

Strategies Learned

Briefly at your groups, list all as many strategies as you can

What did you learn about vocabulary and command terms yesterday?

Bullet-point list

Strategies you can take with you

Speaking Skills

Progression along the continuum



**Introduction
of New
Information**

**Desired
Result**

Direct Instruction → Deconstruction → Joint Construction → Independent Construction

**Listening → Speaking
Reading → Writing**

Progression along the continuum



Elementary

Listening

Speaking

Reading

Writing

Secondary

Listening

Reading

Writing

Speaking

Progression along the continuum



Speaking comes out of listening

But we don't all arrive at the same time

word → phrase → sentence → paragraph

Progression along the continuum

We don't all arrive at the same time

word →
phrase →
sentence →
paragraph

FIGURE 1. Stages of Second Language Acquisition and Tiered Questions

Stage	Characteristics of Student Verbalization: The student . . .	Tiered Questions (Prompts)
Preproduction up to 6 months	Has minimal comprehension without support May not verbalize Nods "yes" and "no" Draws and points	Show me . . . Circle the . . . Where is . . . ? Who has . . . ?
Early Production	Has limited comprehension without scaffolds Produces one- or two-word responses Participates using key words and familiar phrases Uses -ing verbs	Yes-or-no questions Either-or questions Who, what, and how many questions
Speech Emergence	Has good comprehension Can produce simple sentences Makes grammatical and pronunciation errors Frequently misunderstands jokes	Why . . . ? How . . . ? Explain . . . Questions requiring short-sentence answers
Intermediate Fluency	Has excellent comprehension Makes few grammatical errors	What would happen if . . . ? Why do you think . . . ? Questions requiring more than a one-sentence response
Advanced	Has a near-native level of	Decide if . . .

Progression along the continuum

Elementary

Listening
Speaking
Reading
Writing



Secondary

Listening
Reading
Writing
Speaking

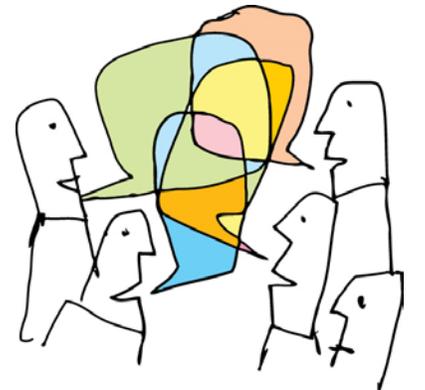
Consider a unit of work

Skills are seldom done in isolation
But don't skip an explicit step

Classroom Culture is Important

What are classroom protocols and practices that encourage growth in listening and speaking skills?

- 1. Discuss and note at your table**
- 2. Share out your top 3**



3 Steps to Listen Better



Remember good practice

1. Pre-Listening/Viewing
2. During Listening/Viewing
3. Post-Listening/Viewing

Developing Speaking and Presentation Skills comes out of
Listening and Viewing Practice

Progression along the continuum



Pre-Viewing

1. Vocabulary

- Banal Platitude, default, choose, awareness, freedom

2. Prior Knowledge

- What do you know about a growth mindset?

3. Personal Connection

- Describe your typical day in 3 sentences?
- What if you could change your outlook on “typical”?

Progression along the continuum



During Viewing

- 1. Write single words that you hear that stick out to you as you listen**
- 2. You must write at least 5 words, you may not write more than 10**

<https://www.youtube.com/watch?v=pfw2Qf1VfJo&feature=youtu.be>

**This is Water – An excerpt from an address to the 2005 graduating class of Kenyon College
David Foster Wallace**

Progression along the continuum



Post Viewing

- 1. Consider the words you wrote. Select one word from your list**
- 2. Without discussion, write 3-6 sentences. Focus on one key word that struck you and explain why. (10 minutes)**
- 3. Microlab Protocol - A routine for reflecting, sharing, and analyzing**

Explicitly Developing Communication & Social Skills

Microlab Protocol - A routine for reflecting, sharing, and analyzing

1. Each person in the group shares for a set time. Other members listen without interruption.
2. Pause for 20-30 seconds of silence to take in what was said
3. Repeat for persons 2 and 3, pausing for a moment of silence after each round.
4. Discuss as a group (5-10 min), referencing the comments that have been made and making connections between responses of the group.

Share your response to the video.

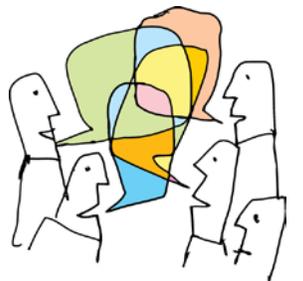


Explicitly Developing Communication & Social Skills

Microlab Protocol - A routine for reflecting, sharing, and analyzing

Debrief

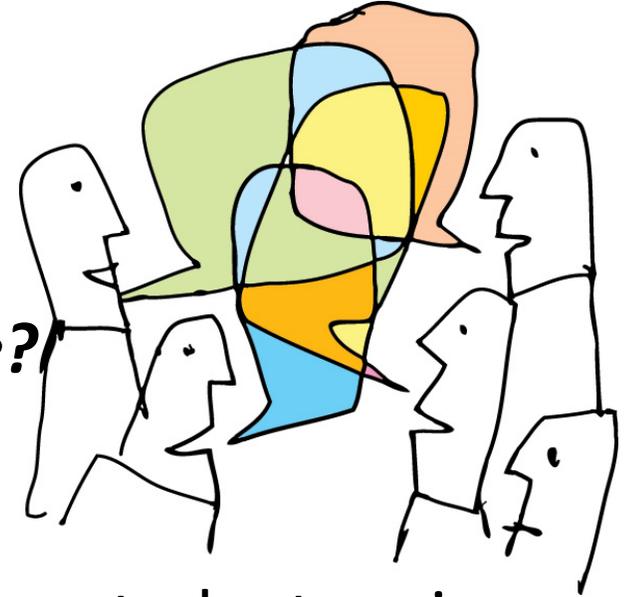
- 1. How does this protocol support ESL students?**
- 2. How does this protocol support students along the language continuum?**
- 3. How could you adopt or adapt this strategy for your students?**



Explicitly Developing Communication and Social Skills

Step Inside - A routine for getting inside viewpoints

1. What can the person or thing *perceive*?
2. What might the person or thing *know about or believe*?
3. What might the person or thing *care about*?



By stepping into a position and talking from that perspective, students gain a deeper understanding of it. This activity can be done written first.

1. What can the person or thing *perceive*?

2. What might the person or thing *know about or believe*?

3. What might the person or thing *care about*?

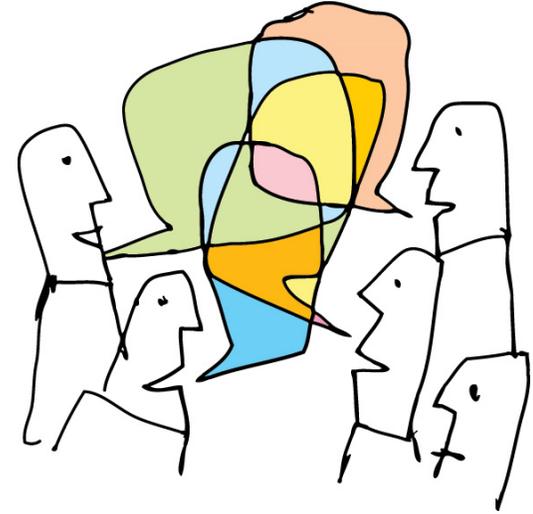
Discuss this scene from one of these 4 perspectives



Teacher

Explicitly Developing Communication & Social Skills

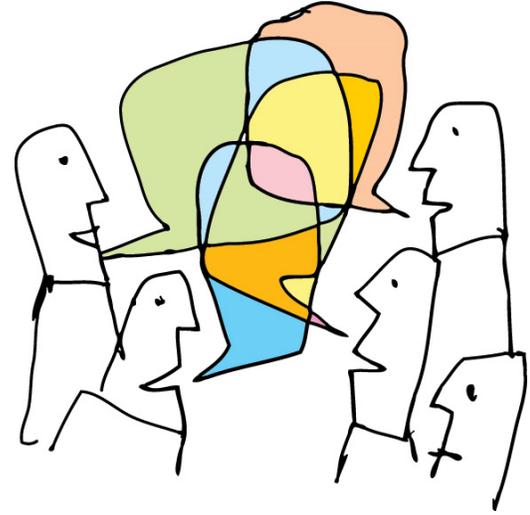
Step Inside - A routine for getting inside viewpoints



- 1. How was speaking encouraged and developed in this routine?**
- 2. How could you adapt or adopt this strategy for your lessons?**

Reader's Circle –

A routine for promoting fluency and building confidence



- 1. Find a narrative or recount text**
- 2. Rehearse the first paragraph to the point that you can “perform” it, but it’s not quite memorized (2 minutes)**
- 3. Read your paragraph to your group as if you were performing on stage...Stand up, make it complete with emotion and action**
- 4. Take turns sharing your paragraphs**
- 5. Listeners – What is one key idea from each paragraph?**

Scaffolding Speaking



Similar pattern as writing process

- 1. Prewriting**
- 2. Drafting**
- 3. Rehearsing with feedback**
- 4. Editing and reworking**
- 5. Self-Evaluating**
- 6. Performing**

Each person, explain the aspects of one of these steps to your group.

As a group, evaluate the importance of the process for students you teach.

Scaffolding Speaking



Migration

- 1. Prewriting – Find group papers from yesterday – find your original group**
- 2. Drafting –**
 - Together, outline 5 key points to include in the presentation
 - Not sentences, bullet points
- 3. Rehearsing with feedback –**
 - each person in the group rehearse in turn
 - what feedback prompts might you use here to guide peer-to-peer feedback?
 - what feedback you as teacher focus on?
- 4. Editing and reworking**
- 5. Self-Evaluating**
- 6. Performing**