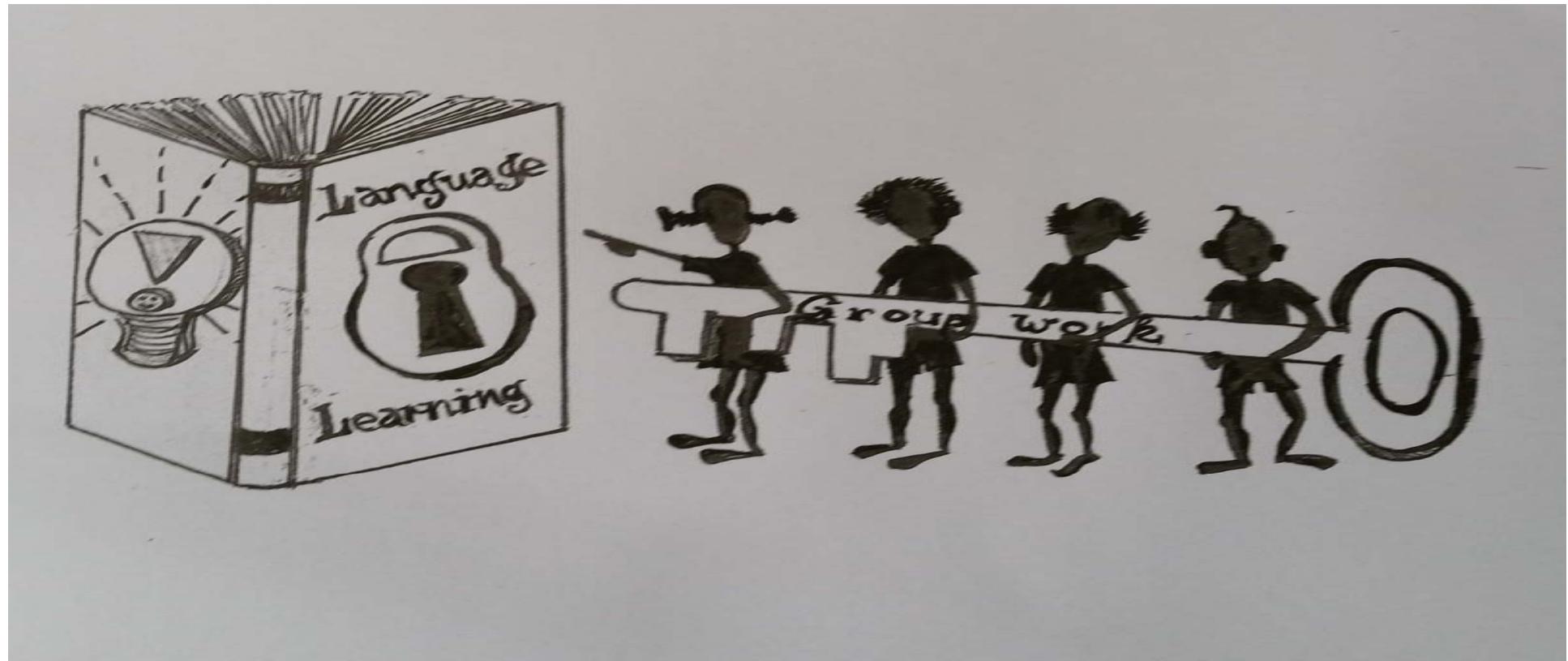


Skills, Tactics and Strategies to Enhance Teaching & Learning in the Modern Language Classroom



The Innocents Abroad



Paola Debernardi, Italy

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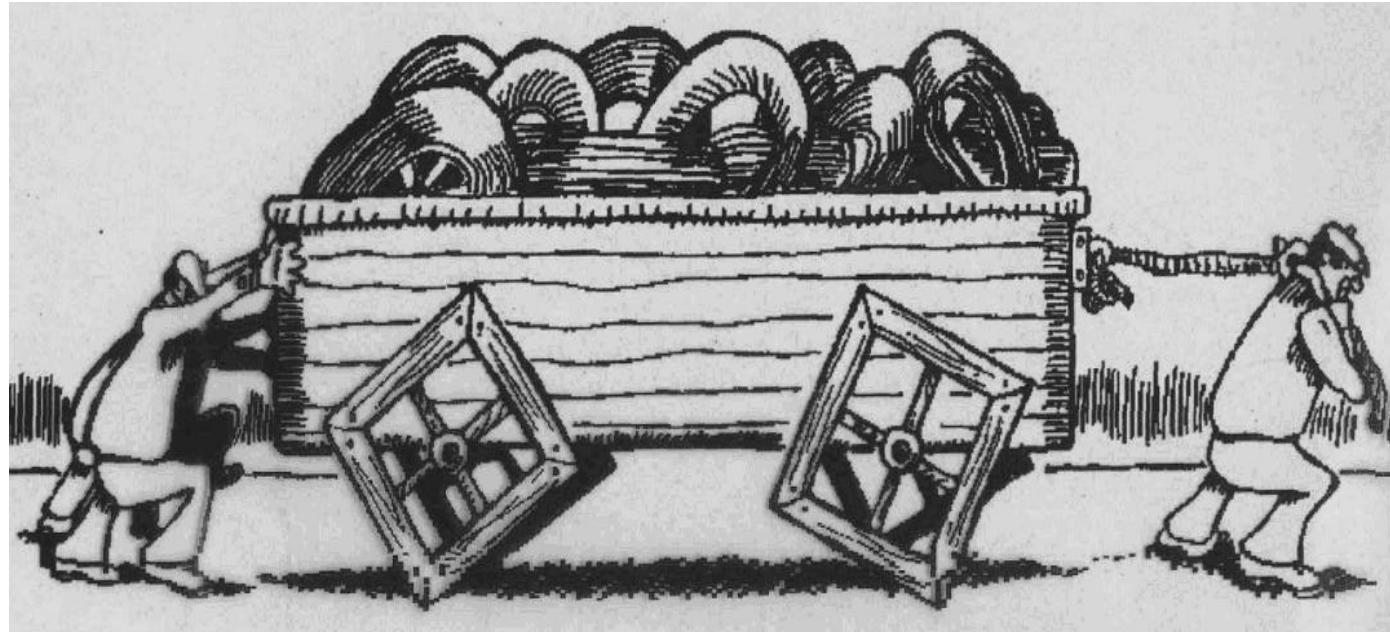
Language teachers for English



**Language teachers for French,
German, Spanish,**

Carmen Druyen & Paola Debernardi

Language Teaching?



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Take a moment to connect this picture to your experiences with language classroom.

Share your ideas with your neighbor.

Contact Activity 1

FIND SOMEONE WHO...

Walk about and meet four people you do not know yet. Use *different* items for each person.



Carmen Druyen & Paola Debernardi

Social Learning



Carmen Druyen & Paola Debernardi

Social Learning

- Students must learn to work with and for each other.
- They need social skills to do so.
- We try to combine social and academic skills when teaching cooperative language classes.

Social Learning

RULES

When we work in our **groups**, we:

Give each other encouragement

Respect others' views

On task (stay)

Use quiet voices

Participate actively

Stay in our group

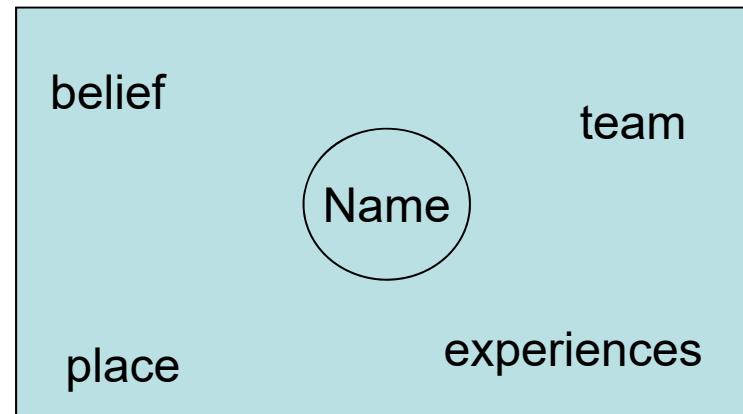
Contact Activity 2

NAME CARD

THINK

Fill in the quadrants. **(5 minutes)**

- My professional belief
- My favourite place to relax
- My best team
- My experiences at the conference so far



SQUARE SHARE

• Share your information with your team partners. **(1 minute each)**

• Variation: Pair Sharing (Social skill: Active Listening)

Introduction of Partner to the other pair (Academic Skill: Oral Practice, use of grammatical forms)

Combining social and academic learning

THINK – PAIR - SHARE

THINK

1) *Write your own bio poem.*

PAIR SHARE

2) *Share your poem with your shoulder partner.*

Think-Pair - Share is the basic structure.

Never use Square Share before students can handle Pair Share

Variation



THINK

***Write your (imaginary) friend's bio poem.
Pick qualities that make your friend typically
German / French / Spanish.***

SQUARE SHARE

Share your poem with your team mates.

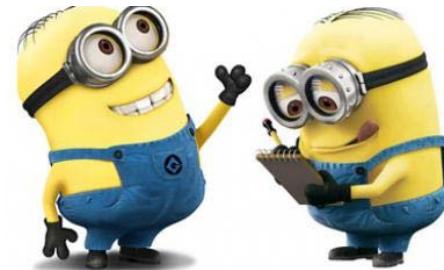
***Agree on the one that you want to present to
the class.***

3 Basic Elements of CL

- Individual Accountability



- Face-to-Face Interaction



- Social Contact



Individual Accountability

**We establish individual accountability
by giving students roles / tasks that
contribute to the group's success.**

Numbered Heads

- Assign students in groups **numbers**.

Roles

- Assign roles to numbers:
e.g.: 1) Time keeper
2) Organizer (material)
3) Checker 1 (rules, understanding)
4) Checker 2 (spelling, quality of results)

Academic Learning

Also lautet ein Beschluss,
dass der Mensch was lernen muss.
Lernen kann man, Gott sei Dank,
aber auch sein Leben lang.

Wilhelm Busch



Forming Opinions

ACADEMIC CONTROVERSY

GOAL



You are a parent and after the game you are going to a meeting with other parents in order to decide whether the trainer's contract will be renewed.

Forming Opinions

ACADEMIC CONTROVERSY

1. Individually gather arguments for and against keeping the trainer. **(3 min.)**
2. Compare your arguments with your shoulder partner. **(2 min. each)**
3. Pair 1 prepare to speak for the trainer.
Pair 2 prepare to speak against the trainer. **(3 min.)**

Then...



- 1. Pairs exchange notes and find a flaw (rebuttal).**
- 2. Pairs share the flaw they detected.**
- 3. Flip sides (pair 1 becomes 2 and 2 becomes 1).**
 - 1. Repetition of steps 1 to 3.**
 - 2. Groups now discuss their stance on the issue.**
 - 3. Groups share their stance with larger group (e.g. Simulation of a law court).**

Academic Controversy

1. Given students have to defend PRO and CON on an issue, they have a **deeper grasp of the issue** ... they get closer to the 'truth'
2. **Critical thinking** is about the search for truth or the wisest course of action etc., focused on making the world a better place
3. By exploring both sides of an issue – students are more likely to experience

B.

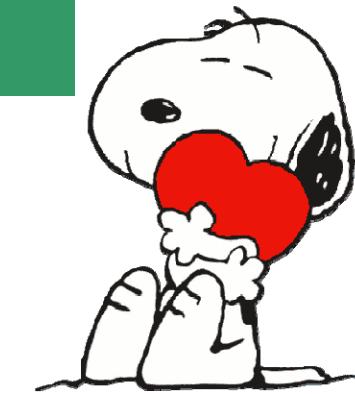
Bennett

The Heart of CL

4th basic element

Positive Interdependence

- Task
- Identity
- Resources
- Environment
- Duty (Role)

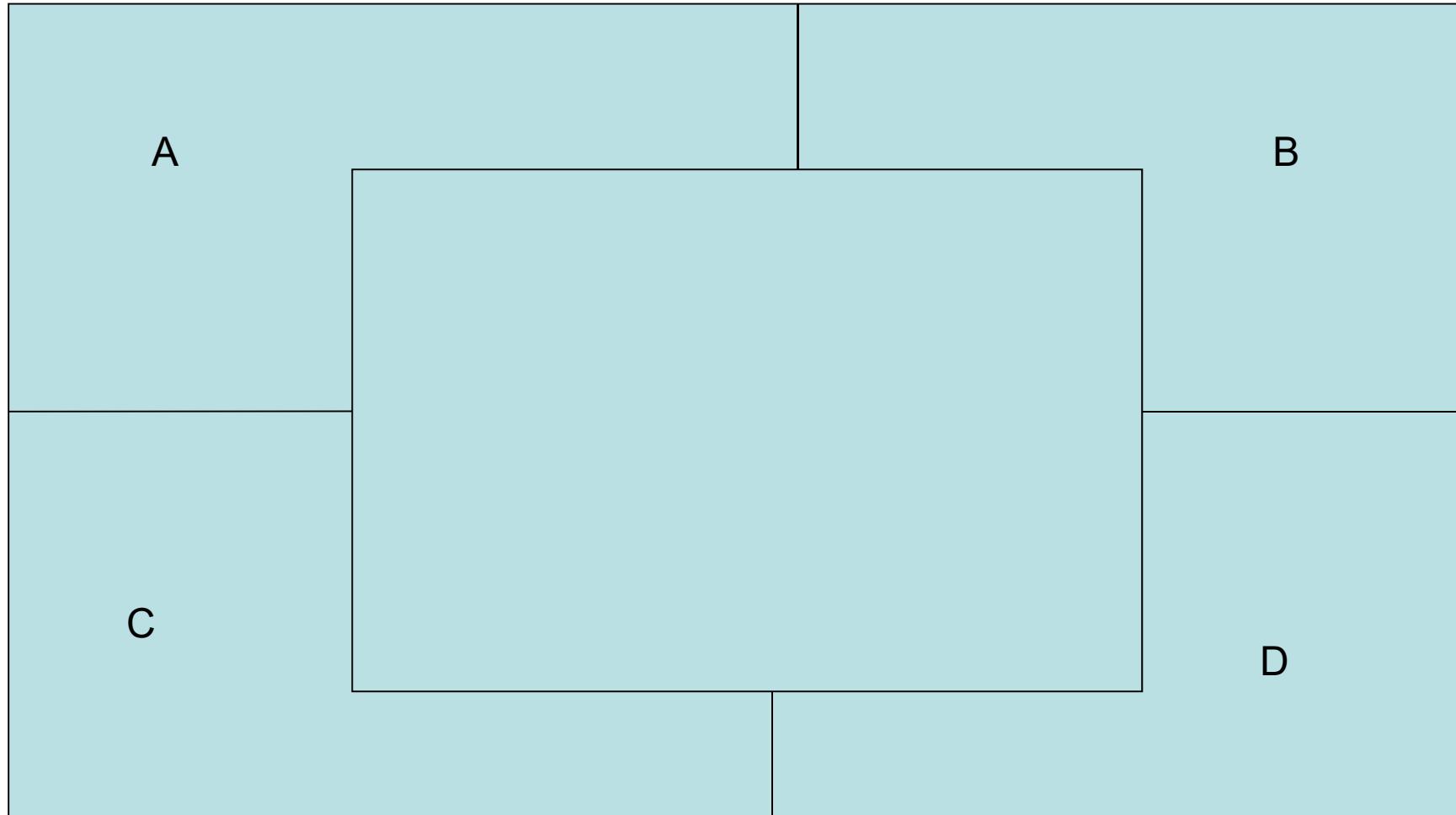


- Fantasy
- Reward
- Outside Force
- Goal

Describing and discussing everyday life (in the target language community) (III.3)

- Listen to the song and watch the video,
please.

PLACE MAT



Carmen Druyen & Paola Debernardi

In your team: Decide who does which corner.
Then: Listen and watch again.

What does the
singer say?
Which
expressions does
he use?

What images does
he use *in the lyrics*
and what do they
tell you?

How do the
images *in the*
video correspond
with the lyrics?

How do text and
music reflect the
singer's emotions?

PLACE MAT

Think / Corners

Take notes in your assigned corner on the place mat. **(3 minutes)**

Share / Corners

Share your ideas with your team partners.
(8 minutes)

Share / Centre

Identify the message of the song.

*Agree on five sentences (max.) as a result of
your analyses.
(social interaction, positive interdependence)*

*Each of you must be able to present and clarify.
(individual accountability & positive
interdependence)*

5 min.

Place Mat

1. Place Mat is great for having students take and summarize notes from a mini-lecture or video.
2. Place Mat works for students doing Ranking Ladders, Venn diagrams, Fish Bone diagrams within the Place Mat.
3. Place Mat can actually be two or three or four circles overlapping (Venn diagrams).
4. Place Mat is excellent for students to keep track of their thinking when doing Concept Attainment.
5. Place Mat is highly effective for having student practice (both Guided and Independent) and for checking for understanding . . .

B. Bennett

Life in the City – Life in the country

advantages

disadvantages

Pair A:

THINK: Take notes of advantages and disadvantages of **life in the city.** **3 min.**

SHARE: Share your findings with your partner.

Supply your own notes with useful ideas from your partner.

6 min.

Pair B:

THINK: Take notes of advantages and disadvantages of **life in the country.** **3 min.**

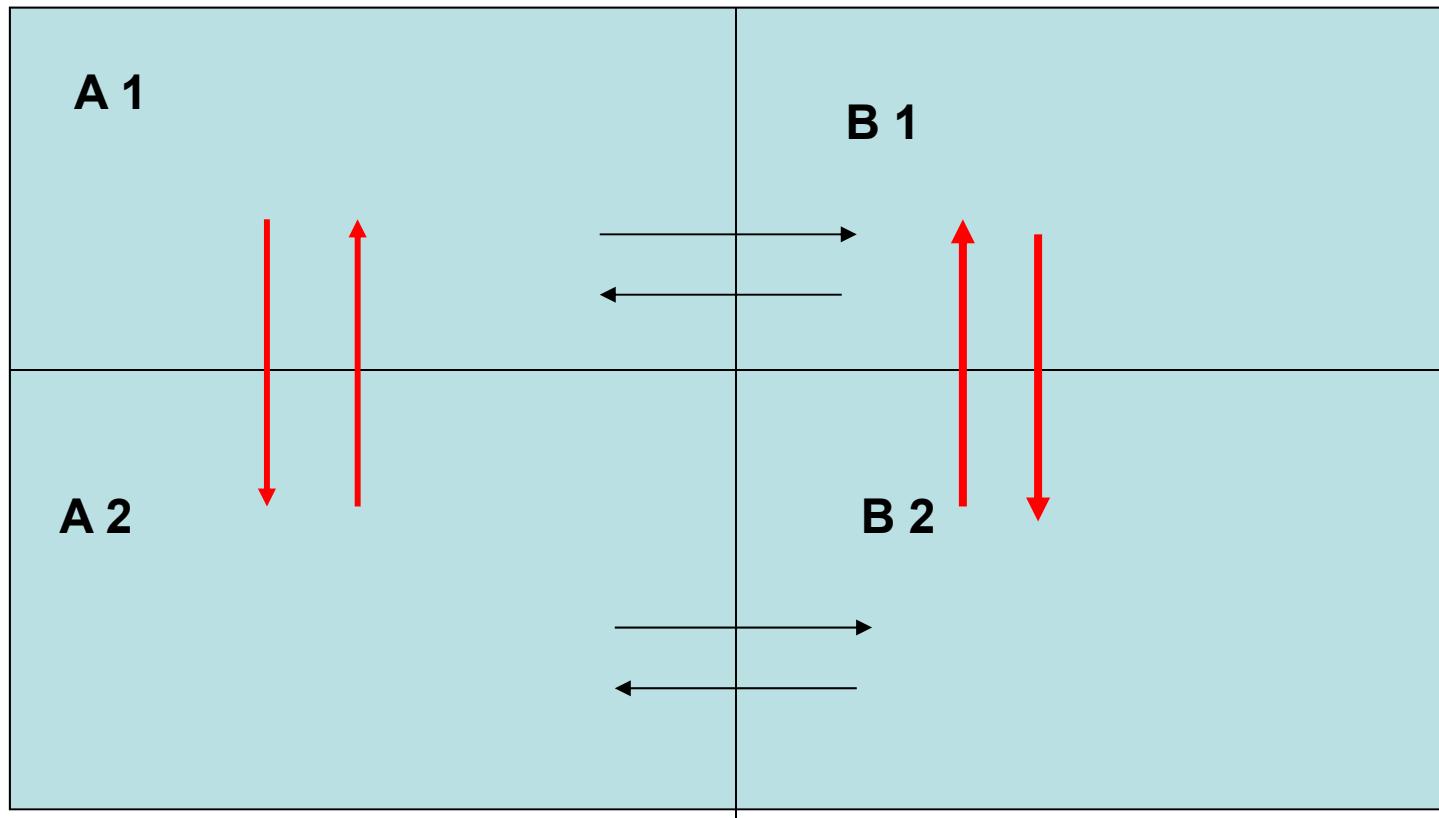
SHARE: Share your findings with your partner.

Supply your own notes with useful ideas from your partner.

6 min.

Each of you must be prepared to present your result.

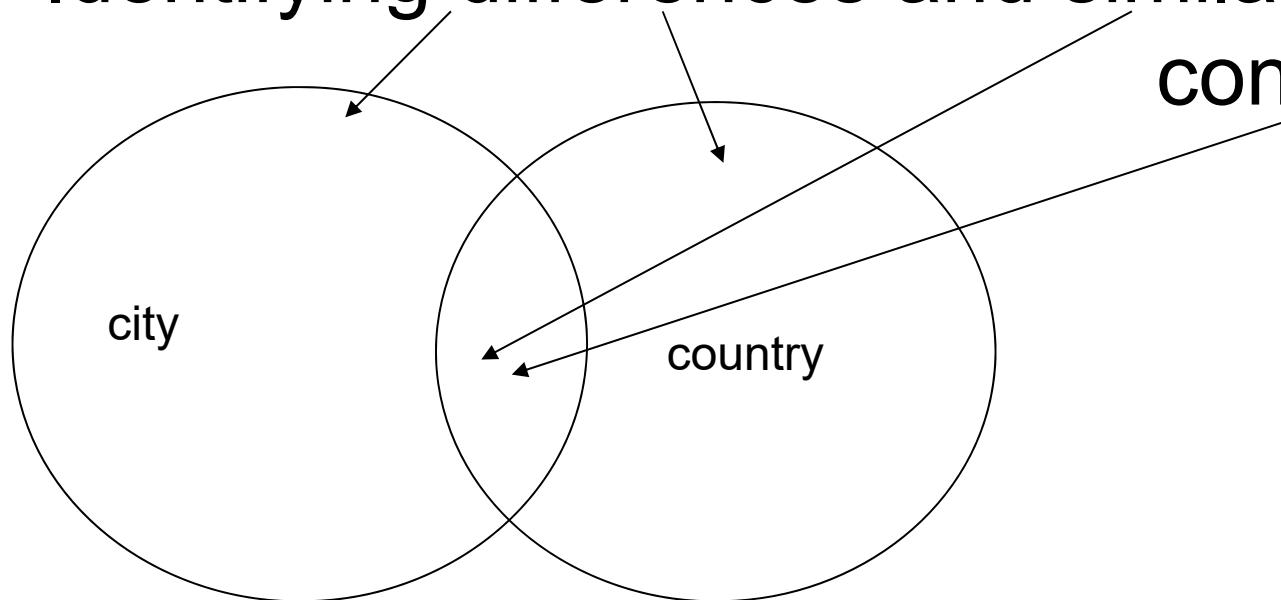
Pair-Share





VENN DIAGRAM

- Identifying differences and similarities or conclusion



Graphic Organizers

*from: The Ontario Curriculum, Grades 9-12 /
ESL and ELD*

The use of visual supports to increase English language learners' understanding of texts is an especially **powerful teaching strategy**. Graphic organizers, often also referred to as **key visuals**, allow **students** to **understand** and **represent relationships** visually rather than just with language, providing **helpful redundancy in making meaning** from the text. Graphic organizers can be used to **record, organize, analyse, and synthesize** information and ideas. Examples of common graphic organizers include the following: timeline, cycle diagram, T-chart, Venn diagram, mind map, flow chart, and problem-solution outline.

The use of a graphic organizer is **extremely helpful** when carried out initially as a **class** or **group brainstorming activity**. The graphic organizer provides a way of **collecting** and **visually presenting information** about a topic that will make it more comprehensible for English language learners.

When using different graphic organizers, **teachers should point out** and model for students **how particular graphic organizers are especially suited to various types of text organization**. For example, the T-chart provides an ideal framework for visually representing comparison and contrast, while the flow chart is well suited to illustrating cause-and-effect relationships.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>

Working with texts

- **Reciprocal Reading**
- **Forming Questions**
- **Three Step Interview**

RECIPROCAL READING

- **In Pairs:** Take turns in reading the text.
- Partner 1 starts reading the first part.
- Partner 2 listens and takes notes on what he / she learns about advantages of life in the city and life in the country. Then Partner 2 tells what he / she has heard.
- Partner 2 reads the next part. Partner 1 listens etc.....
- Go on until you have finished the whole text.



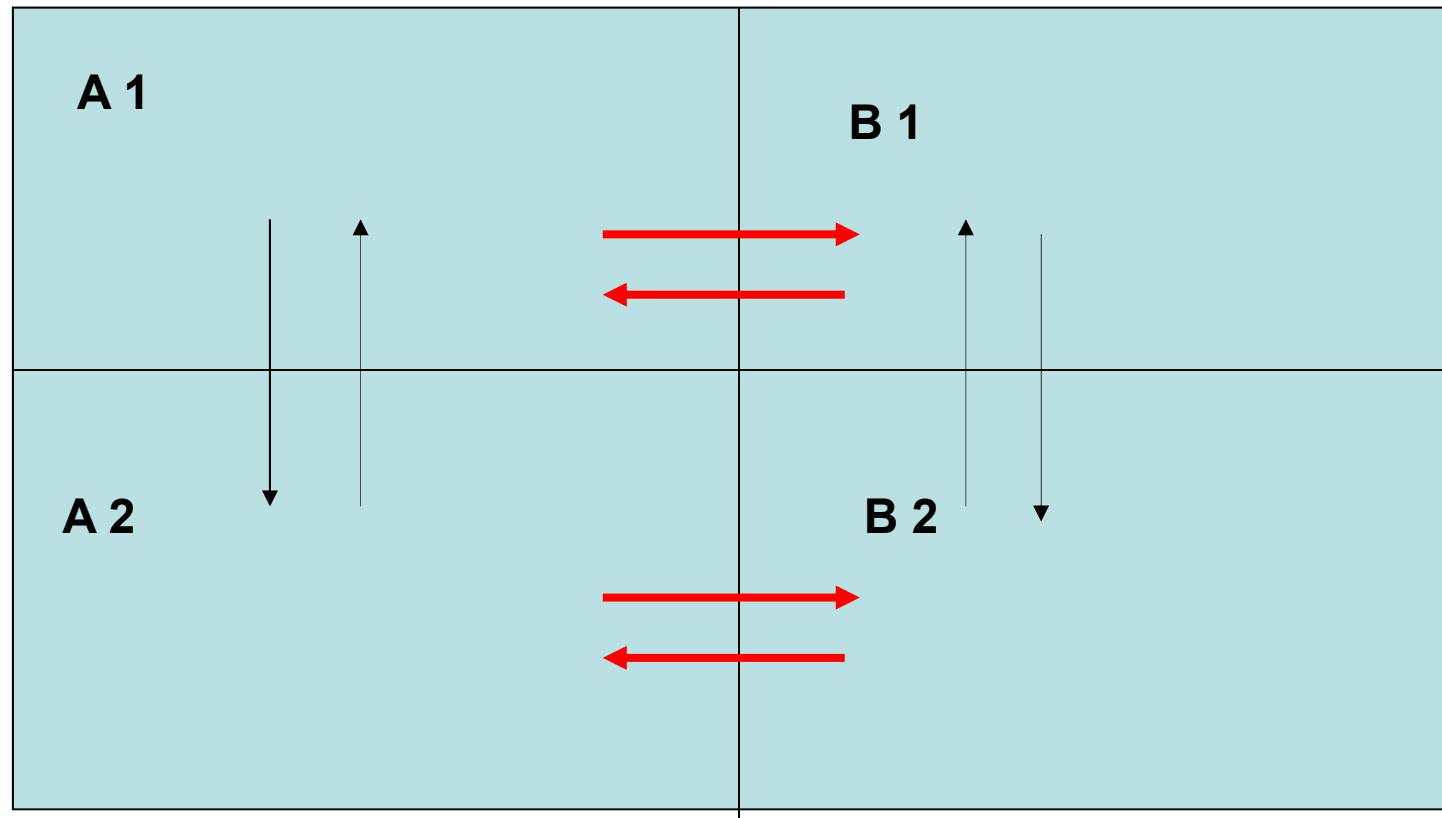
Reciprocal Reading

- **PAIR A:** Concentrate on information on life in the city.
- **PAIR B:** Concentrate on information on life in the country.



- Share your information with one partner of the other pair.

Pair Share



THREE STEP INTERVIEW

Preparing for the interview:

Think:

- Write down 6 questions that you would like to ask the other pair as to the given topic.

Pair A / Pair B:

- Share your findings with your shoulder partner. Agree on 6 strong questions.

The interview:

Step 1

- A1 interviews B1, while A2 simultaneously interviews B2.

Step 2

- Roles reverse, with B1 now interviewing A1 and B2 interviewing A2.

Step 3

- The group of 4 reconvene with each person sharing **their partners' response**.

Levels of Thinking

Bloom's Taxonomy

Bloom's Taxonomy: A Review



- **Knowledge** – recall, recite
- **Comprehension** – explain, provide examples
- **Application** – act on understanding
- **Analysis** – compare/contrast, pull apart
- **Synthesis** – reinvent, create, look at in a new way
- **Evaluation** – judge based on criteria

Make use of the different levels of thinking to form „strong“ questions

from: B. Bennett, C. Rolheiser,
Beyond Monet, p. 62

2 or 3 Person Interview

1. Students have to have the communication skill of attentive listening, probing for clarification, suspending judgment.
2. Students have to be able to generate questions at different levels of thinking as well as open and closed ended questions.
3. They have to be able to plan their questions and sequence them for an interview.
4. They have to be able to answer clearly and succinctly.
5. They have to be able to paraphrase, take notes when appropriate.

B. Bennett

Carmen Druyen & Paola Debernardi

GROUP ANALYSIS

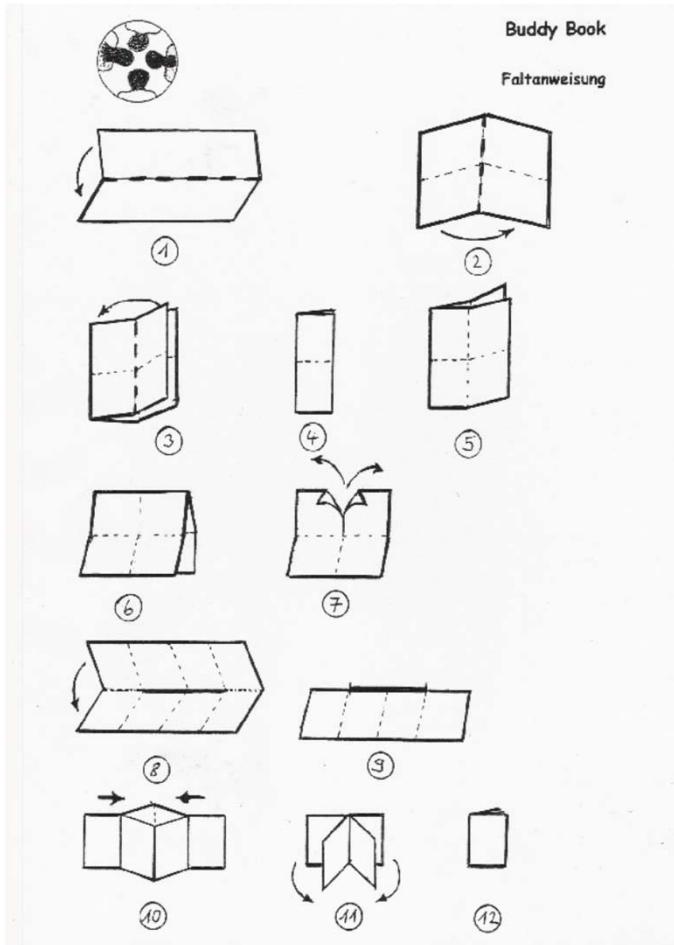
Life in a city means better social contacts	Statement 2	Statement 3	Statement 4
A1	B1	A2	B2
B2	A1	B1	A2
A2	B2	A1	B1
B1	A2	B2	A1

The 5th basic element of CL

Group Reflection:

- **How did we work together?**
- **What did I do to make our work a success?**
- **How can we improve our collaboration?**
- **What will I do next to improve our collaboration?**

My Buddy Book



Carmen Druyen & Paola Debernardi

- How did XY support the group work?
- How did you like working together with XY-
express it by drawing:
- Which thought about the workshop would
you like to share with XY.



**THANK YOU for MAKING THIS
WORKSHOP FUN!!**

Carmen Druyen & Paola Debernardi