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**Positive pedagogy!
Integrated Skills
Communicative Activities
to increase motivation and inclusivity
in mixed proficiency groups
of Secondary School Language Learners**

***New wine in old bottles?
Old wine in new bottles?
or
Organic wine in recycled bottles?***

Principles and Background

Dear Teachers

Welcome to these four workshops. I am very much looking forward to working with you during this seminar.

We shall be looking at the principles behind our practice and putting our pedagogy under the microscope as well as experiencing a wide range of practical classroom activities to help develop our students' communication and co-operative skills.

I would like the workshops to be as interactive as possible so please interrupt, heckle or ask questions throughout the sessions.

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Tuesday 15.45 – 16.30 Workshop 1

Warmer: Belief systems

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Stage 1

Make a circle.

Take one pink slip each. Pass them round clockwise while the music is playing. (You don't need to read them at this stage)

When the music stops read your slip and if you AGREE with it, keep it.

Take a yellow slip and repeat.

Take a white slip and repeat

Take a green slip and repeat.

Stage 2

Pass the slips round anti-clockwise four times to the music. When the music stops read the slip. If you DISAGREE with the slip, keep it

Stage 3

Now decide if you want to talk about ideas you agree with or ideas you disagree with.

Stage 4

Make eight groups.

Group 1 Pink agree

Group 2 Pink disagree

Group 3 Yellow agree

Group 4 Yellow disagree

Group 5 White agree

Group 6 White disagree

Group 7 Green agree

Group 8 Green disagree.

Discuss your thoughts in your group.

Stage 5

When you are ready to move on, join another group which matches the colour of your slip.

Could you use this type of activity with your students? How?

Beliefs : Exercise 2

1 People should be free to make as much money as they can

2 Factories and other property should be owned by individuals and companies

3 The government should interfere as little as possible with the lives of ordinary people

4 At elections people should be allowed to choose anyone they want for government

5 The Press should be able to criticise the government

6 People should be free to choose their own religions.

7 Rich people are wicked and selfish. They should share their money with other people

8 Factories should be owned by the state on behalf of all the people

9 The government should get involved in every aspect of life

10 At elections people should be allowed to vote only for certain people

11 The press should not criticise the government

12 People should give up their religious beliefs.

Communication- what is it?
Sharing ideas, opinions and information with
Confidence

Accuracy	Fluency
Getting it right Not making 'mistakes'	Getting it out
Over correction of mistakes/errors in spoken communication will create lack of confidence and demotivation	Focussed correction- for the purpose of the task
Written form	Spoken form
Prescriptive Grammar Rules for writing	Descriptive Grammar What people actually do – ie they 'break' the rules
Received pronunciation	Comprehensibility
Native speaker as target model ('deference to native speaker' Widdowson)	ELF not EFL
Pedagogy marked by whole class teaching and individual learning	Pedagogy marked by sharing and co-operation
'Closed' Tasks	'Open' tasks

Canale's model (1983)

Four competencies

- 1 grammatical competence**
- 2 sociolinguistic competence**
- 3 discourse competence**
- 4 strategic competence**

All based on the native speaker model

As was Breen, Candlin and Waters 1979 article

".... authentic communication in the target language – communication by and for native speakers..."

Widdowson 1998: Context, Community and authentic language TESOL Quarterly 32/14 705-716

"... the language which is real for native speakers is not likely to be real for non-native speakers."

**English as a Lingua Franca (ELF) – oral production-
BICS**

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**See: VOICE – Vienna Oxford International Corpus of English
(Seidlhofer, B)**

Changes and increasing acceptability of spoken form of ELF

1 non use of third person 's'

2 interchangeability of 'who' and 'which'

3 omission and insertion of definite articles

A S1: ..because they know how to play, they know how to survive in the nature or in the society

Also used with abstract words pollution, abortion, euthanasia

We usually work in warehouse on top floor

B Zero article where L1 speakers would use in idioms – the best, the first *Eg This is best car here*

Emerging patterns show a shift away from a distinction between specific and generic reference.

Patterns of article use in ELF are context dependent and meaning driven rather than in ENL

4 use of all purpose question tag – *no? or isn't it?*

5 Increasing redundancy with prepositions – *Can we discuss about..?*

6 reliance on verbs of high frequency – do, have, make, put, take

7 pluralisation of nouns – eg *advices, informations*

8 "that" clauses instead of infinitive constructions – eg *I want that we go home now*

9 increasing explicitness – eg *black colour*

**ELF Pronunciation features key to intelligibility
(taken from Jennifer Jenkins)**

1 consonant sounds – except for 'th' (both voiced and voiceless)

2 vowel length contrasts eg 'live' and 'leave'

3 nuclear/tonic/comparative stress

Eg I come from FRANCE. Where are YOU from?

4 voiced and voiceless consonants eg 'mug' and 'muck'

Non –core pronunciation features

All other areas of pronunciation are considered non-core including

- a. most vowel sounds
 - b. word stress
 - c. overall intonation of 'British English'.
 - d. Most 'small' words ie prepositions and articles are pronounced so lightly as to be virtually unintelligible.
 - e. Most likely that the 'th' will disappear to be replaced by 's' and 'z'
- The starting point for standard spoken modelling (BICS) should be successful, intelligible interaction between non-native speakers instead of standard US or UK models.

Old wine in old bottles vintage 1984

Examples of first generation communicative activities:

Klippel (F) Keep Talking – Communicative Fluency Activities for language teaching [1984)

Klippel divided the communicative activities into 12 kinds. Many of these activities still exist in current ELT textbooks Work with a partner. Tick the activity type you know.

Activity type	Example	Know it?
1 Interviews	Opinion poll/survey: What do you usually eat for breakfast?	
2 Guessing games	Asking questions to find out the name on the name tag on your back	
3 Jigsaw tasks	Teacher makes something with Lego bricks. A messenger from each group looks at the model and then tells the group what to do	
4 Questioning activities	Find someone who.. likes bananas, can skateboard etc	
5 Ranking exercises	Desert island: List of items – what would be most useful to a castaway?	
6 Discussion games	In groups students write down their ideal job and for everyone in the group. Share responses.	
7 Values clarification techniques	Twenty things I'd like to do	
8 Thinking strategies	Students think of plus, minus and interesting points of an idea eg People should wear badges	

	to show which mood they're in. Share ideas in a group	
9 Problem solving strategies	You have 12 hours in London, £300 pounds and a car. What would you do? Use the guide book and maps.	
10 Miming	Mime a message to a partner across the room. Other students guess the message.	
11 Role Play and Simulations	Interview for a job	
12 Stories	Students talk for one minute about a topic on a slip.	

Work together and put the sentences into groups

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A The bitter strike over pay and working conditions has now lasted more than eight weeks.
B Last night thieves stole a Holbein painting from the home of Lord Bonniford
C When I'm an old woman I shall wear purple
D Shipbuilders have told their leaders to fight to the end to stop the dockyards closing
E And I shall spend my pension on summer gloves and hats
F The chairman of the Shipbuilders Union, Sir Hunter, has asked the president of the Shipbuilders Union, Jack Roberts, to attend a meeting next Thursday
G Holbein painted the portrait of Lady Grey in 1534
H Lord Bonniford said he heard noises in the night but he did not go downstairs.
I I shall sit down on the pavement when I'm tired
J The security guards didn't phone the police because the thieves

tied him to a chair.
K Meanwhile the government has ordered Sir Hunter to give the new shipbuilding contract to the Japanese
L The thieves cut off the electricity to get into the house quietly.
M I shall go out in my slippers in the rain and pick the flowers in other people's gardens.

What clues did you use to help you? Give each group a title. Students make similar exercise for home learning or Choose one story and write it showing anaphoric reference links

Wednesday 9.00-9.45 Workshop 2

Organic wine in recycled bottles: Part 1

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Warmup

Slow thinking time: Write down anything you can remember from yesterday. Compare your memories in a group.

Integrated Skills Communication Activities for Inclusivity: What does this mean?

- 1 Practising more than one skill in the same activity
- 2 Encouraging initiation – students own words and own ideas
- 3 Making activities do-able by everyone
- 4 Providing a reason and a framework for speaking in English

Reasons for need for change :

The old communicative activities had a number of problems which made them unworkable in a monolingual school context.

1 Artificiality

Why would a German pupil ...

....ask another German pupil what he eats for breakfast in English?

....tell a group of German pupils how to build a Lego construction in English?

2 Need for suspension of disbelief

One of the other problems of many original Communicative tasks was their need for suspension of disbelief. "You have 12 hours in London with £300..."

3 'Educational emptiness'

Mime a message

Many teachers share these sentiments:

There is no real possibility of real communication in English in a monolingual classroom."

(Longman Pearson article on teaching tips on website)

Position of Groupwork Communicative task in lesson

Lesson Stages	Activity/task type
Tuning In	Brainstorming/ querying
Finding Out	Jigsaw reading/listening/watching
Sorting out	Simulation
Reflection	What we could do next

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Reflection	What we could do next

Groupwork

Work in a pair/group. Read the questions and answer the ones you find most interesting/relevant to your teaching situation.

|

1 Can you specify some characteristics of successful groupwork tasks?	
2 Which groupwork tasks are usually the most successful? Can you think of some examples?	
3 Is successful groupwork the same for you as it is for your students?	
4 What problems do you have when students work in groups?	

5 Which kinds of exercises give the most problems?	
6 Do all students like working in groups?	
7 Do you like groupwork?	
8 How many different kinds of groupwork can you ask students to do?	
9 How can you build choice into groupwork?	
10 How often do you do groupwork?	

Share your answers with another pair/group.

Secondary teaching: Storming through Groupwork

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Tuckman shows 5 stages in the process of groupwork.

Work alone, with a partner or in a small group. Look at the stages and discuss strategies you can use to smooth over the difficulties which arise at each stage.

Students : the process of groupwork	Teacher: Your strategies
<p>1 Forming</p> <ul style="list-style-type: none"> - coming together - testing the social temperature - teacher dependent - may or may not be task oriented - 'Do I belong to this group or not?' ' Do I want to commit myself to this group/this task?' 	
<p>2 Storming</p> <ul style="list-style-type: none"> - intra group conflict - lack of unity and agreement - 'fight' and 'flight' atmosphere marked by conflict and competition - hostility to task and teacher 	

<p>3 Norming</p> <ul style="list-style-type: none"> - birth of group cohesion - emphasis on maintenance of interpersonal relations - establishment of group norms - conflict avoided to increase harmony 	
<p>4 Performing</p> <ul style="list-style-type: none"> - unified approach to the task - co-operation - constructive action towards task and group harmony 	
<p>5 Mourning</p> <ul style="list-style-type: none"> - reluctance to return to class setting 	

Jigsaw Listening: the problems of water

From Unit 24 Level 4 Cambridge English for Schools Littlejohn, A.P and Hicks, D (CUP 1998)

1 Start from the students

Work in pairs. What questions could you ask about water in the world? Write in L1 or L2. Share your questions with another pair.

2 Jigsaw listening

Work in groups of five. Copy the chart from the board

Name	Question	Answer
1 Shirley		
2 Marianne		
3 Oliver		
4 Anton		
5 Jeff		

Listen to the radio programme and fill in your part of the chart with the question. Then listen again and fill in the answer. Compare in your group.

3 Jigsaw to make new groups. Share your information with your new group.

Can you answer any of the questions now?

Listen again. Write down the places and label them on a world map.

Jigsaw reading What will happen by 2050?

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1 Start from the students

Work in a pair or small group. What do you think will have happened by 2050 in these areas?

Use the chunk:

Scientists will have invented.

We will have solved the problem of.

Area	We think these things will have happened
1 Entertainment	
2 Environment	
3 Technology	
4 medicine	
5 Transport	

Share your ideas with another group.

2 Jigsaw reading What do the scientists say?

Work in a group of five. Copy the chart from the board and write down the predictions from your text.

Area	Prediction 1	Prediction 2
1 Entertainment		
2 Environment		
3 Technology		
4 Medicine		
5 Transport		

Now make new groups and share your information.

Which of the predictions are you looking forward to most?

What do you think you will have done by 2050?

Text 1 Entertainment

Scientists predicts that TV channels will have disappeared and people instead will be able to watch all films and TV programmes on their computers. All governments will have installed 'broadband bubbles' over their cities and towns so that everyone will have access to books, magazines and radio programmes on mobile computers. In addition, holographic TV will have arrived so we will be able to smell and touch the things on TV and on films.

Text 2 The Environment

Water will have become one of our most serious problems. In many places, agriculture will have changed to a more intensive pattern of water use for export. Demand for water will have increased ten times between now and 2050 and there could be serious shortages. Some scientists predict that the United Nations will have dealt with five cases of war caused by water shortage by 2050.

Text 3 Technology

By 2050 thousands of people will have lost their jobs because robots will have replaced many people in factories. By 2050, schools will have introduced robots to help with duties around the school such as in the canteens, in the school yards, with cleaning and perhaps also for some teaching. Supermarkets will have designed robots to fill the shelves and pack customers bags and even work on the check out tills.

Text 4 Medicine

Medical technology will have conquered many diseases. Scientists will have invented electronic devices that connect directly to the brain to help people hear and blind people see. Scientists will have discovered how to control genes so that they will be able to produce clones of animals and people, and decide how they look, their personality, and the amount of intelligence they have. Scientists will have found the cures for many genetic diseases.

Text 5 Transport

Scientists will have designed cars which will run on new, clean fuels and they will have put computers in every engine to control the speed of the car so there won't be any accidents. By 2050, the satellite navigation equipment computer will have been personalised so it will drive you to your destination.

Aerospace technicians will have designed 'Space planes' to take people halfway around the world in 2 hours. By 2050, many people will have bought a house on one continent and will have a job in another as people will fly from Los Angeles to Japan in just two hours.

Jigsawing Teachers Notes

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The success of any jigsaw depends on a shared graphic eg chart, map, timeline, flowchart.

Process of Jigsawing

- 1 Students work in 5 groups. Ie 5 in a group if 25 students.
Students copy chart from the board.
- 2 Give each group a number 1-5 and the name. Students listen to 'their' person's question on the first play and the answer on the second play.
They write the information in the chart.
- 3 They compare with their partners to check they haven't missed anything.
- 4 Students now 'jigsaw': the aim is to have one student in each group with different information so they can share.

5 Process of 'jigsawing'

- a. Each table has the number of its text- 1-5.
 - b Give each pupil a number 1-5
 - c Pupils with the same number as their table stay there.
 - D All the other pupils move to the table of their number – ie all the twos move to table 2, all the threes move to table 3, all the fours to table 4 and all the fives to table 5.
 - 6 Now they take it in turns to share their information and other pupils complete their charts.
- How much L1 do you think your students would use in this task?

Wednesday 11.45- 12.30 Workshop 3
Organic wine in recycled bottles: Part 2
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Warmup

Slow thinking time: Write down anything which has surprised you over the last few sessions. Compare your surprises in a group.

Role Plays and Simulations: What's the difference?

Role Play

In a role play a student is given a role, a setting, a situation and, sometime, ideas of what to say.

Klippel's example:

<p>You are Ricky You are in the kitchen baking a cake as a surprise for your parents. They will be home in two hours. The phone rings</p>	<p>You are Mrs Fletcher You are 75 years old and have sprained your ankle. It is difficult for you to walk. You need someone to go to the chemists for you. You phone Ricky on the top floor.</p>
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Would you do this activity with your students? Why? Why not?

Simulation

In a simulation, the students are given a problem and their task is to provide solutions for the problem as themselves using a combination of information provided beforehand and their own real-life knowledge.

Simulation: One river, four countries

From Unit 24 Level 4 *Cambridge English for Schools Littlejohn, A.P and Hicks, D (CUP 1998)*

Along the River Quangga

Tuning in Start from the students

1 Picture dictation

Listen and draw.

Teacher sentences for dictation.

Draw a very long river. It is called the Quangga.

Now draw four countries which border each other and share the river.

Label the countries.

The first is Alessia, the second is Bordang, the third is Chartis and the fourth is Dinder.

The four countries make up the Oceania Union.

Compare your picture in a group.

2 Work in a group of four.

What problems do you think these four countries might have because they share the river?

They might...

One of them could...

PROBLEMS ALONG THE RIVER QUANGGA

3 Read the information about your country

Take one text each. Write the information on the map. Tell the rest of your group the information to complete the map.

4 Your ideas

What can the countries do to solve these problems? Share your ideas in the group and write them in the chart.

We could.. Why don't we...? Do you think it'd be a good idea to? Would it be possible to..? One thing we could do would be to...

What can you do?	
Short term: Within 6 months	
Medium term: Within 2 years	
Long term: Within 5 years	

Alessia has very little wood or coal to make electricity. The World Bank lent Alessia \$200 million and, with the money, a dam has been built to generate hydroelectricity for the growing population. As a result, the other countries now have much less water to irrigate their crops. However, Alessia has offered to build a new water pipeline to the other countries.

Farmers in **Bordang** have been persuaded to grow sugar cane and other cash crops. Bordang can export the crops (and so earn a lot of income) but they need much more water than traditional crops. In many places the route of the river has been changed to irrigate the new crops. This means that the level of the river in Chartis and Dinder is often much lower than it used to be.

Chartis has built many new chemical and paint factories along the river. Dinder thinks that the factories in Chartis have put a lot of chemicals into the river. A lot of fish have died and it is dangerous to swim or wash in the river in Dinder.

The capital city of **Dinder** used to be in the south east of the country but now gold has been discovered near the river Quangga. The government has decided to move the capital to the north west and wants to build three big reservoirs for the eight million people who will live in the new city. However, there is not enough water to fill the reservoirs.

5 Work with another group.

You also need a Chair and a scribe and (optional) a film-maker to record the meeting on a mobile phone. There are two representatives of each country. Before the meeting read the message from the Presidents of the countries.

The meeting

The aim of the meeting is to find solutions to all the problems that everyone agrees with. The meeting will last no longer than 12 minutes. Help the Scribe fill in the chart:

Oceania Union: Agreed Policy Plan:

	Alessia	Bordang	Chartis	Dinder
Short term 6 months				
Medium term 2 years				
Long term 5 years				

6 Reflection

Watch/listen to the recording of your meeting.

What pleased you most about your speaking?

What would you say about these aspects of your speaking?

1 Did your speaking flow or was it hesitant?	
2 Did you sound confident?	
3 Were you polite to the other speakers?	
4 Could the others understand you?	
5 Were your ideas relevant to the discussion?	

What do you think you need more practice with?

What do you think you could help other people with?

THE PRESIDENT'S MESSAGES

President of Alessia

At the meeting, you will need to argue that the dam will provide a lot of electricity. This will be more than we Alessia needs so Alessia will be happy to supply other countries with cheap electricity if they agree to the dam. You can also say that if all the countries worked together you could build new water pipelines from the dam to the other countries.

President of Bordang

Bordang is very poor and we urgently need to grow crops which we can sell. We need the money so that we can build factories, roads and an airport. At the meeting, you can say that Bordang would like to have cheap electricity to help us build these new places and we like the idea of the water pipeline from Alessia. However, we will not have any money until we begin to sell the crops.

President of Chartis

A large multinational company has helped us to build the chemical and paint factories and if there is not enough water they will move out of our country. Many people will then not have any work. It is not our factories which are causing the pollution in the river. Our scientists say that Bordang is using new chemical fertilisers for their crops, and this is polluting the river. We like the idea of the cheap electricity and the waterpipes from Alessia and it is possible that the multinational company will give some money for the project.

President of Dinder

Dinder already has enough electricity because we have a lot of coal. We also have a network of water pipes so we are not interested in a new pipeline. Dinder is very angry that the water is so polluted and that our people cannot eat the fish from the river. We planned to start a tourist industry and build

hotels but if there are no reservoirs we cannot do this. We can, instead, sell some of our coal to the other countries so that they can make electricity.

River Quangga Simulation: Teachers Notes:

The success of the simulation depends on the students having a very clear idea at the beginning of what they have to do. In this simulation, the four countries, each represented by students, meet to discuss the problems described in the text. Encourage the students, in addition to the information in the text, to use as much information as they can from their general knowledge, geography lessons etc. and also their imagination.

Stage 1: Start by dividing the class into groups of eight.

For each group, there also needs to be a chairperson and a scribe and preferably someone or better, two, students to record the session on a mobile phone.

Chairman - choose someone who is outgoing with reasonable spoken fluency

For the **scribe** to take notes - choose a quieter person who is better at writing and listening.

Stage 2:

The chairpersons and scribes form one group. Brief them on how they should handle the meeting regards turntaking, time and outcome.

Go round and help with ideas. Some students will make notes and compare ideas in mother tongue, this does not matter. The final outcome [the meeting] and all the input[the text] has been in English.

Stage 3: The meeting:

Your role is to make notes of students communication skills.

Have ready a sheet with headings of the areas you think are important:

- 1 Flow 2 Confidence 3 Appropriacy 4 Broad range of lexis**
- 5 Workable grammar 6 Comprehensible pronunciation**
- 7 Courteous interaction with interlocutors**
- 8 Personal 'voice'**

Jot down points as you hear them. Try to sit behind the students so that they forget that you are there. As far as possible let the meeting run without your participation.

You can use the simulation as assessment ***of*** or assessment ***for learning***

Remind the students that they are at the meeting as themselves so they can draw on any 'world knowledge' which they have and that they must come up with the three strategies within the time provided.

TIME: Tell the group how long they have for the meeting [the Chairperson keeps an eye on the time] - probably 12 minutes would be ample time.

Follow up- play the recording so the students can pick up on their own strengths and weaknesses.

Evaluation: Finish by asking the students what they think they have learnt from the Simulation and how they would do it differently next time.

Wednesday 16.00-17.00 Workshop 4
Organic wine in recycled bottles: Part 3
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Warm up Slow thinking time:
Which activities can, might, can't you use with your students? Share your ideas in a group.

Real drama

Choose a part of a real play. Students work in pairs and read it together. They then discuss

1 the age of the characters

2 their relationship

3 where they are

4 why they are there

5 their emotions

They find clues in the text to substantiate their decisions.

Then they read/act the section again in the light of their decisions.

From *Here* by Michael Frayn

One of the doors is unlocked and pushed open. On the threshold stands Cath holding a key on a label.. She comes cautiously into the room, followed by Phil. They look dubiously around.

Cath: No?

Phil: No. No?

Cath: No

Phil goes out. Cath takes a look round. He reappears.

Phil: What?

Cath: Nothing

They both look round

Phil: You mean...?

Cath: No...No

She goes out. He continues to look round the room.

Phil: No

He turns to go. She reappears.

Cath: Not unless you ..

Phil: Me? No. Not if you...

Cath: No..

Phil: I mean, what do you think?

Cath: I don't know.

Phil: I see.

Cath: No, no. if you think no

Phil: Yes, but I want to know what you think...

Cath: I think you think no.

Phil: You mean you don't think no?

Cath: I just think... I don't know

Phil: You don't think yes? You're not saying you think yes?

Cath: No! no!

Phil: But you don't think no?

Cath: No, but I know you think no.

Phil: Not at all.

Cath: You don't think no?

Phil: Not if you don't think no

Cath: No, well

They move around the room, looking. She opens the kitchenette

Phil: What?

Cath: The cooker's a bit..

Phil: Yes.

She closes it. He opens a second door.

So's the bath

She looks as well

Cath: Yes... Not very..

He closes it. She pulls the curtain across to close off the alcove

Phil: Not very..

He looks out of the window

Cath: What?

Phil: Nothing
 Cath: The view?
She looks out of the window as well

Well..
 Phil: Fine
 Cath: reasonably
 Phil: Absolutely
 Cath: Isn't it?
 Phil: Yes! Yes!

What is the difference between the play dialogue and the dialogue in a text book?

Communicative activities with dialogues

From Unit 26 Level 4 Cambridge English for Schools Littlejohn, A.P and Hicks, D (CUP 1998)

How would you use this dialogue with your students?

Lin: have you seen Otis, Charlotte? He said he's give me a hand with my Art project
Charlotte: I saw him racing off to the Sports Block about ten minutes ago
Lin: Oh yeah. He practises football there every break
Charlotte: Never mind. Lets walk round and find him. Even Otis can't play football all break
Lin: No. That's true. Look, that's him over there, isn't it?
Charlotte: What's he doing? What's he got in that sports bag?
Lin: I don't know! Hi Otis! Otis!
Otis: Oh hi!
Lin: Otis, did you do this?
They look at the graffiti wall

Otis: Yep. What do you think?
Charlotte: Well, I don't know. It's incredible! What is it?
Otis: It's my Art project!
Charlotte: Your Art project! Miss Hopwood will..
Lin Blow her top probably
Charlotte: Does she know about this, Otis?

Otis: Not yet. I thought that if she'd known about it, she wouldn't have let me do it. I'll tell her tomorrow.

Lin: She won't be very happy, Otis. In fact, I think she'll be really angry.

Otis. But it's Art!

Charlotte: That's your opinion Otis! It's not your wall

Otis: The wall was very boring before

Lin: That's the bell. We'd better go...

Before listening

1 Give students a summary of the dialogue and ask them to work together and make up the dialogue before they hear it.

For example: Students work in a group of three

Situation

One friend secretly has done his Art project as a piece of graffiti on a school wall. He is very proud of it. His two friends find him and are shocked. They think their teacher will be very angry.

Prepare their conversation together.

While listening

1 Give students a choice about whether to listen with their books open or closed.

2 Students listen to the words of one character only – they have a list of utterances and write in what they hear.

Miss Hopwood	Otis
1	1
2	2
3	3
4	4
5	5
6	6
7	7

Work with another pair and try to reconstruct the dialogue

3 Write a list of chunks on the board from the dialogue. Pupils work in pairs and choose odd or even numbers. They write the initials of the character who speaks them as they listen.

Chunks	Character
1 I hope no-one has let me down	
2 It's this way	
3 You'll love it	
4 Why didn't you discuss this with me first?	
5 Well, I haven't	
6 Isn't it obvious?	

4 Choose a character and whisper the words as they speak
5 Write 1-10 in your copy books. Listen to 10 sentences and tick the ones you understand the gist of.

After listening

Students choose

1 mode

2 timing

3 task

Choose whether you work alone or with a partner. Choose a task

Alone	With a partner
1 Write a similar dialogue	1 Write a similar dialogue and act it out
2 Write an open dialogue	2 Record the dialogue onto tape/mobile phone
3 Make the dialogue into a comic strip with speech bubbles	3 Dictate six sentences to your partner once.
4 Make 5 changes to the dialogue	4 Change 5 sentences and dictate them to your partner. Partner doesn't write the changed part.
5 Copy out six sentences. Cut them up and put them in the right order.	5 Act the sentences. Your partner guesses the emotion in your voice.
6 Write stage instructions for the characters	

Some suggested Assessment of Learning Activities for Communication Activities for 14+ students

Diana Hicks

What are we assessing?

- 1 Flow**
- 2 Confidence**
- 3 Appropriacy**
- 4 Broad range of lexis**
- 5 Workable grammar**
- 6 Comprehensible pronunciation**
- 7 Courteous interaction with interlocutors**
- 8 Personal 'voice'**

Bottom line = Does the message come across?

Student choices

- 1 Who and how many other they work with**
- 2 the task**
- 3 the use of IT**

- 1 Pair/group work presentations with IT. Use Power point and all the technological know-how at your disposal make a 5-7 minute pair/team presentation about one of the topics we have covered this semester or one of your choice (check with me first)
- 2 Make a radio/tv programme on School Radio of 12 minutes long for your Year group.
- 3 Record a Skype interview with a native speaker and a non native speaker on a topic of your choice.
- 4 Pitch a film idea to a Hollywood panel.
- 5 Design and act in a TV advertisement for a new product.
- 6 Make a short documentary with commentary about an aspect of your town /region which interests you.
- 7 Provide a running commentary on a sports match, a computer game or a scene from a movie

Plus Continuous assessment in Double Case Study.

Example chart for double assessment Case Study Class 9

Date	Name	Activity	Comment	Grade
7 Sept	Peter	Comprehension questions	Fairly focussed	7.5
7 Sept	Mary	Working on a dialogue	Not concentrating	5
9 Sept	Sam			
9 Sept	Tara			
11 Sept	Tom			

Some practical ideas for sustaining motivation in Mixed Ability ELT secondary classrooms

1 Experiment:

Vary the activities students do in the classroom and the way they are done and see which ones different students respond to best.

For example: Drama, songs, role play, simulation, projects, different kinds of grammar exercises, dictations, computer work, different reading activities, different listening activities, pair work, group work. Keep action research records of classroom activities.

2 Choose 'larger' tasks

Instead of offering a series of short exercises try larger tasks such as simulations or process writing

3 Choose open ended tasks

Tasks which students can respond to in different ways where there is more than one right answer or means of finding it so everyone's work can be valued, for example projects, designs, role plays/simulations

4 Provide choice

Instead of saying 'Do exercise 5' say 'Choose an exercise on the next two pages'

5 Involve students in classroom decision making

Students can offer suggestions about which kind of homework would be most helpful, how long to spend on a task, how they should work on a task or how to be assessed for a piece of work

6 Find out what students think about the materials and activities

This helps students think not about what they like but what helps them understand better. Encourage them to answer a questionnaire or write a letter or use a suggestion box

7 Think about how and when and to whom you give feedback

Try to identify clearly why students are failing instead of just giving a low mark

8 Communicate optimism in learning

Communicate the belief that everyone can be successful, encourage students to try and take risks without being made to feel inadequate. Show them clearly the progress they have made.

Division of labour: Who does what?

Look at the tasks and tick who usually does them in your classes

Task Who ...	You - Teacher	Students
1 .. decides on the lesson content?		
2 ...decides which materials to use?		
3 ..produces materials eg worksheets?		
4 .. decides on the mode of work? Eg whole class/pair work		
5...decides which strategies individual students should use?		
6 .. assesses progress?		
7...keeps records of work done?		
8..evaluates the success of tasks and lessons?		
9 ..decides on the timing of each task?		
10... decides on homework tasks?		

Which of these tasks could be shared with students?