



Desarrollo Profesional a través de la UPR

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Welcome!

Please scan the QR code below or
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<https://form.jotform.co/DECEP/pre-and-post-test-oralcomm>



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Welcome!

Today's Schedule:

7:00am-8:00am	Registration
8:15am-9:30am	Pre-test and Session 1
9:35am-10:25am	Session 2
10:30am-10:40am	Break
10:40am-11:30am	Session 3
11:30am-1:00pm	Lunch
1:00pm-1:45pm	Session 4
1:45pm-2:45pm	Session 5 Workshop & Post-test
2:45pm-3:00pm	Sign out



Creating Meaningful Learning through Oral Communication

Session 1:
Oracy: What, How and Why

Session 2:
Communicative Language Teaching

Session 3:
Communication, Creativity and Research

Session 4:
Hands-on Activities that Promote Risk-taking and Increase Participation

Session 5:
Workshop and post-test





THANK YOU!



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Oracy: What, how and why?



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October 23, 2019



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Oracy

What, how,
and why?



How do you think your students feel when they speak English?



How do you think your students feel when they speak English?

- How many of you have trouble getting your students to speak in English in your class?



How do you think your students feel when they speak English?

- How many of you have trouble getting your students to speak in English in your class?
- Do your students find it challenging to understand English speakers who use diverse accents?



How do you think your students feel when they speak English?

- How many of you have trouble getting your students to speak in English in your class?
- Do your students find it challenging to understand English speakers who use diverse accents?
- Do your students panic when they have to give an oral report in English?



How do you think your students feel when they speak English?

- How many of you have trouble getting your students to speak in English in your class?
- Do your students find it challenging to understand English speakers who use diverse accents?
- Do your students panic when they have to give an oral report in English?
- How many of you have made a mistake in your use of a word or phrase while teaching your students?





“Most importantly L2 users have to be credited with being what they are—L2 users. They should be judged by how successful they are as L2 users, not by their failure compared to native speakers. L2 students have the right to become L2 users, not imitation native speakers. If there is constant pressure to be like native speakers, students are likely to accept this as their role rather than understanding the advantages of L2 users” (Cook, p.245).

What is Oracy?

First coined in 1965 by Andrew Wilkinson in the UK

Oracy is a term is used to parallel the literacy with a focus on speaking and listening

Talk is essential in “the development of learners” higher order process” (Walqui, 2019, p. 185)

The use of oracy pushes us to think in more communicative terms and less in drill and kill as we adopt a more holistic view of listening and speaking.



Oracy

Speaking & Listening

Moving away from sentence level linguistic articulation and a focus on the larger message.

Focusing on the quality communication where the students' uses their whole linguistic repertoire

Literacy

Reading & Writing

Understanding of texts, the contexts they are written in and what implications they have for our own life, the lives of those around us as well as how it relates to other texts we have read



How do we promote oracy?

Creating authentic language environments

- Role-plays using a variety of different contexts
- Communication with English speakers
- Using audio and / or video of songs or portions of movies and shows that motivate students
- Creating scenarios where English language use is required



How do we promote oracy?

Creating a classroom of trust

- Creating an environment where students trust one another and are willing to take risks is essential in the development of students' oracy.
- Team building strategies
 - <https://www.weareteachers.com/team-building-games-and-activities/>
- Point out your own errors, miscues, and mistakes.





Bridging

- Makes connections between course content and students' daily lives.
- Personalizes course activities so students find meaning in them and are more motivated to participate.



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An example of bridging – From Walqui (2019)

The three-step-interview:

Put students in groups of 4 (Assign each student: A, B, C or D)

Step 1. Students A & C simultaneously ask students B & D questions provided by the teacher.

Step 2. Students B & D ask the same questions to their pair A or C.

Step 3. Students A, B, C & D come together as a group of 4 and each student shares what their peer said in response to the prompt without interruption from their group members.



The three-step interview continued:

Possible prompts:

- Think of a time when you or someone you know had an accident. What happened?
- How did the accident affect you or the person in your story?

Things to remember:

1. Before getting students started on their exchanges the teacher asks students to think of consequences or the lasting impact of accidents.
2. Teacher provides an example from their own life before students are expected to do so



Why is oracy development important?

- Focusing on oracy moves us away from solely incorporating oral or “repeat after me exercises”.
- It is more realistic in that it puts the focus of English classes on developing listening and speaking skills that will facilitate real communication
- It brings together both listening and speaking so that they developed in tandem.



Why is oracy development important?

- Most importantly, oracy development does not require a native speaker norm and thus allows students to evolve as second language users of English.
- Students are encouraged and applauded for using their entire linguistic repertoire in speaking and listening as oracy takes into consideration:
 - Physical, Linguistic, Cognitive and Emotional/Social factors at play in listening and speaking (See handout for details)



Progression in Oracy

SKILLS	Apprentice	Developing
Physical	<ul style="list-style-type: none"> • I am starting to project my voice so everyone can hear. • I am starting to vary the pitch, tone and rhythm of my voice. • I am beginning to use gestures and body movements to help convey the points I want to make. 	<ul style="list-style-type: none"> • I can develop my presence as a performer, controlling my voice and movement. • I can use several different tones of voice and adapt my voice to the context. • I can use subtle gestures and body language to indicate a range of different emotions.
Linguistic	<ul style="list-style-type: none"> • I can use a limited vocabulary well. • I am starting to choose my words more precisely. • I can distinguish between informal and formal settings. • I can identify different types of language: metaphor, tripling, emphasis. 	<ul style="list-style-type: none"> • I can use a range of descriptive words to suit different situations and use the 5 senses to ground my story. • I can use full sentences with connectives and speak fluently without repetition for several sentences. • I can speak formally, e.g. without using filler words (such as 'like'), and with dictionary words instead of street slang.



Tips and tricks: Developing oracy in Puerto Rico

- **Modeling** what it is that you want students to do. Don't just give directions... actually do it in front of the class before you expect students to do it.
 - Examples:
 - Role-play an interview with the author of the book you are reading
 - Oral presentation
 - Ordering food at a restaurant
 - Dialogue
 - Phone call



Tips and tricks: Developing oracy in Puerto Rico

- Use as much English as possible in your own classroom
 - Having a clear language policy in your class is important. This doesn't mean it has to be 100% in English all the time, but designate a time and a place where Spanish can be used.
 - The development of oracy requires copious amounts of access to English. Teachers therefore need to only use Spanish in strategic ways
 - Instead of using spoken Spanish, yourself, have students in the class translate for you
 - Consider bringing in a short text in Spanish and having a class discussion about it in English or vice versa when the focus is on reading comprehension



Tips and tricks: Developing oracy in Puerto Rico

- Develop formulaic expressions which are expressions that are often used to start participation in an interaction:
 - I liked when in the story....
 - I think the author meant....
 - May I suggest that....
 - Another point we can consider....
- While these expressions are pre-fabricated, they can be used throughout the year



References

- Cook, V. (2007) The goals of ELT: Reproducing native-speakers or Promoting multicompetence among second language users? In J. Cummins and C. Davison (Eds). *International Handbook on English Language Teaching* (p 236-248) Springer: New York.
- Walqui, A. (2019). Shifting from the teaching of oral skills to the development of oracy. In L. C. Oliveira Ed). *The handbook of TESOL in K-12*. Wiley Blackwell: Hoboken, NJ, pg 194.

QUESTIONS?



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COMMUNICATIVE LANGUAGE TEACHING: AN ENGLISH LANGUAGE TEACHING RESOURCE

CREATED BY DR. ELENITA IRIZARRY RAMOS, ED. D.
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Hands on activities
that promote risk
taking and increase
student participation

Objective:

Identify methods and
approaches that promote oral
participation of students in
English Language Teaching.



English Program of the DEPR

Mission	To develop communicatively competent students in the English language
Goal	The development of a student who is able to communicate effectively, both orally and in written form in the English language.



What is Communicative Competence?

Communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals.

The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker would.



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Learning Focused Goals of the English Program (DEPR)

GOALS	COMPETENCE NEEDED
Understand what they hear.	Linguistic Discourse
Express their ideas in formal and informal conversations with correct grammar, intonation and pronunciation.	Linguistic Sociolinguistic Discourse
Make use of English as a communication mechanism for different purposes framed in a variety of contexts.	Linguistic Sociolinguistic Discourse Strategic

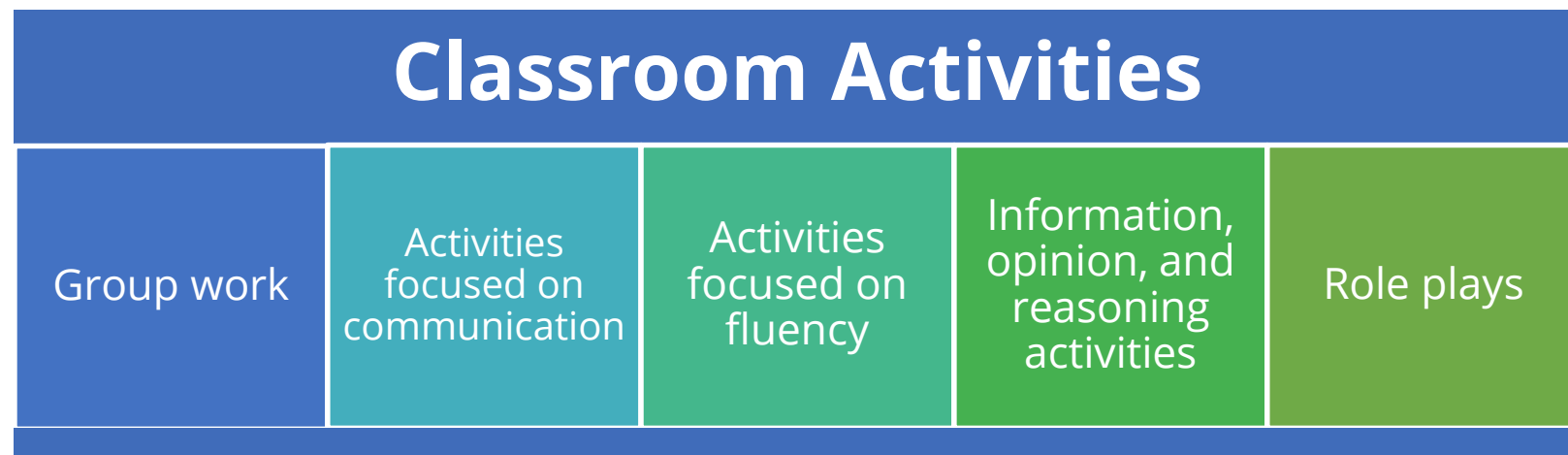


ENGLISH LANGUAGE TEACHING: METHODS, APPROACHES, & STRATEGIES



Communicative Language Teaching (DEPR)

- Focus on meaning
- Focus on functional aspects of language
- Emphasis on interaction
- Emphasis on authenticity of input
- Learning by doing through direct practice
- Learner centered



Teacher Role

- Communication Facilitator
- Encourages fluency

Learner Role

- Active communicative participant
- Collaborator



Provide Context

Knowledge of the topic or content

The vocabulary and language structures in which the content is usually presented

The social and cultural expectations associated with the content

Learner
Centered
Instruction
Strategies
Use Language in
Authentic Ways



Use Task-based Activities

Fluent speakers use language to perform tasks such as solving problems, developing plans, and working together to complete projects.

The use of similar task-based activities in the classroom is an excellent way to encourage students to use the language.

Tasks may involve solving a making a video, preparing a presentation, or practicing a tongue twister.

Learner
Centered
Instruction
Strategies
Use Language in
Authentic Ways



Encourage Collaboration

Effective collaborative activities have three characteristics:

Communication gap: Each student has relevant information that the others don't have

Task orientation: Activity has a defined outcome, such as solving a problem or drawing a map

Time limit: Students have a preset amount of time to complete the task

Learner Centered Instruction Strategies

Use Language in
Authentic Ways



Activity #1

BINGO

Motivate students
to learn and use
communicative skills



BINGO

- ✓ Ask classmates to see who fits at least one of the criteria listed in the boxes
- ✓ This student must sign their name in the box that applies to them
- ✓ Each student can only be used for 2 boxes
- ✓ A bingo is 4 in a row or diagonally
- ✓ Bonus for a completed board

T	E	A	M
Find someone who has a pet	Find someone who has a same class as you	Find someone who knows what college they want to go to.	Find someone who knows what career they want after high school.
Find someone who plays a sport here (or wants to this year)	Find someone who is new to this school	Find someone who has an older sister.	Find someone who takes yellow bus
Find someone who went to Summerfest or another festival this summer.	Find someone who has traveled out of the state	Find someone who saw the same movie as you this summer.	Find someone who had a summer job
Find someone who has the same lunch hour as you	Find someone who is an only child.	Find someone who you have never met before	Find someone who has an older brother



Activity #2

Communicative Drawing



Step 1. Have two students sit back-to-back.

Step 2. Teacher gives 1 student in each pair an object

Step 3. Make sure the 2nd student has colored pencils and paper.



Activity #2

Communicative Drawing



Step 4. The student with the object must describe it in as much detail as possible, without directly saying what it is.

Step 5. The second student must draw the object as best they can, based on the communication of the student with the object.





Activity #3

Guess the Object

This is a fun game for kids to practice the power of description:

1. Using a large cardboard box, cut a hole large enough for a student's hand.
2. Make sure that students understand that the person who puts their hand in the box is not allowed to peek into the hole and that they cannot guess what it is.





Activity #3

Guess the Object

3. Place an object in the box.
4. Have the student describe what the object feels like to the rest of the class.
5. Have the class take turns guessing what it might be.



“Teaching and learning should bring joy. How powerful would our world be if we had kids who were not afraid to take risks, who were not afraid to think, and who had a champion? Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”

Rita Pierson



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- Bennett, S. (2007). *That Workshop Book: New Systems and Structures for Classrooms That Read, Write, and Think*. Portsmouth, NH : Heinemann Books.
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GRACIAS!





Communication, Creativity, and Research: Creating Significant Learning Experiences through Oral Presentations

Created by: Fiorelys Mendoza, Department
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Wednesday October 23, 2019

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AGENDA:

1. Reflection
2. Objectives
3. Theoretical Framework
4. Examples & Demonstration
5. Questions & Answers



**“If you can’t communicate
and talk to other people and
get across your ideas, you’re
giving up your potential.”**

—Warren Buffet



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Objective:

Identify and create meaningful communicative and learning experiences through the use of oral presentation activities.



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Impact of Oral Presentations in the Classroom

- Provide learner-centered activities
- Integrates four language skills in a natural manner
- Create understanding of diverse topics
- Foster clear expression of ideas in spoken English
- Develop pronunciation awareness
- Increase autonomy (fosters initiative and leadership)
- Prepares for real life (Negotiate meaning with a broader community)





“Oral presentations increase students’ motivation, confidence, sense of community, ownership over learning, speech fluency and accuracy.”

Masmaliyeva (2014)



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Downsides of Oral Presentations



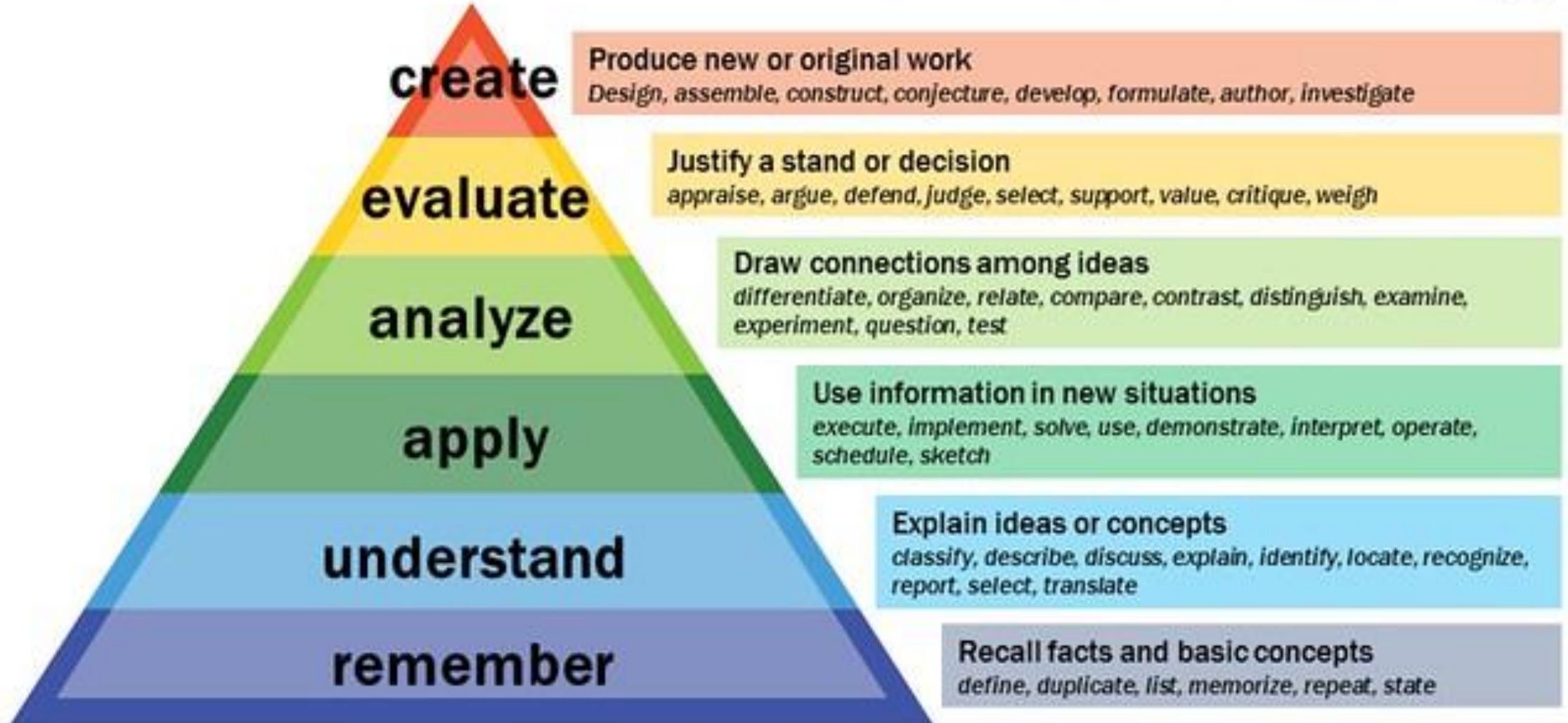
Foreseeing challenges

Students might encounter difficulties with oral presentations due to unclear instructions, students' lack of vocabulary, underdeveloped listening and attention skills, and class time.

BEING INTENTIONAL

Providing target vocabulary and practicing expected sentence structure allows for students to apply lesson knowledge into an assignment. Clear instructions and peer-evaluations also allow for an environment of understanding, comprehension, and student integration in all aspects of the presentation process.

Purposefully Targeting Cognitive Skills to Oral Presentation Tasks: Bloom's Taxonomy



1 Identifying Emotions

My Emotions

- Students **select an emotion out of a bag.**
- Distribute a blank sheet of paper or a handout.
- Use crayons, markers or colored pencils.
- Students **make a poster about the emotion.**
- Students **write their word at the top of their poster and draw a picture of what they were doing when they felt that emotion.**
- Students **present their work.**

Learning domain: remember, understand



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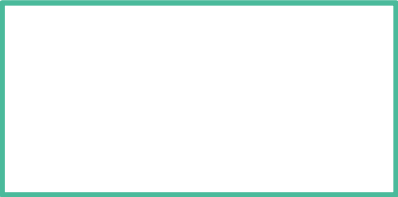
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Understanding My Emotions

Learning Objectives:

- Plan and describe personal experiences, using some new vocabulary and details about familiar topics, appropriate to the situation.
- Deliver brief oral presentations on a variety of familiar topics.

This is how I look when I feel



Draw and share an experience where you felt that specific emotion.



Your presentation must address the following:

1- When did it happen?	2- Where did it happen?	3- Who was there?
4- What happened?	5- Why did it happen?	6- How was it solved?



2 Identifying and Dealing with my Emotions

When do you feel...?

Learning domain: remember, understand, * apply



Objective: Identify and discuss situations that trigger various emotions.

- Provide multiple choices or narrow it to three.

Example: happy, sad, scared, angry, etc.

- Have students draw these situations and share with class how they feel.

*** Adaptation:** Have them explain what happened (in the case of negative situations). What would they would have done differently?

I feel happy when...
my family is together



I feel scared when...
I see a ghost on TV



I feel angry when...
I can't use the cellphone



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Fostering Decision-Making in Presentations:

Evaluating Source Credibility

3 “Trending Topics”

Select an **artist, event, or issue** that is in current news. Learn more about it in **three different sources** (online blog, social network, local newspaper, television station, radio, etc.). **Compare** the information learned in each source and **evaluate the ways** in which each cited the research, verified the facts, and acknowledged the credentials of the sources.

Target questions:

- Which source seems the most credible?
- How did you come to that conclusion?

Learning domain: understand, analyze, evaluate



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Autonomy and Leadership in Presentations

4 The Travel Agent

Each student will plan a class trip. They must select a country to visit and make all related decisions:

- 1) Where to buy the tickets
- 2) Why buy them there
- 3) Important sights
- 4) Transportation routes (metro, car, bus),
- 5) Scheduling,
- 6) Budget, among others.

***Possible Adaptation: Use PR municipalities**

Learning domain: understand, analyze, evaluate



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Hands-on Research Oral Tasks

5 Learning about my Town



Report back on renowned athletes, celebrities, and community leaders who were born in the municipality where the school is located. Students may also research individuals who had schools, buildings or streets named after them.

Talk about their contribution to the town, country, and to society. Students might need to conduct interviews, go through historical archives, or other ways to find this information. Provide visuals of the information gathering process and all related documents.



Hands-on Research Oral Tasks

6 Project: I Care

Students identify problems within their town and work on investigating and responding to genuine and challenging questions or problems.

For example: In which ways to help the elderly population to get to their appointments and errands? How can the local transportation system be more effective?



Learning domain: understand, apply, analyze, evaluate



Interdisciplinary Learning

Approach

7 Puerto Rican Identity Reflected on Street Art

1. Identify elements of the mural
 2. How do these elements represent Puerto Rican culture, identity, life, citizens, traditions, beliefs.
 3. Provide references at the end of the slide show and in a word document for the professor.
- *Cite at least two credible sources of information (using format instructed in class).



Mural by: Ciudad Museo PR
Location: Añasco, Puerto Rico



Focusing Academic Presentations on Students' Interest

8 Critical Karaoke

- Critical Karaoke Project is an overturn of the criticism towards music genres and lyrics
- Must be done within the time span of the song with the tune playing in the background.
- Provides a space for students to present a melody of personal reflections and narratives that helped influence their points of view, introspection, and decision-making.
- The activity fosters a sense of ownership of the piece.
- Fosters self-reflection, encourages connections, and develops critical thinking skills

***Adaptation:** Provide a handout with the citation of the song used in MLA or APA

Learning domain: create



GRACIAS!

References



Masmaliyeva, L. (2014). Using Affective Effectively: Oral Presentations in EFL Classroom. *Dil Ve Edebiyat Egitimi Dergisi*, 2(10).



Hands-on activities that promote risk taking and increase student participation

Created by Jacelyn Smallwood Ramos, University High School, Universidad de Puerto Rico, Río Piedras

Objective:

Synthesize practical activities to fit your students' needs and interests in order to improve oral proficiency.



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"Daily contact and personal interaction foster bilingualism far more than any other single factor."

(Barreto, 2000).



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Workshop Overview

Oral Activities



1. Find your missing half
2. What's your take?
3. Do you copy?
4. Character interviews



Level	Elementary	Intermediate	High School
Proficiency	Advanced	Beginning	Intermediate
Group Structure	$\frac{1}{2}$ to Whole class	Small group	Pairs



Activity #1





Find your missing half

One student has a word/phrase. Another student has the matching definition.



Elementary

Adverbs of Time

Word	Picture
Never - The boy drinks milk.	
Sometimes - Juan watches TV.	
Usually - I go to school at 8 o'clock.	
Rarely - My puppy is sleepy.	



Upper Elementary Intermediate



You've got mail!

Message cards

From: *bank*

Message: *Your overdraft has been approved. Please check your email for details.*

From: *travel agent*

Message: *Managed to get a cheap flight to Italy for your holiday. Please call back.*

From: *phone company*

Message: *Your new phone line is going to be installed on Saturday morning. Call to confirm this is ok.*

Who's got a message
from your
car mechanic?

Who's got a message
from your
school?

Who's got a message
from your
plumber?



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High School

Advanced

Idiom	Definition
He's hard on her	He's critical of her
Beat around the bush	Avoid something
A dime a dozen	Something common
Get out of hand	Out of control



Mackey (1999) suggests that “taking part in interaction can facilitate second language development” having a positive impact on L2 learning.

(as cited in Mitchel et al, 2013)



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Activity #2

What's your take?

A great icebreaker for
beginning a new unit!

Each suit will represent a new
way to analyze the text.



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Making Connections



"It reminds me of the story ____."



"It reminds me of when I ____."



"It reminds me of that place in ____."



(choose your strategy)

Using symbols
to assign a
strategy



POWER &
CORRUPTION



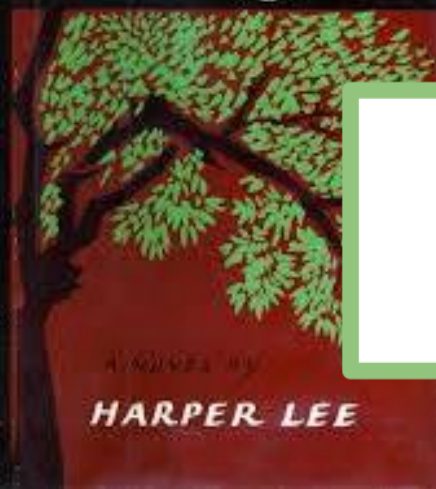
MACBETH
William Shakespeare

Be careful what
you wish for

THE
MONKEY'S PAW



TO KILL A
Mockingbird



*Coming
of age*



*Love
is blind*



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Activity #3

Do you copy?



Students relay specific information to each other



Adjusting for proficiency levels

Beginning

- Single words
- One specific grammar point
- Whole text provided

Intermediate

- Shorter, simpler sentences
- Gap text provided

Advanced

- Reconstruct a paragraph using a passage from the current text
- Complete a poem



Student 1 receives text A

My name is Ella Taylor. I'm a receptionist. I wake up at 7:30 in the morning. I have toast and coffee for breakfast. After breakfast, I get ready for work. I start work at 9:00 a.m. In the morning, I answer phone calls and greet visitors. At lunchtime, I usually have a salad at the staff canteen. In the afternoon, I reply to emails. I finish work at 4:00 p.m. After work, I go jogging in the park. In the evening, I cook dinner and watch TV. I go to bed at 11:30 p.m.

Student 2 receives worksheet A

- 1. Her name.....
- 2. She a
- 3. She up at
- 4. She for breakfast.
- 5. After breakfast, she
- 6. She work at
- 7. In the morning, she and
- 8. At lunchtime, she usually at
- 9. In the afternoon, she
- 10. After work, she
- 11. In the evening, she and
- 12. She to bed at



Activity #4

Character Interviews

*Would you
mind answering a
few questions?*



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Three students assume the role of selected main characters

In small groups,
students create the
questions for each
interview

Could you tell me			
.....?			
I'd like to know			
.....?			
Could I ask you			
.....?			
Do you know			
.....?			
Would it be possible ..			
.....?			

3 characters



According to Shaw and Newton (2014), “If the most precious product developed in education is the student, then our most prized commodity should be the classroom teacher” (p. 101).



¡GRACIAS!

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Desarrollo Profesional a través de la UPR

23 de octubre de 2019

Secretaria Auxiliar del Instituto de Desarrollo Profesional



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WORKSHOP

In groups of 4-5, you will design an activity-guide where you integrate concepts learned today which are aligned with PRDE's Standards of Excellence related to Speaking and Listening in the particular grade/level in which you teach.



Requirements

1. [Use PRDE's Standards of Excellence for the English Program](#)
2. Identify where, in the current unit you are working in, will you incorporate potential activities
3. Select 2-3 different activities (from those presented today or others you have used in the past) and describe how you would modify them given the four talks you have experienced today.
4. Each group will have time at the end of the period to share what they came up with.



Presentation Time!



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Post Workshop Assessment

Please scan the QR code
below or access the link:



<https://form.jotform.co/92765331499873>



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