PRODUCTIVE LEARNING SKILLS

SPEAKING & WRITING

Seminar 4 will look at *Receptive and Productive Skills.*

Participants are not language teachers and are therefore not expected to coach their students in pronunciation or stylistic nuances for writing.

This section aims to offer a small selection of activities which should be easy to adapt to the CLIL classroom, offering both students and teachers structure when using L2 in

a productive way.

Productive Skills

The *Productive Skills* are definitely the hardest for students, however they c an also be difficult for CLIL teachers.

- Select tasks carefully.

- Make it clear to students that the focus of exercises is on the ability to communicate meaning and not (necessarily) on language ability (unless you have language support).

- Encourage students to participate by doing regular *Speaking* tasks with the class.

- Begin the year by giving a lot of support (scripts, gap fills etc.) and gradually give less scaffolding.

Introduction to this section.
Tutors may want to begin the second half of the module by explaining to the participants that language skills can be taught and used separately or specifically but also they can be taught and practised in combination and in specific reference to the content of a subject lesson.
This section aims to present 4 different activities which the participants might use in their classes so that they can combine the 2 productive skills but it should also be stated that these are not the only possible ones to use.

Productive Tasks

Speaking   Writing

Use the slide above to brainstorm in the following colours:

Blue – what participants do in CLIL for these areas

Green – what participants struggle with

Red – what students struggle with

Feedback

4 Ideas ...

We are going to look at 4 different activities that could be easily used and adapted for CLIL classes and aim to practise *Productive Skills:*

1. *Survey*

2. *Debate*

3. *Presentations*

4. *Role-Plays*

We are now going to go through the 4 adaptable ideas…

It is up to the tutor as to whether s/he wishes to simulate each idea or merely go through the suggested process.
However, allowing participants time to come up with sample tasks for their subject area with L2 support would be the ideal option.

Image: http://static.independent.co.uk/s3fs-public/styles/article_large/public/thumbnails/image/2016/03/04/09/Joseph-Fienne-shakespeare.jpg

1. A Survey

A survey is a useful tool for:

- Collecting opinions/attitudes
- Collecting data (statistics)
- Making comparisons
- Grouping students for experiments (e.g. those who get the most sleep/do most exercise…)
- Beginning project work for drama/music stimulus
- Collaborating with twinned schools in the L2 country
- Working with students of differing L2 abilities:
- ➢ provide a series of questions for very weak students
- ➢ give suggested examples which can be adapted for stronger students
- ➢ allow *carte blanche* for the strongest students

Go through the slide.

1. A Survey - Process

1. Decide on the topic of the survey.
   e.g.: science – sleep vs energy
2. Put students into groups.
   ➢ Either mixed ability (strong supports weak),
   ➢ Or differentiated (all weak together etc.. – note teachers must provide differentiated materials which are adapted for each level).
   *Differentiated is best – it means that all students will work.
3. Give students time to make questions/complete scaffolded tasks for making questions. Teacher monitors each group.
4. Students ask/answer/record questions and answers.
   ➢ Either as a mingling activity,
   ➢ Or by creating sharing groups which contain one member from each of the question making groups.
5. Groups return to collate data (same groups or a new dynamic).
6. Students put together visual representations of data and prepare to present partially findings (do not ask students to present exactly the same thing) a small presentation in the L2 is much better.

Activity 1. Class survey.
Go through the slide.
For higher level students, this type of activity could also be very useful for them in preparation of the part1 writing tasks for the IELTS writing test.

If you wish you can do the activity or allow participants time to make notes about a survey they could do in their subject area.

2. A Debate

A debate is a useful tool for:

- Focussing on fluency
- Allowing students to express opinions freely
- Asking students to use language expressively
- Making students remember what they have learnt previously
- Giving students a reason to focus on what they have been studying
- Permitting animated, free-thinking discussion
- Building on previous arguments
- Using language to agree, disagree and persuade

Go through the slide.

2. A Debate - Process

1. Allow students time to prepare for the debate.
➤ Either give them a 'position',
➤ Or allow them to choose a 'position', but make sure you represent all sides.
2. Review the rules and procedures of a debate
➤ Either use formal rules,
➤ Or agree on class rules.
3. Assign roles, e.g. chairperson, secretary (if you wish), etc...
4. Allow students to continue to speak for as long as they can. Stop them if they become muddled or confused and allow them time to re-order their thoughts before they continue.
5. You may allow 'tag-team' debates. This is where a debater can tag another member of their team to replace them if they are struggling.
6. Follow up debates with a vote.
7. Ask students to produce a piece of writing related to the debate,
   It could be in various styles:
      - An essay
      - A newspaper article
      - Reported speech

Activity 2 – Class Debate.

Before beginning a debate in class, the teacher may need to explain the rules and procedures of debating in a more formal way.

There needs to be a chairperson, a motion, and 2 teams of debaters.

The audience need to understand when they can speak and the process for voting at the end of the debate.

All these things need to be clarified with the class before the topic is given.

The topic should relate to the previous work done in class or to a specific item from their course programme.

A science class might debate the following motion, for example, 'This house believes that the use of genetically-modified crops will be very beneficial for the survival of mankind', after studying aspects of environmental problems.

The language of the class debate is English so the activity involves speaking in English in an extended way.

Specifically, it is a useful tool for the expression of opinions, the language of persuasion, and the practice of question formation.

A good debate can also be seen as a highly interactive situation which may help to accelerate students' response rate and readiness to respond.

However, when the debate finishes, the teacher can then ask the class to do a writing task, either in class or for homework, to record and summarise the main points of each side's point of view.

So the audience need to take a few notes of the speakers' comments as they listen.

Their task could then be written as an essay which puts forward the 2 sides' opinions and then calls for the opinion of the individual writer.

This type of exercise would also be very useful for students preparing for the Writing exams for the Cambridge English exam certifications at the B2 or C1 or even C2 levels. **Tutors may need to guide the participants through the main points about essay writing in English.**

If you wish you can do the activity or allow participants time to make notes about a survey they could do in their subject area.

3. A Presentation

A presentation is a useful tool for:

- Giving students controlled practise in speaking
- Combines speaking and writing
- Allowing students time to research what they want to say
- Allowing students time to prepare what they are going to say
- Making students feel supported and confident in speaking
- Allowing students to write minimal points in L2
- Allowing controlled collaboration or individual work
- Letting students do preparation at home
- Asking students to use authentic sources

- Students make presentation notes in L2 to use when speaking
- Engaging students with various *Presentation* tools to produce unique work
  https://www.customshow.com/best-powerpoint-alternatives-presentation-programs/

Go through the slide.

The hyperlink takes you to a website which guides you through 31 presentation software suggestions.

3. A Presentation - Process

1. Students choose or are allocated a topic
2. Students may do initial preparation/research in groups or individually
➢ Group preparation is beneficial for weaker students
3. Students are given at least 2 weeks to prepare. 4/5 weeks (depending on class time) is probably more appropriate for a good presentation.
4. Do not rush students to present until they feel confident – this is counterproductive.
5. Give students an indication of how long (in time) you expect the presentation to be.
6. All presentations should have a different focus, this maintains interest when the presentations are given.
7. When presentations are given ask the audience to come up with at least 2 questions to ask the presenter – this helps them to engage.
8. Ask the audience to assess WWW (what went well) and EBI (even better if).
They should write it on a slip of paper and give it to each presenter. These are kept for future reference. Teachers must monitor that students write 'polite' suggestions!
9. Students do a follow up by writing a summary of their presentation and/or one other.
Summary notes are brief, but clear or concise and precise!

Activity 3 – Class presentations.

This activity combines the writing in the preparation of the presentations with the speaking during the activity.
It also adapts to the new technological aids that are available to the class.
The speaking skills here are not just about fluency or accuracy but the ability to perform in public situation in front of a group of people – so there are performance skills to be learned in English too.
This can be very useful for the students' future careers where they may find themselves in public speaking roles.
English students in secondary education probably give, on average 1 presentation every 3 weeks.
Experience suggests that teachers need to allocate sufficient preparation time for the completion of the task in order to make it successful. So the students may need time to work from home as well as in school on their presentations.

On a history course, for example, the teacher might ask the students to choose a particular individual they have studied in relation to a period. If the topic is 'The Victorian Age', the students might want to select different figures who were famous for specific things (Brunel, Paxton, Nightingale, Disraeli, Gladstone, and so on). Alternatively, they could be asked prepare a presentation on a specific phenomenon from different angles. If the Industrial revolution is the topic, then students might work

on the growth of cities, the spread of transport systems, the decline of agriculture, the early trade unions, and so on.

Again, the audience for each presentation should be encouraged to take notes so that the can do the writing task which is given as a follow-up to the speaking.
This activity combines with that of <u>writing summaries.</u> This ability is very useful for school students who will then go on to study at University and is quite difficult to learn.
Normally writing activities in a second language get longer and longer. In summary writing, the idea is to be <u>concise and precise</u> for easy future reference to a topic. Students have to note down only the salient points of each presentation. Unconsciously, this has the <u>effect of reinforcing</u> what has just been learned.
Tutors may need to take time with the participants to explain how to write summaries in English.

If you wish you can do the activity or allow participants time to make notes about a survey they could do in their subject area.

4. Role-Plays

Role-Plays are a useful tool for:

- Following-up topics
- Concluding topics
- Helping students to research an individual in detail
- Asking students to gather background information from authentic sources
- Increasing general knowledge
- Differentiation
- Building on imaginative work (and creative use of the L2)
- Asking students to present in different time periods
- Providing impetuous for follow-up work
- Using *HOTS*

Go through the slide.

<u>Activity 4 – Role-plays.</u>

A typical example might be to adopt the format of an informal chat show on television which lasts for about 30 to 40 minutes. The guest on the show might be a famous character from History like William Shakespeare, for example. The presenter and the audience need to prepare the questions they would like Shakespeare to answer about his life and work - some might involve speculation : Why did you leave Stratford upon Avon ? Others migh focus on interpretation and opinion : Which is your favourite play and why ?

It may also be possible to cast <u>other roles</u>, if so desired – Anne Hathaway, Christopher Marlowe, Queen Elizabeth 1st, and so on. The teacher may need to select the stronger speakers in the class to play the guest roles.

After the role-play has ended, the teacher may like to give a written task to complete process. In this case, it could be <u>a review of the programme as a whole</u> that the students have just enacted. Review writing often appears in Writing tasks in Cambridge exam certifications, usually as a part 2 exercise. The teacher will need to spend time in cla explaining the <u>format of</u> reviews and the <u>type of language</u> to use. ***In the same way, the seminar presenter will need to clarify the format and***

language of reviews with the participants.

4. Role-Plays - Process

1. Students choose or are allocated a role related to a recent topic of study.
2. Students do research (individually or in groups).
3. Teachers can give a lot of guided information to weaker students or a questionnaire to complete for average students.
4. Once students are prepared give indicate how the role-play will take place, e.g.:

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5. Follow up work could include a magazine article about the 'guests' or an interview with them.

Activity 4 – Role-plays.
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The teacher will need to spend time in class explaining the format of reviews and the type of language to use.
Tutors may need to clarify the format and language of reviews with the participants.

If you wish you can do the activity or allow participants time to make notes about a survey they could do in their subject area.

Productive Skills – Conclusion

- Choose tasks that students will find engaging.
- Begin with tasks which require small amounts of *Speaking/Writing.*
- Allow ample time for preparation.
- Differentiate materials for same ability groups to ensure that all students work.
- Focus on fluency.
- Use *HOTS* as a stimulus for follow up *Writing.*
- Encourage students to use varied authentic resources.
- Monitor to ensure they are on the right track.
- Allow 'flustered' students the chance to regroup their thoughts and continue.

Go through the slide.

Any comments?

You can brainstorm any comments/feedback here.

THANK YOU FOR LISTENING

LANGUAGE POINT
International Education Group