WEEK 5: Moodle Content

Topic	**Speaking – Part 2** Last week you learned about the importance of developing lessons in which students both **learn to use talk** (fluency) and **learn through talk** (active learning). This week you will extend your study of speaking and active learning. You will examine the challenges of teaching speaking and the teacher's role in providing feedback and assessment. You will also learn how you can increase the power of active learning as a teaching technique by incorporating higher order thinking skills and the use of reflection.

Before Class Work	**PREPARATION FOR CLASS**
	
	1. Complete the readings. When finished, you should be able to:
	    • Name at least five things students need from English instruction if they are to become proficient speakers.
	    • Define transactional and interactional.
	    • Name one pattern of real interaction.
	    • Explain how to get students to use new language in task-based learning.
	    • Describe at least three common classroom challenges and some solutions for dealing with them.
	    • Identify activities that require higher order thinking.
	    • Explain why reflection is an important part of the learning process.
	2. View the video clips.
	3. Complete the quiz.
	4. Identify a speaking attainment target from the *English for Me* Teacher's Book.
	5. Find the lesson that corresponds to the attainment target. Make TWO photocopies of the lesson and TWO photocopies of the related materials from the classbook.
	6. Bring the photocopies to class.
	7. Bring a printed copy of the *Develop Higher Order Thinking Skills* matrix to class.
	8. Think about this question: What challenges do teachers face when teaching speaking skills? Bring an idea for a challenge to class.

Week 5 READINGS

> PDF file:
> *Teaching Speaking Skills 1* **produced by the British Council**

> PDF file:
> *Teaching Speaking Skills 2* **produced by the British Council**

> PDF file:
> **Page 10-11 of the Principles Matrix,** *Develop Higher Order Thinking Skills* **and** *Provide Opportunities for Reflection*

> PDF file:
> **TAP into Learning newsletter. Read these two articles:** *Action + Reflection = Learning* **on pages 1-2 and** *Combining Action and Reflection in the Classroom* **on pages 3-4.**

Week 5 VIDEO

> Print page 10 of the **Principles Matrix,** *Develop Higher Order Thinking Skills.*

> Watch the following video clips. All of them are from a Cycle 2 English class studying a unit on Occupations. The students are actively engaged in activities that require speaking.

> **Week_5_Video_A**
> **Week_5_Video_B**
> **Week_5_Video_C**
> **Week_5_Video_D**

> As you watch the videos, determine which cognitive domains the students are working in. Refer to the *Higher Order Thinking Skills* matrix as necessary.

Week 5 QUIZ

1. Spoken language is both transactional and interactional. Define t**ransactional**. Define **interactional**.

   Sample answer:
   Transactional = message-oriented language
   Interactional = language for maintaining social relationships

2. Students need to be taught patterns of real interaction. What is one pattern you could teach them?

   Sample answer:
   Initiate, Response, Follow up.

3. Imagine that you have given your students the task of acting out a conversation with a new friend. However, students are having difficulty with the task. What could you do?

    Answers will vary, but should include the idea of giving students preparation time. Sample answer:
    Give the students guided preparation time. A simple preparation guide for the task could include questions such as:
    *   How will you start the conversation?
    *   What topics are you going to talk about?
    *   How are you going to move from one topic to another?
    *   How are you going to end the conversation?

4. Image that students are working on a lesson about food. In which of these activities is the student practicing a higher level thinking skill?
    *   ☐ **Writing a restaurant review.**
    *   ☐ Listing the names of four vegetables.
    *   ☐ Pointing to the correct picture of a carrot.
    *   ☐ **Demonstrating how to make a salad from a recipe.**
    *   ☐ Repeating the word "potato" after the teacher says it.
    *   ☐ **Planning a day's menu that includes only healthy foods.**

5. Why is reflection an important part of the learning process?

    Sample answer:
    Reflection is the engine that drives the learning process. Through reflection students build upon and develop existing understandings to generate new knowledge.

6. Name at least three active learning activities that provide opportunity for reflection:

    Answers will vary, and almost any active learning technique is acceptable. Among the best answers are:
    *   Journaling
    *   Writing an essay
    *   Paired discussion
    *   Minute papers

WEEK 5: Classroom Session

Objectives	Trainees will be able to:
	• Describe the characteristics of a successful speaking task.
	• Show awareness of the challenges that teachers face regarding the teaching of speaking tasks.
	• Name strategies that the teacher can use in meeting challenges.
	• Distinguish between fluency and accuracy.
	• Identify speaking tasks within the MOE English Education Syllabus and English Textbooks.
	• Plan a speaking task that matches an MOE attainment target and requires students to use higher order thinking skills.
	• Show awareness of the role that reflection plays in active learning.
Overview	This week trainees continue their study of speaking skills. After considering the characteristics of a successful speaking task ("Coming In" Activity) and briefly discussing those as a class, trainees consider the challenges of teaching speaking. In Suggested Task 1 they exchange knowledge as individuals— each trainee identifies a challenge and other trainees offer solutions. The instructor then leads the class in a discussion, compiling the collective class knowledge and integrating other essential information, such as how to provide feedback during accuracy and fluency.
	In the second half of the class, trainees work in their Wiki teams (Suggested Task 2) to plan a speaking task that requires higher level thinking skills. The task is based on part of a lesson from MOE's *English for Me* materials.

Key Content	1. **Characteristics of a successful speaking task** Background Info: See Appendix – Lesson 5 Resource: Set-up for Suggested Task 1 2. **Challenges of teaching speaking** Background Info: See Appendix – Lesson 5 Background Info: See assigned reading, *Teaching Speaking Skills 2* produced by the British Council Resource: Suggested Task 1 3. **Strategies for meeting the challenges** Background Info: See Appendix – Lesson 5 Background Info: See assigned reading, *Teaching Speaking Skills 1* produced by the British Council Background Info: See assigned reading, *Teaching Speaking Skills 2* produced by the British Council Resource: Suggested Task 2 4. **Feedback during oral work: accuracy vs. fluency** Background Info: See Appendix – Lesson 5 5. **Planning a speaking task that requires higher order thinking skills** Background Info: See assigned reading, *Higher Order Thinking Skills* Resource: Suggested Task 2
Materials	- *English for Me* Materials (in case trainees forget their photocopies) - HANDOUT: Planning a Speaking Task
"Coming In" Activity	*Write this question on the board for trainees to think about as they enter class.* *Imagine or recall a successful speaking activity that you have either organized as a teacher or participated in as a student. What are the characteristics of this activity that made it successful?*
Announce- ments	*Remind trainees of any upcoming events and assignments.*

WIKI Notes Review	*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.* • Answer trainee questions • Emphasize key points • Ask trainees to comment on the experience of working together to produce the WIKI

Suggested Task 1

NAME	Question Exchange
OBJECTIVE(s)	• Describe the characteristics of a successful speaking task. • Show awareness of the challenges that teachers face regarding the teaching of speaking tasks. • Name strategies that the teacher can use in meeting challenges. • Distinguish between fluency and accuracy.
SET-UP	1. Ask four or five trainees to share their responses to the "Coming In" Activity. Compile their responses, and be sure the list includes those items in the Appendix of this lesson. 2. State that next the class will look at the challenges of teaching speaking. 3. Have each person take out a piece of paper. On the paper, they should write their name and one challenge for which they would like a solution. 4. Divide the class into pairs (NOT a Wiki teammate). 5. The two people in the pair exchange challenges.
GIVENS	Challenge written on a piece of paper by another trainee
PROCEDURE – INSTRUCTIONS FOR TRAINEES	*Give these instructions to the trainees:* 1. As best as you can, formulate a solution to the challenge on the paper you have received. *(After Step 1 is complete, give them a predetermined amount of time to mingle around the classroom in Step 2.)* 2. Get out of your chair and mingle around the classroom, exchanging ideas with other trainees (not the person with whom you have been paired) about how to solve your given challenge. Take notes on what they say, and help others with their challenge. *(After the time is up, go to Step 3.)* 3. Reconvene with your original partner and exchange papers, so that the paper with your name and challenge are returned to you. Read the solutions offered to your challenge and ask clarifying questions of your partner.

OUTCOMES	• Written solution to the challenge
FOLLOW-UP	Lead the class in a discussion about the challenges. During the discussion, integrate other information about teaching speaking, including information about how the teacher should provide feedback during oral work (described in the Appendix of this lesson).

Suggested Task 2

NAME	Small Group Task: Lesson Development
OBJECTIVE(s)	• Identify speaking tasks within the MOE English Education Syllabus and English Textbooks. • Plan a speaking task that matches an MOE attainment target and requires students to use higher order thinking skills.
SET-UP	1. Ask trainees to take out the photocopies of the *English for Me* materials that they brought to class. (Also have several *English for Me* books available in class for those who need it.) 2. Tell trainees their purpose: to design a speaking task based on the lesson they brought to class that requires the use of higher order thinking skills. 3. Allow trainees to choose whether they would prefer to work individually or with a partner. If trainees work together, they should choose just one lesson between them and both work on the same lesson.
GIVENS	• The photocopied lesson materials that trainees bring to class (a speaking lesson from the *English for Me* series—both the lesson plan from the Teacher's book and the Classbook materials) • The *Develop Higher Order Thinking Skills* matrix • Handout: Planning a Speaking Task
PROCEDURE – INSTRUCTIONS FOR TRAINEES	*Give these instructions to the trainees:* Follow the directions on the handout.
OUTCOME	Written description of a speaking task that requires the use of higher order thinking skills. The description includes objectives, assessment method, givens, procedure, and outcome.
FOLLOW-UP	If trainees are unable to finish the assignment during class time, they should finish it as homework and turn it in next week.

Reflection	*Trainees reflect on what they've learned and the process they followed.* What higher order thinking skills have you used during today's class? How did you use them?
Review Assignments	**Course & Micro Teaching** Tell the class that next week they will learn how to teach writing skills. Remind them to check the Moodle site for their Week 6 assignment.

Teams Plan WIKI Notes	*Teams meet to begin synthesizing their reflection responses and planning their WIKI entry*
	
	The Wiki should include:
	    a. Characteristics of a successful speaking activity
	    b. Detailed notes about the challenge each Wiki team member posed.
	    c. Notes from the class discussion about challenges and solutions.
	    d. Reflections

APPENDIX – WEEK 5

Background Information on Speaking
Based on lecture notes from Dr. Ali Al-Bulushi

Characteristics of a successful speaking activity
- Learners talk a lot
- Participation is even
- Motivation is high
- Language I of an acceptable level

Challenges
- Inhibition
- Nothing to say
- Low or uneven participation
- Mother tongue use

Solutions
- Use group work
- Base the activity on easy language
- Make careful choice of topic and task to stimulate interest
- Give some instruction or training in discussion skills (fair participation)
- Keep students speaking the target language (appoint monitor)

Feedback during Oral Work: Accuracy vs. Fluency
Based on lecture notes from Dr. Ali Al-Bulushi

A teacher has to decide first on the type of oral activity in hand; if it is designed for accuracy or fluency. The former encourages non-communicative activities that focus on correctness of the language; whereas the latter is designed for more communicative language fluency.

It is generally felt that teachers should not intervene during a communicative task to correct a lexical, pronunciation, or grammatical error. Not only this intervention may raise the stress level and stop the acquisition process in its tracks, it may also deprive the learners from negotiating meaning when communication breaks down.

Feedback during accuracy
Correcting a language mistake is made up of two stages: first showing the incorrectness, and second doing something about it.

Showing incorrectness
- Repeating: asking the student to repeat
- Echoing: teacher echoes the mistake
- Statement and question: 'that's not quite right!' or 'do you think this is correct?'
- Expression: facial or body gesture
- Hinting: saying only 'tense' or 'countable' for related mistakes
- Reformulation: teacher repeats the utterance correctly

Getting it right
If the learner could not correct themselves, the teacher should focus on the correct version with more details. Sometimes student-to-student correction can be helpful in cooperative classes.

Feedback during fluency
Tolerance to fluency mistakes should be greater than tolerance to accuracy mistakes simply because intervention in fluency would have greater effect on the learners. Some of the techniques used for handling fluency error correction are:
- Gentle correction: if communication breaks down due to an unknown word or cannot think of what to say, we can prompt them. We can reformulate the utterance with the correct form so the students can pick it up (e.g. *I am not agree with you = I don't agree with you*). Avoid over-correcting gently as it could be counter-productive.
- Recording mistakes: in a form in order to be noted to the learners later on.
- After the event:
    - Give an assessment of an activity saying how well they did
    - Getting the students to talk about the difficulty of the task generating the mistakes
    - Put some of the mistakes on the board for student to recognize the correct form
    - Write both the mistake and its correct form and ask them to recognize the correct form

WEEK 5 HANDOUT: **Planning a Speaking Task – page 1**

Your assignment: Modify a part of a lesson from the **English for Me** curriculum into a speaking task. The task should require students to use cognitive skills from at least one of the four highest domains in Bloom's Taxonomy: application, analysis, synthesis or evaluation.

1. Recall from last week's class that speaking involves competence in several areas such as:
    *   Connected speech
    *   Expressive devices
    *   Lexis and grammar
    *   Negotiation language
    *   Language processing
    *   Interaction with others

    Use your knowledge about the elements of proficient speaking to establish an objective. Be sure that the objective is something you will be able to assess.

    Decide upon the criteria you will use for determining whether the objective was accomplished.

    Decide upon the assessment method.

2. Describe the three components for the task: givens, learner procedure, and outcomes. You can use student materials as the given. Be sure that the task requires students to function at a higher level of thinking: application, analysis, synthesis, or evaluation. You may want to refer to the Develop Higher Order Thinking Skills matrix as a reminder.

3.   When you're finished, staple these two handout sheets to your packet of photocopied materials and submit it to your instructor.

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Your name(s) _____

Attainment target from *English for Me*: _____

_____

Name of unit (from *English for Me)*: _____

Grade for whom the task is intended: _____

Objective: _____

Criteria: _____

Assessment method (checklist, observation, etc.) _____

WEEK 5 HANDOUT: **Planning a Speaking Task – page 2**

Given(s):	
Learner Procedure:	
Outcome(s):	