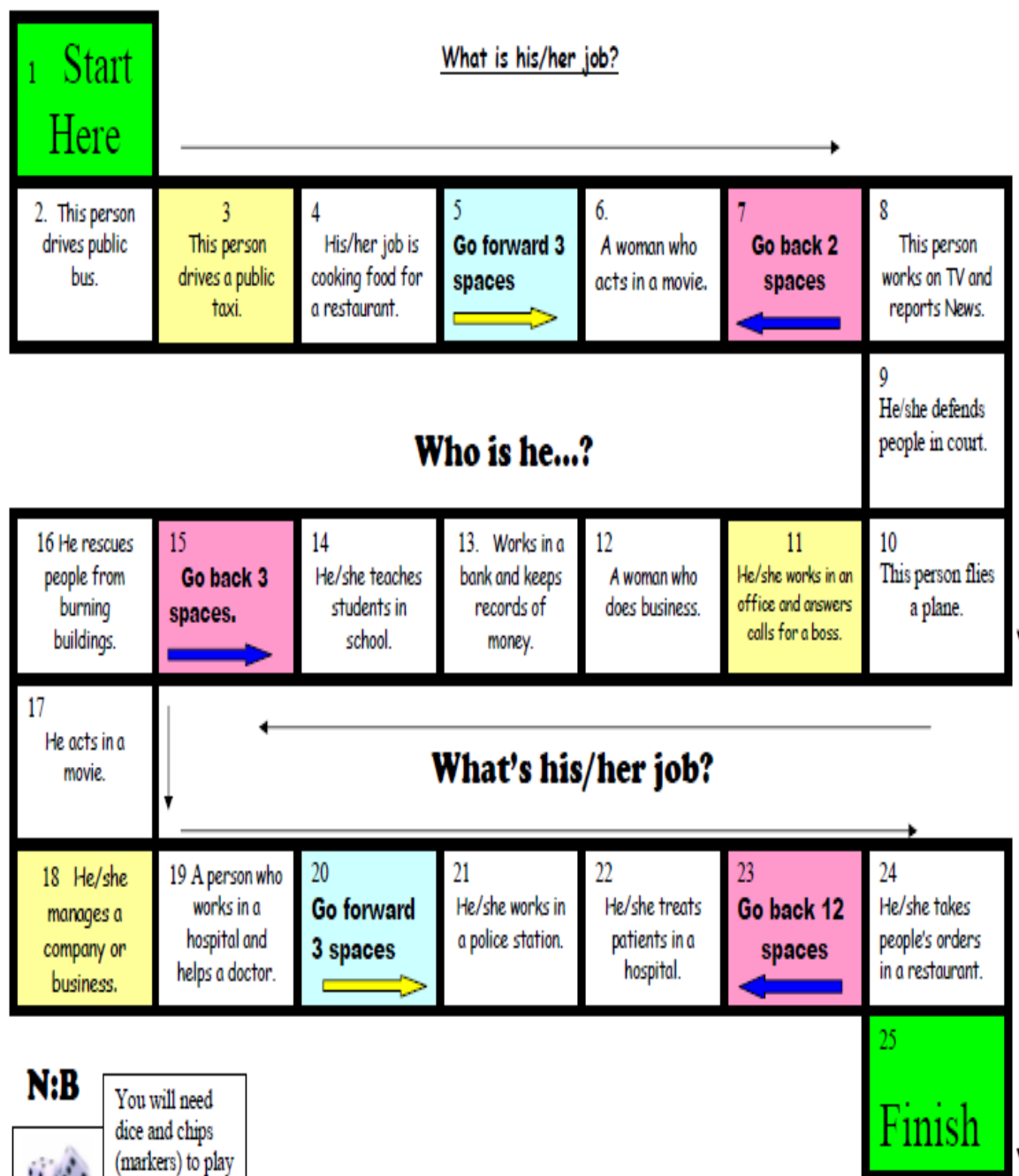(http://lovingenglishalways.blogspot.com/2016_01_01_archive.html

http://www.orianit2.edu-negev.gov.il/chazonasd/sites/homepage/victoria/pictureswriting5click.htm

2.4. Playing cards / Borad games

This is useful to consolidate a structure such as simple past or comparatives etc or vocabulary.
http://www.esltower.com/VOCABSHEETS/jobs/jobs%20board%20games%20beginners.pdf

What is his/her job?

| 1 **Start Here** | 2. This person drives public bus. | 3 This person drives a public taxi. | 4 His/her job is cooking food for a restaurant. | 5 **Go forward 3 spaces** | 6. A woman who acts in a movie. | 7 **Go back 2 spaces** | 8 This person works on TV and reports News. |

Who is he...?

| 9 He/she defends people in court. |

| 16 He rescues people from burning buildings. | 15 **Go back 3 spaces.** | 14 He/she teaches students in school. | 13. Works in a bank and keeps records of money. | 12 A woman who does business. | 11 He/she works in an office and answers calls for a boss. | 10 This person flies a plane. |

What's his/her job?

| 17 He acts in a movie. |

| 18 He/she manages a company or business. | 19 A person who works in a hospital and helps a doctor. | 20 **Go forward 3 spaces** | 21 He/she works in a police station. | 22 He/she treats patients in a hospital. | 23 **Go back 12 spaces** | 24 He/she takes people's orders in a restaurant. |

| 25 **Finish** |

N:B You will need dice and chips (markers) to play this game.

Board Game

Simple Past
'A Terrible Day'

Start	(wake up) late this morning	(cut) myself shaving	(not have) time for breakfast	(have) a flat tire on way to work	(arrive) late at work
					boss (not be) happy
(take) taxi to the cinema	tickets (be) sold out	(take) a walk in the park	(use) public restroom	phone (fall) in toilet bowl	(do) some work morning
she (throw) a shoe at me				it (start) raining	there (be) power outage
she (start) screaming	it (be) bad dream	Finish		a dog (jump) on me and (bite) me	I (lose) all my work
girlfriend (get) even angrier	I (wake up) in my own bed	TIP: After playing the game, why not tell or write the whole story using connecting words (e.g. and, so, then, first, after that, finally, etc). Have fun!		(run) away and (slip) banana peel	(not have) lunch until 13.15
(eat) hot dog instead	(not take) me to hospital	my girlfriend (call) an ambulance	I (fall) in a manhole	I (twist) my ankle	(go) home at 18.45
unfortunately (be) closed	(go) to nice restaurant	girlfriend (be) angry	(be) late for date	(have) a date at 19.30	(get) stuck in traffic

Teacher tips: Sometimes students will need to use some extra words to make correct sentences – e.g. My girlfriend got even angrier. Make sure to correct pronunciation if needed (e.g. started).

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3. More Communicative Activities

Sharing personal information

- **Finding things in common**

  Tell the class a few things about yourself (I like…, I don't like, I can …, I have…, etc). Either with a student or your counterpart teacher model finding things in common. For example: "Do you like ice-cream?" "Yes." "Oh, me too!" and write "ice-cream" on your list of things that are the same. Model the same with "Do you like snakes?" "No." "Me, either!" You may also want to model how to respond when you and your partner are different ("Oh really?"). Have the students work in pairs for 2 – 3 minutes finding things and writing key words. Change partners and do again. Wrap up by pairs reporting things in common to the class.

- **Two truths and a lie**
  Write two things that are true about yourself and one thing that is a lie. Read these to the class. Let them ask you questions so as to find out which is the lie (i.e. to catch you lying as you answer). After two minutes stop and ask the students which statement is the lie. Reveal the lie. Have students individually write their two truths and a lie. Have students play in groups of 3 or 4. Possible wrap up is to have students report most interesting thing they heard in their group.

- **Bag of questions**
  Prepare lots of questions on cards. (ex. "What places have you been to in Georgia?" "What foods do you like?") Put the questions in bags. Divide students in groups of 3 or 4 and give each group a bag of questions. Each person takes a question and asks the other members of the group.

- **Names of five people**
  Write five people you know (friends and family members) on the board. Let students ask you questions (ex. Who is Jenny? Where does she live? How old is she?). Answer students for a few minutes and then have them write their own list of people. In pairs have them show their papers and ask questions. Change partners after a few minutes.

- **Five times/dates about yourself**
  Write five numbers or dates that are important to you. (ex. Number of brothers you have, the year you graduated school) on the board. Let students ask you questions (ex. What happened on…? What do you do at 10am?). Answer students for a few minutes and then have them write their own numbers/dates. In pairs have them show their papers and ask questions. Change partners after a few minutes.

- **Sentence starters**
  Write some sentence starters on the board. (ex. I like…., I have…., I want…., Last year I…., After school I usually…., etc). Have students make them into questions and then ask you the questions. Answer them and add some information. Have them individually write their own endings. Have Ss ask and answer the questions in pairs.

- **Draw things from your life**
  Draw some things/activities you like inside your house and outside your house (ex. Reading a book, jogging, your cat, etc). Let students ask you questions (ex. What's that? When do…? What kind of…?). Answer students for a couple of minutes and then have them draw their own pictures. In pairs have them show their papers and ask questions. Change partners after a few minutes.

- **Ball toss**
  Ask a few students what their names are. Have students stand up in a circle. Get a ball and toss it to different to someone and say their name. Have them do the same. Continue the game by have students say the name and something they know about that person (ex. Zura has two sisters. Maka can't swim. Luca likes chocolate very much).

- **Group gossip**

  Have the students write their names on cards. Put the students in groups and redistribute the cards. Have students write as many key words as they can about the other students (ex. Soccer, 2 brothers, Batumi). The groups can then present the most interesting information to the class.

- **Question line up**

  Give the students a card with one or two questions on it (and/or let them write a questions they like). Have them answer the questions individually writing key words. (What is your favorite animal? ⬚ monkeys). Either sitting or standing put students into two lines. Give them a minute to ask and answer their questions, writing names and key words. Have a student on the end of one line move to the other end and have everyone move down one place. New partner! Ask again. Repeat. Wrap up. Have students share some interesting answers they got with the class.

- **I've never**

  Give out tokens or small pieces of paper to each student. Students form groups of 3 or 4. One person starts by making a true statement about themselves using "I've never" (ex. "I've never seen a ghost.") That student then asks the next student. If that student has seen a ghost, they must give the original speaker a token and everyone can ask a follow up question. If not they are "safe" and the next person answers. After one round the speaker changes and makes a new "I've never" statement.

- **"I can" Circle**

  Students form a circle. Start by making a statement (ex. I can ride a bicycle.) The next student in the circle then either says "I can ride a bicycle." or if they can't they must say "I can't ride a bicycle but I can play the piano." and the direction changes.

Guessing games
- **Sport/Animal/Fruit**

  Have students brainstorm different fruits, sports, and animals and write them on the board. Option: have students first brainstorm in pairs by handing a pen back and forth and offering a word when they are holding the pen. After getting words on the board, the teacher describes one and the class guesses (ex. It is an animal. It is… It has… You need…). Put students into groups of 3 or 4 and have them play, taking turns being the "teacher". Option: offer a mystery category (ex. It is in my house, It is a kind of job)

- **What am I?**

  A version of "twenty questions". Choose a topic for the game. (ex. Jobs, sports, countries) One student gets/chooses an an item in that topic group (ex. A doctor). Other students ask "yes/no" questions to guess the word (ex. Do you work outside? Are you strong?)

- **My mindmap**

  Write your name on the board and make a mindmap with a few words about yourself (ex. Jack, Japan, Running, etc). Students make guesses about your connection to these words (Is Jack your brother?). Answer the questions in a conversational way for a few minutes. Have students make their own mindmaps and then make guesses/talk about them in pairs.

- **What is in my bag?**

  Show students your bag and give them a few minutes in groups to think about what might be in it. Students then ask you "Do you have a _____ in your bag?". You can give a point to groups that guess correctly and/or respond conversationally by taking that thing out of your bag and telling students a little about it. Students can then play the same game in their groups.

- **Categories game**

  Write a bunch of topics/categories on cards. Draw a card and give examples so that students can guess the category. (ex. Baseball, volleyball, soccer…⬚sports). Student can then play in groups of 3 or 4. Option:

Give students the option of coming up with their own categories (ex. Famous Georgian singers).

- **(Sentence) Charades**
Mime out either a word or sentence and have students guess without speaking. Students can then get cards with words or sentences that they mime to other students. This can be done by giving a stack of cards to each group of 3 or 4 students or by having one student from each group come up to the front of the class where the teacher shows the same card to the people miming. They then run back to their group. The first group to guess gets a point. Option: Students make up their own sentences for other groups to mime. They can then guess who from the other group wrote the sentence. (ex. I like to play the piano.)
Variation: Do the same game but have students draw.