Speaking Module 1 (SM1)

(approx. 3 hours + pre-course task)

Resource 1: Trainer’s overview

As colleagues arrive for the training session, you may want to engage them in conversation in the target language. It would be useful to refer to this later in the training. Most other subject teachers enjoy normal social chat with their learners at such times about e.g. football, TV, weekends / holidays, weather, asking how people are etc. This normal social talk helps to establish positive human relationships and should be encouraged for language teachers too. It also provides natural opportunities for applying new language.

| **Section** | **Training Objectives** | **Activities** | **Suggested Timing** | **Resources** | **Notes** |
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| 1 | Preparation for the training module | A couple of weeks before the first session on speaking, ask participants to complete two simple tasks with a trusted group:   * Find out what students want to be able to say in the target language. * Find out what unprompted, ‘spontaneous’ target language students actually produce. | Notes taken during the course of one lesson | [**SM1 Resource 3**](SM1%20Res%203%20Pre-course%20task%20FE.doc) **(Pre-course tasks)** | You may prefer to divide your training group into two, and allocate one of these tasks to each half of the group, without necessarily explaining the other task to them.  See **SM1 Resource 3 (Pre-course tasks**) for details on how colleagues might collect the information. |
| 2 | To outline module content  To explain session objectives and expected outcomes | 2.1 Go through the content of the module on **Slide 2**.  2.2 Ask the group to focus on desired specific outcomes relevant to their students, and note these (to be referred back to at the end of the training session). | 5–10 mins | [**SM1 Resource 2**](SM1%20Res%202%20Presn%20FE%20J.pptx) | Keep this section brief, as further discussion based on the pre-course tasks will follow. |
| 3 | To reflect on the purpose of developing spontaneous speech  To make the case for its importance | 3.1 Show the heading **on Slide 3** and ask the group to consider the question.  Briefly share some ideas before showing the rest of **Slide 3** as a summary of possible reasons.  These areas can be fleshed out as appropriate/necessary, referring back to the group’s initial response to the question. See notes opposite.  3.2 Show **Slide 4** and let the group read the Ofsted comments.  You could ask whether they feel this accurately reflects what is happening in their schools, noting the highlighted text.  Show **Slide 5** as a focus for thought, and a link to the next section. | 20 mins | [**SM1 Resource 2**](SM1%20Res%202%20Presn%20FE%20J.pptx)  **Slides 3–5** | Click for each of 5 key areas for Speaking to appear in the presentation slide.  Confidence – in speaking comes from practice.  Communication – is essential if the speaking is to be ‘real’.  Comprehension – listening and speaking work together in dialogue.  Capability – students are often capable of more than we think!  Creativity – speaking can be fun, individual, interesting. This is very important for learners’ progress. The best learners are able to create maximum meanings from minimal language.  Spontaneity involves independence; being able to create meanings that matter, without always being teacher-led.  Being able to initiate speaking is a useful skill for the higher grades at GCSE as well as life situations. |
| 4  NB This section might be particularly suitable as a stand-alone session | To consider what motivates students to speak spontaneously in the target language  To establish a starting point by considering students’ current use of spontaneous speaking  To look at language for classroom routines and ‘rescue’ language | 4.1 Show **Slide 6** and ask the group to refer to their pre-course task findings. After initial discussion in pairs/groups, ask colleagues to write students’ utterances on sticky notes. Show **Slide 7** (or reproduce on large sheet of paper) and ask colleagues to stick their sticky notes on the bones of the herringbone, grouping them as they go. They may be grouped according to type of utterance (e.g. question, exclamation) and/or by grammar, vocabulary etc. During this activity, encourage colleagues to consider questions such as:   * What linguistic structures are involved? * Is there a pattern? * Why might it be worthwhile to develop students’ use of these structures?   4.2 Show **Slide 8** as an example of two possible categories of classroom language. Ask for additions to the lists. Consider the following questions:   * In your department, do you teach/use a common ‘bank’ of classroom language? * How might this be helpful to students (and colleagues)? * How useful is it to categorise language (look back at the herringbone activity)? | 30 mins | [**SM1 Resource 2**](SM1%20Res%202%20Presn%20FE%20J.pptx)  **Slides 6–8**  [**SM1 Resource 3**](SM1%20Res%203%20Pre-course%20task%20FE.doc) **(Pre-course tasks)**  **Sticky notes** | Set the context for discussion according to the group’s specific circumstances and needs.  Do not spend too long in discussion; these responses will probably raise more questions than answers for now.  See **Resource 3 (Pre-course tasks**) for possible areas to explore in discussion.   1. What do students want to say in the target language? 2. What kinds of things do they currently say in the target language? (Who’s doing most speaking?)   The herringbone can be printed (or drawn) on a large sheet of paper, to which the sticky notes may be more easily added.  Key to this activity is the process of colleagues reading others’ ideas, sorting, selecting and refining. The moveability of the sticky notes works well.  Possible responses may include e.g.  Can I... (go to the loo? / borrow a pen? /paper? / close the window?)  Do you have ... (my book? / a pencil? / a laptop?)  I have ... (forgotten my homework / lost my bag / a problem)  I don’t know / I don’t understand  Focus the discussion on key structures which students could be using spontaneously and why they are useful. |
| 5 | To explore how teachers can support students’ speaking | 5.1 Show **Slide 9**. Go through the four areas on the slide, considering how teachers can support students, equipping them with the language they need and encouraging them to use it.  Ask the group to consider how they would teach and reinforce the suggested phrases for routines and rescue language.  Ask the group to think of tasks which provide high challenge, low stress – with maximum student speech. Can any favourite activities (e.g. role plays) be adapted to become more challenging?  Focus on Visual, Auditory and Kinesthetic learners.  See notes opposite. | 20 mins | [**SM1 Resource 2**](SM1%20Res%202%20Presn%20FE%20J.pptx) **Slide 9** | Some ideas for supporting different kinds of learners could be:   * Posters * Mobiles (Barry Jones’ *nuages d’inspiration*) * Images and words/symbols * Interactive displays using recordable speech bubbles and/or ‘talking points’ where students can press a button to hear the language they need. * Use of gesture and mime linked to spoken word (including facial expressions, mouthing silently, tracing letters in the air, non-verbal responses like standing up) * Lists/glossaries stuck in exercise book * ‘Learning mats’ – search internet or ask humanities colleagues for examples (these can be generic or topic-specific). * For developing spontaneous speaking, start with useful classroom / day to day structures like those on **Slide 8**. Useful for colleagues without their own room. |
| 6 | To look at why and how to teach phonics | 6.1 Use **Slide 10** to teach the days of the week in German (or another, lesser-known language with which the presenter feels confident enough).  morn-targ / deens-targ / mit-voch (rhyming with Scottish ‘loch’) / donners-targ / fry-targ / zams-targ / zon-targ  Use a variety of ways to teach pronunciation and understand the phoneme-grapheme correspondence (sound-spelling links) with as much fun as possible.  Use **Slide 11** to invite pairs to prepare their pronunciation of the captions. They should be able to say them accurately, given the work on the days of the week.  Discuss briefly how this process can be implemented for many, otherwise fairly banal, early topic areas to develop learners’ understanding of the language’s phonics. Schools should ensure they build up phonics systematically in order to enable students to be understood in the target language and become independent in their speaking.  Look at **Slide 12** for interest – teacher could say a holiday (from right) and invite two teams to be first to say which day that is in 2013. | 10–15 minutes | **Slides 10–12**  **Slide 10**  **Slide 11**  **Slide 12** | Choral repetition / repeat only if it’s the right word / sub-vocalise the day to be pronounced / black the screen (by pressing the B letter on the keyboard and go through days then stop at a midpoint and ask participants for the next day in German e.g. Mittwoch, Donnerstag, \_\_?\_\_\_ / or teach simple sentences for pairs:  *Was ist nach Montag? > Dienstag ist nach Montag* (What’s after Monday? Tuesday is after Monday).  Using the days of the week phonics, participants should be able to arrive at Barn-horf / Vargen / Vinter  Discuss the benefits of enabling students to anticipate the pronunciation of new words in the target language.  Discuss also why allowing pairs to work out and rehearse language first may give confidence to learners.  Invite participants to say how they teach phonics.  Invite participants to say what the benefits of this may be. (Intercultural understanding, learning meanings that matter, practising phonics in a real context, fun of competition etc.) |
| 7 | To explore ways to support teachers in persevering with spontaneous speaking | 7.1 Teachers have to work hard to persist with and insist on students’ use of the target language. The choice of speaking task / activity is very important in making an impact on students’ learning. Show **Slide 13**, and elaborate as necessary on each point. See notes opposite.  7.2 Explain the ‘Diamond 9’ activity.  Distribute the instructions and sets of cards from **Resource 4**. Ask the group to do the sorting activity individually or in pairs as appropriate to the group.  6.3 Discuss the outcomes, especially ideas which teachers find work in their schools. | 25 mins | **SM1 Resource 2 Slide 13**  [**SM1 Resource 4**](SM1%20Res%204%20Diamond%209%20FE.doc) **(Diamond 9 card sort)** | Points to consider when devising and managing speaking tasks:   * Good preparation minimises the need to resort to English. * Anticipate the language the students will need, and teach it to them (especially functional language). * Encourage creative, personal, emotional responses (which are more likely to be ‘spontaneous’). * Have fun and enjoy the language. * Refer back to the social chat prior to the start of the session and maybe give examples of ‘useful’ language which occurred naturally. This is possible with e.g. KS3 learners too.   **Diamond 9** card sort:   * + Print the cards fairly large for easier reading and discussion.   + Blank cards can be used for colleagues to fill in their own ideas or for the trainer to include some different ideas |
| 8 | To explore progression in spontaneous speaking  To develop strategies which support teachers in the medium and long term | 8.1 Show **Slide 14**. Show the CiLT case study short video clips of teachers talking about progression in speaking. Invite comments.  8.2 Consider how, after a few weeks, students would move on from brief utterances to longer, more realistic and tentative (rather than pre-learned) language. Show **Slide 15**. Ask the group to reflect on how they encourage their students to progress in this way. Share ideas for developing range, variety and naturalness in straightforward classroom responses.   * What kind of language use is illustrated here? * Ask the group to reflect on how their students might reach this point. * Ask colleagues to identify language-specific words and phrases that students would need.   8.3 If appropriate at this point, use **Resource 5** to go through further ideas for developing and maintaining spontaneous speaking. Alternatively, this resource could be used at a later date (see notes opposite). | 30 mins | [**SM1 Resource 2**](SM1%20Res%202%20Presn%20FE%20J.pptx) **Slides 14–15**  [**SM1 Resource 5**](SM1%20Res%205%20Further%20tips%20FE.docx) **(Further tips)** | These video clips are from a set of 8 clips which trainers should view and choose as appropriate for the group.  There is much relevant material in this case study on the use of the target language and students’ spontaneous speaking. See further resources in section 9 below.  You may want to plan a further session a few weeks or months later, using **Resource 5 (Further tips)** as a basis for discussion, or as a paper to stimulate data collection and feedback on classroom practice, prior to a follow-up training session. |
| 9 | To encourage colleagues to explore this area in greater depth | Show **Slide 16**. You could select one or two of the resources in the list to show the group in more detail, as appropriate to their needs and to the points that have arisen in discussion.  Ask colleagues to add any of their own recommendations for further reading / CPD. | 10 mins | [**SM1 Resource 2**](SM1%20Res%202%20Presn%20FE%20J.pptx) **Slide 16** | You may wish to print the list of resources or to make it available electronically to the group immediately, rather than as an add-on circulated later. |
| 10 | To review the training module | Refer the group back to the outcomes suggested in 2.1 above.  To what extent have these been met?  When and how do participants plan to evaluate the development of students’ spontaneous speaking in their particular setting? | 10 mins | [**SM1 Resource 2**](SM1%20Res%202%20Presn%20FE%20J.pptx) **Slide 2** | Try to probe which of the ideas shared in the session will be taken up back in school.  When looking for developmental change, it’s sometimes worth considering what will be done in the next fortnight; by the end of next month and by the end of this school / calendar year (i.e. short-, medium- and long-term commitments to change).  You may wish to devise your own evaluation form for the training and/or to suggest ways progress could be monitored. |