

Teaching the Six Skills

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Teaching the Six Skills
A Redesign of an SIT Course
May 2016
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Description of Context

Nature of Course and Institution

“Teaching the Six Skills” is a course taught in the first semester of the academic year Master’s in Teaching at SIT Graduate Institute. It is a three-credit course, which typically means about 45 hours of contact time. The goal of this course is to deepen and enhance the students’ approach to teaching, and in particular their approach to teaching the six skills: listening, reading, writing, speaking, viewing, representing, as it relates to their internship context.

People

There are eight to twenty-five students in the class. Age may range from 21 to 65 years of age, all genders. The class includes students from many different regional and international cultures. The students come from a variety of first languages but all have high levels of English. Students are participating in this mandatory course for their Master’s of Teaching degree. All students have an undergraduate degree and have varying levels of experience in teaching.

Physical Setting

The course takes place on the Vermont campus of SIT. The classrooms most likely for the course to take place in are the auditorium or SGC 405. Both are spacious with boards and a projector. There are plenty of tables and chairs. Students typically live on campus or near by. Those that live off campus have the option of public transportation.

Teaching Resources

All the usual resources that exist in American schools are available for this course. Chalkboards, whiteboards, bulletin boards, computers, internet and all basic school supplies are available. Readings are available through SIT’s E-Reserves.

Time

This class meets 15 times through the semester for 3 hours each time. The class meets three times a week in the morning. Students take Second Language Acquisition before starting this course and have completed most of Language Analysis for Lesson Planning before starting this course.

Introductory Letter

Dear Students,

Welcome to 'Teaching the Six Skills!' I am very excited to explore with you as we learn about who we are as users of the six skills in our L1 and L+s and how we can best teach the six skills to our students. Throughout this course, we will look at who we are as language users, who we are as language teachers, who are the prominent voices in our field, and how we bring the six skills together in our daily lives to communicate with each other.

This course used to be called 'Teaching the Four Skills.' Our distant ancestors used only two skills, listening and speaking. Around 3200 BC in Mesopotamia and 600 BC in Mesoamerica, writing and reading were invented. We live in an exciting time as technology is rapidly changing how we communicate with each other, to the extent that language experts around the world agree that we now have six skills that we use to communicate with each other; listening, speaking, reading, writing, viewing and representing.

In 2014, 300 hours of YouTube video were uploaded every minute of the year. In this course, we will take a look at the processes and skills needed to critically view these texts and the processes and skills needed to create multimodal texts. Multimodal texts are texts that combine multiple sign systems (text, speech, emoji, symbols, music, etc.) to convey meaning. Examples of multimodal text are as simple as a picture book, as complex as a movie, and as compelling as a staged drama.

What does it mean to be fluent in a language? Is it enough to be able to simply listen and speak? What if you can read and write, but not understand the spoken version? What if you speak the language with a high degree of accuracy and fluency, but you don't understand the non-verbals that accompany the conversation? These are some questions to start you pondering about how the six skills work together to help us communicate with those close to us.

Another thought experiment – What is a word? Are emojis words? Words are strung together to create utterances and multiple utterances become a discourse. With context, words' meanings become more fluid and malleable to be shaped by the two (+) participants. Is there a word that you have created that exists between just you and a few other people? Is it a word if only a few people know the form, meaning and use of the word?

I hope that you will keep an open mind as we explore these skills. I know that we all come to this course with previous experiences, negative and positive, of learning the six skills. Check out this video if you need a confidence boost that we can all engage successfully with the six skills:

<https://www.youtube.com/watch?v=7TXEZ4tP06c>

It is my hope that the knowledge, skills, awarenesses, and attitudes we will develop in this course will prepare you for your internship. While we will spend most of our time investigating each skill one at a time, remember that we rarely are using only one skill at a time. It is the integration of these skills that create successful communicators.

See you in class!

Sarah Morse

Beliefs

I

I believe that the professor is the facilitator of learning and should strive to offer opportunities for learning at a variety of levels. Throughout this course, there are many opportunities for students to engage with the material, other students, and the professor on different issues and depths to provide new information for everyone without overwhelming any student. Individual feedback on lesson plans is one type of assignment that allows the professor to work with the student to provide learning opportunities for each student. Another example of this belief is the opportunity to read and respond to as many classmates' posts as students want to beyond the required amount.

Thou

I believe that all students bring valuable experience and knowledge to the classroom and that by actively engaging with their experiences, we can enrich and expand our knowledge, awareness, skills, and attitudes of the six skills. All students have experience with the six skills in their own lives and know how to integrate these skills in their L1s. Through the crash language course and other experiences learning languages, all students come to this course with experience in learning the skills in a second language. By drawing on their experiences and relating them to current theories, students will engage the class in deep discussions around teaching the six skills and integrating the skills in their classrooms.

It

I believe that each skill is critical to a learner's ability to communicate in the language and that integrating the use of these skills will enable learners to use the language in real life settings. This course is designed so that the students will be able to see the trees in the forest. By identifying what is unique about each skill and how to teach the skill at different levels, students will be prepared to work within their contexts for their internships. Very rarely will learners be using only one skill when communicating in the language, so by teaching the students how to integrate the skills within their lessons, they will be providing lessons that are closer to the reality of how they will be using the language outside of the classroom.

Context

SIT's mission statement is that it "prepares students to be interculturally effective leaders, professionals, and citizens" through experiential learning and a commitment to social justice. This course provides the opportunity to experience a lesson plan that focuses on each skill. Students reflect on their experiences and create sample lesson plans that they might use in their internship. Throughout the course, we will take a critical look at what literacy is and how culture affects how the producer creates their text and how culture affects how the receiver interprets their text.

Goals and Objectives

Goal

To deepen and enhance your approach to teaching, and in particular your approach to teaching the six skills: listening, reading, writing, speaking, viewing, representing, as it relates to your internship context.

Objectives

The course objectives are:

To develop a stronger awareness of yourself as a listener, reader, writer, speaker, viewer and representer in your L1 and your additional language(s);

To deepen your knowledge of how people learn to listen, read, write, speak, view, and represent in an additional language;

To deepen your knowledge of major issues and topics in the field such as schema theory, top-down vs. bottom-up processing, product vs. process, process writing, reader response theory, thematic-based learning, authentic material, task-based learning, context, socio-cultural aspects of teaching the six skills, media literacy, critical literacy theory, and the narrative framework;

To expand your repertoire of techniques and skills for teaching listening, reading, writing, speaking, viewing, representing;

To develop an attitude of confidence as a teacher of the six skills;

To expand your skills of integrating the six skills in your lessons;

To develop your skills in planning lessons and writing lesson plans within your internship context using a variety of lesson formats and planning formats;

To further develop skills and attitudes that foster you own and your colleagues' learning.

Scope and Sequence

Class 1. Theory Day 1.

What does it mean to know a language? What is literacy?
Theory: Schema theory, top-down v bottom-up, reader response
Lesson Plan frameworks
Authentic materials, task-based learning, thematic-based learning

Class 2. Listening Day 1.

What does the field say?
Sample lesson: The Lonely Man

Class 3. Listening Day 2.

Activities for low, mid, and high levels
Authentic listening
To repeat?
Sources for listening material
Why are we listening?

Class 4. Reading Day 1.

What does the field say?
Sample lesson: Hot Coffee

Class 5. Reading Day 2.

Activities for low, mid, and high levels
Adapting texts
Pre-teaching vocabulary
THIEVES and other acronyms

Class 6. Viewing Day 1.

What does the field say?
Sample lesson: The Blue Umbrella

Class 7. Viewing Day 2.

Activities for low, mid, and high levels
Repetition? Sources? Subtitles?
Elements of Design
Elements of Electronic Media

Class 8. Theory Day 2.

Narrative framework
Critical literacy theory
Socio cultural aspects
Integrating the Skills

Class 9. Speaking Day 1.

What does the field say?
Sample lesson: The Missing Bag

Class 10. Speaking Day 2.

Activities for low, mid, and high levels
Repetition vs. Reiteration
Fluency
Prosody

Class 11. Writing Day 1.

What does the field say?
Sample lesson: The Object

Class 12. Writing Day 2.

Activities for low, mid, and high levels
LEA
Writing Process

Class 13. Representing Day 1.

What does the field say?
Sample lesson: Happy Memories

Class 14. Representing Day 2.

Activities for low, mid, and high levels
Scaffolding
Low tech, high tech
Storyboards

Class 15. Course Synthesis and Action Plans

Day 1 activities
Where was I? Where am I now? Where am I going?

Module 1: Theory

Objectives

To deepen your knowledge of major issues and topics in the field such as schema theory, top-down vs. bottom-up processing, product vs. process, process writing, reader response theory, thematic-based learning, authentic material, task-based learning, context, socio-cultural aspects of teaching the six skills, media literacy, critical literacy theory, and the narrative framework;

To develop an attitude of confidence as a teacher of the six skills;

To expand your skills of integrating the six skills in your lessons;

Summary of Content

Class 1. Theory Day 1.

What does it mean to know a language? What is literacy?

Theory: Schema theory, top-down v bottom-up, reader response

Authentic materials, task-based learning, thematic-based learning

Lesson Plan frameworks

Class 8. Theory Day 2.

Narrative framework

Critical literacy theory

Socio cultural aspects

Integrating the Skills

Lesson Plan for Theory Day 1

Barometer: What does it mean to know a language? (45 minutes)

Identify one wall as 'strongly agree' and the opposite wall as 'strongly disagree.' Read one statement and invite the students to move to a place in the room that indicates the strength of their agreement or disagreement with the statement. Ask students to discuss in small groups with the people closest to them why they are standing where they are. Ask each group to report to the whole group. Continue reading and discussing through the list of statements.

To know a language means that you can say one word in the language.

To know a language means that you can exchange pleasantries in the language.

To know a language means that you can comfortably hold everyday conversations with native speakers.

To know a language means that you can read a newspaper or book in the language.

To know a language means that you can write without much thought in the language.

To know a language means that you can watch a movie in the language.

To know a language means that you can read, write, listen, and speak in the language.

To know a language means that you understand and can use the non-verbals and cultural references.

Pyramidal Definitions: What is Literacy? (45 minutes)

Instruct students to write their own definition of literacy (5 minutes). While students are writing, place quotes defining literacy around the room. Invite students to read the quotes and add, subtract or change their definitions (5 minutes). Ask students to find a partner. Together, they need to come up with a shared definition of literacy. Then, the pair will combine with another pair and this quad will write a shared definition of literacy. Continue combining groups until there is a class definition of literacy (or there are 5 minutes remaining in this activity and then bring the group together to create a definition of literacy).

“The power of literacy lies not only in the ability to read and write, but rather in an individual’s capacity to put those skills to work in shaping the course of his or her own life. With the insight that genuine literacy involves “reading the word and the world,” renowned educator Paulo Freire helped open the door to a broader understanding of the term, one that moves from a strict decoding and reproducing of language into issues of economics, health, and sustainable development. Freire’s view of literacy is at once practical and all-encompassing. Whether it is the words of a language, the symbols in a mathematical system, or images posted to the Internet—literacy can transform lives.” (Education Development Center, 2016)

“Adolescent literacy, in the broadest sense, can be defined as the way teenagers make sense of their world. It is how they literally and figuratively use the tools of education combined with what they learn and know from outside the classroom to comprehend and understand the today and, more importantly, the tomorrow of their lives. It includes...skills such as being literate in reading, writing, speaking, listening, viewing, and technology. It also includes the facility to learn and be able to explain concepts from various content areas, such as mathematics, social studies, and science.” (Adolescent Literacy and Differentiated Instruction, 2013)

“At its core, literacy is the ability to read and write...but additional abilities are needed to maximize learning in all content areas, [including] the ability to invent, design, create, compute, and communicate so that adolescents can make critical judgments, identify and solve real-world problems, and become productive citizens who lead rewarding lives.” –Wisconsin State Superintendent’s Adolescent Literacy Report (2013)

“An individual’s ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society, to achieve one’s goals, and develop one’s knowledge and potential.” –National Literacy Act of 1991 (2013)

“The 21st century demands that a literate person possess a wide range of abilities and competencies...successful participants...must be able to develop proficiency and fluency with the tools of technology...solve problems collaboratively and strengthen independent thought; manage, analyze, and synthesize...information; [and] create, critique, analyze, and evaluate multimedia texts.” –National Council of Teachers of English(2013)

“dominant literacy is control of a secondary use of language used in what I called above a ‘dominant discourse’ powerful literacy is control of a secondary use of language used in a secondary discourse that can serve as a meta-discourse to critique the primary discourse or other secondary discourses, including dominant discourses... any discourse (primary or secondary) is for most people most of the time only mastered through acquisition, not learning. Thus, literacy is mastered through acquisition, not learning, that is, it requires exposure to models in natural, meaningful and functional settings, and teaching is not liable to be very successful – it may even initially get in the way. Time spent on learning and not acquisition is time not well spent if the goal is mastery in performance.” (Gee, 1989)

Test-Teach-Test: Buzz Words in Theory (45 minutes)

Play ‘taboo’ with the vocabulary words, teacher giving the clues, students guessing. If students are struggling provide them with a word bank.

Divide the students into two teams. Ask students to come up with examples or different definitions of each word to play taboo. (One person draws a word and gives clues to the other players about what the word is without saying the word. The person who guesses correctly gets the point.)

Have the teams play against each other, giving one clue at a time and then switching teams.

Vocabulary:

Schema theory – all knowledge is organized into units. Schemata are conceptual systems for understanding knowledge

Top-down – considering the whole then looking at the details

Bottom-up – considering the details then looking at the whole

Reader response – an analysis of text that relates only to the reader’s experience

Authentic materials – texts and course materials that would be found in the real world, not adapted or created for the classroom

Task-based learning – using tasks to create opportunities for using authentic language

Thematic-based learning – content revolves around a theme, a multidisciplinary mode of learning about a theme

Listening – actively understanding information being provided by the speaker

Reading – recognizing alphanumerical symbols and creating meaning from the symbols

Writing – using alphanumerical symbols to convey a message

Speaking – oral language (including signing) to convey a message

Viewing – decoding multiple sign systems congruently to create meaning from a text

Representing – using multiple sign systems congruently to convey a message

Multimodal texts – texts that use multiple means of communication (words and art, music and video, etc.)

Semiotic – the study of signs and symbols, their use, and their interpretations

Literacy – the ability to read, write, understand and interpret, and discuss multiple texts across multiple contexts

Relational space – the realm of the between which learners negotiate when reading the visual and word print components of a multimodal text

Exploring Lesson Plan Frameworks (45 minutes)

Present the two different frameworks for creating lesson plans. Give the students envelopes with activities that fit into each section of the lesson plan frameworks (two lessons, on two distinct topics to make it easier to sort). Students sort the activities and then order the activities in the PDP or ECRIF frameworks. If there is time, ask students to create a lesson plan following on of the frameworks (individually, in pairs, in groups or as a class). Choose activities from the Texas Curriculum.

Lesson Plan for Theory Day 2

Swimmy the Fish: Through the lens of a Narrative Framework (60 minutes)

Narrator - Who is the narrator? Is /Are they represented as the first, second, or third person? How does the role and position of the narrator affect learners/readers? does the narrator play a major or minor role in the development of the story? What do you, the learner/reader expect them to be? Is the narrator reliable or unreliable? Has the narrator been depicted in the illustrations? Do the visuals and words differ?

Characters - How are the characters in the story depicted? What is the age group of the main characters? Why are their ages significant? How do the P, H, or As relate to the story? move the plot forward? How do adults and children interact? How does this affect the reader? How are characters profiled and positioned in the illustrations? Why? Are the illustrations drawn or painted? Do specific colors align to certain characters? Do they differ in print and in visuals?

Action - Do actions just occur? Describe what actually happen in the story. Was the action expected? Does each character make a choice or a decision or are they simply flowing along as the actions unfold? Is the action separated into words and visuals? Are there missing stages? Why are they missing?

Time - What is the length of the story? How does time affect character development? How does time affect the exploration of motives in the story? Do the illustrations contribute to the way time is depicted? Does time match in word and visuals?

Setting - How does the printed word locate time and space? Are the settings familiar? Are the illustrations on setting contemporary or traditional? detailed or minimalist? change in color? lack of color?

Elements of Design

- balance
- color
- lines
- shapes
- texture
- rhythm
- theme and variation
- proportion and contrast

Classroom Blackboard: Critical Literacy Theory (30 minutes)

Post several quotes on butcher paper around the room. Students walk around the room, writing their responses, or responses to responses on the butcher paper. Offer the opportunity to clarify, ask questions, or to acknowledge themes that emerged during this activity.

Quotes:

Viewing and representing are language arts in their own right. Students need to learn the techniques and conventions of visual language to become more conscious, critical, and appreciative readers of visual media, and more effective creators of visual products. Younger students need to be shown that what a camera captures is a construction of reality, not reality itself. Students need to learn how to decide what is real and what is make-believe. They need to learn that images convey ideas, values, and beliefs, just as words do, and they need to learn to read and interpret the language of images. Many contemporary authors, in fact, use the term reading to describe the process of decoding and interpreting visual texts. (From Manitoba's English Language Arts K-4 Curriculum)

Viewing and representing are language arts in their own right. Students need to learn the techniques and conventions of visual language to become more conscious, critical, and appreciative readers of visual media, and more effective creators of visual products. Younger students need to be shown that what a camera captures is a construction of reality, not reality itself. Students need to learn how to decide what is real and what is make-believe. They need to learn that images convey ideas, values, and beliefs, just as words do, and they need to learn to read and interpret the language of images. Many contemporary authors, in fact, use the term reading to describe the process of decoding and interpreting visual texts. (Richards & McKenna, 2003)

The critical component of media literacy must transform literacy education into an exploration of the role of language and communication to define relationships of power and domination because below the surface of that iceberg lies deeply embedded ideological notions of white supremacy, capitalist patriarchy, classism, homophobia, and other oppressive myths. (Kellner & Share, 2007)

Animal Characteristics: Examining the Sociocultural Implications (45 minutes)

Give all students an image of the following animals: fox, owl, chicken, frog, mouse, crow, donkey, ant, turtle, hare, and lion. Ask the students to think of a few words that describe each animal's typical characteristics in stories. Choose one animal and ask each student to name one characteristic of that animal (repeats are fine). Engage in a discussion around how different cultures view different animals.

Share 'The Lion and the Mouse' with the class. In small groups, interpret it 1) from your culture's perspective, 2) Aesop's culture.

<http://www.read.gov/aesop/007.html>

Integrating the Skills (45 minutes)

In small groups, give students the main activity from a lesson plan. The students will identify the skill(s) being taught in the activity. Then, the students will design activities to use other skills to support or extend the focus. Share one activity from each group with the whole group.

Readings and Assignments

Theory Day 1

- Kellner, D., & Share, J. (2007). Critical media literacy is not an option. *Learn Inq Learning Inquiry*, 1(1), 59-69.

- Gee, J. P. (1989). What is Literacy? *Journal of Education*, 171(1), 18-25.

Theory Day 2

- Chan, C., & Chia, A. (2014). Reading Multimodal Texts Through A Narrative Theory Framework. *International Journal of Bilingual and Multilingual Teachers of English*, 2(2), 107-114.

Module 2: Listening

Objectives

To develop a stronger awareness of yourself as a listener in your L1 and your additional language(s);

To deepen your knowledge of how people learn to listen in an additional language;

To deepen your knowledge of major issues and topics in the field such as schema theory, top-down vs. bottom-up processing, product vs. process, process writing, reader response theory, thematic-based learning, authentic material, task-based learning, context, socio-cultural aspects of teaching the six skills, media literacy, critical literacy theory, and the narrative framework;

To expand your repertoire of techniques and skills for teaching listening;

To develop an attitude of confidence as a teacher of the six skills;

To develop your skills in planning lessons and writing lesson plans within your internship context using a variety of lesson formats and planning formats;

Summary of Content

Class 2. Listening Day 1.

What does the field say?

Sample lesson: The Lonely Man

Class 3. Listening Day 2.

Activities for low, mid, and high levels

Authentic listening

To repeat?

Sources for listening material

Why are we listening?

Lesson Plan for Listening Day 1

What does the field say? : PDP Lesson Plans (45 minutes)

In pairs, write three activities that would go in the 'pre-listening' stage of a lesson plan, three activities that would go in the 'during' stage, and three activities that would go in the 'post' stage. As a class, share the activities, with a focus on the purpose of doing each activity in the stage that it was designed for.

Discuss why a PDP lesson format works well for listening activities.

What does the field say? : Connecting Ur to Teaching (30 minutes)

Divide the students into 5 groups, one for each unit in the Penny Ur reading. Give the students 10 minutes to create a visual that summarizes their unit and

details how her observations will affect their teaching of listening. Each group then has 3 minutes to share, with 5 minutes for generalizing, connections and clarifying.

What does the field say? : Input and authenticity (45 minutes)

Do a community blackboard around the following prompts: We are able to acquire language by listening when... It is important to only listen once when.... It is important to listen several times when... A good listener looks/sounds like... My students listen to...

Discuss Krashen's theory of comprehensible input and how to provide comprehensible input to students. If there is time, discuss how to adapt listening texts, or provide scaffolding to make authentic listening texts accessible for students.

Sample lesson: The Lonely Man (90 minutes)

Name: Elizabeth Tannenbaum

Length of lesson: 90 min.

The teaching context:

My students (number, age, home language, gender): Adult immigrants, ages 18-65 in the U.S. Some of them have just arrived in the U.S.; others have lived here for many years. Many nationalities, language backgrounds, educational levels. 15-25 students come to each class. Attendance is not perfect. Levels range from beginning to intermediate (some have stronger English skills, especially literacy skills, than others).

They are studying English because... To develop survival language skills; to learn the English needed to find and keep a job.

They study in ... (language school/university/public school, etc.)... An adult ESL language center which uses an elementary public school classroom; students attend classes for free for a specific period of time with the purpose of finding a job.

Class takes place (time of day/frequency/part of year)... in the evening, all year, after students have returned from work or after they have spent all day at home taking care of their young children.

In the place we have class, there...(size of room, desks, seating, board, AV, computer, etc.) is a big room, but it is filled with public elementary school materials and small desks. Teachers can rearrange desks, but when they leave, they must put the room back as it was before their class. They cannot leave their materials in the room and they are discouraged from taking things off the wall.

Students' CEFR and/or ACTFL level or range of levels is... (ACTFL) Mixed--from novice high to low intermediate

Materials: (include sources) Picture of a man in a park watching families having fun; text that the teacher uses as her listening script (T. can adapt this text to students' level and tell the story, not read it; small cards; chalk board; cloze passage (I borrowed this material from an MAT intern in an adult ed program in Boston. She used it as a reading; I changed it to a listening activity. Unfortunately, I never have found the source of the material.)

<p>Objective(s): By the end of the lesson, students will be able to.... show understanding of a story about a lonely immigrant by orally listing key events in his life, offering him advice and connecting this advice to their own lives.</p>
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Relevant to this lesson, I assume the students already know: some of the basic vocabulary and are familiar with the loneliness immigrants can experience.

In this lesson, I anticipate students will be challenged by: some of the vocabulary; expressing their own ideas about solutions. Some students have literacy issues so I need to be careful about how much writing on the board is included. Also, others are nervous about their ability to understand English.

To address/avoid these challenges, I plan to: use a variety of listening activities and several 'listenings' and teach students the phrases "He should...He might...." I won't ask students to use writing to show their understanding of the story and I will let students choose if they want to write on the board. I will mainly focus on listening as comprehension but I also want to include listening as a way to facilitate L2 language development especially in the Post stage.

I will assess the students' learning during these stages and specific activities: In the During stage, I will see if students can give at least 3 responses to each thought bubble and answer some general comprehension questions. In the Post stage I will listen for the use of phrases with 'should' or 'might' followed by a possible solution as well as the use of functional language of introductions and small talk in the role plays. This will allow me to know if students are able to listen both for comprehension and acquisition of new structures and functional phrases.

Lesson Plan: The Lonely Man

Time	Lesson Stage	I will...	Students will...	Beliefs underlying my choices	Materials, Aids	Post Teaching Comments
2-3min	Lead in	Greet Ss and check in about their lives Focus on WH, not Y/N questions Move around room and ask Ss questions based on what I know about their lives.	Respond to WH questions individually using one word or complete sentence answers depending on level.	I like to check in with students at the beginning of class to hear any issues that may affect their learning and to show them that I care about them as people. This check in also helps me plan future lesson topics. At this point in the lesson I want to help students feel comfortable in the classroom so I won't insist they respond or that they respond with a complete sentence but WH questions (rather than Y/N) get more responses. This sharing of information also helps students get to know each other.	Chairs arranged in a semi-circle in front of the chalk board (close enough so students can see since some of my students have problems with their vision)	

<p>5-7min</p>	<p>PRE Set context; activate schema; focus on key vocabulary; motivate Ss for listening</p>	<p>Show a picture of a man on a bench watching people (post on board and have copies for students to look at in small groups if the class is large) Ask Ss: What do you see? Move around room and listen and help as Ss talk.</p> <p>Write what they say and vocabulary they bring up on the board in a word splash (web) around the picture posted on board.</p> <p>Ask Ss to repeat the words to practice pronunciation; check meaning.</p> <p>If Ss have not mentioned key words in the story (get training, lonely, miss someone, welder)-teach these words in advance. Check understanding.</p>	<p>Look at picture in pairs and talk about what they see with their partner.</p> <p>Share their words/phrases with the whole group</p> <p>Ss can write the words on the board instead of the T. if they feel comfortable writing.</p> <p>Practice pronouncing the new words. Say these words and/or write them in their notebooks.</p>	<p>Students need sufficient context before listening and the picture helps build that context. However, I don't want to give so much that they already know the story; I can build their schema by asking questions and highlighting or presenting some key vocabulary and asking them to make predictions. I chose this material because I know that my students often feel lonely, and a story about someone in a similar situation to theirs may be motivating.</p> <p>I like to start with vocabulary that students know (no need to teach something they already know or that they can teach each other) and then add</p>	<p>Ss sit in pairs.</p> <p>Enlarged picture; enough for pairs or groups of 3</p> <p>Board</p>	
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				only the critical new words that they need to understand the story.		
3min	PRE Prediction	Ask students what they think the story is about based on the ideas and language on the board. Accept any ideas and write them on the board.	Make predictions (1 word/phrase).	This encourages students to make predictions based on the picture cue and the words they've brainstormed. They can also draw on their own experiences as a new arrival.	Board	
10 min	DURING Listening for Gist	<p>Listening 1: Listening for gist</p> <p>Instructions: Listen to the story. Are your predictions correct?</p> <p>Tell story (pointing to key words brainstormed in the Pre-listening section)—{Do NOT read from the script.} Add actions when telling the story.</p> <p>Ask Ss to talk in pairs about which predictions are correct.</p> <p>Ask whole class to say which predictions are correct and to add any information they</p>	<p>Listen to see which predictions are correct.</p> <p>Listen to T tell the story.</p> <p>Pairs discuss which predictions they think are correct.</p> <p>Share what they heard.</p>	I have a variety of activities because students need to learn to listen for different purposes. Listening 1 focuses on listening for the gist/main idea.	Board Text	

		remember to the predictions				
15 min	During Listening for details (2x listening will probably be necessary to get these details)	<p>Listening 2/3: Listening for Details</p> <p>Draw bubbles (circles) on board. Draw 3 lines from each bubble.</p> <p>Label Bubble 1: Lane's life in the US. Label Bubble 2: Lane's Sunday Label Bubble 3: Reasons he feels lonely</p> <p>Tell the first part of the story. Elicit one example of what to write in Bubble 1.</p> <p>Tell story again. Give Ss time to finish writing. Ask Ss to compare answers.</p> <p>Tell story again.</p> <p>Ask Ss to compare again.</p> <p>Ask Ss to share answers with class.</p> <p>T fills in bubbles/lines on</p>	<p>Draw 3 bubbles/lines on their paper (follow the T's visual on the board).</p> <p>Listen to 1st sentence and offer 1 piece of information.</p> <p>Listen and fill in the bubbles with information/ words.</p> <p>Share in pairs. Listen again to confirm or add to bubbles.</p> <p>Share with partner.</p> <p>Share with the class.</p> <p>Option: Ss come to board and write the</p>	<p>This listening focuses on details. By using 3 thought bubbles and having students work together, they will get details and will reinforce and add to the vocabulary that they've brainstormed. Giving Ss a clear purpose and task before they listen helps them focus their attention.</p> <p>Ss should be encouraged to work together to find answers. They learn from each other and expand their own understanding through discussion.</p> <p>2 listenings will help the Ss get more details. Although in real life, we usually hear something only once, listening more than once helps Ss</p>	Board Text Paper Pencils/pens	

		board.	details next to the bubbles	make greater sense of what they are hearing.		
15 minute s	During Activity Answering questions-- Listening for Details	Tell story again (if students seem to need another listening). Ask comprehension questions (When did Lane come to the U.S.? What is his job? Where does he live?)	In pairs, they discuss the answers and then share with the class.	<p><i>Note: Ss may not need to hear the text again but additional listenings are optional if needed and they're useful for focusing on specific tasks.</i></p> <p>Ss have gotten the gist of the story and some main details, and now they listen to reinforce their comprehension of specific information. This activity is similar to activities in textbooks and students may have encountered this type of activity before and so feel comfortable with this task.</p>		
7 minute s	During Activity: True/False- Listening for Details	T tells the story again, but this time she makes mistakes: This is story about a man named Bob. He's a teacher.	Ss listen and correct the teacher: No, not Bob. His name is Lane. No, he's a welder.	This is a variation of T/F activities in textbooks. This requires students to listen rather than read. I find this activity to be fun for		

				the students and the teacher since Ss enjoy correcting the teacher and this activity causes them to listen more carefully and to respond orally with the correct information. I encourage them to shout out the correct answer, along with a loud "No." for false statements.		
15 min.	<p>Post Express opinions and share ideas</p> <p>Expansion: Restructuring (grammar)</p> <p>Personalize</p>	<p>Ask Ss: What can Lane do to feel better? For example, where can Lane meet people? In groups of 3, make a list of 3 ideas.</p> <p>Ask Ss to tell everyone their ideas. Give Ss the language of suggestions: He should.... He might....</p> <p>Ask Ss: Do you ever feel like Lane? What do you do?</p>	<p>Talk and generate ideas.</p> <p>Share ideas with whole class using the phrase: He should...</p> <p>Share what they do.</p>	<p>I follow up with these questions to help students think beyond the text and express opinions. Students also expand their vocabulary by thinking of options for Lane.</p> <p>I want to add additional skill areas in this section and add restructuring and noticing activities as suggested by Richards.</p> <p>I can use this time for a grammar point/ functional language.</p>	Board	

				Here I use a sentence stem: He might/should VP The final question personalizes the discussion and expands the students' vocabulary		
17 minutes	POST Optional Activities Focus on other skill areas Noticing activities	-T asks students to look at the picture and write words, phrases, sentences depending on their level. -Ask Ss to tell each other the story. -Ask Ss to create an ending for the story: What does Lane do to meet people? What is his life like a year from now? -Set up role plays: Lane goes to a bar with his friend. Lane meets a young lady at a dance at the Y. Lane joins a bowling league and makes new friends. (etc.)	Ss talk, write, share the story alone or with others. Ss in small groups create and perform role plays for the class. This allows students to work on language functions (introductions, social language etc.).	The Post Section is the opportunity to expand on a listening activity and to focus on areas where students need help. Writing, speaking, and pronunciation are all skill areas that can be included in the Post stage. In the role plays, the T selects and expands on items in the listening text.		

Lesson Plan for Listening Day 2

Activities for low, mid, and high levels (60 minutes)

Meet in two groups, one group that read the Scott and Ytreberg article, and the second group that read the Van Duzer article. Which of the activities have you used as a teacher in the past? What did you learn from using those activities in your classroom? Which of the activities have you experienced as a learner in the past? Did any activities work particularly well for you or others? Create a list of 'best practices' when teaching listening.

Come together as a whole class and share the list of best practices. How do these best practices reflect the theories? Do the best practices shift with ability level?

Lesson Plan 1 (75 minutes total, broken into the following segments)

The Context Page (15 minutes)

Explore the context/title page of the lesson plan format. Fill in the context page for the 'Six Skills' context as a class. Then break into pairs to fill out the context page for an imaginary context (desired internship, a place they have taught, etc.)

Creating the Lesson (30 minutes)

In pairs, students create a lesson that focuses on developing listening skills. These are the questions that students should keep in mind as they develop a lesson plan: authentic listening text or an adapted listening text? Multiple listenings or just one? Why are the students listening?

Sharing the lesson (15 minutes)

In groups of four (two pairs), students should share the lesson plans that they have created. The pair listening and giving feedback should consider the following criteria as they listen (taken from SIT Best Practices, 2011):

Clear Learning Objectives

- Written in terms of 'At the end of the lesson, students will be able to...'
- Uses observable verbs describing student behavior to write student learning objectives

Pre Stage – Students become familiar with the topic, the language and essential vocabulary they will use during the lesson.

- Activates schema through the use of visuals, topic-related discussion, prediction
- Provides background and situation related to the text
- Pre-teachers or introduces key vocabulary and language structures related to the text

During Stage – Students interact directly with the text a number of times, each time gaining a more detailed understanding of the text.

- Provides multiple opportunities for students to hear/read the text

- Each listening/reading has an interactive task requiring some kind of response from the students
- Tasks move from general to specific understanding. From getting the gist/main idea to looking for specific, discrete pieces of information/individual words.
- Allows time for students to ask questions, clarify vocabulary and move toward deeper understanding of the text.

Post Stage – Students’ understanding of the text is reinforced through expanding on the text or personalizing the topic using other language skill areas (speaking, writing, representing, etc.)

- Requires students to be creative and to expand on the text or personalize the topic using other skills.
- Allows students to reinforce the new vocabulary words/language structures using other skills.

Rewriting (15 minutes)

In the original pairs, students work together to rewrite their lesson plan to include the feedback that was given. If students finish early, encourage them to think of additional extension activities.

Lesson Plan 2 (45 minutes)

Writing the Lesson Plan (25 minutes)

Individually or in pairs, instruct students to write a second lesson plan. The students should answer these questions the opposite way of their first lesson plan. Is it an authentic listening text or an adapted listening text? Multiple listenings or just one? Students should have a different reason for the question ‘Why are the students listening?’

Sharing (20 minutes)

Ask students to reflect by free writing on these questions: Which lesson plan was easier to write? Why? Why did you pair the type of text with the number of listenings and the reason for listening? What questions or feedback surprised you? What will you think about in the future as you write lesson plans?

With the remaining 10 minutes, share observations and realizations as a class.

Readings and Assignments

Listening Day 1

- Field, J. (2005). The Changing Face of Listening. In J. Richards & W. Renandya (Eds.), *Methodology in Language Teaching: An anthology of current practice* (pp 242-247). NY, NY: Cambridge University Press
- Helgesen, M. (2003). Listening. In D. Nunan (Ed.), *Practical English Language Teaching* (pp.23-46). New York, NY: McGraw-Hill.
- Richards, J. (2005). Second thoughts on Teaching Listening. *RELC*, 36(1). Doi: 10.1177/0033688205053484
- Ur, P. (1996). Teaching Listening. In *A Course in Language Teaching: Practice and Theory*. (pp. 105-119) Cambridge, UK: Cambridge University press.

- Wheately, M. (2002). Good Listening. Adapted from Turning to One Another: Simple Conversations to Restore Hope for the Future. Berrett-Koehler. Retrieved from IONSNoetic Sciences Review Issues 60, June-August 2002.

Choose one for Listening Day 2

- Scott, Wendy A. and Ytreberg, Lisbeth H. (1990). Teaching English to children. New York, NY. Longman Inc. 21-32.

- Van Duzer, C. (1997, February). Improving ESL Learners' Listening Skills: At the Workplace and Beyond. Retrieved May 13, 2016, from http://www.cal.org/caela/esl_resources/digests/LISTENQA.html

Who am I as a listener? (See “Assessment Plan” for full details) is an assignment designed to raise student awareness on how they learned the skill of listening.

Lesson Plan (See “Assessment Plan” for full details) is an assignment designed to develop techniques of teaching the skill of viewing and develop their abilities to write lesson plans.

Reflective Essay (See “Assessment Plan” for full details) is an assignment designed to foster confidence and identify where future learnings may occur.

Module 3: Reading

Objectives

To develop a stronger awareness of yourself as a reader in your L1 and your additional language(s);

To deepen your knowledge of how people learn to read in an additional language;

To deepen your knowledge of major issues and topics in the field such as schema theory, top-down vs. bottom-up processing, product vs. process, process writing, reader response theory, thematic-based learning, authentic material, task-based learning, context, socio-cultural aspects of teaching the six skills, media literacy, critical literacy theory, and the narrative framework;

To expand your repertoire of techniques and skills for teaching listening;

To develop an attitude of confidence as a teacher of the six skills;

To develop your skills in planning lessons and writing lesson plans within your internship context using a variety of lesson formats and planning formats;

Summary of Content

Class 4. Reading Day 1.

What does the field say?

Sample lesson: Hot Coffee

Class 5. Reading Day 2.

Activities for low, mid, and high levels

Adapting texts

Pre-teaching vocabulary

THIEVES and other acronyms

Lesson Plan for Reading Day 1

What does the field say? (65 minutes)

Discussion (35 minutes)

Revisit the terms 'relational space' and 'reflexivity' from Chan & Chia's Narrative Theory Framework. What are the connections between those two terms and the first three pages of Aebersold? The Reader Response Theory is a theory that analyzes readings through the reader's perspective only, without considering the author's background. How do the two theories and Aebersold relate? What scaffolding or background information will you share with your students before reading a text? What does Anderson say about prior knowledge?

Classroom survey (30 minutes)

Display the answers from the 'Reading Survey' (see reading assignments) on the board. Allow the students to ask clarifying or expanding questions of each other. How does extensive reading relate to the 'acquire v learn' debate? What is the difference between *skilled* readers and skilled *readers*? (Renandya & Jacobs) What are strategies for adding extensive reading to your classroom? How does Zamel use writing to support reading? What are ways that we use other skills to support reading?

Sample lesson: Hot Coffee (115 minutes)

Lesson Plan: Reading – Hot Coffee

Name: Elizabeth Tannenbaum/Susan Barduhn **Length of lesson:** 115 minutes

Who are the students (age, nationality, gender)? Teens- adults. Outside the U.S.

Why are they studying? To develop academic skills in English

Where/when are they studying? What is the setting (university, language school, public school, etc.): university setting; many are majoring in English.

What is their ACTFL/CEFR level? Intermediate to Advanced

What is the theme? 'compensation culture'

Materials: (include sources): "Hot coffee" from Taboos. Picture of fast food restaurant drive through; picture of coffee cup with lid at drive in window; story text (first part and second part--separated) Comprehension questions, Critical thinking activities re: vocabulary.

Objective(s): By the end of the lesson, students will be able to.... (SWBAT)
Show understanding of a reading about a woman who sued a fast food restaurant by
1) re-telling the story, 2) answering comprehension questions and 3) expressing opinions
Express their opinion about the law suit and use 'polite' vocabulary to agree/disagree with others
Write from the point of view of one of the characters

I assume the students are familiar with:

Fast food restaurant culture

Lawsuits

Some key vocabulary from the story

Some critical thinking skills

I anticipate students will have problems with: some of the vocabulary (to sue, lid, compensation)

To solve/avoid these problems I plan to: Start with a picture to build schema, the title of the story and some key vocabulary, and have Ss guess the theme of the story.

How will I assess the students? Ss will be able to share their opinions with each other (take sides in the decision) about the results of Stella's lawsuit, using polite language of agreement/disagreement. Ss will be able to write in the voice of one of the characters, expressing opinions. I will also monitor by listening and watching during activities

Procedures

	Lesson Stage	Procedure/Steps What does the Teacher do/say?	Procedure/Steps What do the Ss do/say?	Beliefs underlying your choices	Materials & Aids	Comments after teaching
	Check-in	Greet students. Ask Ss to greet their neighbor and share what they did over the weekend.	Ss greet/share activities	Ss love to talk, but they haven't spoken English since last class (or seen each other) so this is a chance to chat		
	<p>PRE</p> <p>Activate schema</p> <p>Motivate, engage Ss</p> <p>Provide background knowledge</p> <p>Introduce key vocabulary</p>	<p>Write the title of the story on the board: "Hot Coffee: The story of Stella vs. the fast food restaurant." Ask Ss to predict the story based on the picture and title (2-3min)</p> <p>Ask for predictions.</p> <p>Show photograph of a fast food restaurant if students haven't been to one.</p> <p>Write key words on board and ask students to work in pairs/small groups to define.</p> <ul style="list-style-type: none"> • Compensation culture • To be awarded (money) by the 	<p>Ss volunteer words/phrases based on looking at the title.</p> <p>Ss share ideas about story based on title</p> <p>Ss work in pairs to define the new words and to add to predictions about the story.</p>	<p>Students need to become familiar with the topic, key vocabulary to prepare them for reading.</p> <p>Ss working together can often teach each other new vocab and spark ideas.</p>	<p>Picture of drive through at a fast food restaurant, picture of employee handing a coffee cup with lid to a customer</p> <p>Board, Chalk</p>	

	<p>judge or jury</p> <ul style="list-style-type: none"> • Drive-in window • To spill something • Plastic lid for the cup <p>(if needed) Show fast food employee with coffee cup with lid.</p>	<p>Option: Ss read/say words, work on pronunciation and spelling.</p>			
<p>DURING READING Reading for the gist</p>	<p>Ask Ss to read story. Instructions: Read the story. Are your predictions correct?</p> <p>Ask Ss to summarize the story in pairs/small groups. (try to summarize without looking back at the story, but check text if problems)</p>	<p>Ss read silently, individually to confirm predictions.</p> <p>Ss in pairs tell each other what they remember of the story to co-construct the text. Check text if disagree or forget parts.</p> <p>Check predictions</p>	<p>There should be multiple readings with specific tasks each time. Readings should move from general to more specific.</p> <p>Ss need time to evaluate their work and make changes based on new information.</p> <p>It's fine to go back to the text to find information.</p>	<p>Story text</p>	
<p>DURING READING Reading for specific info</p>	<p>Ask Ss to read story again.</p> <p>Ask comprehension questions (ones with 1 answer): Where does the story take place? Was Stella the passenger or the driver? Who was in the car with Stella? What happened when she tried to remove the lid from the cup of coffee?</p>	<p>Ss read silently, individually.</p> <p>Ss answer questions from the teacher orally.</p>	<p>There are a variety of ways to check understanding and the ability to read for detail. Answering comprehension questions is one.</p> <p>Each time a student reads, s/he understands more and gets more details.</p>	<p>Events on slips to order</p>	
<p>DURING READING: Reading to</p>	<p>T asks students to look at specifics in the story.</p> <p>Look back at the story:</p>	<p>Ss in small groups or in pairs discuss and express opinions. Whole class shares.</p>	<p>At this level, students move beyond basic comprehension questions to</p>	<p>board</p>	

<p>evaluate choice of vocabulary; author's point of view</p>	<ul style="list-style-type: none"> Find an adjective that describes the coffee? Do you know other similar adjectives? Opposites? Make a list of adjectives based on strongest, weakest e.g. warm---hot----boiling) Why do you think the author used the word 'claiming' in the first paragraph? Why did the company representative use the word 'naturally' in the line: "Customers naturally want their coffee served hot." What does the final line mean: "The world has gone mad." 		<p>read the text in more depth and to interpret the choice of vocabulary by the author (this helps students develop critical thinking skills)</p>		
<p>POST Use text as springboard into other skills: Speaking Personalize and make relevant to selves</p>	<p>What do you think? Was the jury correct to award 1 million dollars to Stella. Stand to the right if you agree; stand to the left if you disagree. Discuss across groups. Teach/review polite phrases of disagreement: POST on wall</p> <ul style="list-style-type: none"> <i>Can you show me evidence in the text that supports what you said?</i> <i>You make a good point, but have you considered...</i> <i>I believe that...</i> <i>I agree with you because....</i> <p>Invite Ss to share some responses to questions to use some of the phrases in their summary.</p>	<p>Ss think and then place themselves on side they support. Ss discuss questions in groups of pro and con (use phrases of agreement/disagreement). Ss share some of what they said.</p>	<p>It's important to give Ss time to think before they talk. Ss need to practice polite phrases to agree/disagree. Sharing some responses brings value to their work and helps close the stage.</p>	<p>Space in front of room to stand. Polite phrases on poster for wall.</p>	

DURING	<p>Tell students there is more to the story.</p> <p>Give Ss the follow up reading</p> <ul style="list-style-type: none"> • 	<p>Ss read</p> <p>Ss share: summarize first to confirm understanding</p> <p>n</p>	<p>Ss have thought about the ideas and now they get more information, which may change their opinions.</p>	Text of part 2	
POST	<p>Ask Ss to line up facing each other and share their opinions with several partners.</p>	<p>Fluency line up: Ss line up in 2 lines facing each other. Ss on the A side, share their opinion with S on the B side. Bs listen. A-s move down one person and share again. Repeat 3 times. Give decreasingly short time to share each time they move.</p> <p>Bs share/repeat while As listen. X 3.</p>	<p>Ss express their opinions more clearly each time they share with a partner. This line up gives students multiple times to build their fluency</p>		
POST (optional) Writing	<p>Write in the voice of</p> <ul style="list-style-type: none"> the woman the fast food restaurant owner the jury The nephew <p>Role play the jury trial</p>	<p>Ss choose character and write.</p>	<p>Readings can be used to as writing prompts.</p> <p>Ss need to be able to think in terms of different points of view</p>	<p>Story text</p> <p>Paper/pen</p>	
POST (optional)	<p>Do you know anyone who has sued someone? What happened?</p> <p>Do you think people sue too much/too little?</p> <p>Give students other scenarios about suing (from the Taboos and Issues book) and ask them to discuss</p>	<p>Ss share.</p>	<p>This connects the story with students' own lives and takes it beyond the story to a larger discussion about the topic of compensation culture.</p> <p>The extra scenarios allow students to practice their language of agreement/disagreement in a new situation</p>		

Lesson Plan for Reading Day 2

Activities for low, mid, and high levels (45 minutes)

Sort the activities from the 'Reading Activities' document into low, mid, and high levels. Discuss what scaffolding you would need for three of the activities.

Introduce the concept of literature circles. Invite the students to brainstorm what scaffolding their students might need to have literature circles. Identify critical roles from this list: discussion director, word finder, correspondent, connector, literary luminary, summarizer, illustrator, checker, question writer, group reporter. What other skills are involved in a literature circle? How do we support those skills?

Adapting texts (75 minutes)

Provide a short explanation of how teachers can modify texts to better meet the students needs. Include the following information (taken from Texas Education Agency, 'Adapting Materials for English Language Learners and other sources):

Improve readability

- highlight key information (highlighting, different color ink, underlining, circling, bold, italics)
- preview vocabulary (most important and most difficult)
- use pictures and props (support the text through realia, or visuals)
- use graphic organizers and outlines (activate prior knowledge)
- increase 'white space,' font size, and use of headings
- record the text (to allow students to listen to the text)

Adapt texts

- identify main ideas and key words before you begin to adapt it
- be consistent in the structure of the passage
- shorten sentences (eliminate clauses, etc.)
- simplify grammar
- rephrase complex ideas
- clarify (add sentences to provide background knowledge)
- consider text appearance (see 'improve readability')

In pairs, students improve the readability of one text. They pair with a second group to receive feedback on their modifications. Then, pairs adapt a text for use with students. Again, students pair with another group to receive feedback on their adaptations.

Pre-teaching vocabulary (30 minutes)

Brainstorm: What words do we pre-teach? Introduce Isabel Beck's three tiers. (Tier 1: basic words that rarely require instructional focus. Tier 2: Words that appear with high frequency, across a variety of domains, and are crucial when using mature and/or academic language. Tier 3: Low frequency words that are limited to a certain context.)

Ask students to look back at one of the texts they modified or adapted. What words would they select to pre-teach? Which tiers do they fit into?

Introduce Robert Marzano's six steps of teaching vocabulary. Ask students to work in groups to go through the steps with 5 words of their choosing.

Step one: The teacher explains a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery).

Step two: Students restate or explain the new word in their own words (verbally and/or in writing).

Step three: Ask students to create a non-linguistic representation of the word (a picture, or symbolic representation).

Step four: Students engage in activities to deepen their knowledge of the new word (compare words, classify terms, write their own analogies and metaphors).

Step five: Students discuss the new word (pair-share, elbow partners).

Step six: Students periodically play games to review new vocabulary (Pyramid, Jeopardy, Telephone).

THIEVES and other acronyms (30 minutes)

What reading acronyms do the students know? Explore those and the ones listed below. When would you use these acronyms? How would you implement them?

Title	Underline the title	SQ3R
Headings	Number the paragraphs	Scan
Introduction	Walk through the	Question
Every first sentence	questions	Read
Visuals and Vocabulary	Read the passage	Reread
End of text	Answer the questions	Recheck
Summarize thinking	Prove your answers	

Readings and Assignments

Reading Day 1

- Aebersold, J. A., & Field, M. L. (2001). What is reading? In *From Reader to Reading Teacher: Issues and strategies for second language classrooms*. (pp. 5-20) New York, NY: Cambridge University Press.
- Anderson, N. (1999). Strategy One: Activate Prior Knowledge. In *Exploring second language reading: issues and strategies*. (pp. 9-19) Boston, MA: Heinle and Heinle.
- Auerbach, E. and Paxton, D. (1997). It's not the English thing. *TESOL Quarterly*, 31(2), 237-259.
- Renandya, W. A. & Jacobs, G. M. (2005). Extensive Reading: Why aren't we all doing it? In J.C. Richards & W. A. Renandya (Eds.) *Methodology in Language Teaching: An Anthology of Current Practice*. (pp. 295-302) NY, NY: Cambridge University Press.
- Zamel, V. (1992). Writing One's Way into Reading. *TESOL Quarterly* 26(3), 463-485.

Who am I as a reader? (See “Assessment Plan” for full details) is an assignment designed to raise student awareness on how they learned the skill of reading.

Reading Survey is an assignment designed to assess students’ prior experience and knowledge of working with extensive reading and using other skills to support the development of reading skills. The following questions will be on the survey: Have you ever participated in an extensive reading program (DEAR, SSR)? What grade levels or ages did you participate in extensive reading? Was there a way to track your reading? Were you required to do post reading activities? Have you ever implemented extensive reading in your teaching? Did you track students’ reading? Did you require your students to do post reading activities? What skills do you use to support reading skills? How do you use those skills?

Lesson Plan (See “Assessment Plan” for full details) is an assignment designed to develop techniques of teaching the skill of viewing and develop their abilities to write lesson plans.

Reflective Essay (See “Assessment Plan” for full details) is an assignment designed to foster confidence and identify where future learnings may occur.

Module 4: Viewing

Objectives

To develop a stronger awareness of yourself as a viewer in your L1 and your additional language(s);

To deepen your knowledge of how people learn to view in an additional language;

To expand your repertoire of techniques and skills for teaching viewing;

To develop an attitude of confidence as a teacher of the six skills;

To develop your skills in planning lessons and writing lesson plans within your internship context using a variety of lesson formats and planning formats;

To further develop skills and attitudes that foster you own and your colleagues' learning.

Summary of Content

Class 6. Viewing Day 1.

What does the field say?

Sample lesson: The Blue Umbrella

Class 7. Viewing Day 2.

Activities for low, mid, and high levels

Repetition? Sources? Subtitles?

Elements of Design

Elements of Electronic Media

Lesson Plan for Viewing Day 1

Discussion Circle (60 minutes)

Facilitate a discussion around the articles "Critical Media Literacy is Not an Option" by Kellner & Share and "Reading Multimodal Texts Through a Narrative Theory Framework" by Chan & Chia. Questions may include: Is there a text that engaged you in the relational space? What drew you into the space? How did you engage with the text? How does one read a text 'against evolving contexts, situations, cultures and belief systems'? How has your understanding of a text changed over the years? Is it important to ground texts in contexts of social relationships and the wider role? How do you do that for your students?

Sample lesson: The Blue Umbrella (120 minutes)

Pre

Predicting (15 minutes)

Give the students the 'predicting' worksheet. Ask the students to remind you of the class' definition of predicting. Play the first 1:20" of 'The Blue Umbrella.' Ask

the students to predict what they think will happen. Play until 3:10". Ask the students to predict again. Play until 5:21". Ask the students to predict again.

In small groups, have the students share their predictions and share the reasons why they made their predictions. Ask the students to share something that surprised them that another student shared.

Somebody Wanted, But (15 minutes)

Give students 5 minutes to write down what they remember from the short film on the 'Somebody Wanted, But' worksheet. As students finish, have them write words that they are looking for on the board or draw pictures of the words that they don't know.

Watch the video again, this time to add three details to the summary that they have created. In small groups, compare summaries.

During

Elements of Design: Color (25 minutes)

Answer these questions individually: What colors are most prominent in "The Blue Umbrella? Why did the artist choose these colors?

In small groups, read either "The Meaning of Blue" or "The Meaning of Red." Pair students together so that one person read about blue, the other about red. Ask them to share the 3 meanings that they found the most interesting. Ask them to share the meaning that they think the artist was thinking about when creating the short film.

Re-watch the first 30 seconds. How does the light change? Do the colors become darker or lighter? How would the story change if all the surrounding umbrellas were yellow? Red?

Elements of Design: Lines (15 minutes)

Re-watch the film, with this question in mind: How do the lines change throughout the film? What meaning do the 3 different types of lines have (upturned, flat, downturned)? How would the meaning change if the lines stayed flat throughout? Did the lines changing between the types of lines match the colors getting darker or lighter? Why do they match or not match?

Elements of Design: Rhythm (20 minutes)

Introduce the concept that beat is the underlying structure of the piece. The rhythm is the actual movement of the piece. Have the whole class clap the beat to 'Hickory Dickory Dock.' Have the whole class clap the rhythm to 'Hickory Dickory Dock.' Challenge the class to split into two groups, one clapping the beat and one clapping the rhythm.

Ask the students to think about when the rhythm changed in the film. Why did the rhythm change in those moments? What did the change allow you to notice? To feel?

Post

For the Birds (30 minutes)

Split the class into 3 groups. Assign each group one element of design. The groups are responsible for a summary of the film 'For the Birds' and an explanation of how the use of the element of design affected the meaning of the film. The groups will have 20 minutes to complete their tasks. During the last 10 minutes, each group will have three minutes to share their findings with the class.

Lesson Plan for Viewing Day 2

Activities for low, mid, and high levels (45 minutes)

Sort the activities into 'literal', 'inferential', and 'personal' levels (low, mid, high). Then, sort the activities within each level into 'no language', 'low levels of language', and 'language necessary'. Ask the class to identify which activities they would use when teaching: adult literacy level students, high school intermediate students, high school low students, 3rd grade low to intermediate students, college level students. (See the "Teaching Reading and Viewing" document.)

The Expert's Discussion, Our Discussion (30 minutes)

Facilitate a discussion around the following questions: Should you show a video more than once? When would you show a video more than once? Do you use provocative texts? How do you decide what is appropriate? What sources are available for you and your students? If it is a video, do you use subtitles? In which language? When would you use (or not use) subtitles?

Elements of Design (45 minutes)

Give each group an envelope with the following outline cut into parts. It will be easiest if the main points were on one color, the sub points on another color, and the sub sub points were on a third color. Ask the students to sort the sub points into the main point categories. Ensure that the students have the right answers (reviewing as a class, comparing answers, checking answers) before moving onto the next section.

Ask each group to choose an activity from the first activity. Have them identify the elements of design that are most present in the activity. Which skills would they work on with that activity? Where in the sequence of activities to teach viewing would you use this activity? What are the skills needed to do this activity? Where would you go next? How would you scaffold this activity? How could you differentiate this activity? Share with the class.

Elements of Design

- balance
 - a planned arrangement
 - space around subject?
 - symmetrical, asymmetrical?
- color
 - adds interest, eye appeal and visibility
 - creates spatial dimension

- separates elements
- emphasizes elements
- provides realism
- establishes or creates moods (exciting, mild, subdued, somber)
- conveys meaning
 - calmness and serenity, cool colors (light blue, light green, light purple, light gray)
 - happiness, warm colors (light orange, light yellow, light gold, browns)
 - reflective, cool colors
 - attention getting, yellow, red
 - danger, red
 - power and elegance, black, purple
 - friendliness, pastels
 - natural, earth tones
- lines
 - communicates factual information (charts, letters, numbers, etc.)
 - determines direction and speed of observer's eye movement
 - straight lines suggest quick movement
 - curved lines suggest easy movement
 - contrasting lines add emphasis
 - diagonal lines suggest action that may reflect a negative connotation
 - parallel lines suggest strength, structure, and stability
 - intersecting lines suggest focusing attention on the point of intersection
- shapes
 - evoke emotional responses
 - adds interest to the visual
- texture
 - indicates what objects are made of (whether they are soft, rough, slick, hard)
 - diagonal lines, stippling, cross-hatching
- rhythm
 - repeated elements?
- theme and variation
 - title relate?
 - particular colors as theme?
- proportion and contrast
- important part? how does it stand out?

Elements of Electronic Media (60 minutes)

Brainstorm the elements of electronic media. Fill in the missing pieces. (15 minutes)

Watch "Lifted." Analyze the film in terms of sound, light, and camera shots. Questions to consider include: What sounds are part of this film? How is music

used? Is there music throughout? How does the film use silence? How is light used? When is light used? What does the light allow you to see (or not see)? What color is the light? Does the light change from one setting to the next? How do the camera shots show the mood of the aliens? Which alien is more important? How does the camera shot support your answer? Why does the writer choose to shoot the control board from a level position, rather than looking down on it?

Electronic Media

- camera angles
- camera shots
 - the size or relative proportion of the object being filmed
 - the angle of the camera in relation to the object
 - the purpose of the shot
 - the type of camera movement involved in the shot
 - Big or Extreme Close up
 - bridging shot (cover any break in time)
 - medium close up
 - close up
 - head or eye level
 - high angle (reduce the importance of the subject)
 - low angle (raise the importance of a subject) motion is sped up, scenes of violence, confusion
 - pan (camera moves along a horizontal plane)
 - tilt (camera moves along a vertical plane)
- lighting
- sound
- special effects
- commercials

Readings and Assignments

-Chan, C., & Chia, A. (2014). Reading Multimodal Texts Through A Narrative Theory Framework. *International Journal of Bilingual and Multilingual Teachers of English*, 2(2), 107-114.

- Begoray, D. (2003). Integrating the Literacies of Viewing and Visually Representing with Content Reading. In *Integrating multiple literacies in K-8 Classrooms; cases, commentaries, and practical applications*(pp. 190-209). Mahwah, NJ: Lawrence Erlbaum Associates.

- Labbo, L. D. (2003). The Symbol-Making Machine: Examining the Role of Electronic Symbol Making in Children's Literacy Development. In *Integrating multiple literacies in K-8 Classrooms; cases, commentaries, and practical applications* (pp. 10-17). Mahwah, NJ: Lawrence Erlbaum Associates.

Who am I as a viewer? (See “Assessment Plan” for full details) is an assignment designed to raise student awareness on how they learned the skill of viewing.

Lesson Plan (See “Assessment Plan” for full details) is an assignment designed to develop techniques of teaching the skill of viewing and develop their abilities to write lesson plans.

Reflective Essay (See “Assessment Plan” for full details) is an assignment designed to foster confidence and identify where future learnings may occur.

Module 5: Speaking

Objectives

To develop a stronger awareness of yourself as a speaker in your L1 and your additional language(s);

To deepen your knowledge of how people learn to speak in an additional language;

To deepen your knowledge of major issues and topics in the field such as schema theory, top-down vs. bottom-up processing, product vs. process, process writing, reader response theory, thematic-based learning, authentic material, task-based learning, context, socio-cultural aspects of teaching the six skills, media literacy, critical literacy theory, and the narrative framework;

To expand your repertoire of techniques and skills for teaching listening;

To develop an attitude of confidence as a teacher of the six skills;

To develop your skills in planning lessons and writing lesson plans within your internship context using a variety of lesson formats and planning formats;

Summary of Content

Class 9. Speaking Day 1.

What does the field say?

Sample lesson: The Missing Bag

Class 10. Speaking Day 2.

Activities for low, mid, and high levels

Repetition vs. Reiteration

Fluency

Prosody

Lesson Plan for Speaking Day 1

What does the field say? (115 minutes total)

Silent period or forced speech? (20 minutes)

Identify the four corners of the room as 1) language classes should have a policy that allows students to engage in a silent period of learning 2) language classes should require students to speak from the first day 3) language classes for beginning levels should have a silent period, but for higher levels students should be expected to talk from the first day 4) language classrooms should support expect students to speak on day one and have visual cues to support their speech. Instruct students to move to the corner that most closely aligns with their views. In those corners, have the students discuss why they are there.

As evenly as possible, divide the students so that each group has a representative (if possible) from each corner. Ask the students to share the reasons that their corner discussed for teaching from that perspective. Invite students to ask clarifying questions or stretching questions to each other during this conversation.

Songs to lower the affective filter and increase prosody and pronunciation skills(45 minutes)

Music and Movement in the English Classroom: Practical Implementation Strategies
Riah Werner, May 5, 2016, MATSOL

How to Adapt a Song

1. Write out the lyrics for a song you know well.
2. Below the lyrics, write out blank lines for the syllables.
3. Use longer lines for stressed syllables.
4. Draw slashes in between the phrases.
5. Think of sentences/phrases that fit your topic.
6. Adjust to make sure the syllables and stresses match.
7. Write new lyrics on the lines.

Jingle bells, jingle bells, jingle all the way.

___ / ___ / _____

Red and green/ blue and orange/ yell ow and pur ple

Oh what fun it is to ride in a one horse open sleigh.

____ / _____

These are col ors that I know/ and they're all ad jec tives

Adjective Song

Red and green, blue and orange, yellow and purple.

These are colors that I know and they're all adjectives.

Big and little, large and small, medium and huge.

These are sizes that I know and they're all adjectives.

Hot and cold, warm and cool, and room temperature.

These are temperatures that I know and they're all adjectives.

_____ and _____, _____ and _____, _____ and _____.

These are _____ that I know and they're all adjectives.

How to Teach Songs

1. Start with the lyrics.
2. Listen to the song.
3. Sing a line and have the students repeat.
4. Put the verses together.

How to Use Gestures

1. Plan your gestures in advance.
2. Link gestures to individual words.
3. Be consistent in the gestures you use.
4. Let students suggest gestures for some words.

Three Ways to Create Songs to Fit Your Content

1. Invent your own tune
2. Swap out individual words/phrases
3. Rewrite the lyrics

1. This/That/These/Those Song (Invented tune)

What is this? What is this? It's a _____. It's a _____.

What is this? It's a _____. It's a _____.

What is that? What is that? It's a _____. It's a _____.

What is that? It's a _____. It's a _____.

What are these? What are these? They are _____. They are _____.

What are these? They are _____. They are _____.

What are those? What are those? They are _____. They are _____.

What are those? They are _____. They are _____.

2. If You're Happy and You Know It (Swapped out phrases)

If you're ____ and you know it, _____.

If you're ____ and you know it, _____.

If you're ____ and you know it, then your face will surely show it.

If you're ____ and you know it, _____.

Happy—smile wide

Sad--wipe your tears

Angry--stomp your feet

Scared--hide your face

3. Ownership Song (Rewritten lyrics: He's Got the Whole World in his Hands)

I own a red sweater, it is mine.

She owns a black dress, it is hers.

My red sweater, it is mine.

Her black dress, it is hers.

I own a red sweater, it is mine.

She owns a black dress, it is hers.

It belongs to me.

It belongs to her.

You own a green hat, it is yours.

He owns a white shirt it is his.

Your green hat, it is yours.

His white shirt, it is his.

You own a green hat, it is yours.

He owns a white shirt, it is his.

It belongs to you.

It belongs to him.

We own blue bags, they are ours.

They own brown shoes, they are theirs.

Our blue bags, they are ours.

Their brown shoes, they are theirs.

We own blue bags, they are ours.

They own brown shoes, they are theirs.

They belong to us.

They belong to them.

Native Speaker Ideal (50 minutes)

Consider the following questions: Does the Native Speaker Ideal of pronunciation perpetuate systemic oppression? In what ways or why not? (Inspired by Meg Loomis' ICLT Learning Project, 2016)

This activity will be done in a 'speed dating' style, with 5 pairings happening and a 5-minute time limit for each pairing. At the end of the exchanges, students will share what they heard that surprised them or caused them to think about their response differently. In pairs, students share and discuss their answers to the questions. At the end of 5 minutes, new pairings are formed. This is done for a total of 5.

As a whole class, invite students to share what they heard that surprised them or caused them to think differently about their response. If there is time, ask the students to consider the following questions: How does teaching English empower people to deconstruct systemic oppression? How does teaching English perpetuate systemic oppression? (Meg Loomis' ICLT Learning Project, 2016)

Sample lesson: The Missing Bag (65 minutes)

Lesson Plan: The Missing Bag

Name: Elizabeth Tannenbaum

Length of lesson: 65 min.

The teaching context:

My students (number, age, home language, gender): 20 teens-adults in an English language program in Mexico, intermediate level; they are interested in English because they like American movies and dream of going to the U.S. They haven't had much opportunity to speak English and most of their study has been from rather boring textbooks.

They are studying English... to develop survival language skills; to learn the English needed to find and keep a job, to travel.

They study in... a language institute/school; large classroom with desks, table in front, chalkboard

Class takes place (time of day/frequency/part of year)... This is a one-hour class, right before lunch break; new terms begin every 12 weeks. This is week 8.

Students' CEFR and/or ACTFL level or range of levels is... B2+/Intermediate

Materials: (include sources): Bag with items in it; lesson adapted from Thornbury, *How to Teach Grammar*, p. 57ff

<p>Objective(s): By the end of the lesson, students will be able to.... speculate/guess about someone/something orally, confidently, using a range of language including modals and adverbials indicating certainty/uncertainty, and</p>

other expressions of modality such as must, can't, may, could; perhaps, maybe; I wonder if, I'm pretty sure, I bet.

Relevant to this lesson, I assume the students already:

- are familiar with some of the language used to speculate/guess about the present (most of the modals and adverbials but not 'I wonder if,' 'I'm pretty sure,' 'I bet')
- know many of the words for the items in the bag

In this lesson, I anticipate students will be challenged by:

- the difference in pronunciation between 'may be' and 'maybe'
- differences in certainty between must, can't, may/could
- correctly using "I wonder if," "I'm pretty sure," "I bet" in terms of certainty and sentence completion
- taking turns and building on what the previous speaker said

To address/avoid these challenges, I plan to:

- highlight and briefly drill the pronunciation if I hear it's a problem
- clarify differences in a person's certainty in choice of modal used
- highlight form as necessary
- clarify meaning of wonder, pretty sure and I bet; highlight form that follows
- encourage Ss to listen to each other and to observe turn taking

I will assess the students' learning during these stages and specific activities:

- as they do the initial speaking task with the bag to see what language they are using and what mistakes they are making
- in final activity as they walk around reading descriptions of cohort colleagues and guessing who it could be

Procedure

Time	Lesson Stage	I will...	Students will...	Beliefs underlying my choices	Materials, Aids	Post Teaching Comments
10min	Lead in	<p>Put items from bag on table. Ask Ss to study them. No talking. Tell students in 2 min. you'll ask them to try to remember the names of the items.</p> <p>Cover the items. Ask Ss to work in pairs and name as many of the items as they can remember.</p> <p>(without uncovering the items) Ask pairs for items they remember on the table. Uncover items and check if they remembered them all. Return items to bag.</p>	<p>Look at the items.</p> <p>Work in pairs to name (write a list of) items.</p> <p>Share items they remembered</p>	<p>I want to activate the names of the items in the bag.</p> <p>Ss have different strategies for remembering new vocabulary. This is a fun opportunity to try out some of these strategies</p>	<p>Items in bag</p> <p>Table at front of classroom</p> <p>Cloth to cover items</p>	
10min	Set up Task/ (E)Encounter and (C) clarify meaning	<p>Tell Ss that I found bag in local cafeteria. I don't know who owns it, but I want the class to help me find out whose it is.</p> <p>Hold up 1-2 items and ask students to guess about the</p>	<p>Listen.</p> <p>Listen. Speculate about 1-2 items T shows class</p>	<p>Mystery/problem-solving element will be motivating/engaging for Ss.</p>	<p>Bag with items</p>	

		<p>person. Remind Ss they don't know for sure; items could be in the bag for many reasons. (Use more certain item, e.g. 'glasses': Person must wear glasses. And not so certain one: cd of Mexican music. Person might like Mexican music.)</p> <p>Elicit examples of how they can speculate and write examples on the board: I think the person likes.... Perhaps/Maybe the person speaks.... The person might/could....</p>	<p>using e.g., I think/perhaps, etc.</p> <p>Give examples of what can say when guessing/ Read what T writes on board</p>	<p>Hearing these new structures in a real context will help students remember the key phrases.</p>		
20min	Task (E) Encounter	<p>Divide class into pairs. Hand each pair an object to begin. Ask Ss to make guesses about person from items. Ask the first pair to give an example (choose a more advanced student)</p> <p>Move around room and listen to language Ss use and make notes of phrases to add to exponents on board.</p> <p>Ask pairs to summarize what they think they have learned about the owner of the bag.</p>	<p>Listen.</p> <p>Discuss each item and speculate with partner about characteristics of owner of bag. Pass item to next pair until pairs have looked at all objects and made guesses.</p> <p>Summarize their speculations and agree on whether owner is woman or man and why in pairs.</p>	<p>Ss will use language they have in order to speculate/ guess.</p> <p>Ss will feel more confident working in pairs.</p> <p>Ss need a chance to pull together their guesses.</p>	Items from bag	

		<p>Ask them to decide if the owner is woman or man and why.</p> <p>Ask pairs to share their best guess about the owner.</p> <p>Tell Ss the bag belongs to 1 of 4 people, and they will hear information about each to help them ID who it is. Write grid on board; ask Ss to draw grid.</p> <p>Read description of/Tell Ss about 4 people.</p> <p>Ask Ss to read information in grid, look at the items and in pairs decide whose bag it is.</p> <p>Check answers.</p>	<p>Share best guesses with whole class.</p> <p>Draw grid.</p> <p>Listen and note information in grid.</p> <p>Discuss. Answer Q. using language I think it's.... It must be.... I bet it's....</p>	<p>Ss need completion. This activity provides a chance to integrate an additional skill into the lesson.</p>		
5min	<p>(C) Clarify</p> <p>Encounter,</p>	<p>Summarize language Ss used to guess. Add "I wonder if..." "I'm pretty sure..." and "I bet..." (Elicit if possible) Ask Ss how certain a speaker is in each case. Ask Ss to complete each sentence head with one of the guesses they made earlier.</p> <p>Elicit and summarize</p>	<p>Listen. Give answers if able to. Complete sentence heads with guesses made earlier.</p>	<p>Ss need an opportunity to clarify what they are learning.</p>		

	Clarify	language in grid on board: I'm sure, I'm not sure.	Give answers to fill grid.			
20mins	(R) Remember, (I) Internalize (F) Fluently Use	<p>Put Ss with different partner.</p> <p>Tell Ss to write 5-6 sentences about someone in this group – no names, no s/he. Other Ss will read and guess who it could be. Make sure sentences could apply to more than 1 person in group. Make it possible for other Ss to work out who it is. Do not include information that will make person immediately identifiable.</p> <p>Tell Ss to post writing on walls. Ask pairs to read and discuss each one to guess who it could be.</p> <p>Ask Ss to sit down; pairs share names they guessed. Writing pair confirms or not.</p>	<p>Move.</p> <p>Listen. Demonstrate understanding of task.</p> <p>Write 5-6 sentence descriptions. Post them. Walk around with partner, reading different descriptions, talking about whom it could be. Sit down. Share who each could be.</p>	<p>This personalizes the language of prediction and is a fun way to bring the lesson back to the classroom. Students also get a chance to create sentences using the language they've been introduced to. Additional skills are used.</p>		

Lesson Plan for Speaking Day 2

Activities for low, mid, and high levels (90 minutes total)

Inner Circle, Outer Circle (45 minutes)

Give students two minutes to think about their favorite book and why that book is their favorite book. Create an inner circle and an outer circle with an equal number of students in both circles. The inner circle should face the outer circle, with each person having a partner in the other circle. Instruct the outside circle to talk about their favorite book for three minutes. The inner circle's job is to listen and show that they are listening through non verbal cues. When finished, the outer circle should walk clockwise one person. This time, they have two minutes to share. When finished, the outer circle walks clockwise one person. This time, they have one minute to share. Then the inner circle does the same process.

In small groups, discuss how to adapt this activity to their contexts. When would they use this activity? How else could the listeners respond? What scaffolding could you provide? Are there visuals or realia that would be useful to the students?

On butcher paper, have students write a short lesson plan that uses this activity for low, mid, and high levels (3 mini plans).

Low, mid, and high levels (45 minutes)

Split the students into small groups based on internship contexts. Ask the students to look through "Warm Ups and Short, Fun Activities; from World Learning TESOL Community." The students will choose two to three activities to develop and adapt for first day activities with their students in their internship contexts.

Repetition vs. Reiteration (30 minutes)

Give students five minutes to write their quote on a piece of paper and add visuals or supporting text to the quote. After 5 minutes, split the class into two groups. One group sets up around the perimeter of the room. The other group walks around, engaging with the various presenters. (This activity is know as a 'carousel.') After 12 minutes, have the groups switch so that the presenters become the viewers.

Fluency, Prosody (60 minutes)

Name: Xavier Muñoz

Lesson format/instructional sequence: ECRIF

Rationale for this particular format: ECRIF is a way of seeing the learning process, looking at what learners (of any subject) go through. It can be a lens for viewing the learning served by any number of lesson plan frameworks. As a lesson planning framework, it can help focus attention on what the students might be doing (and why).

Brief description of context / target audience for this lesson: pre-service or in-service Spanish-speaking, non-native English-speaking teachers teaching EFL in Spanish-speaking countries to beginning-levels and up. It is assumed that they are knowledgeable about the form and function of stress in English at the word, sentence, and discourse level. They may still be building competence in perceiving, detecting and/or placing appropriate stress.

Pronunciation Focus: suprasegmental – stress (word stress; nuclear/focal/major/primary sentence stress). Spanish stresses words with greater volume; English combines greater volume with higher pitch as well as significant lengthening relative to the unstressed syllables even for normal stress (Whitley, 2002). Recognizing and producing English shifts in stress is a particular challenge for Spanish speakers (Coe, 1987; Walker, 2010).

Objective(s): In this lesson, teacher trainees will ... (OR) teacher trainees will be able to ...

- Use “Rhythm Fight Club” (RFC) movement patterns (Acton, 2015) to demonstrate word and sentence stress.
- Be more knowledgeable about a way to integrate embodied cognition into integrated pronunciation instruction.
- Hold attitudes of enjoyment of teaching English stress and rhythm.

Lesson Overview

Time	Stage	I will...	Teacher trainees (Ss) will...	Rationale	Materials, Aids
11 min	E	(1) explain instructions for task, then facilitate discussion on differences between Spanish and English in adding informational focus. (2) facilitate sharing (3) write examples on board/flipchart (single words, multiword units, dialogue with contrastive stress) & demonstrate pronunciation w/ RFC movement patterns. (4) Write/state lesson objective as can--do statement.	(1) (in pairs) match sentence strips (Spanish ↔ English) and discuss differences in how the contrastive emphasis is encoded. Share. (2) (whole group) discuss how they have taught/would teach pronunciation of stress. (3) observe the T use RFC	Ss work together to activate background knowledge.	Cut-outs of sentence strips; tennis ball or other object; flipchart/board & markers.
11 min	C	(1) re-demonstrate some examples from above. Check comprehension of RFC mechanics and meaning. *How many syllables are in this? *When do I punch? On the __ (1 st) syll. or the	(1) Ss observe and answer comprehension check questions (2) (in pairs) match picture sequences of pictures of punches/jabs with examples	Ss need time to clarify the form —punches, jabs-- and the meaning --what and when--of RFC movement patterns.	Activity handouts; tennis balls

		<p>__(2nd) syll.? *Do the jabs out and back indicate primary stress? (<i>No.</i>) *What does the punch indicate? (<i>Primary stress.</i>) *Does each syllable have its own movement? (<i>Yes.</i>) (2) explain instructions and monitor.</p>			
11 mi n	CRI	<p>explain instructions for modified pronunciation/human computer (everyone encouraged to repeat). Speed it up</p>	Ss pick examples to practice saying with RFC	Ss need chance to try out the technique & get feedback.	Flipchart or board w/ numbered examples
11 mi n	I	explain instructions for charades activity. Monitor.	(in groups of 3) play charades with examples	Helps Ss to personalize and make further connections	Handout; tennis balls
11 mi n	F	<p>explain peer teaching options: 1. choose a favorite saying 2. (pairs) create dialogue (e.g., a four-to-six turn dialogue on misunderstanding over the phone or disagreement in person about (what to eat, where to go, etc.) 3. (indiv./pairs) use textbook dialog monitor & take note of errors</p>	<p>work on 1. individually, 2. in pairs, or 3. individually or in pairs. “teach” to group(s)</p>	Ss need to have choice & to use RFC in real-life teaching activity	Flip chart/board & markers; tennis balls
5 mi n	Ref lecti on	<p>ask Ss to think for 1min about what they’ve learned or reconsidered because of the class. facilitate discussion answer lingering questions/collect for subsequent class</p>	<p>think silently about their take-aways from this session. share with group(s).</p>	<p>Time for Ss’ to reflect on and personalize what the session meant for them. Feedback to teacher.</p>	

Post-Lesson Reflection

What worked:

Surprises/Challenges/Changes:

Sentence strips for ENCOUNTER matching activity

Note: The capitalized letters/words indicate nuclear or primary stress in the sentence.

¿A dónde vas?

¿A dónde vas tú?

¿Vas a dónde?

Where are you GOing?

Where are YOU going?

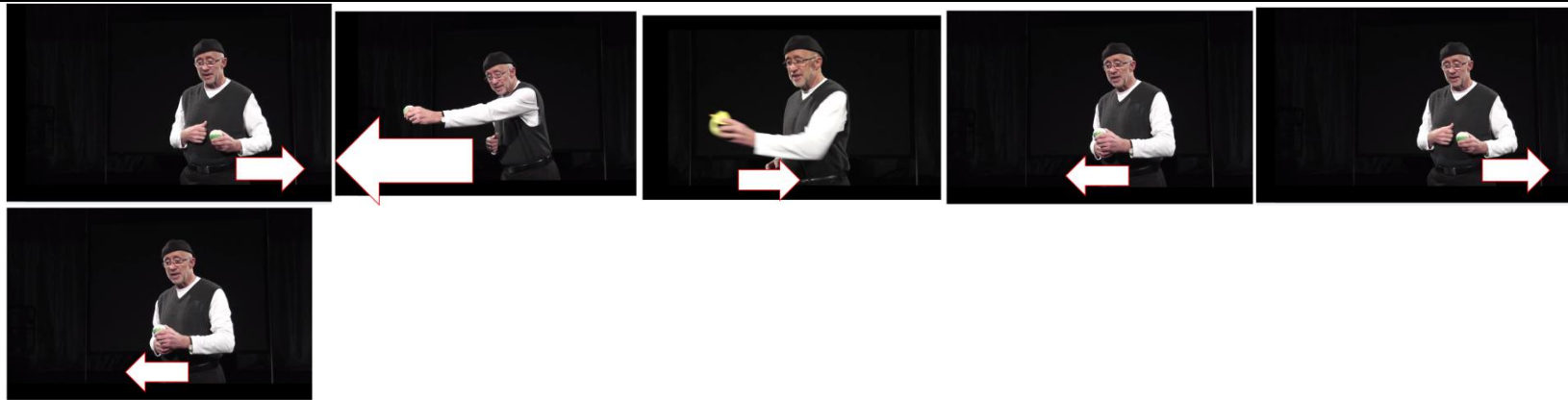
WHERE are you going?

Examples for (1) ENCOUNTER activity observing “Rhythm Fight Club” movement patterns to be written on flipchart/butcher paper/board and (2) human/pronunciation computer activity in CLARIFYING/REMEMBERING/INTERNALIZING stage

SINGLE WORDS	ADJECTIVE-NOUN PHRASES VS. COMPOUND NOUNS	PHRASAL VERBS VS. COMPOUND NOUNS	SENTENCE STRESS IN DISCOURSE
A1: <u>CA</u> tegrory	B1: a black <u>BOARD</u> B2: the <u>BLACK</u> board	C1: take <u>OFF</u> (verb) C2: <u>TAKE</u> off (noun)	D1: Ellie lost her <u>JAC</u> ket. E1: What <u>KIND</u> of jacket?
A2: appli <u>CA</u> tion	B3: a green <u>HOUSE</u> B4: a <u>GREEN</u> house	C3: come <u>BACK</u> (verb) C4: <u>COME</u> back (noun)	D2: It was a <u>RAIN</u> jacket. E2: What <u>CO</u> lor rain jacket?
A3: indi <u>VI</u> duel			D3: It was <u>YEL</u> low. Yellowish <u>GREEN</u> .

An example for CLARIFYING matching activity

What COlor rain jacket?



appliCAtion



deMOcracy



WHERE are you going?



List of examples for INTERNALIZE charades game

indiVidual

COMpllicated

cerTificate

a BREAKthrough

to break THROUGH

LuDETTE speaks Bosnian well.

Ludette SPEAKS Bosnian well.

Ludette speaks BOSnian well.

Ludette speaks Bosnian WELL.

Charades – Set #1

indiVIdual

COMplicated

Charades – Set #2

a BREAKthrough

to break THROUGH

Charades – Set #3

LUDETTE speaks
Bosnian well.

Ludette SPEAKS
Bosnian well.

Ludette speaks
BOSnian well.

Ludette speaks
Bosnian WELL.

Charades – Set #4

Where are you GOing?

Where are YOU going?

WHERE are you going?

PowerPoint slides

Rhythm Fight Club
movement patterns (Bill Acton)

1. Where are you GOing?

2. Where are YOU going?

3. WHERE are you going?

SINGLE WORDS	ADJECTIVE-NOUN PHRASES VS. COMPOUND NOUNS	PHRASAL VERBS VS. COMPOUND NOUNS	SENTENCE STRESS IN DISCOURSE
A1: <u>CA</u> tegor <u>y</u>	B1: a black <u>BOARD</u> B2: the <u>BLACK</u> board	C1: take <u>OFF</u> (v) C2: <u>TAKE</u> off (n)	D1: Ellie lost her <u>JAC</u> ket. E1: What <u>KIND</u> of jacket?
A2: appli <u>CA</u> tion	B3: a green <u>HOUSE</u> B4: a <u>GREEN</u> house	C3: to come <u>BACK</u> (v) C4: a <u>COME</u> back (n)	D2: It was a <u>RAIN</u> jacket. E2: What <u>CO</u> lor rain jacket?
A3: indi <u>VI</u> du <u>al</u>			D3: It was <u>YE</u> llow. Yellowish <u>GREEN</u> .

References

Acton, W. (2015). *Acton haptic-English pronunciation system*. Retrieved October 18, 2015 from <http://www.actonhaptic.com>

Coe, N. (1987). Speakers of Spanish and Catalan. In M. Swan & B. Smith (Eds.), *Learner English: A teacher's guide to interference and other problems*. New York, NY: Cambridge University Press.

Walker, R. (2010). *Teaching the pronunciation of English as a lingua franca*. New York, NY: Oxford University Press.

Whitley, M. S. (2002). *A course in Spanish linguistics: Spanish/English contrasts*. (2nd ed.). Washington, DC: Georgetown University Press

Readings and Assignments

Speaking Day 1

- Bailey, K. (2003). Speaking. In D. Nunan (Ed.). *Practical English Language Teaching*. (pp. 47-66) New York, NY: McGraw-Hill.

- McAndrew, J. (2007). Responding to learners' language needs in an oral EFL class. In A. Burns & H. de Silva Joyce (Eds.). *Planning and teaching creatively within a required curriculum for adult learners*. (pp. 189-204) Alexandria, VA: TESOL.

- Thornbury, S. (2005). Speaking in another language. In *How to Teach Speaking*. (pp 27-40) Pearson Education.

Speaking Day 2

Read and pull one meaningful quote from:

-Thornbury, S. (2010, May 12). R is for Repetition. Retrieved May 14, 2016, from <https://scottthornbury.wordpress.com/2010/12/05/r-is-for-repetition/>

Who am I as a speaker? (See "Assessment Plan" for full details) is an assignment designed to raise student awareness on how they learned the skill of speaking.

Lesson Plan (See "Assessment Plan" for full details) is an assignment designed to develop techniques of teaching the skill of viewing and develop their abilities to write lesson plans.

Reflective Essay (See "Assessment Plan" for full details) is an assignment designed to foster confidence and identify where future learnings may occur.

Module 6: Writing

Objectives

To develop a stronger awareness of yourself as a writer in your L1 and your additional language(s);

To deepen your knowledge of how people learn to write in an additional language;

To deepen your knowledge of major issues and topics in the field such as schema theory, top-down vs. bottom-up processing, product vs. process, process writing, reader response theory, thematic-based learning, authentic material, task-based learning, context, socio-cultural aspects of teaching the six skills, media literacy, critical literacy theory, and the narrative framework;

To expand your repertoire of techniques and skills for teaching listening;

To develop an attitude of confidence as a teacher of the six skills;

To develop your skills in planning lessons and writing lesson plans within your internship context using a variety of lesson formats and planning formats;

Summary of Content

Class 11. Writing Day 1.

What does the field say?

Sample lesson: The Object

Class 12. Writing Day 2.

Activities for low, mid, and high levels

LEA

Writing Process

Lesson Plan for Writing Day 1

What does the field say? (60 minutes total)

How to correct student writing? (45 minutes)

Group students in mixed readings groups to discuss Williams and Raimes. In their groups, they have 20 minutes to create a 'best practices' list for correcting student writing. Give each group 5 minutes to share.

Introduce the students to rubrics and checklists as a way to provide feedback. Create a pros and cons list for using rubrics and checklists.

Student Art (15 minutes)

Give students 3 minutes to draw their house. Add 2 minutes for the students to label different parts of their house. Every student should swap papers with someone. Using their partner's paper, write one or two sentences about the picture

using some of the words their partner wrote (3 minutes). Pass the paper back. What pictures or words do they need to add to be clearer? Draw or write for 2 minutes.

Discuss briefly the scaffolding that needs to occur for various levels of students.

Sample lesson: The Object (120 minutes)

Describing an Important Object: Writing Sample Lesson

Name: Elizabeth Tannenbaum

Length of lesson: 60+ minutes (OVER 2+ DAYS)

Who are the students (age, nationality, gender)? Low-intermediate level students at a community college ESL program (although this lesson has been used for many ages, levels, locations), mixed gender

Why are they studying? To improve their writing ability to be able to take more advanced English courses

Where/when are they studying? What is the setting (university, language school, public school, etc.): Language program at a local, busy community college. The class runs from 3:30-5:00. The classroom is medium-sized with movable tables and chairs.

What is their ACTFL/CEFR level? Low-mid Intermediate/B1; all have literacy, but mixed levels and writing skills in their L1

Objective(s): By the end of the lesson, Students will be able to.... (SWBAT)

- write a short descriptive paragraph following the writing stages
 - pre-writing
 - drafting
 - review
 - redrafting
 - final draft
 - publishing

I assume the students:

Have basic writing mechanics, some experience writing paragraphs; have a number of adjectives to describe things; have an object that holds memories and is meaningful to them.

I anticipate students will have problems with: paragraph formation, correct grammar (in particular articles, pronouns), syntax, some vocabulary (descriptive language, especially adjectival language). Ss may also resist working with a partner since they are accustomed to having the teacher correct their writing.

To solve/avoid these problems I plan to: work with the writing stages, using pair work for peer editing; explain the stages and the role of the teacher in the writing process; encourage Ss to ask each other for descriptive language, to use a dictionary and/or I will help them with it myself as necessary.

How will I assess the students? Ss will share their writing, first with a peer, then with the teacher and then will 'publish' and share with the class.

Procedure

Writing Stage	Steps: Teacher	Steps: Students	Materials	Beliefs
<p>PRE-WRITING Getting ideas Making notes in response to prompts</p>	<p>Teacher introduces subject and what Ss are going to do today: T explains that each student will write a paragraph describing an object that is important to each of them and will share the paragraph with each other. We will follow the writing process to develop this paragraph. BE SURE TO NOTE: The T will not read and comment on their paragraphs until after they work with their peers.</p> <p>"Think of an object in your room that is important to you that you want to write about." T gives Ss time to think of an object.</p> <p>T writes questions on board:</p> <ul style="list-style-type: none"> • How/when/why did you get this object? • What does it look like? • What does it feel like when you touch it? • What memories does it bring to you? • Why is the object important to you? <p>T asks Ss to make notes but not worry about correct grammar, sentence structure, etc.</p>	<p>Ss listen.</p> <p>Ss think of an object.</p> <p>Ss make notes in answer to questions T writes on board.</p>	<p>Paper Pencil/pen Board</p>	<p>This is the time for Ss to get their ideas down on paper without worrying about complete sentences, spelling, punctuation.</p> <p>Ss need to have a purpose/clear task and an audience for writing.</p>
<p>Share ideas orally Fluency Circles</p>	<p>T divides Ss into pairs and asks them to share their answers to the questions orally.</p> <p>T tells students to switch partners and talk to a new partner.</p> <p>(Option: T gives instructions for Fluency Circle if</p>	<p>Ss get into pairs. One asks the questions and other talks about their objects using their notes. Ss take turns (S1 first; then S2).</p>	<p>Paper, pencil/pen Chalkboard</p>	<p>When Ss talk to several partners about the same subject, they become more fluent and they are able to add more details.</p> <p>Fluency circles give students</p>

	<p>there is room in the classroom: Ss stand in 2 concentric circles facing a partner. The S on the inside talks about his object to his partner on the outside. S on outside moves 1 place to the right. S on inside does not move. S on inside talks to new partner about his object. Move again. 2 min. 1 min. 30 sec. Then the outside partners talk with new partners x 3.)</p> <p>T encourages Ss to ask each other questions about the object to get more details.</p>	<p>If participating in the fluency circle, Ss stand in 2x concentric circles facing a partner. The S on the inside talks about the object to partner in the outside circle for 2mins; outside Ss move one person to right. Inside Ss talk about their object with new partner for 1 min. Outside Ss move again, one person to right. Inside Ss talk about their object with new partner for 30sec.</p> <p>Ss change: outside circle Ss become inside. Inside Ss talk to three different outside Ss for 2min, 1min, 30 sec.</p>		<p>a chance to clarify their ideas orally by talking first for 2 min, then for 1 min., then for 30 seconds to 3 different partners. They also have a chance to listen to 3 partners. As a result, the ideas are clearer and Ss are ready to write.</p>
Reflect and add details	<p>T asks Ss to go back to their notes and add any information (new words/phrases, more ideas, more detail,) that came out of discussion with their partners.</p>	<p>Ss read through their notes. Ss add new vocabulary/phrases, more ideas, more details, etc.</p>		<p>By this time, Ss have their ideas down on paper. Ss need time to think, talk, write and re-write without worrying about mechanics.</p>
DRAFTING STAGE First draft	<p>Remind Ss about the form of a paragraph--> indent, topic sentence, supporting sentences, conclusion (option: Give them the topic sentence to start out the</p>	<p>Ss write a first draft using their notes and the questions to</p>	<p>Board Sample paragraph on the board</p>	<p>Ss are ready to put their ideas into a standard descriptive paragraph format.</p>

<p>Organization</p>	<p>paragraph "My object is ____")</p> <p>If Ss are low-level, T gives them the first part of each sentence and the order of a typical descriptive paragraph (introduction, supporting sentences, a conclusion). T reminds Ss of importance of punctuation, capitalization.</p> <p>My object is I got it (how, when, why). It looks like..... It feels like....when I touch it. It brings back memories of..... The (name of object) is important to me because.....</p> <p>T gives Ss plenty of time to write their paragraphs.</p>	<p>guide their writing.</p> <p>(Low-level Ss use the T's model as a guide, filling in the blanks.)</p>	<p>(option)</p>	<p>Low-level Ss will feel more comfortable if they are given a guided paragraph in which they add their own information.</p>
<p>REVIEW STAGE Feedback and peer editing: adding details</p>	<p>T divides Ss into pairs. T tells S1 to read S2's paragraph/S2 to read S1's. T tells Ss focus is on details and clarity.</p> <p>T writes these questions on the board:</p> <ol style="list-style-type: none"> 1. What parts) do you like best? Underline them and write why in the margin. 2. Would you add or suggest more details? Make a note in the margin. 3. Is there anything you don't understand? Put a '?' above the part you don't understand. 	<p>Ss switch papers with a partner.</p> <p>Ss peer edit and give feedback to their partner using the questions on the board. Use a different color pen.</p>	<p>Student draft papers Pens Board</p>	<p>At this point, the focus is on the information, not on mechanics (grammar, spelling, punctuation etc.). It is important at this stage to help students see the positive ideas in a partner's essay. Ss can learn a lot from each other if they guided through peer editing with key questions.</p>
<p>Peer editing: grammar</p>	<p>T posts peer-editing symbols. T reviews symbols with the Ss.</p> <p>T ask Ss to read partner's paper and use the symbols to mark grammar errors. T gives examples of grammar errors to look for.</p>	<p>Ss listen during review of symbols on poster; Ss ask questions as necessary.</p>	<p>Poster: peer editing symbols</p>	<p>Now students can focus on mechanics.</p>

		Ss peer edit using the editing symbols.		
Peer conferencing Clarification	T asks Ss to return paper to partner. T gives Ss time to read comments and talk to partner.	Ss give paragraph back to partner and take time to read what partner wrote. Ss talk with partner to clarify feedback/highlighted mistakes they do not understand.	Student papers	This is the conversation stage where partners share, clarify and negotiate changes.
REDRAFTING STAGE 2 nd draft Revising	T gives students time to re-write the paragraph using the peer comments.	Ss write a second draft using the feedback edits and comments.	Student papers	Note that the T has not entered the editing process yet; the T has 30+ students and her input is more valuable at the next stage. Ss can help each other with the basic mechanics and with getting ideas down on paper.
FINAL DRAFT STAGE T editing Ss write final version	T asks Ss to submit 2 nd draft to him/her for final editing.	Ss give second draft to T to read and give feedback on. Ss write third/final draft later based on T edits (which include editing symbols so that Ss can make final corrections.	Student papers Editing symbols	T enters at this stage to do a final edit. However, T can use editing symbols for areas that Ss should know and Ss can make the final changes.
PUBLISHING STAGE (Day 2)	T arranges a space for displaying the paragraphs. T posts a blank piece of paper next to each paper for peer comments. T encourages complimentary comments ("I like this paper because..."). T asks Ss to brainstorm types of comments they might make (language function: compliments with reasons).	D1 Homework: Ss bring the object to next class along with their final edited paper incorporating T comments.	Papers Objects Blank paper	Ss are proud of their papers and want to share with the class. A Gallery Walk allows students to read classmates' papers one at a time and to

	<p>T gives Ss time to post their papers. T asks Ss to walk around and read each other's papers.</p> <p>T makes sure Ss each receive at least 2 comments. (T can participate also so all students receive positive comments.)</p> <p>T gives each S the paper with feedback comments.</p>	<p>In D2 class, Ss put their object next to their paper.</p> <p>Ss walk around reading other's paragraphs. Write peer comments on a blank paper that is posted next to each student's paper. Ss comment on at least 2 of their classmates' papers: "I like this paper because...."</p>		<p>admire the objects.</p> <p>In order for Ss to make positive comments, they will need to read the papers closely.</p>
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Lesson Plan for Writing Day 2

Activities for low, mid, and high levels (45 minutes)

Each student chooses one activity from the “Elizabeth’s Writing Activities” document. The students identify what level the activity is written for and then how to adapt it to the other levels.

Students pair and share. Then, the pairs become quads and share. Continue combining until the whole class is together.

Language Experience Approach (90 minutes total)

The Experience (25 minutes)

Before class, draw a large rectangle in chalk on the driveway. Within the large rectangle, write the numbers 1-30 randomly. Draw a line far enough away from the rectangle that the group can not easily read the numbers.

The objective: the group will try to achieve its fastest time by touching the numbers in an ascending order from 1 to 30 in 20 minutes. Only one person at a time is allowed within the established boundaries of the key punch (the large rectangle). Each number must be touched in sequence by someone in the group. Hands or feet are ok. Any time a spot is touched out of sequence OR when more than one person is in the established boundary area, there will be a penalty (10 seconds), which will be added to the total time for the attempt.

The Writing (30 minutes)

As a class, write what happened on the board. Include the names of students in the writing. Indicate to the students that the first half of this recording you will be recording what they say and the second half of this recording you will be suggesting edits as you write. This is to let the students experience both ends of the spectrum of LEA. In the second half of the recording, ask students to consider various edits, or invite other students to think of another way of writing the statement.

Read the writing out loud as a group. Reread, inviting students to read the sentences that include their names.

Reread the first half of the document. What edits do the students suggest?

The Mini Lesson (10 minutes)

Choose a focus (adjectives, sequencing, articles, details, etc.) for the students to focus on with this piece of writing. Do a short mini lesson on the topic, and reread the document, looking for places where you could change or add to the document based on the mini lesson.

The Activities (25 minutes)

Scrambled sentences – Assign each student a sentence. Each student writes their sentence on cards, with one word per card. To challenge this level of students, you may choose to eliminate capital letters and punctuation. Remove the document from the board when the students are done creating their cards. Ask the students to recreate the text. (For lower level students, include punctuation and capital letters, do one sentence at a time.)

Fallen nouns – While the students are working on unscrambling the sentences, remove nouns from the document. Place them in a word bank next to the document. See if the students can describe/define the word without using the word, or any of the words in the sentence to the class. The class attempts to discover the word and where it goes in the document.

Writing Process (45 minutes)

Give small groups an envelope containing the following words and questions. Instruct the groups to match the questions to the words.

- Prewriting
 - What do I want to say?
 - How do I want to say it?
 - Who will read my writing?
 - What else do I need to know to begin?
 - Who can I talk to about my idea?
- Drafting
 - Are my thoughts organized?
 - Which ideas do I want to develop?
 - In what order do I want to say them?
 - Who can read this and offer suggestions?
- Revising
 - Have I read what I have written?
 - Are my details clear?
 - Should I add or take out parts?
 - Have I used the best ideas and words?
 - Is my writing in a sensible order?
 - What suggestions have others made?
- Editing
 - Have I used complete sentences?
 - Are my spelling, capitalization, and punctuation correct?
 - Have I marked corrections that I need?
 - Has someone checked my work?
 - Do I have a correct and neat copy?
- Publishing
 - Should I illustrate it and display it?
 - Should I bind it in a book?
 - Should I read it out loud?
 - Should I post it on the internet?
 - Will I act it out?

Discuss different ways of accomplishing these steps with different levels of students. What does the process look like if it is mostly student led? Teacher led? How can we use technology to facilitate this process?

Readings and Assignments

Required Writing Day 1

- Calkins, L. (1994). Making meaning on the page and in our lives. In *The Art of Teaching Writing* (New Edition). (pp. 3-9) Portsmouth, NH: Heinemann.
- Elbow, P. (1986). Teaching Two Kinds of Thinking by Teaching Writing. In *Embracing Contraries*. (pp. 54-63) Oxford University Press.

Choose 1:

- Raimes, A. (1991). Errors: Windows into the Mind. *College ESL Journal*, 1(2), 55-64.
- Williams, J. (2005). Responding to Second Language Writing. In *Teaching Writing in Second and Foreign Language Classrooms*. (pp. 93-117) New York, NY: McGraw Hill.

Choose one for Writing Day 1

- Cummings, M.C. (1996). Sardo Revisited: Voice, Faith and Multiple Repeaters. In K. Bailey, D. Nunan, & M. Swan (Eds.). *Voices from the Language Classroom: Qualitative Research in Second Language Education*. (pp. 224-235) New York, NY: Cambridge University Press.
- Heyden, T. (2007). When writing is murder: Transforming a composition course with a mystery novel. In A. Burns and H. de Silva Joyce (Eds.) *Planning and teaching creatively within a required curriculum for adult learners*. (pp. 161-176) Alexandria, VA: TESOL.
- Scattergood, E. & Clark Cummings, M. (2006). And Goldilocks said, "This bed is juuuust right": The four-year journey of a high school composition class. In P. McKay (Ed). *Planning and Teaching Creatively within a Required Curriculum for School-age Learners*. (pp. 13-39) Alexandria, VA: TESOL.

Who am I as a writer? (See "Assessment Plan" for full details) is an assignment designed to raise student awareness on how they learned the skill of writing.

Lesson Plan (See "Assessment Plan" for full details) is an assignment designed to develop techniques of teaching the skill of viewing and develop their abilities to write lesson plans.

Reflective Essay (See "Assessment Plan" for full details) is an assignment designed to foster confidence and identify where future learnings may occur.

Module 7: Representing

Objectives

To develop a stronger awareness of yourself as a representer in your L1 and your additional language(s);

To deepen your knowledge of how people learn to represent in an additional language;

To expand your repertoire of techniques and skills for teaching representing;

To develop an attitude of confidence as a teacher of the six skills;

To expand your skills of integrating the six skills in your lessons;

To develop your skills in planning lessons and writing lesson plans within your internship context using a variety of lesson formats and planning formats;

To further develop skills and attitudes that foster you own and your colleagues' learning.

Summary of Content

Class 13. Representing Day 1.

What does the field say?

Sample lesson: Happy memory

Class 14. Representing Day 2.

Activities for low, mid, and high levels

Scaffolding

Low tech, high tech

Storyboards

Lesson Plan for Representing Day 1

What do we represent? When do we represent? (60 minutes)

Split the blackboard in a one quarter, three quarter space. Use the one quarter to brainstorm the many ways that we use the skill of representing in our lives. Use the three quarter space to do a community blackboard around "Can an emoji be a word?" and "How emoji have changed language" articles. Students will react to the article, then react to others' responses. After 10 minutes, involve the class in a discussion that clarifies, questions, and expands what is written on the board.

If there is time, share the YouTube statistics, along with the statistic that in 2014, there were 300 hours of content uploaded every minute.

Reconstruct from memory the elements of design and the elements of electronic media. Talk through the steps present in "The Role of Computer-Related Multimedia and Multiple Sign Systems." What decisions did Samantha and Harry

make as they represented their trip to the fire station? Are there choices that you would have made differently?

Sample Lesson: Happy Memories (120 minutes)

Think of a Memory (20 minutes)

Instruct students to think of a happy memory and fill in the blank “I have a story about ____.” Students should indicate that they are ready through a physical sign (hand on knee, thumbs up, etc.). In groups of 5-8, students should share their statement twice. After each person has shared their statement twice, the students should do a round of “I want to hear a story about ____.” Students come to a consensus on which story they want to develop. Ask the student to share their story with their small group.

Setting the Stage (15 minutes)

Ask a few students to volunteer to be part of your tableau as you demonstrate building a tableau. Find a position for each volunteer to convey a moment from a memory. Practice the language of asking their volunteers if they can touch them before moving them. Show how to demonstrate the pose and use language to articulate how to get into the pose if they don't want to be touched. Challenge the students to use only language for this part of the activity.

Each group will choose a moment from the story that they chose to develop.

After each group has developed a frozen tableau, ask each group to share their tableau. Ask the other students to make observations about what they see. Can they separate their statements into observations or interpretations? The groups should not verify or deny any of the interpretations or observations at this stage.

Before and After (15 minutes)

Students return to their groups to create a frozen tableau of what occurred immediately before the moment and after the moment that they created. Students should determine a 'leader' to indicate when to move from one tableau to the next. The leader may indicate that by moving, making a noise, or saying a word/phrase

Each group shares their three scenes. The other students make observations and refine their interpretations.

Words and motion (20 minutes)

Students work together to choose a word that they want to add to their piece and a few repeated motions. The leader may indicate to the people when to say the words or do the motions, or students could decide that the motion or word continues throughout each frozen tableau.

Each group shares their three scenes. The other students make observations and refine their interpretations.

Adding the Story (50 minutes)

Students work together in small groups to narrate the story as they shift through their scenes. Students should consider how they portray the time in their scenes. Do they want to start with the end or middle instead of the beginning? Will a student step out of the frozen tableau to tell the story, freezing and unfreezing? Will

one student narrate, or will multiple people narrate? Will one student narrate and others say their 'lines'?

Each group shares their piece. The other students discuss what their interpretations were of the piece, what they saw that lead them to those interpretations, and how those interpretations differed from the story that the group told.

Lesson Plan for Representing Day 2

Activities for low, mid, and high levels (45 minutes)

Sort the activities into the different representation types (drama, music, video, poster, commercial, etc.). In each type, sort into low, mid, and high levels of English required. In each level of English, sort the activities into level of skill needed in that particular medium to create the representation.

Activities

- Story vines (a rope with pictures or objects attached in the order that they appear in a story)
- Book Boxes (a box containing images or objects relating to the story)
- Open minded portraits (several portraits of the character during important moments in the story)
- Sketch to stretch (a sketch that the draw at the beginning of the reading, then expand at the end of the reading)
- Skits (dramatizing the reading or listening)
- Songs
- Video
- Commercial

The Discussion, Our Discussion (30 minutes)

Facilitate a discussion based on the article 'Integrating the Literacies of Music and Dance with Reading Lessons.' Have you ever experienced any of these issues (either as a teacher or a student)? What advice would you give these teachers? What does a teacher need to do to make their students feel successful with the different types of representation? How would you incorporate singing, movement, etc. if your students were reluctant to engage?

Scaffolding (30 minutes)

In small groups, students create a butcher paper outlining the scaffolding that took place in the sample lesson 'Happy Memories.' What additional scaffolding might they need for their classrooms? Are there pieces of scaffolding that they might take away? If they were going to use the tableau activity for a variety of assignments, how would the scaffolding and instructions change? What might they add?

Ask each group to share one piece of scaffolding that they saw, an additional piece that they might need for their classroom, and one additional thought.

One activity that the teacher might present is "Stop!" For other scenarios (sad, angry memories, a time that you have experienced oppression, etc.) the

students watching the tableau might be given the opportunity to say “stop!” and ask a question or pose a different action. The group can then choose to try the different action and imagine how that would play out, or answer the question.

Low tech, High tech (30 minutes)

Give the group 30 minutes to create a spectrum of types of representation that range from low tech and low supplies on one end to high tech and many supplies on the other end. Questions to pose: If you had access to all the resources in the world, in what order would you present the different types of representation. Are there types of representation that you think all (or most) need to be able to do to be an educated and effective citizen? Are there types of representation that you think are not necessary for students to be able to do? How could you bring in students’ knowledge of technology to enhance others’ knowledge? What problems does technology bring (classroom management, privacy, speed of communication, etc.)?

Storyboards (45 minutes)

Show examples of storyboards. Talk about how storyboards are one way for students to slow down and plan what and how they will create their product.

In small groups, have students create storyboards to tell a story about a typical Sunday. After they have created a storyboard, have the students go back through their storyboard and add elements of design and elements of electronic media (if they are going to use that in their product). What are they going to include and why are they making that choice?

In the last 10 minutes, have each group share their storyboards.

Readings and Assignments

- Goldberg, M. R. (2003). Integrating the Literacies of Music and Dance With Reading Lessons. In *Integrating multiple literacies in K-8 Classrooms; cases, commentaries, and practical applications* (pp. 57-77). Mahwah, NJ: Lawrence Erlbaum Associates.

Who am I as a presenter? (See “Assessment Plan” for full details) is an assignment designed to raise student awareness on how they learned the skill of representing.

Lesson Plan (See “Assessment Plan” for full details) is an assignment designed to develop techniques of teaching the skill of representing and develop their abilities to write lesson plans.

Reflective Essay (See “Assessment Plan” for full details) is an assignment designed to foster confidence and identify where future learnings may occur.

Course Synthesis and Action Plans

Objectives

- To develop an attitude of confidence as a teacher of the six skills;
- To expand your skills of integrating the six skills in your lessons;
- To develop your skills in planning lessons and writing lesson plans within your internship context using a variety of lesson formats and planning formats;
- To further develop skills and attitudes that foster you own and your colleagues' learning

Summary of Content

Class 15. Course Synthesis and Action Plans

Day 1 activities

Where was I? Where am I now? Where am I going?

Lesson Plan for Course Synthesis and Action Plans

Day 1 Activities (150 minutes)

Divide the number of students by the number of minutes (or the number of groups by the number of minutes) to determine how long presentations will be. Each student/group will present an activity that they will do on their first day of their internship.

Where was I? Where am I now? Where am I going? (30 minutes)

Pass out three (plus) sticky notes to each student. Have them answer each question on a separate sticky note. (Where was I? Where am I now? Where am I going?) Attach the sticky notes to butcher paper (one per question). Ask the students to write what previous experiences led to “where was I”, what experiences in class led to “where am I now”, and experiences that students want to have that support “where am I going”.

Assignments:

Final Assessment: Internship Lesson Plan (See “Assessment Plan” for full details) is a summative assessment for the course designed to give students the an opportunity to design, implement, and reflect on a lesson plan that integrates two or more skills.

Assessment Plan

Initial Needs Assessment

Experiences and Questions

Purpose: To discover what past experiences students have with learning and teaching the six skills. To discover which objectives students are most interested in developing.

What: A survey with likert scale questions as well as open-ended questions.

Additional details: The questions...

On a scale of 1-5 with 1 being not comfortable, how would you rate your skills in teaching...

Listening?

Reading?

Viewing?

Speaking?

Writing?

Representing?

What is your favorite skill in your L1? In your L+? Why? What is your least favorite skill in your L1? In your L+?

Which objective(s) are you most interested in learning about? Why? Which objective(s) do you think you already have knowledge or skills?

Formative Assessments

Who am I as a ...?

Purpose: To raise awareness of whom the students are as listeners, speakers, readers, writer, viewers, and representers.

What: Two paragraphs about their history with the skill as a learner of their first and other languages to be posted on a forum in Moodle. If they have any history with the skill as a teacher, they should include a paragraph about how they have taught this skill in the past.

Additional details: Students will also be responsible for reading and responding to other students' responses. See the table below to see who is responsible to respond to whom. (Person A would respond to B's post about listening, C's post about reading, etc.)

Person writing response	Listening	Reading	Viewing	Speaking	Writing	Representing
A	B	C	D	E	B	C
B	C	D	E	A	C	D
C	D	E	A	B	D	E
D	E	A	B	C	E	A
E	A	B	C	D	A	B

Lesson Plans

Purpose: To develop your skills in planning lessons and writing lesson plans within your internship context using a variety of lesson formats and planning formats; To expand your repertoire of techniques and skills for teaching listening, reading, writing, speaking, viewing, representing;

What: A lesson plan that focuses on one skill and may include other skills to support the acquisition of the focus skill.

Additional details: Create a lesson plan that focuses on the skill in the module that you may use in your internship. The lesson plan must follow one of the formats discussed in class or in Language Analysis for Lesson Planning.

Lesson Plan

Name:

Length of lesson:

The teaching context:

My students (number, age, home language, gender):

They are studying English because...

They study in ... (language school/university/public school, etc.) **Class takes place** (time of day/frequency/part of year).

In the place we have class, there...(size of room, desks, seating, board, AV, computer, etc.)

Students' CEFR and/or ACTFL level or range of levels is...

Materials: (include sources)

Objective(s): By the end of the lesson, students will be able to....

Relevant to this lesson, I assume the students already know:

In this lesson, I anticipate students will be challenged by:

To address/avoid these challenges, I plan to:

I will assess the students' learning during these stages and specific activities:

Time	Lesson Stage	I will...	Students will...	Beliefs underlying my choices	Materials, Aids	Post Teaching Comments

Reflective Essays

Purpose: To further develop skills and attitudes that foster you own and your colleagues’ learning. To develop an attitude of confidence as a teacher of the six skills.

What: 1-2 page reflection essays after each skill module. This allows students a space to reflect on what has been learned and to consolidate the information that they have gained. There is also space for the students to look forward at how they will teach these skills in the future.

Additional details: What are your core learnings from this module? How will you connect ideas from the experts’ to your own teaching?

Summative Assessment

Final Assessment: Internship Lesson Plan

Purpose: To integrate and put into practice what you have learned in LALP and Six Skills in the Fall 15 semester.

What: An individual lesson plan created for your internship context, based on the realities of your teaching environment there, followed by a reflective paper after you teach the lesson you planned.

The plan will address:

- any aspect of lexicon, phonology, grammar/ syntax (or a combination of these) relevant to your context;
- a primary skill focus (e.g. listening, speaking, reading, writing, viewing, representing) with one or more additional skills integrated into the lesson.

The plan is for one class on one day (the length of the lesson depends on the length of your class). The lesson can certainly be part of a larger theme or unit.

Additional details:

1. The plan is **3-5 pages** and should include enough detail that another teacher could teach it for you.
2. The plan should include the same **cover sheet** that you have been using in Four Skills, providing background information about your students/program/site; student learning objectives; knowledge you assume students will bring to the lesson; potential challenges and solutions; points in the lesson when you can/ will assess learning)
3. It is a plan that you actually implement with your class.
4. The lesson plan can be written using any lesson plan **structure or framework** (e.g. ones explored in Six Skills or LALP, or mentioned in Woodward or Thornbury, such as PDP, PPU, ECRIF, TTT, task-based learning, the writing process, Vehicle and Moves, Jigsaw, Backwards Plan, etc.).
5. **After** you **plan** and **teach** the lesson, write **1-2 pages of reflection** on the strengths and challenges of the lesson, and changes you would make if you taught this same lesson to similar students in the future. If relevant, please include discussions with and observations by your supervisor or cooperating teacher if that person was present. Please clarify why you selected the particular format as well.

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