Communicative Activities in a Language Classroom

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CIMT 740

Open Source Design and Development Written Report

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Introduction

This online course will encourage language teachers to use the communicative language teaching in a language class. Learners will have the opportunity to share and exchange their own ideas and experiences of communicative activities in the language classroom. The most important element of a language teacher's mission is to engage with students actively to use an appropriate language in and outside the classroom. Upon completion of the course, learners will promote effective language teaching using the communicative approach that results in students gain. The course website is https://www.coursesites.com/s/_CAiLC101.

Standards

Program Standards

The open source project was designed and developed aligned with the Association for Educational Communications and Technology (AECT) Standards. The standards cover five content knowledge, content pedagogy, learning environment, professional knowledge and skills, and research (AECT, 2012):

- AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

- AECT Standard 2 (Content Pedagogy):Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy

- AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.

- AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

- AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

Discipline Standards

These Standards are from the International Society for Technology in Education (ISTE). These standards will help to engage students and improve learning. They provide positive models for students

- Promote, support, and model creative and innovative thinking and inventiveness.

- Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.

- Promote and model digital etiquette and responsible social interactions related to the use of technology and information. (The International Society for Technology in Education , 2008, pp. 1-5)

Project Management

Phase 1- Planning

Scope of content. This course is designed for learners with proven teaching experience of at least 2 years, who want to incorporate concepts, benefits, and types of communicative activities to provide opportunities in the classroom for their students to engage in real-life communication in the target language. This course will cover the concept and characteristics of communicative activities, the types of communicative approach, receptive and productive language skills in classroom, and communicative approaches in different language skills classes (e.g., reading, listening, writing, and speaking).

The learning objectives of this course are:

- Identify and analyze communicative approach in a language classroom and its effectiveness.

- Describe the concept of communicative and non-communicative activities, pointing out their main characteristics.

- Describe the benefits of integrating communicative activities in a language classroom by writing at least one example of communicative activity.

- Name at least three (3) communicative activities to incorporate in class.

- Create reading, writing, listening, and speaking activities for the language classroom and make communicative lessons accessible to language learners

- Identify the learning strategy behind the communicative activity selected for a specific language class, according to the language level by classifying language material.

- Demonstrate the ability to differentiate and adapt various communicative activities effectively for a language classroom.

o   Apply the communicative activities in a language class to encourage positive social interaction, and active engagement.

There are eight modules in this course as follows:

Module 1: Teachers' Roles

Module 2: Communicative Language Teaching (CLT)

Module 3: Receptive vs. Productive Language Skills

Module 4: Reading Comprehension using Communicative Language Teaching

Module 5: Listening Comprehension using Communicative Language Teaching

Module 6: Writing Productive Skills using Communicative Language Teaching

Module 7: Speaking Productive Skills using Communicative Language Teaching

Module 8: Communicative Activities in a Lesson Plan

Learners will have opportunities to demonstrate their understanding of the content and can engage actively in or out of the course through self-check assessments, peer review assignments and group discussions. It will be a rich experience since learners already have some knowledge in this topic and experiences in the domain of language teaching.

Identify learner characteristics. The target learner is language teachers with at least two (2) years of teaching experience. Learners are very diverse (heterogeneous) as they are originally from different places (USA, Latin America, European, Asians) but they all need to speak English.

Create a budget. It will not be considered at this moment for the implementation of this MOOC, as it has not been discussed yet with the institution, which will be supporting this project. Once it is discussed, personnel budget and resources budget will be identified and assigned.to the project accordingly.

Establish the constraints. Since budget has not been considered yet, we cannot identify the constraints that might affect instructional delivery such as equipment, or physical space. On the other hand, we can find some constraints affecting the design and development of this course, if we consider that this project was developed in a short period of time.

Planning document (timeline). The massive open online course (MOOC) project will be developed in 17 weeks, from September 9, 2013 to January 3, 2014 (table 1).

Table 1

Project timeline

Tasks	Dates	Notes
MOOC project proposal	Week 1. Sept 9-Sept 13, 2013	
Needs analysis	Sept 9, 10	
Write proposal	Sept 11, 12, 13	
MOOC project syllabus	Week 2. Sept 16-Sept 20	
Collect information	Sept 16, 17	
Draft syllabus	Sept 18, 19, 20	
MOOC module 1	Week 3. Sept 23-Sept 27	
Analysis	Sept 23	
Design	Sept 23, 24	
Development	Sept 24, 25, 26	
Evaluation & revision	Sept 27	
MOOC module 2	Week 4. Sept 30-Oct 4	
Analysis	Sept 30	
Design	Sept 30, Oct 1	
Development	Oct 1, 2, 3	
Evaluation & revision	Oct 4	
MOOC module 3	Week 5. Oct 7-Oct 11	
Analysis	Oct 7	
Design	Oct 7, 8	
Development	Oct 8, 9, 10	

Evaluation & revision	Oct 11	
MOOC module 4	Week 6. Oct 14-Oct 18	
Analysis	Oct 14	
Design	Oct 14,15	
Development	Oct 15, 16, 17	
Evaluation & revision	Oct 18	
MOOC module 5	Week 7. Oct 21-Oct 25	
Analysis	Oct 21	
Design	Oct 21, 22	
Development	Oct 22, 23, 24	
Evaluation & revision	Oct 25	
MOOC module 6	Week 8. Oct 28-Nov 1	
Analysis	Oct 28	
Design	Oct 28, 29	
Development	Oct 29, 30, 31	
Evaluation & revision	Nov 1	
MOOC module 7	Week 9. Nov 4-Nov 8	
Analysis	Nov 4	
Design	Nov 4, 5	
Development	Nov 5, 6, 7	
Evaluation & revision	Nov 8	
MOOC module 8	Week 10. Nov 11 – Nov 15	
Analysis	Nov 11	
Design	Nov 11, 12	
Development	Nov 12, 13, 14	
Evaluation & revision	Nov 15	
Formative evaluation Phase I	Week 11 & 12. Nov 18 – Nov 29	
Self-test	Nov 18 – 22	
SME evaluation	Nov 18 – 22	
Instructional designer evaluation	Nov 18 – 22	
Syllabus revision	Nov 25 – 29	

Content and design Revision	Nov 25 – 29	
Formative evaluation Phase II (alpha-test)	Week 13~17. Dec 2 – Jan 3, 2014	Also available for pre-registration.
Learners tryout	Week 13 ~ 16. Dec 2 – Dec 27	
Data collection and revision	Week 16 & 17. Dec 23 – Jan 3, 2014	
Publish MOOC online	On January 3, 2014	Open for learners on January 6, 2014

Layout. The MOOC will be published on CourseSites. The basic layout of the course website is a two-column layout with a header. Site navigations are on the left side. Users can choose to show or hide the navigation panel during the learning process (figure 1).
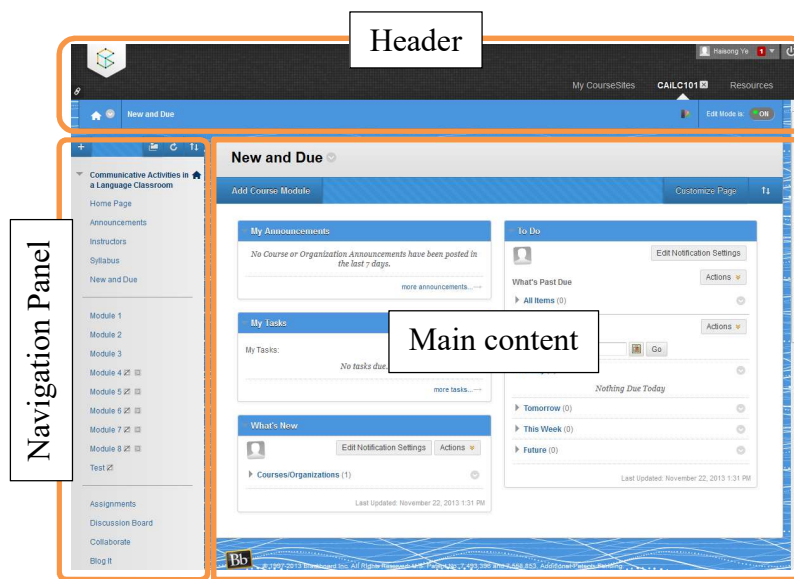

Figure 1 Course website layout

Table 2

Colors specifications for the course site

Item	RGB Value	Sample
Website background color	#4b95df	
Navigation panel background color	#eaeaea	
Navigation group name text color	#00336a	
Navigation link text color	#2b68b2	
Page title background color	#eaeaea	
Page title text color	#000000	
Button background color	#eeeeee	
Button text color	#444444	

Table 3

Font specifications for the course site

Item	Specification	Sample
Default font	font-family: Arial font-size: 12pt font-color: #000000 font-weight: normal	Sample
Paget title font	font-family: Arial font-size: 14pt font-color: #000000 font-weight: bold	Sample
Heading	font-family: Arial font-size: 12pt font-color: #000000 font-weight: bold	**Sample**
Normal text	font-family: Arial font-size: 12pt font-color: #000000 font-weight: normal	Sample
Hyperlink	font-family: Arial font-size: 12pt font-color: # 4b95df font-weight: normal	Sample

Brainstorming ideas
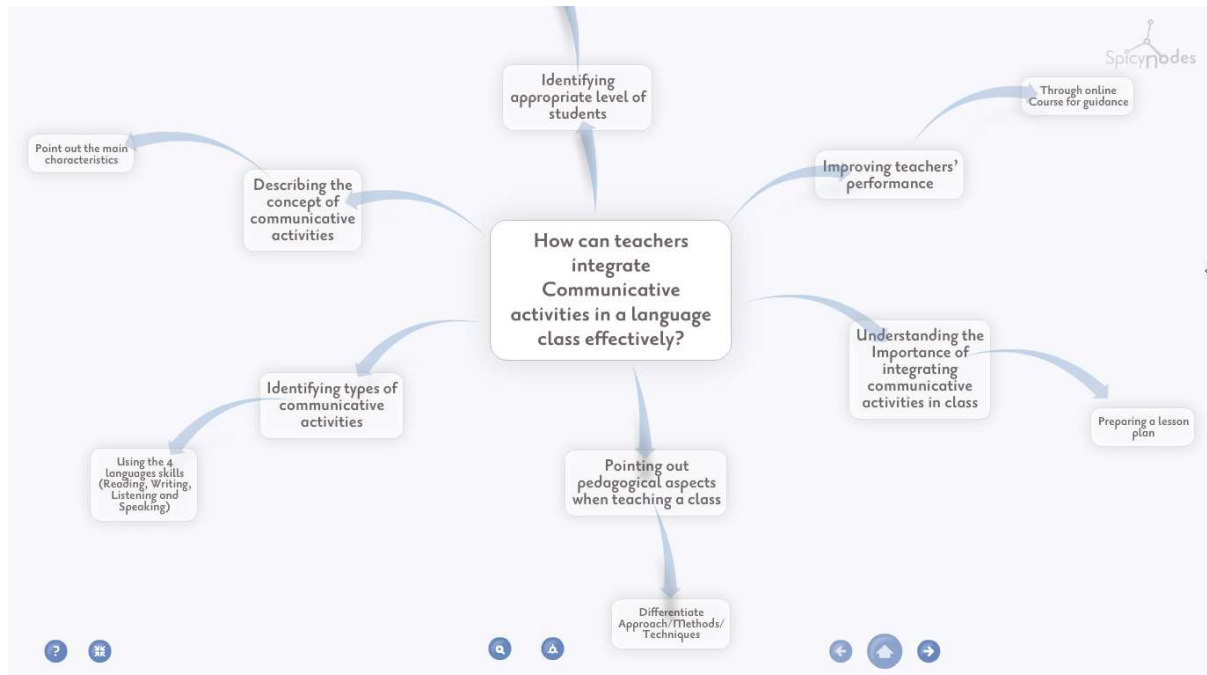
Figure 2 Brainstorming visual map (for full map, please review it on http://www.spicyn odes.org/a/99d812345a4fd19e97e01718d5e1c72f)

Look and feel of the instruction. The idea is to show structure and substance to the students in a dynamic and interactive way to engage the students. This MOOC has eight modules. Each module will consist of short videos with interviews and sample activities of receptive and productive language skills (reading, writing, listening and speaking), as well as readings to reflect, compare and adapt to real-world situations in the language classroom. Learner will engage actively through self-assessment, peer-graded assignments, and group discussions. The last module will be a general review and preparation for the last assignment, which will be to prepare a lesson plan.

Phase 2-Design

Initial content ideas

Communicative activities in a language class

- What is communicative language teaching or communicative approach?

- What makes a good language teacher?

- The benefits of integrating communicative activities in a language classroom

- How to integrate communicative activities most efficiently

- Differences between productive skills and receptive skills

- The materials used to develop communicative activities

- How to select communicative activities

- Pros and cons when selecting a communicative activity

- How to motivate students to learn in a communicative language classroom

- Communicative activities to teach the four language skills

- Resources to teach language classes

Task analysis
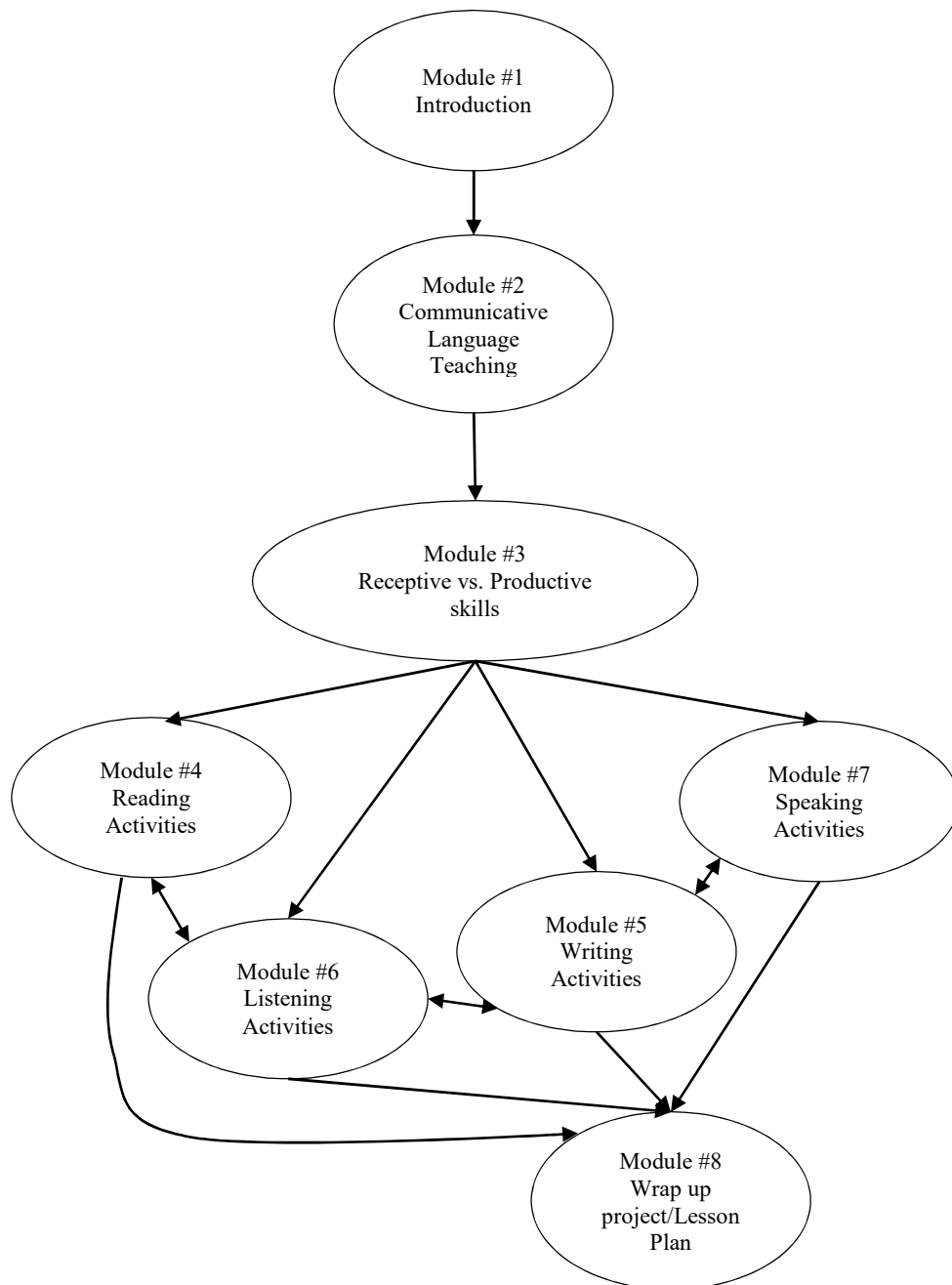
Figure 3 Task analysis

Preliminary Instructional Units.

Module One - Introduction (Course Overview)

> **Topics**
>
> - Course Access and Trouble-shooting
>
> - Overview of what we will cover in the course and will get to know the instructor
>   and the other students.
>
> - Reasons behind learning more about the communicative language teaching
>
> **Learning Objectives**
>
> - Learner will learn how to navigate through the course and practice and become
>   familiar with general information and the course content.
>
> - Learner will learn the concept of "Motivation" which is one the main key to keep
>   students interested in learning a language.
>
> **Storyboard/Prototype**
>
> Students will work through this module to familiarize and get an overview of the
> course through a series of readings, videos, and discussion board topics.
>
> **Activities:**
>
> - Warm up activity (case study, situation, and anecdote)
>
> - Student introductions (Discussion Board)
>
> **Media**
>
> Video/audio podcast, you tube.
>
> **Assessment (s)**
>
> Discussion Board 1 + Reply (20 points.)

Module Two - Communicative Language Teaching

Topics

- Concepts

- Overview of the Evolution of CLT

- Principles (Characteristics)

Learning Objectives

- Learner will be able to go over the concept, benefits, and characteristics of communicative activities that will help them prepare better as a language teacher to create a classroom environment where a language can be taught effectively, more communicative and interactive.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

Storyboard/Prototype

Students will work through this module to understand the meaning and evolution of Communicative Language teaching as well as the principles through a series of readings, videos, discussion board topics, and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Watch short interviews of different language teachers about their impressions about CLT)

- Example of a communicative language classroom

- Listen to short lecture about CLT

- Reading (miscellaneous about the topic)

- Topic to discuss post by instructor (Discussion Board)

Media

Video/audio podcast

Text

Assessment (s)

- Discussion Board 2 + Reply (20 points)

- Exercises (quizzes) (Computer grade)

- Write about your experience with communicative activities in the language classroom. (Peer review)

Module Three - Receptive vs. Productive Language Skills in the Communicative Language Classroom

Topics

- Concepts

- Overview

- Types of activities for receptive communication

- Examples

Learning Objectives

- Learner will be able to go over the concept, benefits, and characteristics of receptive and productive communicative skills in the communicative language classroom.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

- Learner will be able to describe the types of activities for receptive communication.

- Learner will be able to create a receptive communicative activity to apply in a language classroom.

Storyboard/Prototype

Students will work through this module to understand and analyze the concepts, benefits, and characteristics of receptive and productive communicative skills in the communicative language classroom through a series of readings, videos, discussion board topics, and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Listen to short lectures about receptive communicative skills.

- Watch a short video with a sample of receptive and productive communicative activities in a language classroom.

- Reading (miscellaneous about the topic)

- Topic to discuss post by instructor (Discussion Board)

Media

   Videos/Podcasts

   PPT

   Text

Assessment (s)

- Discussion Board 3 + Reply (20 points)

- Exercises (quizzes) (Computer grade)

- Identify which of the following activities are communicative or not. The one that you consider is not communicative, how would you make it communicative? Why is it communicative? (Peer review)

Module Four - Reading comprehension using communicative language teaching

   Topics

- Communicative Activities vs. Non-Communicative Activities

- Evaluating and selecting activities

- Integrating the reading activities to a language classroom

- Identifying learning strategies behind the communicative activities

- Communicative reading activities

Learning Objectives

- Learner will be able to go over the concept, benefits, and characteristics of reading comprehension, using communicative language teaching.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

- Learner will be able to describe reading comprehension communicative activity to apply in a language classroom.

Storyboard/Prototype

Students will work through this module to review and analyze the concepts, benefits, and characteristics of reading communicative skills in the communicative language classroom through a series of readings, videos, discussion board topics, and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Listen to short lecture about listening comprehension activities.

- Watch a short video with a sample of a reading comprehension communicative activity in a language classroom.

- Reading (miscellaneous about the topic)

- Topic to discuss post by instructor (Discussion Board)

Media

Videos/Podcasts

Text

Assessment (s)

- Discussion Board 4 + Reply (20 points)

- Exercises (quizzes) (Computer grade)

- Create a Communicative Activity (Peer review)

Module Five - Listening comprehension using communicative language teaching

Topics

- Communicative Activities vs. Non-Communicative Activities

- Evaluating and selecting activities

- Integrating the listening activities to a language classroom

- Identifying learning strategies behind the communicative activities

- Communicative listening activities

Learning Objectives

- Learner will be able to go over the concept, benefits, and characteristics of listening comprehension, using communicative language teaching.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

- Learner will be able to describe the types of activities for listening comprehension.

- Learner will be able to create a listening comprehension communicative activity to apply in a language classroom.

Storyboard/Prototype

Students will work through this module to review and analyze the concepts, benefits, and characteristics of listening communicative skills in the communicative language classroom through a series of readings, videos, discussion board topics and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Discussion Board,

- Create a listening activity

Media

Video/audio podcast

Text

Assessment (s)

- Discussion Board (20 points.)

- Exercises (quizzes) (Computer grade)

- Create a Communicative Activity (Peer review)

Module Six - Writing Productive skills using communicative language teaching

Topics

- Communicative Activities vs. Non-Communicative Activities

- Evaluating and selecting activities

- Integrating the writing activities to a language classroom

- Identifying learning strategies behind the communicative activities

- Communicative writing activities

Learning Objectives

- Learner will be able to go over the concept, benefits, and characteristics of writing productive skills, using communicative language teaching.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

- Learner will be able to describe the types of activities for writing production.

- Learner will be able to create a writing communicative activity to apply in a language classroom.

Storyboard/Prototype

Students will work through this module to review and analyze the concepts, benefits, and characteristics of writing productive skills in the communicative language classroom through a series of readings, videos, discussion board topics, and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Discussion Board 5 + Reply (20 points.)

- Create a Communicative Activity

Media

Video/audio podcast

Text

Assessment (s)

- Exercises (quizzes) (Computer grade)

Module Seven - Speaking Productive skills using communicative language teaching

Topics

- Communicative Activities vs. Non-Communicative Activities

- Evaluating and selecting activities

- Integrating the speaking activities to a language classroom

- Identifying learning strategies behind the communicative activities

- Communicative speaking activities

Learning Goals

- Learner will be able to go over the concept, benefits, and characteristics of speaking productive skills, using communicative language teaching.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

- Learner will be able to describe the types of activities for speaking production.

- Learner will be able to create a speaking communicative activity to apply in a language classroom.

Storyboard/Prototype

Students will work through this module to review and analyze the concepts, benefits, and characteristics of speaking productive skills in the communicative language classroom through a series of readings, videos, discussion board topics, and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Discussion Board 6 + Reply (20 points.)

- Writing communicative activities (Peer review)

Media

Video/audio podcast

Text

Assessment (s)

- Discussion Board 5 + Reply (20 points.)

- Exercises (quizzes) (Computer grade)

Module Eight – Communicative Activities in a Lesson Plan

Topics

- Review of the most important points discussed during the course

- Final Assessment

Learning Objectives

- Learner will be able to go review the concept, benefits, and characteristics of speaking productive skills, using communicative language teaching.

- Learner will be able integrate communicative activities in a lesson plan to apply it in a language classroom.

Storyboard/Prototype

Students will work through this module to review and analyze the concepts, benefits, and characteristics of speaking productive skills in the communicative language classroom through a series of readings, videos, discussion board topics, and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Discussion Board

- Readings (articles to be posted)

Media

Video/audio podcast

Text

Assessment (s)

Lesson Plan (Peer review)

    Prototype. The prototype of the MOOC was created in Google Course Builder, because it provided a simple user interface and a simple development and publishing process. The first module was created as a prototype to test the functions of activities, quizzes, user interactions, media compatibility, and manageability. Figure 4 is the prototype of the MOOC project.
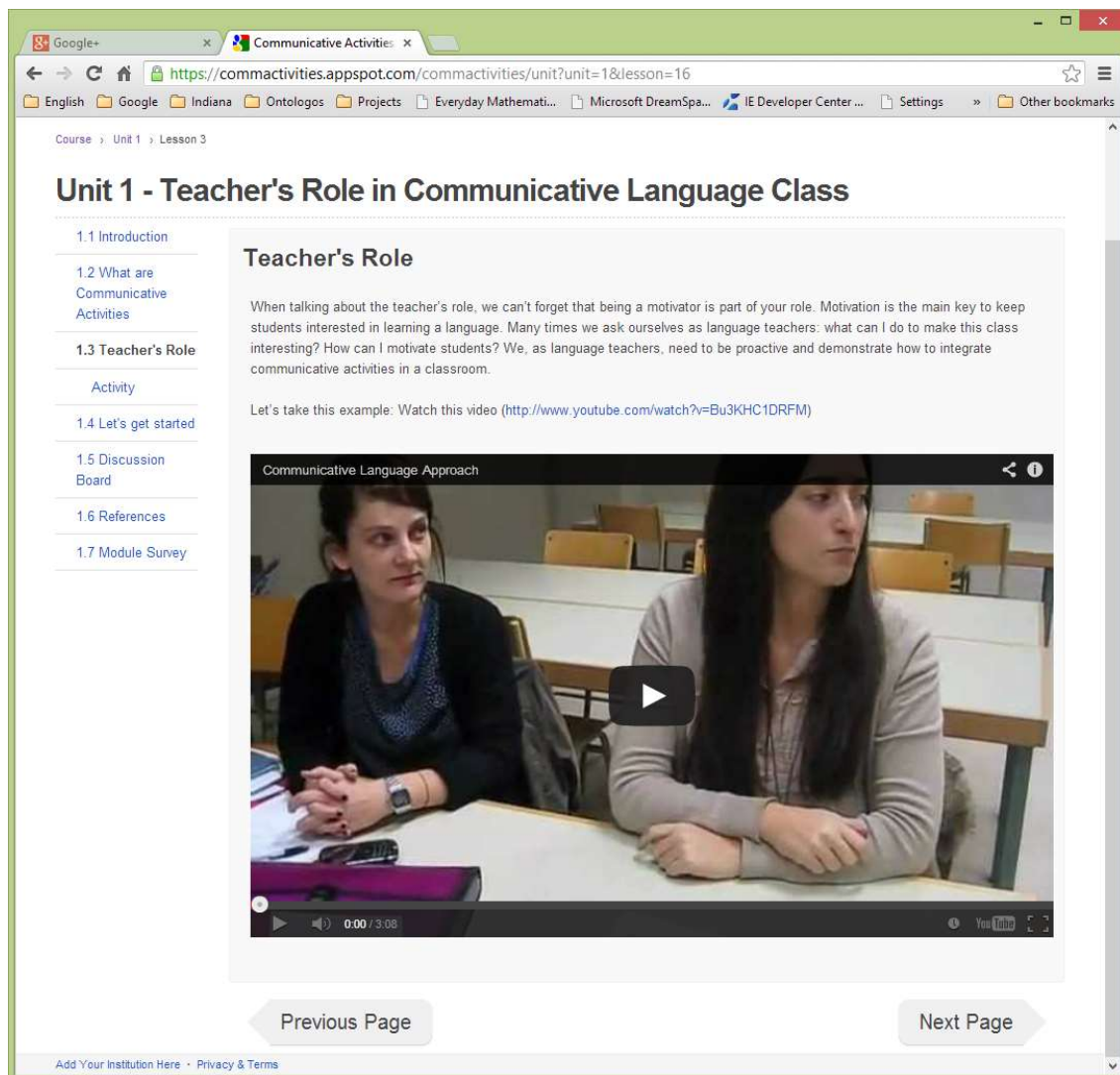
Figure 4 Prototype in Google Course Builder

After several functionality tests, the project team decided to migrate the MOOC project from Google Course Builder to CourseSites. One reason was that the learning tracking in Google Course Builder was too complex. Administrators needed to export user data to an Excel file to review students' learning status. Another reason was that Google Course Builder supports less questions' types than CourseSites. For example, Google Course Builder did not support matching and sort questions.

Flowcharts and storyboards. The storyboard was created in PowerPoint for the module draft (see figure 5 and 6).

Figure 5 Storyboard template
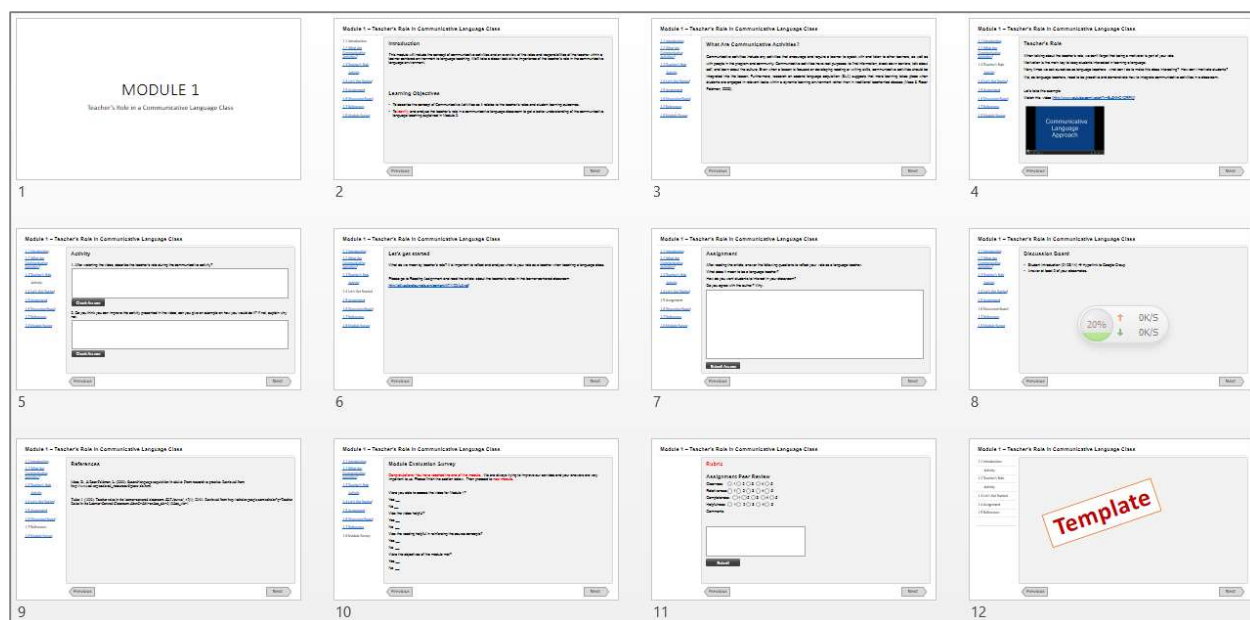
Figure 6 Storyboard example

Scripts. Exact content of the project was not predetermined; therefore, some questions were prepared based on the learning objectives of the course to interview a few selected language teachers with different years of experience. It will give the learners different perspectives in the topics to be discussed in each one of the modules. The questions are as follows:

1. What is your understanding of Communicative Language Teaching (CLT) or Communicative Approach?

2. What is a communicative activity?

3. What are the benefits of CLT?

4. What are the disadvantages of CLT?

5. What are receptive and productive skills?

6. What is a communicative activity that never fails?

7. Do you teach the four (4) language skills?

8. What does inspire you to create a lesson plan?

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Phase 3 –Development

  Description of the development of the instructional material. It is very time consuming and costly if we create our own material; therefore, when developing this online course, we adapted existing current material which could be in line with our instructional strategies. Also, we included short videos done to language teachers from TALK International, a private language school. We scheduled a couple of days to interview the language teachers. They had the chance to read the questions beforehand to familiarize with them. Afterwards, teachers were asked one question at the time to be able to record it separately. In this way, we were able to use the questions independently to include it in the appropriate module as part of the content.

  In addition, excerpts of different language classes were recorded to present to our target audience real examples of how to integrate communicative activities, using the four (4) language skills.

  Teachers in each one of the excerpts made emphasis in one particular skill (reading, writing, listening or speaking.) The idea was to demonstrate that although you teach a specific skill, learners could observe that other language skills are also involved when integrating a communicative activity in a language class.

  Self-test. Although the development team has tested every single module during the development process, a full complete test was done by the team. The self-test focused on the correctness of content, format, links, numbers, dates, and so on. A test checklist was used in the self-test.

Table 4

Self-test checklist

	Tester: _____ Modules: _____ Date: _____	
	Items	Comments
☐	Spelling, Grammar, & Punctuation	
☐	Citation	
☐	Internal Links	
☐	External Links	
☐	Activities	
☐	Quizzes	
☐	Due Dates	
☐	Bulletin Numbers	
☐	Font Styles	
☐	Images	
☐	Videos	
☐	Survey	

Subject matter expert (SME) review. Two subject matter experts will review the content module by module. The following form will be used for the SME review.

Table 5

SME review form

Module # _____		
Page#/Line#	Problem	Correction / Suggestions

Instructional design experts review. Two instructional design experts will review the pedagogical approach and instructional strategies. The following form will be used for instructional design experts' review.

Table 6

Instructional design experts review form

Module # _____	
Problem	Suggestions

Alpha test plan. The alpha test will last four weeks. A group of target learners (eight to ten learners) will enroll and study in the MOOC for 20 hours a week (The designed workload is 10 hours a week for 8 weeks). This alpha test will focus on the effectiveness and efficiency of the instructional design, not for website test. The MOOC is based on the CourseSites and the project team does not have the privilege to revise the CourseSites platform, so LMS functionality test, loading test, and usability test will not be addressed in this alpha test.

Three types of data will be collected. They are performance data, attitude data, and time data. Pre-test and post-test will be used for collecting performance data. A jeopardy game will be used as the pre-test and post-test (see Appendix H). An attitude questionnaire will be used for collecting attitude data (see Appendix I). The time spent on modules, activities, and

assignments will be collected by tracking logs in the LMS. User data will be used to revise the modules.

Summative evaluation. According to Dick, Carey & Carey (2009), summative evaluation is used to judge the impact of a plan of instruction on the organization's initial problem. Through the summative evaluation, a collection of data can be done to verify the effectiveness of instructional materials with target learners.

Learners will have to complete a short survey with key questions at the end of each module as part of the summative evaluation (see Appendix G). It will allow us to have a better understanding of the learners' satisfaction. In addition, a final assignment needs to be completed to verify if the learning goals has been reached.

There is a quote by Robert Stakes which offers a clear difference between formative and summative that we would like to share: ***"When the cook tastes the soup, that's formative, when the guests ate the soup, that's summative."***

Maintenance

The MOOC will be hosted at CourseSites.com, which is powered by Blackboard. The major work for the project team is content maintaining. The maintaining work will be based on both calendar and users' feedback.

The calendar-based maintenance will be repeated monthly, because there is no full time staff for the MOOC. The project team will check the correction of internal and external links. External links are prior, because there are many media materials hosted in public web sites (e.g., YouTube.com, spicynodes.org, etc.). The project team will also review log data provided by CourseSites, for example, learners' retention data and statistics tracking data for learning materials. The instructional content will be reviewed every year. If there are latest

materials, theories, or tools, which could improve the effectiveness and efficiency of the MOOC, the project team will upgrade the MOOC.

The project team also provides contact information on the website, so learners can contact the team through multiple ways (e.g., email, social network, telephone, etc.). If learners find dead links, they can report through the CourseSite, so the project team can respond to the error in time.

Miscellaneous

Release documentation – see Appendix A

Course syllabus – see Appendix B

Course proposal – see Appendix C

Instructional units – see Appendix D

Videos – see Appendix E

Rubrics – see Appendix F

Survey for each module – see Appendix G

A jeopardy game – see Appendix H

An attitude questionnaire – see Appendix I

Summary

Our MOOC project focuses on preparing the language teachers to integrate communicative activities in a language classroom. The MOOC design focuses on eight modules. To achieve quality instruction, the following components were considered: learners, content, method, materials, the environment, and technology. These components were equally balanced and considered in this online course as well as evaluation. It is important to show the impact of learning and how well students are meeting their learning goals. As Dick, Carey and

Carey (2009) states, "the learning components of an instructional strategy are intended to guide learners' intellectual processing through the mental states and activities that foster learning" (p. 179). Considering all of the above, we used Dick, Carey & Carey (2009) model of instructional design as a basis to design this online course to meet the needs of the language teachers to integrate communicative activities in a classroom.

To match the content of the topic presented in this MOOC to the needs of the learners, we developed different types of learning activities that fit to the preferences of learners. We took into consideration the Read, Reflect, Display, and Do (R2D2) model developed by Bonk and Zhang (2008) to integrate various learning activities such as guided readings, posting videos-based explanations and demonstrations, and discussion boards. Moreover, we included an interactive video and game as motivational tools to assist learners in retaining knowledge that was learned after completing the 8 modules.

In regards formative and summative evaluations, we would like to point out the fact that we based our evaluations on Kirkpatrick's four levels evaluation model (Simonson, Smaldino, Albright, & Zvacek, 2005):

Level 1. Reaction - initial endorsement by participants of the training. How well did the learners like the learning process?

Level 2. Learning - learning occurred as a result of the training. What did they learn?

Level 3. Behavior - learning affected behavior, or performance on the job. To what extent did the learners gain knowledge and skills?

Level 4. Results - the training program had the desired results in the organization. What are the tangible results of the learning process in terms of cost, quality, production, and others?

For the purpose of our MOOC, we used Levels 1 and 2 evaluations to determine the overall effectiveness of this online course. Forum and surveys help to determine it.

We noticed that there were limitations to include levels 3 and 4 evaluations as diversity and geographical differences are issues to be taken into account. We do not know how learners will put into practice the knowledge learned and how it will benefit their organization. Therefore, we can only expect to see the results through formative and summative evaluations: The reaction of the students through surveys. How well did the learners like the learning process or content? What did they learn? Self-assessment, peer-graded assignments, and group discussions help determine it. In addition, the purpose of the final assessment is to make learners transfer their knowledge in a practical way by preparing a lesson plan, which they will have to put into practice in a real language class.

It is important to assure learners are given the knowledge, experience or other possible outcomes that they are expecting to get through this MOOC. This MOOC is about learning experience.

The next steps of this MOOC project will be identifying alpha test participants and performing the alpha test. At the same time, looking for an institute to support this MOOC project is also very imperative, although we are currently talking with TALK International, a language school about this possibility.

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Appendix A. Release Documentation

September 17, 2013

To Whom It May Concern;

TALK International authorizes Carolina Morales-Colmenares, who is one of our current employees at the company, to record segments of the language classes offered at the school in order to obtain samples of the communicative activities she needs to incorporate in her online course she is creating. We also give her permission to interview some of our language teachers about their experiences teaching with the communicative language teaching approach.

TALK understands that the online course will be about "Communicative Activities in a Language Classroom" for language teachers, and that the objective of developing this online course, which will be provided by Massive Open Online Course (MOOC) for everyone in the world for free access on Google Site, is for her to use to complete her final project in Technology in Education for her Masters at Indiana State University.

Larissa (Lacey) Long
National Academic Director
TALK International

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ACCET
ACCREDITING COUNCIL FOR
CONTINUING EDUCATION & TRAINING

INTERVIEW AND VIDEO RELEASE FORM

I _____ hereby grant TALK International (TALK) unconditional permission in perpetuity to use my likeness in interviews and videos in any way it deems appropriate including but not limited to printed or electronic media, without monetary compensation or any other similar consideration.

I understand that all such materials will be the property of TALK and may be used in marketing material or educational purposes and available to the public.

Signature _____ Date _Sept. 26, 2013_

Printed name _ED L. GREGORY_

Signature, parent or guardian _____
(if under age 18)

TALK
SCHOOL OF
LANGUAGES

INTERVIEW AND VIDEO RELEASE FORM

I _Scott Michael Newbern Jr._ hereby grant TALK International (TALK) unconditional permission in perpetuity to use my likeness in interviews and videos in any way it deems appropriate including but not limited to printed or electronic media, without monetary compensation or any other similar consideration.

I understand that all such materials will be the property of TALK and may be used in marketing material or educational purposes and available to the public.

Signature _Scott Michael Newbern Jr._ Date _9/27/2013_

Printed name _Scott Michael Newbern Jr._

Signature, parent or guardian _____
(if under age 18)

TALK
SCHOOL OF
LANGUAGES

INTERVIEW AND VIDEO RELEASE FORM

I _Juliana T. Schulz_ hereby grant TALK International (TALK) unconditional permission in perpetuity to use my likeness in interviews and videos in any way it deems appropriate including but not limited to printed or electronic media, without monetary compensation or any other similar consideration.

I understand that all such materials will be the property of TALK and may be used in marketing material or educational purposes and available to the public.

Signature _Juliana Schulz_ Date _Sep 27th, 2013_

Printed name _Juliana T. Schulz_

Signature, parent or guardian _____
(if under age 18)

TALK
SCHOOL OF
LANGUAGES

INTERVIEW AND VIDEO RELEASE FORM

I ___PAUL BONGARZONE___ hereby grant TALK International (TALK) unconditional permission in perpetuity to use my likeness in interviews and videos in any way it deems appropriate including but not limited to printed or electronic media, without monetary compensation or any other similar consideration.

I understand that all such materials will be the property of TALK and may be used in marketing material or educational purposes and available to the public.

Signature ___[signature]___ Date ___10/1/13___

Printed name ___PAUL BONGARZONE___

Signature, parent or guardian _____
(if under age 18)

TALK
SCHOOL OF
LANGUAGES

INTERVIEW AND VIDEO RELEASE FORM

I _Rosario Sánchez_ hereby grant TALK International (TALK) unconditional permission in perpetuity to use my likeness in interviews and videos in any way it deems appropriate including but not limited to printed or electronic media, without monetary compensation or any other similar consideration.

I understand that all such materials will be the property of TALK and may be used in marketing material or educational purposes and available to the public.

Signature _____ Date _10-2-13_

Printed name _Rosario Sánchez_

Signature, parent or guardian _____
(if under age 18)

TALK International School of Languages
Global Headquarters/ Central Admissions Office
500 E Broward Blvd., # 1650 Ft. Lauderdale, FL 33394
Phone: 954-565-8505 • Email: admissions@talk.edu
www.talk.edu

NAME OF COURSE

Communicative Activities in a Language Classroom

INSTRUCTOR NAME AND CONTACT INFORMATION

Carolina Colmenares

Email: ccolmenares@sycamores.indstate.edu

Work Phone: (954) 3844566

Office Location: 200 N 7th St, Indiana State University, Terre Haute, IN 47809

Office Hours: Tuesday and Thursday, 4-6 p.m. CT. Call my work phone or make an

appointment.

Haisong Ye

Email: hye@sycamores.indstate.edu

Work Phone: 812-223-1649

Office Location: 101 North Sixth Street, Terre Haute, IN 47809

Office Hours: Monday ~ Thursday, 9am-2pm. Appointment preferred.

TEXTBOOKS

There is not a required textbook for this course. The instructors will provide text materials and video materials.

COURSE DESCRIPTION

This online course will encourage language teachers to use the communicative language teaching in a language class to promote effective language teaching. Learners will have the opportunity to share and exchange their own ideas and experiences of communicative activities in the language classroom. The most important element of a language teacher's mission is to actively engage with students to use language appropriate in and outside the classroom.

The course will have a total of 8 modules. Each module will consist of short videos with interviews and sample activities of receptive and productive language skills (reading, writing, listening and speaking), as well as readings to reflect, compare and adapt to your real situations in the language classroom. Learners will engage actively through self-assessment activities, peer-graded assignments and group discussions. The last module will be a general review and preparation for your last assignment which is to prepare a lesson plan.

COURSE PREREQUISITE

This course is for language teachers who have teaching experience of at least three (3) years.

To complete this course, you should have following technical skills:

- Use browsers to access our website, download files from the website, and upload files to the website.
- Use word processing software to prepare assignments.

- Become familiar with web tools, such as discussion board, blog, wikis, etc. as well as using email with attachments.

COURSE GOALS

After given the concept, benefits, and types of communicative activities in an 8-module online course orientation, our learners will be able to promote effective language teaching using the communicative approach that results in learning gains for your students.

COURSE OBJECTIVES

After given the concept, benefits, and types of communicative activities in an 8-module online course orientation, you should be able to

1) Analyze communicative approach as a set of principles that reflect a communicative view of language learning and that can be used to support a wide variety of classroom procedures in a language classroom and its effectiveness.

2) Describe the concept of communicative and non-communicative activities, pointing out their main characteristics.

3) Describe the benefits of integrating communicative activities in a language classroom by writing at least one example of communicative activity.

4) Name at least three (3) communicative activities to incorporate in class.

5) Create reading, writing, listening, and speaking activities for the language classroom and make communicative lessons accessible to language learners

6) Identify the learning strategy behind the communicative activity selected for a specific language class, according to the language level by classifying language material.

7) Demonstrate the ability to differentiate and adapt various communicative activities effectively for a language classroom.

8) Select technology tools depending on the communicative activity to create a more effective learning environment.

9) Apply the communicative activities in a language class to encourage positive social interaction, and active engagement.

COURSE CONTENT

There are 8 modules in this course. Each Module contains readings, videos, interactive exercises, and/or simulations.

Modules	Topics
1	Teacher's Role in the Communicative Language Class 1.1. Introduction 1.2. What are Communicative Activities? 1.3. Teacher's Role 1.4. Let's Get Started
2	Communicative Language Teaching 2.1. Introduction 2.2. What is Communicative Language Teaching? 2.3. What are the differences between Teaching Approach, Teaching Method, and Teaching Technique? 2.4. Teachers Share Their Understanding of Communicative Language Teaching 2.5. Evolution and Fundamental Principles of CLT Principles of the Communicative Language Teaching 2.6. Teachers' Understanding of the Communicative Approach.
3	Receptive vs. Productive Language Skills in the Communicative Language Classroom 3.1. Introduction 3.2. What Are Receptive and Productive Language Skills?

Modules	Topics
	3.3.Reasons for integrating language skills
4	Reading comprehension using communicative approach 4.1.Introduction 4.2.Communicative Activities vs. Non-Communicative Activities 4.3.Integrating Reading Comprehension Skills to the Language Classroom 4.4.Identifying Learning Strategies Behind the Communicative Activities 4.5.Communicative Reading Activities
5	Listening comprehension using communicative approach 5.1.Introduction 5.2.Communicative Activities vs. Non-Communicative Activities 5.3.Integrating Reading Comprehension Skills to the Language Classroom 5.4.Identifying Learning Strategies Behind the Communicative Activities 5.5.Communicative Listening Activities
6	Writing Productive skills using communicative approach 6.1.Introduction 6.2.Communicative Activities vs. Non-Communicative Activities 6.3.Integrating Reading Comprehension Skills to the Language Classroom 6.4.Identifying Learning Strategies Behind the Communicative Activities 6.5.Communicative Writing Activities
7	Speaking Productive skills using communicative approach 7.1.Introduction 7.2.Communicative Activities vs. Non-Communicative Activities 7.3.Integrating Reading Comprehension Skills to the Language

Modules	Topics
	Classroom
	7.4.Identifying Learning Strategies Behind the Communicative Activities
	7.5.Communicative Speaking Activities
8	Wrap up activities and final assessment\
	8.1.Introduction
	8.2.Factors to Consider in the Communicative Language Teaching
	8.3.Characteristics of Successful Communicative Activities
	8.4.Why Do We Need to Plan?

COURSE ASSIGNMENTS

This course requires students to work on three major assignments:

1. Reading Reflections

2. Online Discussions or Debates

3. Communicative Activities in a lesson plan (final Project)

Assignment A: Reading Reflection (8*20=160 points.)

Each module has a reading reflection assignment. Students will have to finish these assignments to get the score. The assignments are peer evaluation activities. Students' reflections will be evaluated by peers or classmates. Students also need to evaluate at least 3 of your classmates. Peer evaluation offers Students the opportunity to learn by "teaching". First, Students will submit their own work. Each assignment has a due date. Students can submit their work as many times as they like before due date. There is an option to save individual work before submission, but Students need to make sure that Students SUBMIT their work before the deadline, not just save it. After the due date and time of submission,

Students have to evaluate at least 3 of your peers' work to complete an assignment. Students'

evaluation targets will be assigned randomly. You also have an opportunity to give your

personal feedback to your peers. The peer evaluation session will have a due date as well. You

have to do all the peer evaluations before the due date. After the due date of peer evaluation,

you will be able to see the grades and feedback from your peers.

Rubric for Reading Reflection Assignment

Criteria	0 points No evident	3 points Competent	5 points Proficient	Rating
Information Provided	Entirely descriptive e.g., list of learning events with no evidence of reflection.	Limited use of other sources of information to put the event in context.	Uses range of sources to clarify thoughts and feelings	
Critical Analysis	No evidence of analysis (i.e. an attempt to make sense of thoughts)	Some evidence of critical thinking and analysis, describing own thought processes.	Demonstrates well-developed analysis and critical thinking e.g. using the evidence base to justify or change behavior.	
Self-Awareness	No self-awareness	Some self-awareness demonstrating openness and honesty about performance and some consideration of feelings generated.	Shows insight, seeing performance in relation to what might be expected of teachers.	
Evidence of Learning	No evidence of learning (i.e. clarification of what needs to be learned and why)	Some evidence of learning, appropriately describing what needs to be learned, why and how.	Good evidence of learning, with critical assessment, prioritization and planning of learning.	
			TOTAL _____/20	

Adapted from Dr. Ramesh, Programme Director (Bradford, 2010)

Assignment B: Online discussion and debate (7*20=140 points.)

Each module (except module 1) has an online discussion and debate topic. Learners have to study the materials in each module and submit their initial posts, comments on peers' posts (at least), and debate with your peers' critique. Your posts must be throughout and thoughtful. Be respectful and professional when you comment on and debate with your peers. Each week, forums are scored on the following rubric:

Criteria for discussion board:

5 points Inadequate	No late or inadequate posting
10 points Adequate	Accurate posting
15 points Exceptional	Accurate posting AND meaningful responses to your classmates
20 points Very Exceptional	Accurate posting AND meaningful responses to your classmates AND exceptional insight into the issue.

Assignment C: Communicative Activities in a lesson plan (120 points.)

Learners will design a communicative activity to integrate it into their language classroom. You can choose any language classroom (Spanish, English, French), but the lesson

plan should be written in English. When preparing the communicative activities to incorporate

in the lesson plan, keep in mind that the language class should last between 40-50 minutes.

You also need to consider the following:

- instructional goals and objectives,

- target learners, language skills required to teach in the class,

- instructional materials

- how to engage your students in the communicative activities, and

- how to provide feedback to your students.

Here is the Rubric for this assignment which is the final project at the end of the course.

Lesson Plan Rubric (120 points.)

Name_____ Date_____

Lesson Plan Title_____

Criteria	5 points Unacceptable	10 points Developing	15 points Acceptable	20 points Exemplary	Points
Context for Learning (20 points.)	Incomplete or no description of target population and learning environment	Description of target population and learning environment is vague and/or, the appropriateness of the lesson (for this group) is not convincing.	Description of target population and learning environment are general and the appropriateness of the lesson (for this group) is clear.	The unique attributes of your target population and learning environment are very clear and the appropriateness of the lesson (for this group) is obvious.	
Objective(s) (20 points.)	Behavior, criteria, conditions, and language expectations are unclear or missing.	Two of the three (behavior, criteria, and/or conditions) are apparent, but unclear or poorly written.	Behavior, criteria, conditions, and language expectations are somewhat clearly communicated.	Behavior, criteria, conditions, and academic language expectations are clearly communicated and clearly and concisely written (no unnecessary word).	
Assessment Methods (20 points.)	Method(s) are named but are insufficiently described to ascertain appropriateness and/or linkage to objectives.	Method(s) as described are clearly inappropriate.	Method(s) very clearly described, appear appropriate, but inconsistently linked to specific objectives.	Method very clearly described, appear appropriate, and are consistently linked to specific objectives.	

Procedures (20 points.)	Procedures are incomplete or missing.	The lesson is poorly introduced. Procedures are unclear and difficult to follow.	The lesson is introduced in manner that may be somewhat confusing to students in order to know what to expect and what is expected of them. Procedures are vague, lacking detail required a third party to follow the lesson.	The lesson is introduced in a logical and engaging manner so that students know what to expect and what is expected of them. Procedures are clear and detailed to enable a third party follow the lesson without aid.	
<u>Student Activities</u> (20 points.)	Lesson plan is inappropriate or irrelevant to the students' language level. Activities are missing connections to the learning goals.	Lesson plan is partially appropriate to the students' language level. Activities show limited connections to the learning goals.	Lesson plan is appropriate and relevant to the language level. Activities show clear connections to the learning goals.	Lesson plan is clear, appropriate relevant and engaging to the language level. Activities show clear and consistent connections to the learning goal.	
Closure (20 points.)	No procedures for lesson closure are included.	Includes vague procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are missing.	Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are included, but poorly articulated.	Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are clearly articulated.	
				TOTAL _____ /120	

Adapted from http://www.tnstate.edu/coe/documents/lesson_plan_rubric.doc

GRADING GUIDELINES

Assignment	Total possible	Total score
Assignment A: (20×8)	160	
Assignment B: Online discussions (20×7)	140	
Assignment C: Lesson plan	120	
Professionalism	30	
Grand Total:	450	

Course Grade	A	B	C	D	F
Criteria	**90-100%**	**80-89%**	**70-79%**	**60-69%**	**<60%**

SYSTEM REQUIREMENTS

Hardware requirements remember, this is an online course, the description you provide must detailed so the readers from any culture or language can understand.

- Central Processing Unit (CPU, or processor): 2.33GHz processor or faster for PC, Atom 1.6GHz processor or faster for netbooks, or Core Duo 1.83GHz processor or faster for Mac OS

- RAM: 2GB or higher

- Internet connection with 500 Kbps or higher

Software Requirements

- Adobe Flash Player(Download)

- Web Browser (Google Chrome (Download), Firefox 17 or higher (Download), Internet Explorer 7.0 or higher (Download), or Safari 5.0 or higher (Download))

- Operating system: Windows 7 or higher, Mac OS X 10.7 or higher, Ubuntu 10 or higher, or Linux OS 11 or higher

COURSE POLICIES

Late Submissions: Each assignment should be submitted BY THE DUE DATE to obtain full credit. Late submissions will be accepted only when students prove or show documentation on (i.e., serious illness, sudden hospitalization, death, religious observances, or required school participation) warrant delayed submission.

Incompletes: Students who do not meet the course objectives or fulfill the assigned requirement may request an "incomplete" subject to instructor approval and is contingent upon completion of 70% or higher of the coursework. The student will have up to one month

to complete the course. To request an incomplete, email the instructors by the last day of the course.

Submitting Assignments: All written assignments are to be uploaded through the course management system provide in the syllabus at the location of the original assignment. Quizzes and other deliverables should be submitted within their respectful domains unless otherwise instructed by this instructor. <u>Do not</u> mail or e-mail assignments to this instructor without prior permission.

Assessments

Automated On-Line Quizzes: keep track of student performance for each lesson and to meet the course objectives. Quizzes could include multiple-choice, matching, and short answer questions.

*Peer Review Assessment***:** help to create a learning community within the classroom.

*Discussion Board Assessment***:** build knowledge and develop critical and creative thinking. Instructor can evaluate student learning and understanding of concepts per module.

*Final project assessment***:** evaluate students' cumulative knowledge of the course material.

Note: See rubrics in assignments.

Communications

a) Discussion Boards.

b) Course Q&A: Use this for all questions relating to the course, the course deliverables, questions on the content etc.

c) Tech Support: Use the tech support forum for any problems with any of the tools used in this course.

d) E-mail: Please use instructor's e-mail for all private communication that cannot go on the discussion board. I encourage all students to post general questions on the DB forum.

COURSE SCHEDULE

(There is not a required textbook for this course. The instructors will provide text and video materials.)

Date	Topic	Task	Assignment Due
Week 1 Jan 6th-12th	The teacher's role in the communicative language class	Reading: Module 1 materials Complete module activity Complete reading reflection 1: Teacher's role in the communicative language class Complete class discussion 1: Self-introduction	Online discussion Initial post due Jan 7th, Comments due Jan 9th , and Debate due Jan 10th Module activities Due: Jan 13th 11:59pm EDT each one.
Week 2 Jan 13th-19th	Communicative Language Teaching	Reading: Module 2 materials Complete module activity Complete reading reflection 2: Your understanding of communicative language teaching Complete class discussion 2: Benefits and disadvantages of Communicative Language Teaching	Online discussion Initial post due Jan 14th, Comments due Jan 16th , and Debate due Jan 17th Module activities Due: Jan 20th 11:59pm EDT each one.
Week 3 Jan 20th - 26th	Receptive vs. Productive Language Skills	Reading: Module 3 materials Complete module activity Complete reading reflection 3: Receptive Versus Productive Skills in Foreign Language Learning Complete class discussion 3	Online discussion Initial post due Jan 21st, Comments due Jan 23rd , and Debate due Jan 24th Module activities Due: Jan 27th 11:59pm EDT each one.

Week 4 Jan 27th-Feb 2nd	Reading comprehension using communicative approach	Reading: Module 4 materials Complete module activity Complete reading reflection 4 Complete class discussion 4	Online discussion Initial post due Jan28th, Comments due Jan 30th , and Debate due Jan 31st Module activities Due: Feb. 3rd 11:59pm EDT each one.
Week 5 Feb 3rd – 9th	Listening comprehension using communicative approach	Reading: Module 5 materials Complete module activity Complete reading reflection 5 Complete class discussion 5	Online discussion Initial post due Feb 4th, Comments due Feb 6th, and Debate due Feb 7th Module activities Due: Feb. 10th 11:59pm EDT each one.
Week 6 Feb 10th – 16th	Writing Productive skills using communicative approach	Reading: Module 6 materials Complete module activity Complete reading reflection 6 Complete class discussion 6	Online discussion Initial post due Feb 11th, Comments due Feb 13th, and Debate due Feb 14th Module activities Due: Feb. 17th 11:59pm EDT each one.
Week 7 Feb 17th – 23rd	Speaking Productive skills using communicative approach	Reading: Module 7 materials Complete module activity Complete reading reflection 7 Complete class discussion 7	Online discussion Initial post due Feb 18th, Comments due Feb 20th, and Debate due Feb 21st Module activities Due: Feb. 24th 11:59pm EDT each one
Week 8 Feb 24th – Mar 2nd	Wrap up Assignment C	Review main points Complete reading reflection 8	Module activities Due: Mar. 3rd Assignment C Mar. 3rd

			11:59pm EDT each one

Note:

1) Online discussion: initial post due every Tuesday, comments due every Thursday, and debate due every Friday. Write this in the course schedule.

2) Module activities due every Monday.

3) Due time for each day is 11:59 pm EDT

DISABILITY ACCOMMONDATIONS STATEMENT

We seek to provide effective services and accommodation for qualified individuals with documented disabilities. If a candidate needs an accommodation because of a documented disability, they are required to register with the instructors at the beginning of the course.

DIVERSITY STATEMENT

Diversity brings together many different voices, creating rich harmony, from the workplace to the community, as individuals and in groups. The instructors, staff, and students of this course are committed to recognizing the contributions of all individuals and groups, including different gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment.

THE STUDENT GUIDELINES

General Rules

- Make your messages easier to read by writing paragraphs short and to the point.

- TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.

- Messages in all lowercase letters can be difficult to read, instead, use normal capitalization.

- *Asterisks* surrounding a word can be used to make a stronger point.

- Use the underscore symbol before and after the title of a book, (i.e., _Green Eggs and Ham_)

- Be careful when using sarcasm and humor. Without face to face communications your joke may be viewed as criticism. Avoid the use of IM or emoticons.

- If the email would not be appropriate in front of a judge, it should not be written.

- Never give your user ID or password to another person. System administrators that need to access your account for maintenance or to correct problems will have full privileges to your account.

(Retrieved from http://www.indiana.edu/~icy/netiquette.html)

Appendix C. Course Proposal

Introduction

Our MOOC project focuses on training the teachers to implement communicative activities in a language classroom. The name of this course is *Communicative Activities in a Language Classroom*. The MOOC course design will focus on eight modules. To achieve quality instruction, the following components must be considered: learners, content, method, materials, and the environment, including the technology are equally balanced and considered in this online course. Also, evaluation will be part of this design process as it will help to determine the quality of the course and revise the content if necessary to achieve student's the learning outcome (Smaldino, Lowther, & Russell, 2007, p. 21). As Dick, Carey and Carey (2009) states, "the learning components of an instructional strategy are intended to guide learners' intellectual processing through the mental states and activities that foster learning" (p. 179). Considering all of the above, we'll use Dick, Carey and Carey (2009) model of instructional design as a basis to design this online course to meet the needs of the language teachers to integrate communicative activities in a classroom.

Discipline Standards

These Standards are from the International Society for Technology in Education (ISTE). These standards will help to engage students and improve learning. They provide positive models for students

- Promote, support, and model creative and innovative thinking and inventiveness.
- Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.

- Promote and model digital etiquette and responsible social interactions related to the use of technology and information. (The International Society for Technology in Education , 2008, pp. 1-5)

Scope of Content

This course is designed for learners with proven teaching experience of at least 3 years, who want to incorporate concepts, benefits, and types of communicative activities to provide opportunities in the classroom for their students to engage in real-life communication in the target language. This course will cover the concept and characteristics of communicative activities, the types of communicative approach, receptive and productive language skills in classroom, and communicative approaches in different language skills classes (e.g., reading, listening, writing, and speaking).

The learning objectives of this course are:

- Identify and analyze communicative approach in a language classroom and its effectiveness.

- Describe the concept of communicative and non-communicative activities, pointing out their main characteristics.

- Describe the benefits of integrating communicative activities in a language classroom by writing at least one example of communicative activity.

- Name at least three (3) communicative activities to incorporate in class.

- Create reading, writing, listening, and speaking activities for the language classroom and make communicative lessons accessible to language learners

- Identify the learning strategy behind the communicative activity selected for a specific language class, according to the language level by classifying language material.

- Demonstrate the ability to differentiate and adapt various communicative activities effectively for a language classroom.

- Select technology tools depending on the communicative activity to create a more effective learning environment.

- Apply the communicative activities in a language class to encourage positive social interaction, and active engagement.

There are eight modules in this course as follows:

Module 1: Teachers' Roles

Module 2: Communicative Language Teaching (CLT)

Module 3: Receptive vs. Productive Language Skills

Module 4: Reading Comprehension using Communicative Language Teaching

Module 5: Listening Comprehension using Communicative Language Teaching

Module 6: Writing Productive Skills using Communicative Language Teaching

Module 7: Speaking Productive Skills using Communicative Language Teaching

Module 8: Communicative Activities in a Lesson Plan

Learners will have opportunities to demonstrate their understanding of the content and can engage actively in or out of the course through peer review assignments and group

discussions. It will be a rich experience since learners already have some knowledge in this topic and experiences in the domain of language teaching.

Context Analysis

The target learner is language teachers with teaching experience. Learners will be able to create more communicative activities based on their experience in classroom and share with other teachers. This is a MOOC course, which is an open source and open to everyone around the world. Therefore, anyone can register and enroll for this course, but it does not necessarily mean, they will be our target learners.

Learners will have to take a pre-skill assessment, which will be designed and available, when students enroll for this course to measure the learners' knowledge in the topics to be covered in the course. A recommendation will be given to the learner so they can decide if they want to continue with this course or drop it. Learners can drop this course at any time.

This course is only available in English at this time. Learners are very diverse (heterogeneous) as they are originally from different places (USA, Latin America, European, Asians) but they all need to speak English. The course might be available in other languages in the future.

This course will have three sessions per year. Each session has a different course flow, synchronous flow, semi-synchronous flow, and asynchronous flow. The first session, synchronous, learners will do their work at the same time when everybody else is doing their work. There are strict due dates for activities, discussions, assignments, and assessments. An instructor will lead a synchronous session for each module and grade some of the

assignments. Basically, this will be a one module per week schedule. The whole session will be 8 weeks. Learners must register the course before the course begins.

The second session, semi-synchronous, learners can do their work at their own pace, but activities, assignments, and assessments still have due dates. The schedule will be longer than the first section. Typically, one module will last 2 weeks. The duration of the course will be 16 weeks. An instructor will grade some of the assignments. Learners must register for the course before the course begins.

The third session, asynchronous, there are no due dates established. Learners can join anytime and do whatever they want. This section will be available all year long.

This course will be hosted on Google Course Builder. Anyone who has a Google account can register for this course. Since this is an Open Source Course, students are required to maintain their confidentiality in this course. In the future, this course may be migrated or transferred to other platforms.

Task Analysis
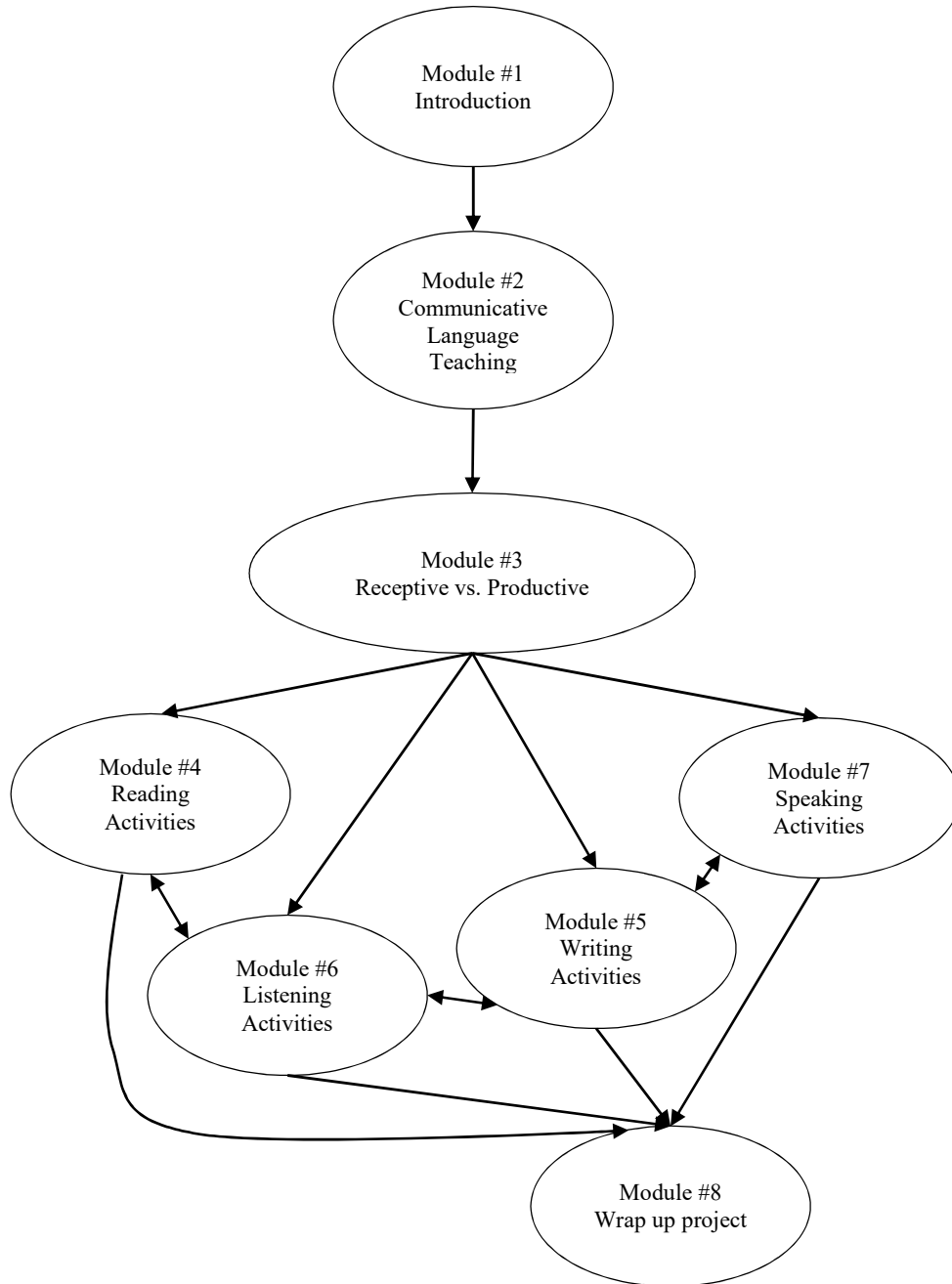
```
                    ┌─────────────────┐
                    │   Module #1     │
                    │  Introduction   │
                    └────────┬────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │   Module #2     │
                    │ Communicative   │
                    │   Language      │
                    │   Teaching      │
                    └────────┬────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │   Module #3     │
                    │ Receptive vs.   │
                    │   Productive    │
                    └─────────────────┘
```

Module #1
Introduction

Module #2
Communicative
Language
Teaching

Module #3
Receptive vs. Productive

Module #4
Reading
Activities

Module #7
Speaking
Activities

Module #5
Writing
Activities

Module #6
Listening
Activities

Module #8
Wrap up project

Instructional Units

Module One - Introduction (Course Overview)

   Topics

- Course Access and Trouble-shooting

- Overview of what we will cover in the course and will get to know the instructor and the other students.

- Reasons behind learning more about the communicative language teaching

Learning Objectives

- Learner will learn how to navigate through the course and practice and become familiar with general information and the course content.

- Learner will learn the concept of "Motivation" which is one the main key to keep students interested in learning a language.

- A pre-assessment will be offered to the learners to know their previous knowledge of content of the course.

Storyboard/Prototype

Students will work through this module to familiarize and get an overview of the course through a series of readings, videos and discussion board topics. There will be a pre-assessment to evaluate the student's knowledge about Communicative Language Teaching.

Activities:

Warm up activities

Student introductions (Discussion Board)

Media

Video/audio podcast, you tube, teachertube, Wikis, Twitter

Text. Mobile apps

Assessment (s)

Discussion Board 1 + Reply (20 points.)

Module Two - Communicative Language Teaching

Topics

- Concepts

- Overview of the Evolution of CLT

- Principles (Characteristics)

Learning Objectives

- Learner will be able to go over the concept, benefits, and characteristics of communicative activities that will help them prepare better as a language teacher to create a classroom environment where a language can be taught effectively, more communicative and interactive.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

Storyboard/Prototype

Students will work through this module to understand the meaning and evolution of Communicative Language teaching as well as the principles through a series of readings, videos, discussion board topics and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Watch short interviews of different language teachers about their impressions about CLT)

- Example of a communicative language classroom

- Listen to short lecture about CLT

- Reading (miscellaneous about the topic)

- Topic to discuss post by instructor (Discussion Board)

Media

Video/audio podcast

Text

Assessment (s)

- Discussion Board 2 + Reply (20 points)

- Exercises (quizzes) (Computer grade)

- Write about your experience with communicative activities in the language classroom. (Peer review)

Module Three - Receptive vs. Productive Language Skills in the Communicative Language Classroom

Topics

- Concepts

- Overview

- Types of activities for receptive communication

- Examples

Learning Objectives

- Learner will be able to go over the concept, benefits, and characteristics of receptive and productive communicative skills in the communicative language classroom.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

- Learner will be able to describe the types of activities for receptive communication.

- Learner will be able to create a receptive communicative activity to apply in a language classroom.

Storyboard/Prototype

Students will work through this module to understand and analyze the concepts, benefits, and characteristics of receptive and productive communicative skills in the communicative language classroom through a series of readings, videos, discussion board topics and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Listen to short lectures about receptive communicative skills.

- Watch a short video with a sample of a receptive and productive communicative activities in a language classroom.

- Reading (miscellaneous about the topic)

- Topic to discuss post by instructor (Discussion Board)

Media

Videos/Podcasts

PPT

Text

Assessment (s)

- Discussion Board 3 + Reply (20 points)

- Exercises (quizzes) (Computer grade)

- Identify which of the following activities are communicative or not. The one that you consider is not communicative, how would you make it communicative? Why is it communicative? (Peer review)

Module Four - Reading comprehension using communicative language teaching

Topics

- Communicative Activities vs. Non-Communicative Activities

- Evaluating and selecting activities

- Integrating the reading activities to a language classroom

- Identifying learning strategies behind the communicative activities

- Communicative reading activities

Learning Objectives

- Learner will be able to go over the concept, benefits, and characteristics of reading comprehension, using communicative language teaching.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

- Learner will be able to describe reading comprehension communicative activity to apply in a language classroom.

Storyboard/Prototype

Students will work through this module to review and analyze the concepts, benefits, and characteristics of reading communicative skills in the communicative language classroom through a series of readings, videos, discussion board topics and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Listen to short lecture about listening comprehension activities.

- Watch a short video with a sample of a reading comprehension communicative activities in a language classroom.

- Reading (miscellaneous about the topic)

- Topic to discuss post by instructor (Discussion Board)

Media

Videos/Podcasts

PPT

Text

Assessment (s)

- Discussion Board 4 + Reply (20 points)

- Exercises (quizzes) (Computer grade)

- Create a Communicative Activity (Peer review)

Module Five - Listening comprehension using communicative language teaching

Topics

- Communicative Activities vs. Non-Communicative Activities

- Evaluating and selecting activities

- Integrating the listening activities to a language classroom

- Identifying learning strategies behind the communicative activities

- Communicative listening activities

- Learning Objectives

- Learner will be able to go over the concept, benefits, and characteristics of listening comprehension, using communicative language teaching.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

- Learner will be able to describe the types of activities for listening comprehension.

- Learner will be able to create a listening comprehension communicative activity to apply in a language classroom.

Storyboard/Prototype

Students will work through this module to review and analyze the concepts, benefits, and characteristics of listening communicative skills in the communicative language classroom through a series of readings, videos, discussion board topics and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Discussion Board,

- Create a listening activity

Media

Video/audio podcast

Text

- Assessment (s)

- Discussion Board (20 points.)

- Exercises (quizzes) (Computer grade)

- Create a Communicative Activity (Peer review)

Module Six - Writing Productive skills using communicative language teaching

Topics

- Communicative Activities vs. Non-Communicative Activities

- Evaluating and selecting activities

- Integrating the writing activities to a language classroom

- Identifying learning strategies behind the communicative activities

- Communicative writing activities

Learning Objectives

- Learner will be able to go over the concept, benefits, and characteristics of writing productive skills, using communicative language teaching.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

- Learner will be able to describe the types of activities for writing production.

- Learner will be able to create a writing communicative activity to apply in a language classroom.

Storyboard/Prototype

Students will work through this module to review and analyze the concepts, benefits, and characteristics of writing productive skills in the communicative language classroom through a series of readings, videos, discussion board topics and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Discussion Board 5 + Reply (20 points.)

- Create a Communicative Activity

Media

Video/audio podcast

Text

Assessment (s)

Exercises (quizzes) (Computer grade)

Module Seven - Speaking Productive skills using communicative language teaching

Topics

- Communicative Activities vs. Non-Communicative Activities

- Evaluating and selecting activities

- Integrating the speaking activities to a language classroom

- Identifying learning strategies behind the communicative activities

- Communicative speaking activities

Learning Goals

- Learner will be able to go over the concept, benefits, and characteristics of speaking productive skills, using communicative language teaching.

- Learner will be able to compare and adapt the best concept that applies to his/her own language classroom situation.

- Learner will be able to describe the types of activities for speaking production.

- Learner will be able to create a speaking communicative activity to apply in a language classroom.

Storyboard/Prototype

Students will work through this module to review and analyze the concepts, benefits, and characteristics of speaking productive skills in the communicative language classroom through a series of readings, videos, discussion board topics and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Discussion Board 6 + Reply (20 points.)

- Writing communicative activities (Peer review)

Media

Video/audio podcast

Text

Assessment (s)

- Discussion Board 5 + Reply (20 points.)

- Exercises (quizzes) (Computer grade)

Module Eight – Communicative activities in a lesson plan

Topics

- Review of the most important points discussed during the course

- Final Assessment

Learning Objectives

- Learner will be able to go review the concept, benefits, and characteristics of speaking productive skills, using communicative language teaching.

- Learner will be able integrate communicative activities in a lesson plan to apply it in a language classroom.

Storyboard/Prototype

Students will work through this module to review and analyze the concepts, benefits, and characteristics of speaking productive skills in the communicative language classroom through a series of readings, videos, discussion board topics and exercises to evaluate the learner's knowledge of the content presented in this module.

Activities:

- Discussion Board

- Readings (articles to be posted)

Media

Video/audio podcast

Text

Assessment (s)

Lesson Plan (Peer review)

Calendar

Session I (Synchronous flow)

Date	Topic	Task	Assignment Due
Week 1 Jan 6th-12th	Getting started	Reading: Module 1 materials	Entry skills assessment Due 11:59 p.m. Jan 6th
Week 2 Jan 13th-19th	Introduction to the communicative approach	Reading: Module 2 materials Module activities and discussion	Online discussion Initial post due Jan 14th, Comments due Jan 16th , and Debate due Jan 17th Module activities Due: Jan 20th 11:59pm EDT each one.
Week 3 Jan 20th -26th	Receptive vs. Productive Language Skills	Reading: Module 3 materials Module activities and discussion	Online discussion Initial post due Jan 21st, Comments due Jan 23rd , and Debate due Jan 24th Module activities Due: Jan 27th 11:59pm EDT each one.
Week 4 Jan 27th-Feb 2nd	Reading comprehension using communicative approach	Reading: Module 4 materials Module activities and discussion	Online discussion Initial post due Jan28th, Comments due Jan 30th , and Debate due Jan 31st Module activities Due: Feb. 3rd 11:59pm EDT each one.

Week 5 Feb 3rd – 9th	Listening comprehension using communicative approach	Reading: Module 5 materials Module activities and discussion	Online discussion Initial post due Feb 4th, Comments due Feb 6th, and Debate due Feb 7th Module activities Due: Feb. 10th 11:59pm EDT each one.
Week 6 Feb 10th – 16th	Writing productive skills using communicative approach	Reading: Module 6 materials Module activities and discussion	Online discussion Initial post due Feb 11th, Comments due Feb 13th, and Debate due Feb 14th Module activities Due: Feb. 17th 11:59pm EDT each one.
Week 7 Feb 17th – 23rd	Speaking productive skills using communicative approach	Reading: Module 7 materials Module activities and discussion	Online discussion Initial post due Feb 18th, Comments due Feb 20th, and Debate due Feb 21st Module activities Due: Feb. 24th 11:59pm EDT each one
Week 8 Feb 24th – Mar 2nd	Wrap up/ Communicative activities in a lesson plan Assignment C	Review main points Design lesson plan for assignment C	Online discussion Initial post due Feb 18th, Comments due Feb 20th, and Debate due Feb 21st Assignment C March 3rd 11:59pm EDT each one

Note:

4) Online discussion: initial post due every Tuesday, comments due every Thursday, and debate due every Friday.

5) Module activities and assignments due every Monday.

6) Due time for each day is 11:59pm EDT.

Session II (Semi-synchronous flow)

Week	Topic	Task	Assignment Due
1-2 Mar 31st -Apr 13th	Getting started	Reading: Module 1 materials	Entry skills assessment Due 11:59 p.m. Mar 31st
3-4 Apr 14th – 27th	Introduction to the communicative approach	Reading: Module 2 materials Module activities and discussion	Online discussion Initial post due Apr 18th, Comments due Apr 22th , and Debate due Jan 25th Module activities Due: Apr 18th 11:59pm EDT each one.
5-6 Apr 28 – May 11	Receptive vs. Productive Language Skills	Reading: Module 3 materials Module activities and discussion	Online discussion Initial post due May 2nd, Comments due May 6th, and Debate due May 9th Module activities Due: May 2nd 11:59pm EDT each one.
7-8 May 12 - 25	Reading comprehension using communicative approach	Reading: Module 4 materials Module activities and discussion	Online discussion Initial post due May16th, Comments due May 20th, and Debate due May 23rd Module activities Due: May 16th 11:59pm EDT each one.
9-10 May 26 – Jun 8	Listening comprehension using communicative approach	Reading: Module 5 materials Module activities and discussion	Online discussion Initial post due May 30th, Comments due Jun 3rd, and Debate due Jun 6th Module activities Due: May 30th 11:59pm EDT each one.
11-12 Jun 9 – Jun 22	Writing Productive skills using communicative	Reading: Module 6 materials	Online discussion Initial post due Jun 13th, Comments due Jun 17th,

	approach	Module activities and discussion	and Debate due Jun 20th Module activities Due: Jun 13th 11:59pm EDT each one.
13-14 Jun 23 – Jul 6	Speaking Productive skills using communicative approach	Reading: Module 7 materials Module activities and discussion	Online discussion Initial post due Jun 27th, Comments due Jul 1st, and Debate due Jul 4th Module activities Due: Jun 27th 11:59pm EDT each one
15-16 Jul 7 – Jul 20	Wrap up Assignment C	Review main points Design lesson plan for assignment C	Online discussion Initial post due Jul 11th, Comments due Jul 15th, and Debate due Jul 18th Assignment C Due: Jul 18th 11:59pm EDT each one

Note:

1) Online discussion: initial post due every first Friday, comments due every second Tuesday, and debate due every second Friday.

2) Module activities and assignments due every first Friday.

3) Due time for each day is 11:59pm EDT.

Session III (Asynchronous flow)

No specific schedule for this session.

Course Evaluation

Students will have access to online course evaluations to complete. We will use the five steps approach to evaluate this course (Simonson, Smaldino, Albright, & Zvacek, 2005). At the first level, we will design a Likert scale to collect learners' reactions for each module.

It will give us a feedback of the quality of the course and allow us to make any necessary changes. For the second level, we will use open-ended questions and assignments to check learning outcomes. As to the third level, learners will be asked to design a lesson plan to show how they will apply the knowledge and skills in a real situation. At the fourth level, surveys will be distributed to learners to collect information and opinion on their professional development. Finally, we will do surveys on the satisfaction of comparing the investment of time and efforts with learning outcomes.

Conclusion

We hope this online course gives the language teachers the necessary tools to be more effective when integrating communicative activities in the language classroom. By experience we have seen how teachers play an important role when teaching a language. The focus of this course is to make language teachers aware of it and that if they have a better attitude towards CLT, the implementation of communicative activities in a language classroom will be effective and successful.

References

Dick, W., Carey, L., & Carey, J. O. (2009). *The systematic design of instruction* (7th ed.). Boston: Pearson/Allyn and Bacon.

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2005). *Teaching and learning at a distance: Foundations of distance education*. Upper Saddle River, NJ: Pearson Education, Inc.

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2007). *Instructional technology and media for learning* (9th ed.). Upper Saddle River, N.J: Pearson Merrill Prentice Hall.

The International Society for Technology in Education (ISTE) (2008). *Standards for Teachers*. Retrieved from: http://www.iste.org/docs/pdfs/nets-t-standards.pdf

Appendix D. Instructional Units

D1. Announcement

About the Course

This online course will encourage language teachers to use the communicative language teaching in a language class. Learners will have the opportunity to share and exchange their own ideas and experiences of communicative activities in the language classroom. The most important element of a language teacher's mission is to engage with students actively to use an appropriate language in and outside the classroom. Upon completion of the course, learners will promote effective language teaching using the communicative approach that results in students gain.

Course Format

The course will have a total of 8 modules. Each module will consist of short videos with interviews and sample activities of receptive and productive language skills (reading, writing, listening and speaking), as well as readings to reflect, compare and adapt to real-world situations in the language classroom. Learner will engage actively through self-assessment, peer-graded assignments, and group discussions. The last module will be a general review and preparation for the last assignment, which will be to prepare a lesson plan.

Frequently Asked Questions (FAQ)

- **Will learners receive a certificate after completing this course?**

  On the satisfactory completion of this course, learners will receive a Certificate related to the course.

- **What background do learners need to have to enroll in this course?**

This course is designed for language teachers who have a strong interest in learning more about the communicative language teaching. Preferably with 3 years of experience.

- **What resources do leaners need for this class?**

In this course, learners need Internet connection and the time to read, reflect, and participate in discussions with their peers.

- **What minimum skills should learners have for this class?**

Learners should be able to:

o Use browsers (the latest versions of Firefox, Chrome, Safari, and Internet Explorer are suggested) to access our website, download files from the website, and upload files to the website.

o Use word processing software to do assignments.

o Become familiar with some web tools, such as discussion board, blog, wiki, etc. as well as using email with attachments.

- **How will leaners be evaluated in module activities?**

Learners' submission will be evaluated immediately via instant feedback. Once learners submit their answers, learners will be able to check their responses. Evaluating peers' activities is also important. By evaluating peers' work will give the learners more ideas from multiple perspectives.

- **H**ow **will learners be evaluated for their reading reflection assignments?**

Learners' reflections will be evaluated based on a rubric provided for each activity by the instructor. In this assignment, learners are required to evaluate at least three of peer's reading reflections to complete this assignment. Peer evaluation offers learners

the opportunity to learn by "teaching". Evaluation targets will be assigned randomly. Learners also have an opportunity to give their personal feedback to their peers. The peer evaluation session will have a due date. Learners must submit peer evaluations before the due date. After the due date of peer evaluation, learners will be able to see the grades and feedback from peers.

- **How will learners be evaluated in the discussion board?**

  Learners' posts and comments will be evaluated based on a rubric provided to the learner by the instructors. Each week's discussion has 20 points.

- **Who and where can learners find support if they have problems in this class?**

  If learners have questions about how to use the tools and functions in Blackboard, learners can try the online help at

  http://help.blackboard.com/enus/Learn/9.1_SP_12_and_SP_13/Student or email to

  CourseSites.Support@blackboard.com for help.

  If learners have questions about the course content, activities, assignments, or discussions, post the questions in the Q&A forum or send email to the instructors. Learners find the instructors' contact information in the Instructors tab. Learners can post any types of question in the Q&A forum.

Institutional support

If learners have any questions about institutional support, technology support, accessibility policies and services, please contact:

Carolina Colmenares

Email: ccolmenares@sycamores.indstate.edu

Work Phone: (954) 3844566

Haisong Ye

Email: hye@sycamores.indstate.edu

Work Phone: 812-223-1649

D2. Module 1 - Teacher's Role in the Communicative Language Class

1.1 Introduction

This module will include the concept of communicative activities and an overview of the roles and responsibilities of the teacher within a learner centered environment to language teaching. We'll take a closer look at the importance of the teacher's role in the communicative language environment.

The Learning Objectives of this module are that learners should be able to

- Describe the concept of Communicative Activities in the language classrooms.

- Identify the teacher's role in a communicative language classroom.

- Develop an example of a communicative activity based on a given activity.

- Compare your role as a language teacher when implementing the communicative language teaching with the results of the research study presented in this module.

1.2 What Are Communicative Activities?

Communicative activities include any activities that encourage and require a learner to speak to people in their community, and listen to other learners, as well as with people in the program and community. Communicative activities can have different purposes: to find information, break down barriers, talk about oneself, social challenges, engage in community support group, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes. (Moss & Ross-Feldman, 2003).

1.3 Teacher's Roles

Language teachers need to be proactive and demonstrate how to integrate communicative activities in a classroom. Therefore, it is important to remember that teachers are:

- A source of knowledge in terms of both the target language and the choice of methodology.

- An activity organizer. The teacher determines and directs the learning activities, motivates and encourages students. Also provides authoritative feedback on students' performance.

Teachers have a huge responsibility to initiate learners' motivation and keep it alive throughout the learning process.

Let's take this example.

Watch this video (http://www.youtube.com/watch?v=Bu3KHC1DRFM)

Activity 1.3.1

After watching the video, please answer the following questions in this activity.

(This is a self-assessment activity. Once you submit your answers, you will be able to check your response.) (Due date: January 06, 2014, 11:59pm)

1. Write in your own words, the concept of communicative activities

_____

_____

_____

Sample answer:

Communicative activities include any activities that encourage and require a learner to speak to people in their community, and listen to other learners, as well as with people in the program and community. The purpose of the Communicative activities are: to find information, break down barriers, talk about oneself, social challenges, engage in community support group, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes. (Moss & Ross-Feldman, 2003).

2. Describe the teacher's role during the communicative activity

_____

_____

_____

Sample answer:

Teacher:

Talks less

Listens more

Becomes active facilitator

Sets up the exercise

Sets back and observe

3. Do you think you can improve the activity presented in the video? Can you give an example on how you would do it? Explain. If not, explain why not.

_____

_____

_____

_____

Sample answer:

- I can make the student exchange roles so they can practice each one of them.

- I can have one of the students to be the judge instead.

- I can record the activity to discuss in class.

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is optional. This note will not be published to the website.]

Reading Reflection Assignment (20 points.)

(This is a peer-graded assignment. Please follow the rubric to evaluate the assignment. You can find more information on peer-graded assignment in FAQ)

(Submission due date: January 06, 2014, 11:59pm; Evaluation due date: January 08, 2014, 11:59pm)

Please go to Reading The Role of Instructors in Implementing Communicative Language Teaching Methodology

After reading the research paper, answer the following questions to reflect on your role as a language teacher.

1. What does it mean to be a language teacher?

    _____

    _____

    _____

    _____

2. How do you see the role relationships between teachers and learners in a communicative language classroom?

    _____

    _____

    _____

    _____

    _____

3. After reading the conclusion and recommendation, do you identify yourself in this study? Why?

    _____

    _____

    _____

    _____

You can find the rubric for peer assessment here.

[Notes: Use peer-evaluation assessment in CourseSites. Peer evaluation for this activity is required. The minimum number of peer evaluation is 3. This note will not be published to the website.]

Rubric for Reading Reflection

Criteria	0 points No evident	3 points Competent	5 points Proficient	Rating
Information Provided	Entirely descriptive e,g, list of learning events with no evidence of reflection.	Limited use of other sources of information to put the event in context.	Uses range of sources to clarify thoughts and feelings	
Critical Analysis	No evidence of analysis (i.e. an attempt to make sense of thoughts)	Some evidence of critical thinking and analysis, describing own thought processes.	Demonstrates well-developed analysis and critical thinking e.g. using the evidence base to justify or change behavior.	
Self-Awareness	No self-awareness	Some self-awareness demonstrating openness and honesty about performance and some consideration of feelings generated.	Shows insight, seeing performance in relation to what might be expected of teachers.	
Evidence of Learning	No evidence of learning (i.e. clarification of what needs to be learned and why)	Some evidence of learning, appropriately describing what needs to be learned, why and how.	Good evidence of learning, with critical assessment, prioritization and planning of learning.	
			TOTAL _____/20	

Adapted from:

http://www.derbygpvts.co.uk/Forms/levels%20of%20reflection%20and%20log%20entries.pdf

Class Discussion (20 points.)

This activity will be done through the discussion board.

(Initial post due January 07, 2014, comments due January 09, 2014, reflection for comments

due January 10, 2014)

Class discussion for this module:

- Introduce yourself and make sure to write the reasons why you are taking this course

   and your expectations related to the objectives of the course.

- Answer at least 2 of your classmates.

Click here to the discussion board.

Criteria for Discussion Board

5 points Inadequate	No late or inadequate posting
10 points Adequate	Accurate posting
15 points Exceptional	Accurate posting AND meaningful responses to your classmates
20 points Very Exceptional	Accurate posting AND meaningful responses to your classmates AND exceptional insight into the issue.

Further readings (optional)

If Learners are interested in getting more information about the topic presented in this module,

read the articles below.

Stronge, J. H. (2007). *Qualities of effective teachers* (2nd ed.). Alexandria, VA: ASCD.

Diversity and Dialogue. (2013). Communication and trust-building exercises. Retrieved from

   http://www.diversityanddialogue.org.uk/files/communication_activities_0.pdf

Tudor, I. (1992). Teacher roles in the learning-centred classroom. *ELT Journal*, *47*(1), 22-31.

References

Moss, D., & Ross-Feldman, L. (2003). *Second-language acquisition in adults: From research to practice*. Retrieved from http://www.cal.org/caela/esl_resources/digests/sla.html

Abebe, T. T., Davidson, L. M., & Biru , F. (2012). The role of instructors in implementing communicative language teaching methodology. *Research on Humanities and Social Sciences, 2*(3), 52-63. Retrieved from www.iiste.org

Survey for Module 1

1. Were you able to access the video for Module 1?

○ Yes ○ No

2. Was the video helpful?

○ Yes ○ No

3. Was the reading helpful in reinforcing the course concepts?

○ Yes ○ No

4. Were the objectives of the module met?

○ Yes ○ No

D3. Module 2 - Communicative Language Teaching (CLT)

2.1 Introduction

This module will provide the concept of Communicative Language Teaching (CLT), a CLT overview and the principles that facilitate the language learning process. We'll take a closer look at the benefits and characteristics of CLT. We'll also be able to compare and adapt the best concepts that apply to our own language classroom situation.

Before starting this module, learners should be familiar with the different elements that comprise communicative activities and the importance of the teacher's role in managing a communicative language classroom.

In this module, learners will have the opportunity to view several interviews from our language teachers. Learners will get their understanding of CLT and their opinions of benefits and disadvantages of CLT. Learners will complete self-check module activity, peer-evaluation assignment, and class discussion. Learners can find all the components in this module content. There is no special skills and software needed in this module (please refer to FAQ for minimum technical skills for this class).

The Learning Objectives of this module are that learners should be able to:

- Describe the concept of Communicative Language Teaching as it relates to a set of language practices.

- Differentiate among Approach, Method and Technique.

- Identify and analyze principles underlying the Communicative Language Teaching approach.

2.2 What is Communicative Language teaching?

Communicative language teaching (CLT) is generally described by many researchers as an approach for teaching with a set of classroom practices.

According to Richards and Rodgers (2001) CLT refers to a diverse set of principles that reflect a communicative view of language learning and that can be used to support a wide variety of classroom procedures.

Nunan's (1991) defines CLT by describing it through 5 principles or features:

1. An emphasis on learning to communicate through interaction in the target language,

2. The introduction of authentic texts into the learning situation,

3. The provision of opportunities for learners to focus, not only on language but also on the learning management process,

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning,

5. An attempt to link classroom language learning with language activities outside the classroom.

2.3 What are the differences between Teaching Approach, Teaching Method, and Teaching Technique?

It is important to clarify the concepts to make better use of them when discussing about communicative language teaching. It will help us avoid any misunderstanding. Celce-Murcia (1991) explains them:

➢ **Approach:** Something that reflects a certain model or research paradigm—a theory. This term is broadest of the three.

➢ **Method:** A set of procedures, i.e., a system that spells out rather precisely how to teach a second or foreign language. It is more specific than an approach but less

specific than a technique. Methods are typically compatible with one (or sometimes two) approaches.

- ➢ **Technique:** A classroom device or activity and thus represents the narrowest of the three terms. Some techniques are widely used and found in many methods, however some techniques are specific to or characteristic of a given method.

2.4 Teachers Share Their Understanding of Communicative Language Teaching

In the following clips, each of the language teachers offers a personal view of the communicative approach.

http://www.youtube.com/watch?v=Tskl8ghU8Hc

Ed

http://www.youtube.com/watch?v=WOl6lQLJ8Uk

Michael

http://www.youtube.com/watch?v=nySCB__6IXE

Juliana

http://www.youtube.com/watch?v=F2RSyzI8ocY

Rosario

Text version of the interviews:

Ed:

"Hello, my name is Ed. I have been an ESOL teacher for approximately ten, eleven, or twelve years. Today, I'd like to talk about the definition of communicative approached language learning. The first thing I'd like to start out I start is that communicative is the adjective of communication. For me, that's what we are doing in the classroom. Students have to use the language to communicate with each other and with the teacher. Most of them are very interested in communicating with spoken words, not so much with writing, reading, and listening. They really want to learn to speak the language. This means they need vocabulary, and they need lots and lots of practice exchanging information, exchanging feelings, and everything from movies to love to news to arguments to bad jokes. This me is a communicative approach." (Gregory, Ed., 2013)

Juliana:

"So the communicative approach... My perspective is a methodology, not really a methodology, but teaching is strategy used to incorporate all skills in the classroom, and to do so by keeping students center of the learning process. And, integration of skills is a key fact in this case too, I think. The communicative approach is a very wide concept that involves the teacher being the facilitator, and stepping aside and having the student as the center of the learning process, and doing so by not working with skills isolated, but in a comprehensive way with all skills together." (Schulz, J., 2013)

Michael:

"Hi, I'm Michael Nubern and for me, communicative approach and activity that I would see in a classroom is bringing the experiences from the teacher and students to the conversation in the classroom using what they know, what they experience, what I know and experience, and putting all these together on paper, in a listening activity, in the board, in grammar, and

having their experiences and my experiences fuse together and being able to speak and go out into the world and use what they've learned in class." (Newbern, M., 2013)

Rosario:

"Hi, my name is Rosario. I am a Spanish teacher. I teach Spanish as a foreign language. For me, to use a communicative approach in language teaching is to make sure that my students are competent in their language, and they are able to communicate in the classroom and they will be able to communicate outside of the classroom." (Sanchez, R., 2013)

[Notes: In CourseSites, these videos will be embedded in the content page. <u>This note will not be published to the website</u>.]

Activity 2.4.1

After watching the video, please answer the following questions.

(This is a self-assessment activity. Once you submit your answers, you will be able to check your response.) (Due date: January 13, 2014, 11:59pm)

1. Can you identify, list and explain the principles that describe the Communicative Language Teaching or communicative approach based on the teachers' perspectives? Did you notice different emphasis?

   _____

   _____

   _____

   _____

   Sample answers:

   Michael

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- Bring together experiences from the teachers and the students to the conversation in the classroom.

- Putting the experiences together on paper, in a listening activity, in the board, in grammar.

- Able to speak and go out into the world and use what they learned in class.

Ed

- It's the adjective of communication.

- Students have to use the language to communicate with themselves and with the teachers.

- Students interested in communicating with spoken words, not so much with writing, reading and listening.

- Students want to learn to speak the language (vocabulary)

- •Students need a lot practice exchanging information, feelings, movies, love, news, arguments to bad jokes.

Juliana

- Teaching strategies used to incorporate all skills in the classroom.

- Keeping students centered of the learning process.

- Integrating the skills is a key factor.

- Wide concept that involves the teacher being the facilitator and stepping aside.

- Working with the skills in a comprehensive way and not isolated.

Rosario

- Make sure students are competent in the language.

- Able to communicate in the classroom as well as outside the classroom.

2. In your own words, explain what communicative language teaching means to you.

_____

_____

_____

Sample answer:

Communicative language teaching (CLT) is generally described by many researchers as an approach for teaching with a set of classroom practices.

According to Richards and Rodgers (2001) CLT refers to a diverse set of principles that reflect a communicative view of language learning and that can be used to support a wide variety of classroom procedures.

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is optional. This note will not be published to the website.]

2.5 Evolution and Fundamental Principles of CLT

Let's have a deeper understanding of what CLT means and more specifics on the evolution and principles of CLT

Listen and read the Wiki Article about Communicative Language Teaching.

https://www.youtube.com/watch?v=f3s4isqv-bo

Reading Reflection Assignment 2 (20 points.)

(This is a peer-graded assignment. Please follow the rubric to evaluate the assignment. You can find more information on peer-graded assignment in FAQ)

(Submission due date: January 13, 2014, 11:59pm; Evaluation due date: January 15, 2014, 11:59pm)

After listening and reading the wiki-article, answer the following questions to reflect on your understanding of communicative language teaching.

1. Based on the reading, what were the main reasons the communicative language teaching (CLT) became so popular in the language classroom? Explain

   _____

   _____

   _____

   _____

2. Do you think CLT is still the most used for teaching a language? Do you use it in your language classroom? Explain.

   _____

   _____

   _____

   _____

   _____

3. Read the following statement and indicate if you agree or disagree with it? Why?

   "Language is best learned interactively, in a social environment, in an ideal class. Students work together a lot."

   _____

   _____

   _____

   _____

You can find the rubric for peer assessment here.

Rubric for Reading Reflection Assignment

Criteria	0 points No evident	3 points Competent	5 points Proficient	Rating
Information Provided	Entirely descriptive e,g, list of learning events with no evidence of reflection.	Limited use of other sources of information to put the event in context.	Uses range of sources to clarify thoughts and feelings	
Critical Analysis	No evidence of analysis (i.e. an attempt to make sense of thoughts)	Some evidence of critical thinking and analysis, describing own thought processes.	Demonstrates well-developed analysis and critical thinking e.g. using the evidence base to justify or change behavior.	
Self-Awareness	No self-awareness	Some self-awareness demonstrating openness and honesty about performance and some consideration of feelings generated.	Shows insight, seeing performance in relation to what might be expected of teachers.	
Evidence of Learning	No evidence of learning (i.e. clarification of what needs to be learned and why)	Some evidence of learning, appropriately describing what needs to be learned, why and how.	Good evidence of learning, with critical assessment, prioritization and planning of learning.	
			TOTAL _____/20	

Adapted from:

http://www.derbygpvts.co.uk/Forms/levels%20of%20reflection%20and%20log%20entries.pdf

Class Discussion 2 (20 points.)

This activity will be done through the discussion board.

 (Initial post due January 14, 2014, comments due January 16, 2014, reflection for comments due January 17, 2014)

Class discussion for this module:

http://www.youtube.com/watch?v=b81HILaj-dA

Text version of the interviews:

Benefits

"Benefits of communicative approach. Our students come to us to learn English. Because for them, it means study in university; it means job promotions; it means job security; it means moving around the world where English is the dominated international language. If they can learn to communicate in our little classes, then they can get out there and use language as a living throbbing mechanism for making friends, doing business, making deals. It's really a life. A dull boring classroom does not let the language come alive. That's what you want them to do to communicate in an exciting atmosphere." (Gregory, Ed., 2003)

Disadvantages

" Disadvantages of communicative approach. I don't see any at all. I mean the whole point of language is to communicate. And, if you are in a classroom, that's exactly what you are trying to do – get them to communicate with you and with each other. I do think, however,

sometimes, a cautionary note is needed here about this subject of grammar. Don't want to over-emphasize it. Your class cannot be filled with grammar, grammar, and grammar. On the other hand, grammar gives the students structure. So they know time relationships and if they have good sense of construction, the other person, the person they are talking to, the person they want something from, will relax and pay more attention to them. Grammar is essential. It's sometimes neglected. So people can talk, talk, talk, talk, but this also leads us to the idea of false beginner. You learn all your English from films. You learn all your English from rap song, god knows what. But you cannot put them all together, so it flows, clearly, concisely, and exactly. Grammar will help." (Gregory, Ed., 2003)

After watching the videos answer the following:

1. How can students benefit from the communicative approach?

2. When talking about the disadvantages of the communicative approach, explain what the teacher means by: "You don't want to overemphasize it. Your class cannot be filled with grammar, grammar, grammar…"

3. Based on your own experience, what have been the pros and cons when teaching with the communicative approach?

Comment at least 2 of your classmates and response your classmates' comments.

Click here to the discussion board.

Criteria for Discussion Board

5 points Inadequate	No late or inadequate posting
10 points Adequate	Accurate posting
15 points Exceptional	Accurate posting AND meaningful responses to your classmates

20 points Very Exceptional	Accurate posting AND meaningful responses to your classmates AND exceptional insight into the issue.

[Notes: In CourseSites, these videos will be embedded in the content page. <u>This note will not be published to the website</u>.]

Suggested readings (optional)

If learners are interested in getting more information about the topic presented in this module, read the articles below.

Banciu, V., & Jireghie, A. (2012). Communicative Language Teaching. *The Public Administration and Social Policies Review, 1*(8), 94-98.

Richards, J.C. (2006). *Communicative Language Teaching Today*. New York, NY: Cambridge University Press.

Galloway, A. (1993). Communicative language teaching: An introduction and sample activities. Retrieved from http://www.cal.org/resources/digest/gallow01.html

References

Celce-Murcia, M. (Ed.). (1991). *Teaching English as a Second or Foreign Language.* Boston: Newbury House.

Communicative Language Teaching - Wiki Article (2013, June 10), Retrieved from: https://www.youtube.com/watch?v=f3s4isqvbohttp://www.pearsonhighered.com/samplechapter/0131579061.pdf

Fachrunas, R. A. (2012, 05 07). [Web log message]. Retrieved from http://fachrunasahmad.wordpress.com/2012/05/07/summary-of-teaching-methodology-language-teaching-approaches-and-clt

Moss, D., & Ross-Feldman, L. (2003). *Second-language acquisition in adults: From research to practice*. Retrieved from http://www.cal.org/caela/esl_resources/digests/ sla.html/

Nunan, D. (1991). Language teaching methodology. A Textbook for Teachers. Hemel Hempstead: Prentice Hall International.

Richards, J. C. and Rodgers T. S. (2001). Approaches and methods in language teaching. (2nd Ed.) Cambridge: Cambridge University Press.

Survey for Module 2

1. Were you able to access the video for Module 2?

○ Yes   ○ No

2. Was the video helpful?

○ Yes   ○ No

3. Was the reading helpful in reinforcing the course concepts?

○ Yes   ○ No

4. Were the objectives of the module met?

○ Yes   ○ No

D4. Module 3 - Receptive and Productive Language Skills

3.1 Introduction

This module will provide concepts, differences, and importance of using and integrating the receptive and productive language skills in the learning process. We'll take a closer look at the types of activities for receptive and productive languages and how we can integrate these skills in a class.

Before starting this module, learners should be familiar with the different elements that comprise communicative activities and the importance of the teacher's role in managing a communicative language classroom.

Learners also should understand the concept of communicative language teaching (CLT), or the communicative approach applied to second or foreign language acquisition, all this as a result of having completed the previous modules.

In this module, learners will have the opportunity to watch interviews from language teachers about receptive and productive skills. Learners will complete self-check activities, a peer-evaluation assignment, and class discussions. Learners can find all the components in this module content. No special skills and software are needed in this module (please refer to FAQ for minimum technical skills for this class).

The Learning Objectives of this module are that learners should be able to:

- describe the concepts of receptive and productive language skills

- differentiate receptive vs. productive language use

- describe the importance of integrating the four language skills in a language classroom

- identify the type of language skills in a given classroom situation

3.2 What Are Receptive and Productive Language Skills?

When teaching a second or foreign language, we have to consider the four basic skills: reading, writing, listening and speaking (Al-Jawi, 2010, p. 2). According to Al-Jawi (2010), these skills are usually divided into two categories:

1. Receptive (Reading and listening) Passive

2. Productive (Speaking and writing) Active

Listen to a language teacher giving her impression of what these skills means to her:

http://www.youtube.com/watch?v=sJt5lPsxuns&feature=youtu.be

Script:

"The teaching of the receptive skills means the teaching of listening and reading. I usually bring materials that are authentic to my language classroom. In other words, I bring materials that native speakers use, and I just create different tasks so that my students can practice what they would read in context in the real world. The teaching of productive skills means the teaching of speaking and writing. In other words the teaching of what they would be producing in terms of language. The language activities that I bring in the classroom have a very important ingredient which is the ingredient of information gap. Information gap activities, are activities in which student A knows something that student B doesn't know and student B knows something that student A doesn't know and they need to communicate and interact in order to fill the gap" (Sanchez, R. 2013).

Activity 3.2.1

(This is a self-assessment activity. Once learners submit answers, you will be able to check your response.) (Due date: January 20, 2014, 11:59pm)

After reading the concepts and listening to the short video, answer the questions.

1. In your opinion, what are the differences between receptive and productive language use?

_____

_____

_____

_____

Sample answers:

Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it. On the other hand, productive means that we produce language forms by speaking and writing to convey messages to others.

2. Give one example of a receptive and a productive activity you have used in your language classroom.

_____

_____

_____

_____

Sample answers:

Answer may vary.

A receptive activity in class could be:

Read an article for comprehension

A productive activity in class could be:

Discuss in pair the topic presented in the article to exchange ideas.

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is optional. <u>This note will not be published to the website</u>.]

Activity 3.2.2

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: January 20, 2014, 11:59pm)

Watch the following video and answer the questions.

http://youtu.be/g8kCw4JKbq8

Script

"I'm going to explain one of my favorite activities that never fails and I do this a lot and especially on Monday morning when the students come and it's been a weekend and they don't want really like to do anything, you know, so structured and this activity is simple, is vocabulary. I come into the classroom and I tell them I have a problem. It can work for many different things. The one that I do a lot of times because the students see every day, they know in their languages, maybe they don't know in their languages because it's this random thing, so I come in and I say: "Guys the weekend was horrible. I had a really big problem in the bathroom" and so we have to go through when talking about plunger, for example, leaking,

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tubes. Hey, if I ever have that problem now, I can say it in English. So is this simple vocabulary activity. Maybe I can have a problem, but we can do it for the car too, for anything. We can create this like scenario and the learn the vocabulary as we get the action words of what it is and what is this and at the end of the class, they have this new vocabulary and they can go and use it" (Newbern, M., 2013).

1. What skills did the teacher use, and how?

   _____

   _____

   _____

   Sample answer:

   Speaking mainly and listening

2. What was the purpose of the activity in class? Explain

   _____

   _____

   _____

   Sample answer:

   A warm up activity, using a specific everyday situation.

   Use of specific vocabulary to communicate an issue.

   [Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is optional. This note will not be published to the website.]

3.3 Reasons for Integrating Language Skills

- The use of the four language skills (Reading, listening, writing and speaking) for meaningful purposes is more effective when these skills are integrated. Doing so, classes

get more interesting, and consequently, learners get more motivated and more likely to produce greater language retention.

- Each language skill reinforces or supports the other skills to learn a language in a more natural way, exposing language learners to authentic language.

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. <u>This note will not be published to the website.</u>]

Activity 3.3.3

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: January 20, 2014, 11:59pm)

Watch the following excerpt from a language class and answer the questions.

http://www.youtube.com/watch?v=DcNQ5T8n1vk

1. What skills were integrated, and how**?**

   _____

   _____

   _____

   _____

   Sample answer:

Receptive (reading, listening) and productive (Speaking) skills in combination with each other.

2. What kind of resources did the teacher use, and how did those resources support the integration of skills?

_____

_____

_____

Sample answer:

Resources that were both tangible (interactive white board), and intangible (ideas, brainstorming, speech reflecting analysis).

[Notes: In CourseSites, these videos will be embedded in the content page. <u>This note will not be published to the website</u>.]

Reading Reflection Assignment (20 points.)

(This is a peer-graded assignment. Please follow the rubric to evaluate the assignment. You can find more information on peer-graded assignment in <u>FAQ</u>)

(Submission due date: January 20, 2014, 11:59pm; Evaluation due date: January 21, 2014, 11:59pm)

Please read the article: <u>An approach to the integration of the skills in English teaching</u>

Based on the reading, please answer the following questions to reflect on the approach to the integration of the language skills in classroom.

1. Why should a teacher integrate the four language skills when teaching a language? Do you agree with Branenbraun's perspective?

_____

_____

_____

_____

2. How do you activate strategies for learning in the learners? Use a real example taken from your language classroom.

_____

_____

_____

_____

_____

3. What is your opinion about this article? Do you find it useful to improve the teaching of your language classes? Explain.

_____

_____

_____

_____

_____

You can find the rubric for peer assessment here.

[Notes: Use peer-evaluation assessment in CourseSites. Peer evaluation for this activity is required. The minimum number of peer evaluation is 3. <u>This note will not be published to the website</u>.]

Rubric for Reading Reflection Assignment

Criteria	0 points	3 points	5 points	Rating
Information Provided	Entirely descriptiv e.g., list of learnin events with no evidenc of reflection.	Limited use of othe sources of informatio to put the event i context.	Uses range o sources to clarif thoughts an feelings	
Critical Analysis	No evidence of analysi (i.e. an attempt to mak sense of thoughts)	Some evidence o critical thinking an analysis, describin own though processes.	Demonstrates well developed analysi and critica thinking e.g. usin the evidence bas to justify or chang behavior.	
Self-Awareness	No self-awareness	Some self-awarenes demonstrating openness and honest about performanc and som consideration o feelings generated.	Shows insigh seeing performanc in relation to wha might be expecte of teachers.	
Evidence of Learning	No evidence of learnin (i.e. clarification o what needs to b learned and why)	Some evidence o learning, appropriately describing what need to be learned, wh and how.	Good evidence o learning, wit critical assessmen prioritization an planning o learning.	
			TOTAL _____/2	

Adapted from:

http://www.derbygpvts.co.uk/Forms/levels%20of%20reflection%20and%20log%20entries.pdf

Class Discussion (20 points.)

This activity will take place through the discussion board.

 (Initial post due January 21, 2014, comments due January 23, 2014, reflection for comments

due January 24, 2014)

Class discussion for this module:

http://youtu.be/00o38f7xuYs

Script

"Do I teach the four language skills?

Yes, sooner or later we all teach all four language skills. I think somehow we have to emphasize some skills some weeks more than others, but for me speaking is…speaking is the big one because it has to be automatic, it has to be fluent, finding the correct word for the correct situation. Takes practice, and time and humor. Writing comes in for me really a good close second because all of our learners will sooner or letter have to write reports, have to write emails. Once again, the language has to be right there, automatic, fast, accurate. They have to be aware of some grammar tenses and they have to really have an extensive vocabulary so they know when to be super polite, a little bit polite or maybe sometimes they don't want to be polite. This is the communicative approach so they can communicate not only ideas but their feelings of that particular time" (Gregory, Ed., 2003).

After watching the video answer the following:

4. Does the teacher's perspective coincide with the previous reading? Explain.

5. Do you think the teacher considers reading and listening as well when teaching?

6. Based on your own experience, what have been the pros and cons when teaching with the communicative approach?

Comment at least 2 of your classmates and response your classmates' comments.

Click here to the discussion board.

Criteria for Discussion Board

5 points Inadequate	No late or inadequate posting
10 points Adequate	Accurate posting
15 points Exceptional	Accurate posting AND meaningful responses to your classmates
20 points Very Exceptional	Accurate posting AND meaningful responses to your classmates AND exceptional insight into the issue.

[Notes: In CourseSites, this video will be embedded in the content page. <u>This note will not be published to the website</u>.]

Further readings (optional)

If learners are interested in getting more information about the topic presented in this module, read the articles below.

Salem. (n.d.). The importance of integrating skills in the teaching of English as a foreign

language. Retrieved October 10, 2013 from

http://www.academia.edu/352868/integrating_the_four_skills_of_English_Language_in_Teaching

Army Public Schools &Colleges System Secretariat. (n.d.). Introduction to the four skills of

language. Retrieved October 10, 2013 from

http://www.apsacssectt.edu.pk/download%20material/training%20deptt/workshop%20material/four_skills_of_language.pdf

References

Al-Jawi F. D. (2010). Teaching the receptive skills, listening & reading skills. *Methodology 2*.

    Umm Al Qura University. Retrieved from:

    http://uqu.edu.sa/files2/tiny_mce/plugins/filemanager/files/4281126/lectures_of_Method

    ology_2/receptive_skills.pdf

Sanchez, M. A. A. (2000). An approach to the integration of the skills. *Didactica (Lengua y*

    Literatura), *12*, 21-41. Retrieved from

    revistas.ucm.es/index.php/DIDA/article/download/.../19603

Survey for Module 3

1. Were you able to access the videos for Module 3?

   ○ Yes ○ No

2. Were the videos helpful?

   ○ Yes ○ No

3. Was the reading helpful in reinforcing the course concepts?

   ○ Yes ○ No

4. Were the objectives of the module met?

   ○ Yes ○ No

D5. Module 4 - Reading comprehension using communicative approach

4.1 Introduction

This module will provide concepts, differences, and importance of reading for structure vs. reading for a purpose in a language classroom. We'll take a closer look at the reading strategies used when introducing reading activities using a communicative approach.

Before starting this module, learners should be familiar with the different elements that comprise communicative activities and the importance of the teacher's role in managing a communicative language classroom.

Learners also should understand the concept of communicative language teaching (CLT), or the communicative approach applied to second or foreign language acquisition, and the difference between receptive and productive skills. All these information are included in the previous modules.

In this module, learners will have the opportunity to watch an excerpt of a language class to build a broader understanding of strategies for teaching reading in a language classroom. Learners will complete self-check activities, a peer-evaluation assignment, and class discussion. Learners can find all the components in this module content. There is no special skill and software required in this module (please refer to FAQ for minimum technical skills for this class).

The Learning Objectives of this module are that learners should be able to:

- Differentiate the concepts of reading for structure vs. reading for a purpose.

- Describe the concept of reading strategies.

- Identify reading strategies used when presenting a reading activity in a language class.

4.2 Reading for Structure vs. Reading for a Purpose

People might think that because reading is a receptive skill, it is difficult to present reading in a communicative language classroom. Moreover, when people refer to reading as a mean to read a second or a foreign language just to study vocabulary, grammar, and sentence structure, we are referring mainly as a non-communicative activity, mainly because students are not actually reading the context. (The National Capital Language Resource Center, 2003, 2004, para. 2)

On the other hand, when learning a second or a foreign language in a communicative language class, reading can become an activity with a purpose as we do in our native language. We like to read for different purposes such as gaining information or enjoyment, but also to enhance knowledge of the language being read. (NCLRC, 2003, 2004, para. 5)

Activity 4.2.1

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: January 27, 2014, 11:59pm)

After reading about the types of readings, answer the following questions:

1. Have you used a reading exercise as a non-communicative activity in your language class? Please Explain.

   _____

   _____

   _____

   _____

Sample answer:

Answer may vary.

For example, learners can use a reading exercise as a non-communicative activity in a language classroom when we want to work more with vocabulary, grammar, and sentence structure.

2. How can you make a non-communicative reading activity into a communicative one? Give an example.

_____

_____

_____

_____

Sample answer:

Answer may vary.

For example, after studying vocabulary and grammar of a specific reading, in pairs, students can explain the content of the reading by retelling the story in their own words. It can measure reading comprehension.

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. <u>This note will not be published to the website</u>.]

4.3 Reading Strategies

"Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (Oxford, 1990, p. 8).

We can think of many examples to put into practice in a language classroom.

Watch the video below and observe the reading strategies used by the teacher.

Activity 4.3.1

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: January 27, 2014, 11:59pm)

Watch the following excerpt from a language class and answer the following questions.

http://youtu.be/gHuWvUXkPJM

1. How does the teacher introduce the reading activity in class?

_____

_____

_____

_____

Sample answer:

- o Warm up with a reading article about pets projected on the whiteboard.

- o She relates this article with happiness asking the students the connection between both topics.

2. Describe the steps the teacher follow to develop the reading activity in class. Explain the main objective of this activity.

123

_____

_____

_____

_____

Sample answer:

- o To introduce the next reading activity, the teacher asks the students what other things make people happy.

- o Teacher writes the answers on the whiteboard.

- o Teacher reinforces their answers by explaining what happiness can mean.

- o Teacher introduces the new reading by giving instructions and details on the activity to be developed in class.

- o Teacher gives detail of the activity:

  - Two (2) readings.

  - Two (2) groups.

  - Each group will have a different reading.

  - First, they will read the articles silently.

  - Then, each group discuss the vocabulary in the readings.

  - Finally, pair up with the different groups to have a short conversation exchanging the ideas of the readings

The main objective is to read for comprehension in order to acquire new vocabulary, and put it into practice in a short conversation.

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is optional. This note will not be published to the website.]

Activity 4.3.2

Reading Activity

(This is a self-assessment activity. Once you submit your answers, learners will be able to

check your response.)

Choose a short text in a foreign or a second language that you deem "readable" for the class

you are teaching. Based on the selection of the text, answer the following questions:

1. What is the foreign language? _____

2. Who are your students? _____

3. What is their level? _____

4. What is the objective of the reading? _____

Sample answer:

Answer may vary.

1. Spanish

2. Adults, International Students

3. Intermediate

This activity utilizes a culturally authentic text to give students practice reading in the

foreign language (Spanish).

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this

activity is optional. This note will not be published to the website.]

Reading Reflection Assignment (20 points.)

(This is a peer-graded assignment. Please follow the rubric to evaluate the assignment.

Learners can find more information on peer-graded assignment in FAQ)

(Submission due date: January 27, 2014, 11:59 pm; Evaluation due date: January 29, 2014, 11:59 pm)

Based on the reading Write a Lesson Plan Guide answer the following questions to reflect on how to develop a lesson plan for a reading activity in a language classroom.

1. Does a lesson plan help you realize the pros and cons of your reading activity? Why?

_____

_____

_____

_____

2. Do you take into account the components of the lesson plan described in this reading when preparing a communicative language class? Explain.

_____

_____

_____

_____

_____

3. Do you find the information useful to improve your reading strategies in class? Explain.

_____

_____

_____

_____

Learners can find the rubric for peer assessment here.

Rubric for Reading Reflection Assignment

Criteria	0 points No evident	3 points Competent	5 points Proficient	Rating
Information Provided	Entirely descriptive e,g, list of learning events with no evidence of reflection.	Limited use of other sources of information to put the event in context.	Uses range of sources to clarify thoughts and feelings	
Critical Analysis	No evidence of analysis (i.e. an attempt to make sense of thoughts)	Some evidence of critical thinking and analysis, describing own thought processes.	Demonstrates well-developed analysis and critical thinking e.g. using the evidence base to justify or change behavior.	
Self-Awareness	No self-awareness	Some self-awareness demonstrating openness and honesty about performance and some consideration of feelings generated.	Shows insight, seeing performance in relation to what might be expected of teachers.	
Evidence of Learning	No evidence of learning (i.e. clarification of what needs to be learned and why)	Some evidence of learning, appropriately describing what needs to be learned, why and how.	Good evidence of learning, with critical assessment, prioritization and planning of learning.	
			TOTAL _____/20	

Adapted from:

http://www.derbygpvts.co.uk/Forms/levels%20of%20reflection%20and%20log%20entries.pdf

Class Discussion (20 points.)

This activity will be done through the discussion board.

 (Initial post due January 27, 2014, comments due January 30, 2014, reflection for comments due January 31, 2014)

Class discussion for this module:

Please read the article, [Reading Made Fun: Infographics](#)

After reading about this article, answer the following:

1. Can you apply the reading activity described in the reading to any Language? Explain.

2. Are other skills involved in this activity? If so, Why?

3. Would you use this activity in your language class? If so, what will be the purpose of teaching it?

4. Can you give a general opinion about the site and its usefulness?

5. Do you use resources from sites similar to this one? If you do, please share the links with your classmates and exchange ideas.

Comment at least 2 of your classmates and response your classmates' comments.

Click [here](#) to the discussion board.

Criteria for Discussion Board

5 points Inadequate	No late or inadequate posting
10 points Adequate	Accurate posting
15 points Exceptional	Accurate posting AND meaningful responses to your classmates
20 points Very Exceptional	Accurate posting AND meaningful responses to your classmates AND exceptional insight into the issue.

Further readings (optional)

If learners are interested in getting more information about the topic presented in this module,

read the articles below.

Teaching English. (2006). Making reading communicative. Retrieved from

      http://www.teachingenglish.org.uk/articles/making-reading-communicative

Wang, S., & Smith. S. (2013). Reading and grammar learning through mobile phones.

      Language Learning & Technology, 17(3), 117-134. Available at

      http://llt.msu.edu/issues/october2013/wangsmith.pdf

Eslami-Rasekh, Z., & Valizadeh, K. (2004). Classroom activities viewed from different

      perspectives: Learners' voice and teachers' voice. The Electronic Journal for English

      as a Second Language, 8(3). Available at http://www.tesl-

      ej.org/wordpress/issues/volume8/ej31/ej31a2/

Other links for reading comprehension resources and ideas to integrate in a language

classroom:

http://wlteacher.wordpress.com/category/reading/

http://www.theguardian.com/education/series/classroom-materials

References

NCLRC (n.d.). Teaching Reading. Retrieved October 17, 2013 from http://www.nclrc.org/ess

   entials/reading/reindex.htm

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*.

   Boston: Heinle & Heinle.

Swaffar, J. K., Arens, K., & Byrnes, H. (1991). *Reading for Meaning: An Integrated*

   Approach to Language Learning. Englewood Cliffs, NJ: Prentice-Hall

Survey for Module 4

1. Were you able to access the video for Module 4?

○ Yes ○ No

2. Was the video helpful?

○ Yes ○ No

3. Were the readings helpful in reinforcing the course concepts?

○ Yes ○ No

4. Were the objectives of the module met?

○ Yes ○ No

D6. Module 5 – Listening comprehension using communicative approach

5.1 Introduction

This module will provide concepts and principles for teaching listening comprehension in a language classroom. We will take a closer look at the different listening strategies used in listening comprehension in a communicative approach.

Before starting this module, learners should be familiar with the different elements that comprise communicative activities and the importance of the teacher's role in managing a communicative language classroom.

Learners also should understand the concept of communicative language teaching (CLT), or the communicative approach applied to second or foreign language acquisition, and the difference between receptive and productive skills. All these information are included in the previous modules.

In this module, learners will have the opportunity to watch an excerpt of a language class to build a broader understanding of strategies for teaching listening in a language classroom. Learners will complete self-check activities, a peer-evaluation assignment, and class discussion. Learners can find all the components in this module content. There is no special skill and software required in this module (please refer to FAQ for minimum technical skills for this class).

The Learning Objectives of this module are that learners should be able to:

- Raise awareness of the importance of listening.

- Describe the principles for teaching listening.

- Identify strategies used for presenting a listening activity in a language class.

- Differentiate between strategies for developing listening activities and strategies for developing listening skills.

5.2 Importance and Principles for Teaching Listening Comprehension

Listening is the most common communicative daily activity: "we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write" (Morley, 1991, p. 82**)**.

Listening is important for obtaining comprehensible input that is necessary for language development. Consequently, teachers need engage students actively by raising students' awareness of listening as a skill in a language class.

Principles for Teaching Listening (Ur, 1996, p.41):

- Maximize the use of material that is relevant to students' real life.

- Maximize the use of authentic language.

- Vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise level, and genre.

- Ask students to listen with a purpose and allow them to show their comprehension in a task.

  Present language material intended to be used for training listening comprehension without any visual first.

Activity 5.2.1

Check your understanding of the topic by answering the following questions:

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 3, 2014, 11:59pm)

1. According to your experience, what kind of material would you use in your language class that could be relevant to your students' real life?

_____

_____

Sample answer:

It may vary.

Familiar topics, such as home, community, school.

2. Have you used a listening exercise as a non-communicative activity in your language class? Please Explain.

_____

_____

Sample answer:

It may vary.

Listen to identify specific grammar structures.

5.3 Strategies for Developing Listening Activities

Learners need to keep in mind that developing listening activities should be success-oriented and tending to build up students' confidence in their listening ability. The following tasks need to be considered: (The National Capital Language Resource Center [NCLRC], 2003, 2004,)

3. Construct listening activities.

Type of information to expect and what to do with it in advance of the actual listening

4. Define the activity

Each activity should have as its goal the improvement of one or more specific listening skills.

5. Check the level of difficulty

How is the information organized? How familiar are the students with the topic?

Does the text contain redundancy? Does the text involve multiple individuals and objects?

Does the text offer visual support to aid in the interpretation of what the listeners hear?

6. Use pre-listening activities to prepare students.

Provide students with the background knowledge of the topic.

7. Match while listening.

While-listening activities relate directly to the text, and students do them do during or immediately after the time they are listening.

8. Use Post-listening activities

Check whether the student have understood what they needed to understand and whether they have completed whatever while-listening task has been set successfully.

Activity 5.3.1

Check your understanding of the topic by indicating if the following statements are true (T) or false (F)

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 3, 2014, 11:59pm)

1. Listening activities are not meant to be success-oriented and build up students' confidence in their listening ability

   True __ 　 False __

   Sample answer:

False

2. Teachers needs to keep in mind the students' confidence in their listening ability when developing teaching activities

True __   False __

Sample answer:

True

3. Are the following tasks strategies for developing listening activities:

   o Construct listening activities.

   o Define the activity

   o Check the level of difficulty

True __   False __

Sample answer:

True

4. When defining the activity, each activity doesn't need to have as its goal the improvement of one or more specific listening skills.

True __   False __

Sample answer:

False

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. This note will not be published to the website.]

5.4 Strategies for Developing Listening Skills

These techniques or activities contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input using the following strategies: (The National Capital Language Resource Center [NCLRC], 2003, 2004)

1. Top-down (listener based)

    o Background Knowledge of the topic (Listening for main ideas)

    o Situation of the text

    o Type of text

    o Language

2. Bottom-up (text based)

    o language in the message (Listening for specific ideas)

    o Sounds

    o Words

    o Grammar that creates meaning

Good listeners also use metacognitive strategies to plan, monitor, and evaluate their listening. Listen to the explanation about Modeling Metacognitive Strategies for listening comprehension in a second language. (Bedoya, 2010)

Activity 5.4.1

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 3, 2014, 11:59pm)

After listening to the explanation in the video, answer the following:

1. Describe the planning strategies presented in the video

_____

_____

_____

Sample answer:

- Predicting

- Direct attention

- Selective attention

2. What does the author mean by predictions?

_____

_____

Sample answer:

Anticipating the content through the title by predicting vocabulary and suggesting ideas discussed in the listening.

Activity 5.4.2

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 3, 2014, 11:59pm)

Watch the following excerpt from a language class, observe the listening strategies used by the teacher, and answer the following questions.

http://youtu.be/L0PGp8wG84A

3. How does the teacher introduce the listening activity in class?

_____

_____

_____

Sample answer:

Teacher gives details of the listening activity:

Watch the movie trailer, listen carefully; pay attention to the key words on the whiteboard. At the end, answer the multiple choice questions about the movie trailer, using the vocabulary learned in class for listening comprehension.

4. Describe the steps the teacher follows to develop the listening activity in class. Explain the main objective of this activity.

_____

_____

_____

Sample answer:

o   After the general explanation of the listening activity:

- Teacher plays the movie trailer while he writes the key words on the board.

- Teacher indicates that he will repeat the movie trailer to explain the key vocabulary.

- Teacher relates the listening activity to a grammar structure, present perfect, learned in a previous lesson to practice the vocabulary.

- Teacher gives examples of how to use the present perfect tense.

- Teacher goes over the key vocabulary with the students giving examples of each one.

The main objective is to listen for comprehension in order to acquire new vocabulary, and put it into practice using the present perfect.

Reading Reflection Assignment (20 points.)

(This is a peer-graded assignment. Please follow the rubric to evaluate the assignment. Learners can find more information on peer-graded assignment in FAQ)

(Submission due date: February 3, 2014, 11:59 pm; Evaluation due date: February 5, 2014, 11:59 pm)

Based on the reading English Listening and Conversational Skills, answer the following questions

1. Would you consider this handout helpful to language teachers? Why?

   _____

   _____

   _____

   _____

2. Click on the second link under Randall's Cyber Listening Lab and point out the strategies used to teach listening skills.

_____

_____

_____

_____

_____

3. Does the listening activity presented in Randall's Cyber Lab follow the metacognitive strategies explained in the previous listening activity? Explain.

_____

_____

_____

_____

4. Do you use these listening strategies when presenting a listening activity in your language classroom? Give an example, and explain why?

_____

_____

_____

Learners can find the rubric for peer assessment here.

[Notes: Use peer-evaluation assessment in CourseSites. Peer evaluation for this activity is required. The minimum number of peer evaluation is 3. This note will not be published to the website.]

Rubric for Reading Reflection Assignment

Criteria	0 points Not evident	3 points Developing	5 points Proficient	Rating
Information Provided	Entirely descriptive e.g., list of learning events with no evidence of reflection.	Limited use of other sources of information to put the event in context.	Uses range of sources to clarify thoughts and feelings	
Critical Analysis	No evidence of analysis (i.e. an attempt to make sense of thoughts)	Some evidence of critical thinking and analysis, describing own thought processes.	Demonstrates well-developed analysis and critical thinking e.g. using the evidence base to justify or change behavior.	
Self-Awareness	No self-awareness	Some self-awareness demonstrating openness and honesty about performance and some consideration of feelings generated.	Shows insight, seeing performance in relation to what might be expected of teachers.	
Evidence of Learning	No evidence of learning (i.e. clarification of what needs to be learned and why)	Some evidence of learning, appropriately describing what needs to be learned, why and how.	Good evidence of learning, with critical assessment, prioritization and planning of learning.	
			TOTAL _____/20	

Adapted from:

http://www.derbygpvts.co.uk/Forms/levels%20of%20reflection%20and%20log%20entries.pdf

Class Discussion (20 points.)

This activity will be done through the discussion board.

(Initial post due February 3, 2014, comments due February 6, 2014, reflection for comments due February 7, 2014)

Class discussion for this module:

Please browse an online listening game activity to demonstrate how technology can help us to integrate the listening skills within our curriculum.

After doing the listening game activity, answer the following:

1. Can you incorporate or adapt this listening activity in your curriculum? If so, what will be the purpose of teaching it? What level would you teach it? Why?

2. Are other skills involved in this activity? If so, why do you think they are incorporated in the activity?

3. Do you use resources from sites similar to this one? If you do explain how, and share the links with your classmates and exchange ideas.

Comment at least 2 of your classmates and response your classmates' comments.

Click here to the discussion board.

Criteria for Discussion Board

5 points Inadequate	No late or inadequate posting
10 points Adequate	Accurate posting
15 points Exceptional	Accurate posting AND meaningful responses to your classmates
20 points Very Exceptional	Accurate posting AND meaningful responses to your classmates AND exceptional insight into the issue.

Further readings (optional)

If learners are interested in getting more information about the topic presented in this module, read the articles below.

Rosell-Aguilar, F. (2013). Podcasting for language learning through iTunes U: The learner's

    view.Language Learning & Technology, 17(3), 74–93. Retrieved from

    http://llt.msu.edu/issues/october2013/rosellaguilar.pdf

Rbin, J. (2011). A Review of Second Language Listening Comprehension Research. *The*

    Modern Language Journal, 78: 199–221. Retrieved from

    http://jan.ucc.nau.edu/~jgc/512/listening_rubin.pdf

Howell, S. (2005). Teaching listening comprehension. *龙谷大学国际版研究年报*, 14: 117-

    120. Retrieved from

    http://repo.lib.ryukoku.ac.jp/jspui/bitstream/10519/2626/1/KJ00004297307.pdf

Other links for listening comprehension resources and ideas to integrate in a language classroom:

http://www.elllo.org/english/Games.htm

http://esl.about.com/od/listeninglessonplans/a/youtube.htm

http://volkerh.public.iastate.edu/projects/podcasting/

http://www.onestopenglish.com/skills/listening/

http://www.youtube.com/user/dinseoul/videos

References

Bedoya, R. (2010). *Modeling Metacognitive Strategies for L2, Listening Comprehension.*

    Retrieved from: http://www.youtube.com/watch?v=7bfKtNEBVwU

NCLRC (n.d.). Teaching Listening. Retrieved October 23, 2013 from http://www.nclrc.org/es

    sentials/listening/developlisten.htm

Morley, J. (1991). Listening comprehension in second/foreign language instruction. In M. Cel

    ce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 81-106). Bost

    on, MA: Heinle & Heinle.

Rost, M. (2002). Teaching and researching listening. *Applied linguistics in*

    action. London: Longman

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge

    University Press.

Writing Studio, Duke University (n.d.). Retrieved from:

    http://twp.duke.edu/uploads/assets/listening_ESL.pdf

Survey for Module 5

1. Were you able to access the videos for Module 5?

   ○ Yes ○ No

2. Were the videos helpful?

   ○ Yes ○ No

3. Were the readings helpful in reinforcing the course concepts?

   ○ Yes ○ No

4. Were the objectives of the module met?

   ○ Yes ○ No

D7. Module 6 – Writing skills using communicative approach

6.1 Introduction

This module will introduce the concepts and approaches for teaching writing skills in a language classroom. We'll take a closer look at the different strategies used in writing skills in a communicative approach.

Before starting this module, learners should be familiar with the different elements that comprise communicative activities and the importance of the teacher's role in managing a communicative language classroom.

Learners also should understand the concept of communicative language teaching (CLT), or the communicative approach applied to second or foreign language acquisition, and the difference between receptive and productive skills. All these information are included in the previous modules.

In this module, learners will have the opportunity to watch an excerpt of a language class to build a broader understanding of strategies for teaching writing in a language classroom. Learners will complete self-check activities, a peer-evaluation assignment, and class discussion. Learners can find all the components in this module content. There is no special skill and software required in this module (please refer to FAQ for minimum technical skills for this class).

The Learning Objectives of this module are that learners should be able to:

- Describe the concepts or criteria for of writing skills

- Describe the most common approaches to teaching writing skills

- Identify strategies for developing writing skills in a language class

- Identify and select writing activities to integrate in a language class, depending on the students' language level

6.2 Writing Skills

Writing enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively. Through writing, learners can reinforce their grammar and vocabulary in class (Bello, 1997).

Also, learners put their thoughts on paper, see their ideas in print, and share them with others. Students find they develop a powerful voice in their new culture (Peyton, 1993; Tran, 1997).

Producing a Piece of Writing (Raimes, 1983, p.6)

http://www.spicynodes.org/a/becc264f694927b4c64b81dc95487a39
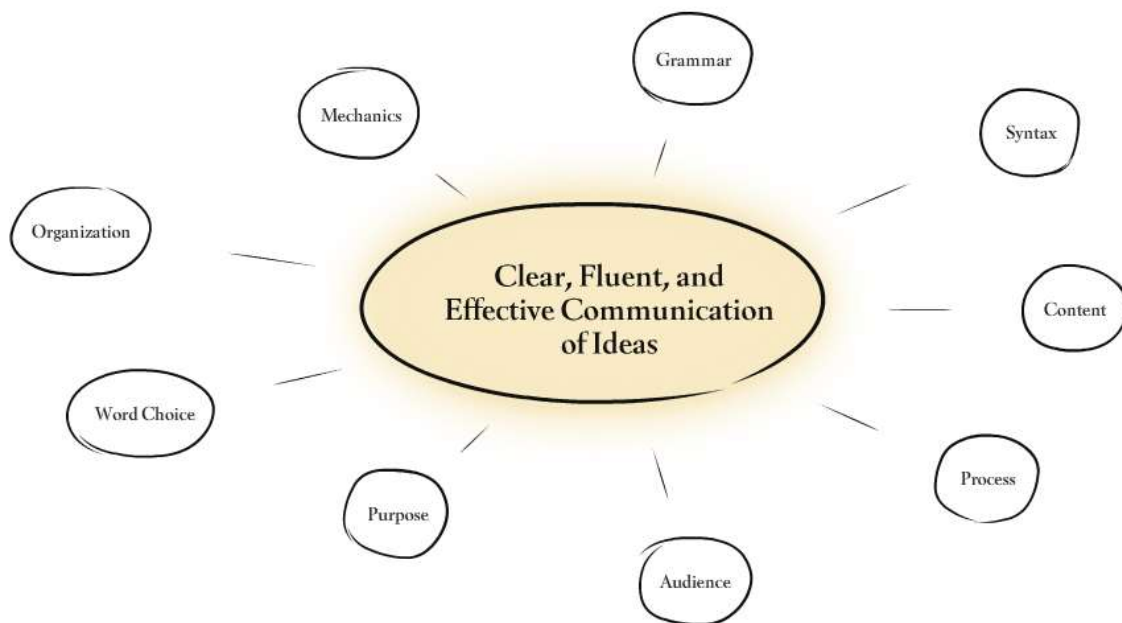
[Notes: We converted the ideas Producing a Piece of Writing into an interactive concept map. This note will not be published to the website.]

Activity 6.2.1

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 3, 2014, 11:59pm)

Check your understanding of the topic by answering the following questions:

1. In your own words, explain what writing skills means to you.

   _____

   _____

   _____

   Sample answer:

   Writing enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively. Through writing, learners can reinforce their grammar and vocabulary in class

2. Identify the components to produce a piece of writing.

   _____

   _____

   _____

   Sample answer:

   Content, process, audience, purpose, word choice, organization, mechanics, grammar and syntax.

3. What is the purpose of identifying the components of a piece of writing to teach a writing class?

   _____

   _____

Sample answer:

To teach the students to be clear, fluent and deliver effective communication of ideas.

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. This note will not be published to the website.]

6.3 Approaches to Teaching Writing Skills

After having a better picture of all the components that contributes to a piece of writing, we need to understand some of the most common approaches used to teach communicative writing effectively. These approaches are as follows: Controlled-to-Free, Free Writing, Process, and Learning Experienced (LEA), including the Integrated approach.

- Controlled-to-Free: the teacher gives the students the parts of sentences and has them write complete sentences using the parts. They may also have students copy sentences or short paragraphs or even manipulate sentences grammatically. Later, the teacher has students write their own sentences based on the models already given in the controlled phase. (Raimes, 1983).

- **Free Writing**: Students write for a period of time in class on a topic of interest to them. This writing can take many forms, including quick writes, which are time-limited, done individually, and not always shared; and dialogue journals, written to a teacher, a classmate or other partner who then responds (Peyton & Staton, 1996).

- **Process Approach**: Process writing usually begins with (Bello, 1997):

  o Some form of pre-writing activity in which learners work together in groups to generate ideas about a particular topic.

  o First draft concentrating on getting ideas down on paper, without worrying about spelling or grammar.

- Revising begins based on comments and responses. They should be shared until the ideas seem clear.

- Editing can begin as the focus moves to spelling, grammar, punctuation, transition words (first, next), and signal words (for example, another reason is . . .). Learners should be encouraged to edit what they know or have studied.

- **Language Experience Approach (LEA)**: often used with beginning literacy learners to provide opportunities for reading and writing through personal experiences and oral language (Taylor, 1992).

- **Integrated Approach of Writing** This approach allows teachers to teach writing with a more holistic understanding, focusing on product, process, and social function. We need to keep in mind that writing is best taught as an integral activity of communication when it is done based on the integration of the different approaches. Also, Raimes (1983) states that because of learner diversity, the best way of dealing with all these different approaches is to be aware of each of their strengths and weaknesses and try to use all of them appropriately and at the right time. Therefore, teachers can take the strengths of each approach depending on the students' level and purpose of the writing activity.

Activity 6.3.1

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 10, 2014, 11:59pm)

Check your understanding of the topic by writing the letter of descriptions on the line next to each concept.

____Free Writing   **A**

Usually begins with some form of pre-writing activity in which learners work together in groups to generate ideas about a particular topic.

_____Process Approach   **B**

> Often used with beginning literacy learners to provide opportunities for reading and writing through personal experiences and oral language.

_____Language Experience Approach (LEA)   **C**

> Write for a period of time in class on a topic of interest to them.

Sample answer:

Free Writing ⟶ **B**

> Often used with beginning literacy learners to provide opportunities for reading and writing through personal experiences and oral language.

Process Approach ⟶ **A**

> Usually begins with some form of pre-writing activity in which learners work together in groups to generate ideas about a particular topic.

Language Experience Approach (LEA) ⟶ **C**

> Write for a period of time in class on a topic of interest to them.

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. This note will not be published to the website.]

6.4 Strategies for Developing Writing Skills

After getting familiar with the approaches for teaching writing in a language class, let's consider some strategies to encourage students to enhance language acquisition. (Jordan, 1997)

These are some key questions when developing writing skills:

- What is the purpose of the writing activity?

- What is the topic?

- Who is the audience?

- How are the ideas organized?

Teachers can add more questions depending on the approach or combination of the approaches used to teach writing.

It is also important to make writing activities interesting and communicative to engage the students in class. Students need to participate actively. Here is a list of suggested strategies we can put into practice to promote writing:

- Brainstorming (individually or in groups on a topic)

- Use of pictures to stimulate students

- Dialogue writings

- Peer editing (exchange ideas among students to point out changes)

- Reading

- Sentence exercises

- Free writing

- Concept mapping

Activity 6.4.1

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 10, 2014, 11:59pm)

After reading about the different strategies, answer the following questions:

1. Name at least three (3) questions to develop writing

_____

_____

_____

Sample answer:

o   What is the purpose of the writing activity?

- o   What is the topic?

- o   Who is the audience?

- o   How are the ideas organized?

2. List at least 5 suggested strategies to promote writing in class.

_____

_____

_____

Sample answer:

- o   Brainstorming (individually or in groups on a topic)

- o   Use of pictures to stimulate students

- o   Dialogue writings

- o   Peer editing (exchange ideas among students to point out changes)

- o   Reading

- o   Sentence exercises

- o   Free writing

- o   Concept mapping

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. This note will not be published to the website.]

Activity 6.4.2

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 10, 2014, 11:59pm)

Watch the following excerpt from a language class, observe the writing approach and strategies used by the teacher, and answer the following questions.

5. How does the teacher introduce the writing activity in class? Explain

    _____

    _____

    _____

    Sample answer:

    •   The teacher explains the purpose of the activity. He tells the students to look at the picture, analyze and create a sentence using the expressions: although, in despite, in spite of to make a concessive complex sentence.

6. From the list of strategies explained in 6.4, please identify the strategies used in the video.

    _____

    _____

    Sample answer:

    •   Use of pictures to stimulate students

    •   Sentence exercises

7. Describe the steps the teacher follows to develop the writing activity in class. Explain the main objective of this activity.

_____

_____

_____

Sample answer:

- Explains the purpose of the activity.

- Presents the picture to discuss with students.

- Asks students to write a concessive sentence about the picture on the board.

- Gives hints to students on how to use the expressions in context.

- Students write the sentences using the expressions and read them aloud for teacher's feedback.

Reading Reflection Assignment (20 points.)

(This is a peer-graded assignment. Please follow the rubric to evaluate the assignment. Learners can find more information on peer-graded assignment in FAQ)

(Submission due date: February 10, 2014, 11:59 pm; Evaluation due date: February 12, 2014, 11:59 pm)

Based on the reading Teaching Writing – Activities and Ideas, answer the following questions

1. Would you consider this handout useful to language teachers? Why?

_____

_____

_____

_____

2. You are currently teaching a writing class, which activity would you select to teach? Explain

_____

_____

_____

_____

_____

3. Select an activity for each one of the levels (Basic, Intermediate and Advanced) Explain why you think the chosen activities are appropriate for each one of the levels.

_____

_____

_____

_____

Learners can find the rubric for peer assessment here.

[Notes: Use peer-evaluation assessment in CourseSites. Peer evaluation for this activity is required. The minimum number of peer evaluation is 3. <u>This note will not be published to the website</u>.]

Rubric for Reading Reflection Assignment

Criteria	0 points No evident	3 points Competent	5 points Proficient	Rating
Information Provided	Entirely descriptive e.g., list of learning events with no evidence of reflection.	Limited use of other sources of information to put the event in context.	Uses range of sources to clarify thoughts and feelings	

Critical Analysis	No evidence of analysis (i.e. an attempt to make sense of thoughts)	Some evidence of critical thinking and analysis, describing own thought processes.	Demonstrates well-developed analysis and critical thinking e.g. using the evidence base to justify or change behavior.	
Self-Awareness	No self-awareness	Some self-awareness demonstrating openness and honesty about performance and some consideration of feelings generated.	Shows insight, seeing performance in relation to what might be expected of teachers.	
Evidence of Learning	No evidence of learning (i.e. clarification of what needs to be learned and why)	Some evidence of learning, appropriately describing what needs to be learned, why and how.	Good evidence of learning, with critical assessment, prioritization and planning of learning.	
			TOTAL _____/20	

Adapted from:

http://www.derbygpvts.co.uk/Forms/levels%20of%20reflection%20and%20log%20entries.pdf

Class Discussion (20 points.)

This activity will be done through the discussion board.

(Initial post due February 10, 2014, comments due February 13, 2014, reflection for comments due February 14, 2014)

Class discussion for this module:

Based on the reading Writing in the Foreign Languages Department answer the following:

1. Is the approach for teaching writing in each language (German, Spanish and French) the same? Is there any differences? If so, Why?

2. What writing strategies are used for each language? Do you use them as well when teaching?

3. What activities or strategies from the reading can you use in your language class?

   Explain

Comment at least 2 of your classmates and response your classmates' comments.

Click here to the discussion board.

Criteria for discussion board

5 points Inadequate	No late or inadequate posting
10 points Adequate	Accurate posting
15 points Exceptional	Accurate posting AND meaningful responses to your classmates
20 points Very Exceptional	Accurate posting AND meaningful responses to your classmates AND exceptional insight into the issue.

Further readings (optional)

   If learners are interested in getting more information about the topic presented in this module, read the articles below.

Hirano, J. (2010). The importance of learning and teaching communicative writing: To end the primacy battle between writing and speaking. *Journal of Humanities and Natural Sciences*, 129, 31-45. Available at

   http://www.tku.ac.jp/kiyou/contents/hans/129/hirano.pdf

National Council of Teachers of English. (2013). *NCTE Guideline*. Retrieved from

   http://www.ncte.org/positions/statements/writingbeliefs

Moreta, G. (n.d.). *Writing strategies for English language learners*. Retrieved on October 31,

2013, from http://www.osceola.k12.fl.us/depts/Multicultural_Education_Department/d

ocuments/WritingStrategiesforEnglishLanguageLearners.pdf

Other links for writing resources and ideas to integrate in a language classroom:

http://www.teachthemenglish.com/2013/10/4-great-things-to-do-with-newspapers-in-the-

language-classroom/

http://www.nwp.org/cs/public/print/resource/2384

References

Bello, T. (1997). *Writing topics for adult ESL students*. Paper presented at the 31st Annual Teachers of English to Speakers of Other Languages Convention, Orlando, FL.

Jordan, R. R. (1997). English for Academic Purposes. Oxford: Oxford University Press.

Peyton, J.K. (1993). Dialogue journals: Interactive writing to develop language and literacy. *ERIC Digest*. Washington, DC: National Center for ESL Literacy Education. (EDRS No. ED 354 789)

Raimes, A. (1983). *Techniques in teaching writing.* New York, NY: Oxford University Press.

Taylor M. (1992). *The Language experience approach and adult learners*. Retrieved: http://www.cal.org/caela/esl_resources/digests/lea.html

Tran, H. (1997). Becoming a writer. Paper presented at the 31st Annual Teachers of English to Speakers of Other Languages Convention, Orlando, FL.

Survey for Module 6

1. Were you able to access the videos for Module 6?

○ Yes ○ No

2. Were the videos helpful?

○ Yes ○ No

3. Were the readings helpful in reinforcing the course concepts?

○ Yes ○ No

4. Were the objectives of the module met?

○ Yes ○ No

D8. Module 7 – Speaking skills using communicative approach

7.1 Introduction

This module will introduce the concepts and approaches for teaching speaking skills in a language classroom. We'll take a closer look at the different strategies used in speaking skills in a communicative approach.

Before starting this module, learners should be familiar with the different elements that comprise communicative activities and the importance of the teacher's role in managing a communicative language classroom.

Learners also should understand the concept of communicative language teaching (CLT), or the communicative approach applied to second or foreign language acquisition, and the difference between receptive and productive skills. All these information are included in the previous modules.

In this module, learners will have the opportunity to watch an excerpt of a language class to build a broader understanding of strategies for teaching speaking in a language classroom. Learners will complete self-check activities, a peer-evaluation assignment, and class discussion. Learners can find all the components in this module content. There is no special skill and software required in this module (please refer to FAQ for minimum technical skills for this class).

The Learning Objectives of this module are that learners should be able to:

- Describe the concepts and characteristics of speaking for accuracy and speaking for fluency.

- Describe the speaking strategies used in a language classroom.

- Identify characteristics of a successful speaking activity in a language classroom.

- Differentiate structured output activities and communicative output activities

- Analyze the speaking approaches used in a language class.

7.2 Speaking for Accuracy vs. Speaking for Fluency

The first thing language teachers need to consider is what counts as speaking in a language learning environment and how the speaking or oral communication needs to be promoted in class. It means that language teachers need to understand the difference between speaking for accuracy and speaking for fluency, which are important approaches in the communicative language teaching.

According to Brumfit, (1984) speaking for accuracy means to speak correctly with just few mistakes while speaking for fluency means to speak easily at a normal speed with a few pauses. In other words, accuracy is based on form and fluency is based on meaning.

As follows, we will review some characteristics of what we mean by accuracy and fluency when developing speaking activities based on Ur, (1996):

Accuracy	Fluency
- Usage: explanation - Language for display - Language for knowledge - Attempts at communication are judged by linguistic competence - Attention is given to language - Correction is often a feature of accuracy focused work - Language is the objective	- Usage: real life - Language for communication - Language for skill - Attempts at communication are judged by performance - Attention is given to meaning - Correction is generally a minor clarification of fluency in use - Communication is the objective

Once language teachers check the characteristics of accuracy and fluency activities, they will realize that an ideal activity would be the one in which both accuracy and fluency

are involved. Therefore, the characteristics mentioned above can be combined according to the course objectives. Brown (2001) states, "It is now very clear that fluency and accuracy are both important goals to pursue in CLT." (p. 268)

Activity 7.2.1

After reading about accuracy and fluency, watch this short video and answer the following questions.

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 10th, 2014, 11:59pm)

http://www.youtube.com/watch?v=SLnlKi-hi30&feature=youtu.be

Script:

> "Everybody needs…every teacher walks in and needs a little bag of tricks just in case you got extra time left over or something hasn't worked out just the way you needed it or the way you thought it would. You need an activity to live it up to take the heaviness or darkness out of your lesson plan. I got one that I used today. It is called the psychology test, and it's very simple to work on it. No entirely serious, but it could be a good vocabulary builder.

Have them take a piece of paper. Write down four categories: Number 1, their favorite color and 3 adjectives that describe how they feel when they are wearing their favorite color. Secondly, their favorite animal as a pet; write down the name of the animal, three adjectives that describe how they feel when they are with their pet. Number three, where do they like to be in the water? Where is their favorite place to experience water? Swimming pool, beach, shower, bathtub, or spa; then, write down 3 things that describe how they feel when they are there. The fourth one, you are in a small white place with no windows and no doors, how do you feel? Three adjectives; then go back and tell them: color is yourself concept; pet is your relationship with other people; the water symbolizes the sex, it always gets them, and the last one, the small white room. This is death. It has never failed to work for me to make people giggling and laughing" (Gregory, E., 2013).

8. What kind of activity is the teacher describing? Accuracy or fluency?

_____

_____

Sample answer:

Fluency

9. List at least three (3) characteristics of the approach used by the teacher to promote speaking skills?

_____

_____

_____

Sample answer:

- o   Use: real life

- o   Language for communication

- o   Language for skill

- o   Attempts at communication are judged by performance

- o   Attention is given to meaning

- o   Correction is generally a minor clarification of fluency in use

- o   Communication is the objective

Activity 7.2.2

Please order the following steps in the most logical way to develop a speaking activity. (Take into account the information given in this module)

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 10th, 2014, 11:59pm)

a.____The teacher gives feedback either on the content of the speaking activity.

b.____The students spend some time planning the content of the speaking activity.

c.____The teacher introduces the speaking activity and provides some information input that will help students carry out the activity.

d.____The teacher gives feedback on the vocabulary that students used in the activity and highlight mistakes that learners made during the activity.

e.____The teacher gives instructions for the activity. This might mean that the students read some instructions or perhaps role cards.

f.____The students do the speaking activity and the teacher monitors and listens in on their progress.

Sample answer:

a._**5**__The teacher gives feedback either on the content of the speaking activity.

b._**3**__The students spend some time planning the content of the speaking activity.

c._**1**_The teacher introduces the speaking activity and provides some information input that will help students carry out the activity.

d._**6**__The teacher gives feedback on the vocabulary that students used in the activity and highlight mistakes that learners made during the activity.

e._**2**_The teacher gives instructions for the activity. This might mean that the students read some instructions or perhaps role cards.

f._**4**__The students do the speaking activity and the teacher monitors and listens in on their progress.

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. This note will not be published to the website.]

7.3 Strategies for Developing Speaking Skills vs. Characteristics of Successful Speaking Activities

How should teachers promote effective speaking activities in class?

Language teachers need to incorporate a purpose and an information gap to allow for multiple forms of expression. (The National Capital Language Resource Center, 2003, 2004, para. 3)

When language teachers consider the strategies to develop speaking skills, they will also have to predict the characteristics of a successful speaking activity in a student-centered environment.

Based on Ur (1996), we will list some useful strategies and characteristics that language teachers need to promote speaking skills as follows:

Strategies	Characteristics
• Encourage students to go ahead and make constructive errors • Create many opportunities for Students to Practice • Assess student's fluency not their accuracy • Provide clear instructions and examples.	• Student participation is not dominated by a few talkative students • Students want to speak because they are interested in the topic • Students can be understood by everyone • There aren't frequent interruptions while a student is speaking

"While one person hesitates because he feels inferior, the other is busy making mistakes and becoming superior." Henry C. Link

Activity 7.3.1

Choose a speaking activity in a foreign or a second language for the class you are teaching. Based the selection of the activity, answer the following questions:

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 10th, 2014, 11:59pm)

5. What approach will you use to teach the speaking activity?

   _____

6. What is their level?

   _____

7. What is the objective of the speaking activity?

   _____

Sample answer:

Answer may vary.

4. Accuracy

5. Beginning

6. Attempts at communication are judged by linguistic competence/Language is the objective

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. <u>This note will not be published to the website</u>.]

7.4 Types of Speaking Activities

After reviewing the strategies and characteristics for developing speaking skills, we need to learn more about the types of speaking activities to promote in class. Language teachers have to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely. (The National Capital Language Resource Center [NCLRC], 2003, 2004.)

Language teachers need to have a clear purpose when selecting or combining the activities. Here are some examples:

- Structured output activities: (supply information, matching, selecting, ordering, true/false)
  - o Information Gap Activities
  - o Jigsaw Activities
- Communicative output activities: (discussing, problem solving, simulations, obtaining information,)
  - o Role Plays
  - o Discussions

Activity 7.4.1

Check your understanding of the topic by answering the following questions:

This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 10th, 2014, 11:59pm)

1. In your own words, describe the difference between structured output activities and communicative output activities.

   _____

   _____

   Sample answer:

   Structured output activities allow for error correction and increased accuracy. Communicative output activities give students opportunities to practice language use more freely.

2. Give one example of a structured output activity and a communicative output activity.

   _____

   _____

   o **Sample answer:**

   o Information Gap Activities / Jigsaw Activities

   o Role plays / Discussions

Reading Reflection Assignment (20 points.)

(This is a peer-graded assignment. Please follow the rubric to evaluate the assignment. Learners can find more information on peer-graded assignment in FAQ)

(Submission due date: February 10th, 2014, 11:59 pm; Evaluation due date: February 12th, 2014, 11:59 pm)

   Based on the power point presentation Accuracy and Fluency answer the following questions to reflect on how to identify and select speaking activities for a language classroom.

1. How do the implications of the accuracy fluency distinction help you improve your students' performance? Why?

   _____

   _____

   _____

   _____

2. Do you think this framework can be useful when selecting your language activities for teaching in class? Explain.

   _____

   _____

   _____

   _____

   _____

3. Do you find the information useful to improve your speaking strategies in class? Explain.

   _____

   _____

   _____

   _____

Learners can find the rubric for peer assessment here.

[Notes: Use peer-evaluation assessment in CourseSites. Peer evaluation for this activity is required. The minimum number of peer evaluation is 3. This note will not be published to the website.]

Rubric for Reading Reflection Assignment

Criteria	0 points No evident	3 points Competent	5 points Proficient	Rating
Information Provided	Entirely descriptive e.g., list of learning events with no evidence of reflection.	Limited use of other sources of information to put the event in context.	Uses range of sources to clarify thoughts and feelings	
Critical Analysis	No evidence of analysis (i.e. an attempt to make sense of thoughts)	Some evidence of critical thinking and analysis, describing own thought processes.	Demonstrates well-developed analysis and critical thinking e.g. using the evidence base to justify or change behavior.	
Self-Awareness	No self-awareness	Some self-awareness demonstrating openness and honesty about performance and some consideration of feelings generated.	Shows insight, seeing performance in relation to what might be expected of teachers.	
Evidence of Learning	No evidence of learning (i.e. clarification of what needs to be learned and why)	Some evidence of learning, appropriately describing what needs to be learned, why and how.	Good evidence of learning, with critical assessment, prioritization and planning of learning.	
			TOTAL _____/20	

Adapted from:

http://www.derbygpvts.co.uk/Forms/levels%20of%20reflection%20and%20log%20entries.pdf

Class Discussion (20 points.)

This activity will be done through the discussion board.

(Initial post due February 10th, 2014, comments due February 13th, 2014, reflection for comments due February 14th, 2014)

Class discussion for this module:

Please watch the video, Speaking Activity

After watching the excerpt from a language class, answer the following:

4. What approach and strategies discussed in this module have the teacher used to develop the speaking activity?

5. Are other skills involved in this activity? Explain

6. Would you use or adapt this activity in your language class? If so, what will be the purpose of teaching it? What level would you teach it? Why?

Comment at least 2 of your classmates and response your classmates' comments.

Click here to the discussion board.

Criteria for Discussion Board

5 points Inadequate	No late or inadequate posting
10 points Adequate	Accurate posting
15 points Exceptional	Accurate posting AND meaningful responses to your classmates
20 points Very Exceptional	Accurate posting AND meaningful responses to your classmates AND exceptional insight into the issue.

Further readings (optional)

If learners are interested in getting more information about the topic presented in this module, read the articles below.

Beebe, R. M. and Kathy L (1994). "Second Language Learning in a Social Context." <u>ERIC</u>

<u>Digest</u>. Retrieved from: http://www.ericdigests.org/1994/second.htm

Sze, P. (1995). Teaching Conversation in the Second Language Classroom: Problems and

Prospects. *Educational Journal, 23*(2), 229-250. Retrieved from: http://pdf.aminer.org/

000/267/197/game_semantics_achievements_and_prospects.pdf

Other links for speaking comprehension resources and ideas to integrate in a language

classroom:

http://www.auburn.edu/~nunnath/engl6240/accuracy.html

http://www.linksintolanguages.ac.uk/resources

http://www.teachingideas.co.uk/english/contents_speakinglistening.htm

http://www.carla.umn.edu/assessment/VAC/Modes/e_2.html

References

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.

Brumfit, C. (1984). *Communicative methodology in language teaching: The roles of fluency and accuracy*. Cambridge: Cambridge University.

Gregory, E. (2013). Interview by C. Colmenares. Retrieved from http://www.youtube.com/watch?v=SLnlKi-hi30

NCLRC (n.d.). *Teaching Speaking*. Retrieved November 5, 2013 from http://www.nclrc.org/essentials/speaking/stratspeak.htm

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

Survey for Module 7

1. Were you able to access the video for Module 7?

○ Yes ○ No

2. Was the video helpful?

○ Yes ○ No

3. Were the readings helpful in reinforcing the course concepts?

○ Yes ○ No

4. Were the objectives of the module met?

○ Yes ○ No

D9. Module 8 – Communicative Activities in a Lesson Plan

8.1 **Introduction**

This module will review the factors to promote the implementation of communicative language teaching and characteristics of successful communicative activities in a language classroom. We'll take a closer look at the guidelines for lesson planning in a communicative language teaching.

Before starting this module, learners should be familiar with the different elements that comprise communicative activities and the importance of the teacher's role in managing a communicative language classroom.

Learners also should understand the concept of communicative language teaching (CLT), or the communicative approach applied to second or foreign language acquisition, and the difference between receptive and productive skills. All these information are included in the previous modules.

In this module, learners will have the opportunity to watch short videos related to creating and developing a lesson plan for a communicative language classroom. Learners will complete self-check activities, a peer-evaluation assignment, class discussion, and final project. Learners can find all the components in this module content. There is no special skill and software required in this module (please refer to FAQ for minimum technical skills for this class).

The Learning Objectives of this module are that learners should be able to:

- Describe key factors to promote the implementation of communicative language teaching in the classroom.

- Describe the characteristics of successful communicative activities.

- Describe the concept and importance of lesson plans in a language classroom.

- Create a lesson plan for a communicative language classroom.

8.2 **Factors to Consider in the Communicative Language Teaching**

After learning more about communicative activities in a communicative language teaching (CLT) and the importance of the receptive and productive skills in a language classroom, it is essential to review key factors in order to promote the implementation of communicative language teaching effectively.

We will go over some key factors based on a study done by Ming Chang (2011), which affects the implementation of communicative language teaching. Language teachers have to keep in mind that certain conditions need to take place before developing a lesson plan. It does not make a difference if a teacher does it as a freelance teacher or teaches in a school. The following factors should be taking into account:

- Teachers professional training

  Receive knowledge and improve their teaching as teachers can apply appropriate teaching practices.

- Teacher's persistence

  Have positive attitude towards CLT, and desire to try the teaching method.

- Count with sufficient resources

  Have authentic materials and teaching aid equipment.

- Appropriate curriculum

  Emphasize the four language skills as well as activities and events to promote CLT.

- Students' willingness to participate in class

  Have motivation to learn and improve their performance.

Activity 8.2.1

What factors should take place before developing a lesson plan?

_____

_____

_____

Sample Answer:

- Teachers professional training

- Teacher's persistence

- Count with sufficient resources

- Appropriate curriculum

- Students' willingness to participate in class

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. This note will not be published to the website.]

8.3 **Characteristics of Successful Communicative Activities**

Language teachers need to be aware that one of the most important things to help the students improve their communication skills is to implement real and authentic communication activities into the language classrooms. These activities will help the students be successful when they need to use communication skills in and outside of the classroom.

Based on Larsen-Freeman (2000), here are some characteristics to consider when using communicative activities:

- Real Communication

- Focus on meaning not form

- Integration of the four language skills (reading, writing, listening and speaking)

- Topics relevant to students' personal lives

- Communicative exercises

Language teachers need to understand that the purpose of our classroom teaching in a communicative approach is to use language to communicate. Once it is understood, students will have the opportunity to have fun and enjoy the learning process through different activities such as communicative exercises (information gap, jigsaw, problem solving), roles plays, simulations, case studies among many others.

We will watch the following interactive video to review from the previous modules how to teach the four language skills (reading, writing, listening, and speaking) in a communicative language teaching class.

Activity 8.3.1Scenario: An English Class

Peter teaches at a private language school in South Florida in USA. His classes are mostly people of Hispanic origin. When Peter entered on the first day of class, the students were silent and attentive, waiting to see what he would do next. Peter noticed that the students did not speak out unless called upon, and the conversation among them was minimal. As he was teaching, he noticed that the students seemed to have a good understanding of grammar. Their speaking ability, however, was minimal. He wanted to use an approach to teaching that would require them to speak more and hopefully improve their speaking ability but he didn't know what that could be and how to implement it in his classes.

1. How would you help students improve their speaking abilities?

_____

_____

2.   What could you do to make speaking activities both effective and enjoyable?

_____

_____

Sample answer:

May vary

1.   Build confidence

2.   Make sure instructions are clear

3.   Encourage students to go ahead and make constructive errors

4.   Create many opportunities for Students to Practice

5.   Focus on meaning not form

6.   Integrate the four language skills (reading, writing, listening and speaking)

Sample answer:

May vary

- Topics relevant to students' personal lives

- Use communicative exercises (information gap, jigsaw, problem solving)

- Roles plays, simulations, case studies

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. This note will not be published to the website.]

8.4 Why Do We Need to Plan?

Lesson planning is essential because it helps the language teacher conduct the lesson in an organized fashion and it allows students to know what they are going to be learning and

how it fits into the course syllabus. It demonstrates that the language teacher has put an effort into making the lesson to get the expected results. Otherwise, it will give the impression of improvisation.

Moreover, it is important to remember that language classrooms are dynamic environments. We can see it every day in our language classes. Classes should be interactive events in which students react with each other and with the target language. It means that many things can happen during classes that we might not have anticipated when preparing a lesson plan. It is why it is considered a guide to help students achieve the objectives of the lesson(s) and minimize any unplanned situations.

In conclusion, a good lesson plan will allow language teachers to be prepared and at the same time ready to be flexible in adapting if necessary.

Activity 8.4.1

Check your understanding of the topic by indicating if the following statements are true (T) or false (F)

(This is a self-assessment activity. Once you submit your answers, learners will be able to check your response.) (Due date: February 17th, 2014, 11:59pm)

1. Lesson planning is essential because it helps the language teacher conduct the lesson in an organized fashion.

   True __ False __

Sample answer:

   True

2. Language classrooms are not dynamic environments.

True __ False __

Sample answer:

False

3. A good lesson plan will not allow language teachers to be prepared and at the same time ready to be flexible in adapting if necessary

True __ False __

Sample answer:

False

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. <u>This note will not be published to the website</u>.]

Activity 8.4.2

Watch the video <u>Structured Lesson Planning</u> and answer the following questions:

1. Why should formative assessments be used in class?

_____

_____

Sample answer:

Keep students informed of their progress

2. What is the key to engage students?

_____

_____

Sample answer:

Variety

3. What are the 5 aspects of well-constructed lessons?

_____

_____

Sample answer:

Objectives, method of presentation, exploration of content differentiation strategies, and formative assessments

[Notes: Use self-check assessment for this activity in CourseSites. Peer evaluation for this activity is important. This note will not be published to the website.]

Reading Reflection Assignment (20 points.)

(This is a peer-graded assignment. Please follow the rubric to evaluate the assignment. Learners can find more information on peer-graded assignment in FAQ)

(Submission due date: February 17th, 2014, 11:59 pm; Evaluation due date: February 19th, 2014, 11:59 pm)

Based on this reading Planning a Lesson, answer the following questions to reflect on how to integrate educational material and develop communicative activities to promote language learning.

4. How does this reading help you improve your teaching and students' performance? Why?

_____

_____

_____

_____

5. Do you think the lesson planning worksheet can be useful when developing your communicative activities in the language classroom? Will you use it? Explain.

_____

_____

_____

_____

_____

6. What additional information would you add to the lesson planning worksheet to make it more complete? Explain.

_____

_____

_____

_____

_____

Learners can find the rubric for peer assessment here.

[Notes: Use peer-evaluation assessment in CourseSites. Peer evaluation for this activity is required. The minimum number of peer evaluation is 3. <u>This note will not be published to the website.</u>]

Rubric for Reading Reflection Assignment

Criteria	0 points No evident	3 points Competent	5 points Proficient	Rating
Information Provided	Entirely descriptive e.g., list of learning events with no evidence of reflection.	Limited use of other sources of information to put the event in context.	Uses range of sources to clarify thoughts and feelings	
Critical Analysis	No evidence of analysis (i.e. an attempt to make sense of thoughts)	Some evidence of critical thinking and analysis, describing own thought processes.	Demonstrates well-developed analysis and critical thinking e.g. using the evidence base to justify or change behavior.	
Self-Awareness	No self-awareness	Some self-awareness demonstrating openness and honesty about performance and some consideration of feelings generated.	Shows insight, seeing performance in relation to what might be expected of teachers.	
Evidence of Learning	No evidence of learning (i.e. clarification of what needs to be learned and why)	Some evidence of learning, appropriately describing what needs to be learned, why and how.	Good evidence of learning, with critical assessment, prioritization and planning of learning.	
			TOTAL _____/20	

Adapted from:

http://www.derbygpvts.co.uk/Forms/levels%20of%20reflection%20and%20log%20entries.pdf

Class Discussion (20 points.)

This activity will be done through the discussion board.

 (Initial post due February 18th, 2014, comments due February 20th, 2014, reflection for

comments due February 21th, 2014)

Class discussion for this module:

Please click on the images and watch the videos,

After watching the short videos, answer the following questions:

1. Do you agree with the ideas presented by the teachers in the videos? Explain

2. What does inspire you to create a lesson plan? Explain

Comment at least 2 of your classmates and response your classmates' comments.

Click here to the discussion board.

Criteria for discussion board:

5 points Inadequate	No late or inadequate posting
10 points Adequate	Accurate posting
15 points Exceptional	Accurate posting AND meaningful responses to your classmates
20 points Very Exceptional	Accurate posting AND meaningful responses to your classmates AND exceptional insight into the issue.

Final Assignment: Communicative Activities in a lesson plan (120 points.)

(This is a peer-graded assignment. Please follow the rubric to evaluate the assignment.

Learners can find more information on peer-graded assignment in FAQ)

(Submission due date: March 3rd, 2014, 11:59 pm)

Learners will design a communicative activity to integrate it into their language classroom. You can choose any language classroom (Spanish, English, French), but the lesson plan should be written in English. When preparing the communicative activities to incorporate in the lesson plan, keep in mind that the language class should last between 40-50 minutes. Also, consider the following:

- instructional goals and objectives,

- target learners,

- language skills required to teach in the class,

- instructional materials

- how to engage your students in the communicative activities, and

- how to provide feedback to your students.

As a basis for preparing the lesson plan, you can use the Instructor Lesson Planning Worksheet in the reading activity.

Here is the Rubric for this assignment that is the final project at the end of the course.

Lesson Plan Rubric (120 points.)
Name_____   Date_____
Lesson Plan Title_____

Criteria	5 points Unacceptable	10 points Developing	15 points Acceptable	20 points Exemplary	Points
Context for Learning (20 points.)	Incomplete or no description of target population and learning environment	Description of target population and learning environment is vague and/or, the appropriateness of the lesson (for this group) is not convincing.	Description of target population and learning environment are general and the appropriateness of the lesson (for this group) is clear.	The unique attributes of your target population and learning environment are very clear and the appropriateness of the lesson (for this group) is obvious.	
Objective(s) (20 points.)	Behavior, criteria, conditions, and language expectations are unclear or missing.	Two of the three (behavior, criteria, and/or conditions) are apparent, but unclear or poorly written.	Behavior, criteria, conditions, and language expectations are somewhat clearly communicated.	Behavior, criteria, conditions, and academic language expectations are clearly communicated and clearly and concisely written (no unnecessary word).	
Assessment Methods (20 points.)	Method(s) are named but are insufficiently described to ascertain appropriateness and/or linkage to objectives.	Method(s) as described are clearly inappropriate.	Method(s) very clearly described, appear appropriate, but inconsistently linked to specific objectives.	Method very clearly described, appear appropriate, and are consistently linked to specific objectives.	
Procedures (20 points.)	Procedures are incomplete or missing.	The lesson is poorly introduced. Procedures are unclear and difficult to follow.	The lesson is introduced in manner that may be somewhat confusing to students in order to know what to expect and what is expected of them. Procedures are vague, lacking detail required a third party to follow the lesson.	The lesson is introduced in a logical and engaging manner so that students know what to expect and what is expected of them. Procedures are clear and detailed to enable a third party follow the lesson without aid.	
Student Activities (20 points.)	Lesson plan is inappropriate or irrelevant to the students' language level. Activities are missing connections to the learning goals.	Lesson plan is partially appropriate to the students' language level. Activities show limited connections to the learning goals.	Lesson plan is appropriate and relevant to the language level. Activities show clear connections to the learning goals.	Lesson plan is clear, appropriate relevant and engaging to the language level. Activities show clear and consistent connections to the learning goal.	
Closure (20 points.)	No procedures for lesson closure are included.	Includes vague procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are missing.	Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are included, but poorly articulated.	Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are clearly articulated.	
				TOTAL _____/120	

Adapted from http://www.tnstate.edu/coe/documents/lesson_plan_rubric.doc

Further readings (optional)

If learners are interested in getting more information about the topic presented in this module, read the articles below.

Beebe, R. M. and Kathy L (1994). "Second Language Learning in a Social Context." <u>ERIC</u> <u>Digest</u>. Retrieved from: http://www.ericdigests.org/1994/second.htm

Sze, P. (1995). Teaching Conversation in the Second Language Classroom: Problems and Prospects. *Educational Journal, 23*(2), 229-250. Retrieved from: http://pdf.aminer.org/ 000/267/197/game_semantics_achievements_and_prospects.pdf

References

Bongarzone, P. (2013). Interview by C. Colmenares. Retrieved from http://www.youtube.com /watch?v=S1I-OBAGpoQ

Gregory, P. (2013). Interview by C. Colmenares. Retrieved from http://www.youtube.com/wa tch?v=ekKZZ6parRQ

Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching. Oxford: Oxford University Press

NCLRC (2003-2007). *Planning a Lesson*. A project of the National Capital Language Resource Center. Retrieved from http://www.nclrc.org/essentials/planning/planning_a_lesson.pdf.

Chang, M., & Goswani, J. S. (2011). Factors affecting the implementation of communicative language teaching in Taiwanese College English Classes. English Language Teaching (ELT), 8. Retrieved from: http://www.ccsenet.org/journal/index.php/elt/article/view/10754/0

Survey for Module 8

1. Were you able to access the video for Module 8?

⭘ Yes ⭘ No

2. Was the video helpful?

⭘ Yes ⭘ No

3. Were the readings helpful in reinforcing the course concepts?

⭘ Yes ⭘ No

4. Were the objectives of the module met?

⭘ Yes ⭘ No

Appendix E. Videos

Interview - Ed: https://www.youtube.com/watch?v=Tskl8ghU8Hc

Interview - Juliana: https://www.youtube.com/watch?v=nySCB__6IXE

Interview - Michael: https://www.youtube.com/watch?v=WOl6lQLJ8Uk

Interview - Rosario: https://www.youtube.com/watch?v=F2RSyzI8ocY

Disadvantages of CLT: https://www.youtube.com/watch?v=_mit42ciJFI

Benefits of CLT: https://www.youtube.com/watch?v=b81HILaj-dA

Four Language Skills: https://www.youtube.com/watch?v=00o38f7xuYs

Communicative Activity: https://www.youtube.com/watch?v=DcNQ5T8n1vk

Reading Activity: https://www.youtube.com/watch?v=gHuWvUXkPJM

Vocabulary Activity: https://www.youtube.com/watch?v=g8kCw4JKbq8

Receptive and Productive Skills: https://www.youtube.com/watch?v=sJt5lPsxuns

Listening Activity: https://www.youtube.com/watch?v=L0PGp8wG84A

Writing Activity: https://www.youtube.com/watch?v=YiDVtcwItMM

Speaking Activity: https://www.youtube.com/watch?v=M_e20Nl6NoE

A Bag of Tricks: https://www.youtube.com/watch?v=SLnlKi-hi30

What does inspire me to create a lesson plan? : https://www.youtube.com/watch?v=S1I-OBAGpoQ

An inspiration for lesson plans HD: https://www.youtube.com/watch?v=ekKZZ6parRQ

Four Language Skills (Interactive Version)

https://www.youtube.com/watch?v=XfmU79JkRGc

Appendix F. Rubrics

F1. Rubric for Reading Reflection

Criteria	0 points No evident	3 points Competent	5 points Proficient	Rating
Information Provided	Entirely descriptive e,g, list of learning events with no evidence of reflection.	Limited use of other sources of information to put the event in context.	Uses range of sources to clarify thoughts and feelings	
Critical Analysis	No evidence of analysis (i.e. an attempt to make sense of thoughts)	Some evidence of critical thinking and analysis, describing own thought processes.	Demonstrates well-developed analysis and critical thinking e.g. using the evidence base to justify or change behavior.	
Self-Awareness	No self-awareness	Some self-awareness demonstrating openness and honesty about performance and some consideration of feelings generated.	Shows insight, seeing performance in relation to what might be expected of teachers.	
Evidence of Learning	No evidence of learning (i.e. clarification of what needs to be learned and why)	Some evidence of learning, appropriately describing what needs to be learned, why and how.	Good evidence of learning, with critical assessment, prioritization and planning of learning.	
			TOTAL _____/20	

Adapted from:

http://www.derbygpvts.co.uk/Forms/levels%20of%20reflection%20and%20log%20entries.pdf

F2. Criteria for Discussion Board

5 points **Inadequate**	No late or inadequate posting
10 points **Adequate**	Accurate posting
15 points **Exceptional**	Accurate posting AND meaningful responses to your classmates
20 points **Very Exceptional**	Accurate posting AND meaningful responses to your classmates AND exceptional insight into the issue.

F3. Lesson Plan Rubric

Name_____   Date_____

Lesson Plan Title_____

Criteria	5 points Unacceptable	10 points Developing	15 points Acceptable	20 points Exemplary	Points
Context for Learning (20 points.)	Incomplete or no description of target population and learning environment	Description of target population and learning environment is vague and/or, the appropriateness of the lesson (for this group) is not convincing.	Description of target population and learning environment are general <u>and</u> the appropriateness of the lesson (for this group) is clear.	The unique attributes of your target population and learning environment are very clear <u>and</u> the appropriateness of the lesson (for this group) is obvious.	
Objective(s) (20 points.)	Behavior, criteria, conditions, and language expectations are unclear or missing.	Two of the three (behavior, criteria, and/or conditions) are apparent, but unclear or poorly written.	Behavior, criteria, conditions, and language expectations are somewhat clearly communicated.	Behavior, criteria, conditions, and academic <u>language</u> expectations are clearly communicated and clearly <u>and</u> concisely written (no unnecessary word).	
Assessment Methods (20 points.)	Method(s) are named but are insufficiently described to ascertain appropriateness and/or linkage to objectives.	Method(s) as described are clearly inappropriate.	Method(s) very clearly described, appear appropriate, but inconsistently linked to specific objectives.	Method very clearly described, appear appropriate, and are consistently linked to specific objectives.	
Procedures (20 points.)	Procedures are incomplete or missing.	The lesson is poorly introduced. Procedures are unclear and difficult to follow.	The lesson is introduced in manner that may be somewhat confusing to students in order to know what to expect and what is expected of them. Procedures are vague, lacking detail required a third party to follow the lesson.	The lesson is introduced in a logical and engaging manner so that students know what to expect and what is expected of them. Procedures are clear and detailed to enable a third party follow the lesson without aid.	
Student Activities (20 points.)	Lesson plan is inappropriate or irrelevant to the students' language level. Activities are missing connections to the learning goals.	Lesson plan is partially appropriate to the students' language level. Activities show limited connections to the learning goals.	Lesson plan is appropriate and relevant to the language level. Activities show clear connections to the learning goals.	Lesson plan is clear, appropriate relevant and engaging to the language level. Activities show clear and consistent connections to the learning goal.	
Closure (20 points.)	No procedures for lesson closure are included.	Includes vague procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are missing.	Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are included, but poorly articulated.	Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are clearly articulated.	
				TOTAL _____/120	

Adapted from http://www.tnstate.edu/coe/documents/lesson_plan_rubric.doc

Appendix G. Module Survey

1. Were you able to access the video for Module #?

 Yes   No

2. Was the video helpful?

 Yes   No

3. Was the reading helpful in reinforcing the course concepts?

 Yes   No

4. Were the objectives of the module met?

 Yes   No

Appendix H. A Jeopardy Game for Pre- and Post-Test

Please follow the link https://drive.google.com/file/d/0B5GVRqavYSU5NmVHVHVMdkcyX

2s/edit?usp=sharing to review the game.

Modules 1 & 2	Module 3	Modules 4 & 5	Module s 6 & 7	Module 8
10 Points	10 Points	10 Points	10 Points	10 Points
20 Points	20 Points	20 Points	20 Points	20 Points
30 Points	30 Points	30 Points	30 Points	30 Points
40 Points	40 Points	40 Points	40 Points	40 Points
50 Points	50 Points	50 Points	50 Points	50 Points

1

- **Talk less**
- **Listen more**
- **Become an active facilitator**
- **Set up the exercise**
- **Sit back and observe**

What should teachers do during a communicative activity?

2

To find information, break down barriers, talk about oneself, social challenges, engage in community support group, and learn about the culture

What are the purposes of the communicative activities?

3

A diverse set of principles that reflect a communicative view of language learning and that can be used to support a wide variety of classroom procedures.

What is communicative language teaching?

4

If students can learn to communicate in our language classes, then they can get out there and use language as a living throbbing mechanism for making friends, doing business, making deals.

What are the benefits of the communicative approach?

5

- Bring together experiences from the teachers and the students to the conversation in the classroom.
- Students must use the language to communicate among themselves and with their teachers.
- Keep students centered on the learning process.

What are the principles of the communicative approach?

6

Receptive conveys the idea that we receive language input from others through listening or reading and try to comprehend it. On the other hand, productive means that we generate language forms by speaking and writing to convey messages to others.

What are the differences between receptive and productive skills?

7

Reading an article for comprehension.

What's an example of a receptive activity?

Discussing in pair the topic presented in the article to exchange ideas.

What's an example of a receptive activity?

9

- Classes become interesting, and consequently, learners become motivated and more likely to produce greater language retention.

- Each language skill reinforces or supports the other skills to learn a language in a more natural way, exposing language learners to authentic language.

What are the reasons for integrating the four language skills?

10

- **Individual and grouping in pairs**
- **Question-answer techniques**
- **Role playing**
- **Lecture methods**

What are active learning methods?

Reading to study vocabulary, grammar, and sentence structure, we are referring mainly as a non-communicative activity.

What is reading for structure?

Reading for gaining information or enjoyment, but also to enhance knowledge of the language being read.

What is reading for fluency?

Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

What are reading strategies?

14

- Maximize the use of material that is relevant to students' real life.
- Maximize the use of authentic language.
- Vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise level, and genre.
- Ask students to listen with a specific purpose in mind and allow them to show their comprehension by engaging in a task.

What are the principles for teaching listening?

15

- **Construct listening activities.**
- **Define the activity.**
- **Check the level of difficulty.**
- **Use pre-listening activities to prepare students.**
- **Match while listening.**
- **Use Post-listening activities.**

What are the task strategies for developing teaching activities?

16

To teach the students to be clear, fluent and deliver effective communication of ideas.

What is the purpose of identifying the components of a piece of writing to teach a writing class?

17

Often used with beginning
literacy learners to provide
opportunities for reading and
writing through personal
experiences and oral language.

What is free writing?

- **Brainstorming (individually or in groups on a topic)**
- **Dialogue writings**
- **Peer editing (exchange ideas among students to point out changes)**
- **Reading**
- **Sentence exercises**

What are the strategies to promote writing in class?

19

To speak correctly with just a few mistakes while speaking for fluency means to speak easily at a normal speed with a few pauses.

What is speaking for fluency?

- Student participation is not dominated by a few talkative students.
- Students want to speak because they are interested in the topic.
- Students can be understood by everyone.
- There are not frequent interruptions while a student is speaking.

What are the characteristics of a successful speaking activity?

21

It is the instructor's road map of
what students need to learn and
how it will be done effectively
during the class time.

What is a lesson plan?

22

- Motivating students.
- Providing useful and necessary language practice.
- Helping students practice their language skills.

What is the purpose of a lesson plan?

- **Objectives for student learning**
- **Teaching/learning activities**
- **Strategies to check student understanding**

What are the key components of a successful lesson plan?

- **Outline learning objectives**
- **Develop the introduction**
- **Plan the specific learning activities (the main body of the lesson)**
- **Plan to check for understanding**
- **Develop a conclusion and a preview**

What are the steps for preparing a lesson plan?

25

- **Have a clear objective & write it down**
- **Plan an introduction & icebreaker**
- **Try to incorporate the 4 skills**
- **Check often for comprehension**
- **Leave time to review at the end**

What makes a good lesson plan?

26

Appendix I. Alpha Test User Attitude Questionnaire

Directions: Please place a check mark by the phrase below that match your opinion of the

unit. Write down any comments you have about any of the questions. Please be candid in your

comments.

Learner's ID _____

---

1. How difficult was this course?
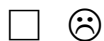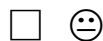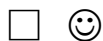
   ☐ ☺   ☐ 😐   ☐ ☹   Comments:

2. How was the vocabulary in the course?
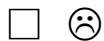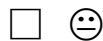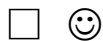
   ☐ ☺   ☐ 😐   ☐ ☹   Comments:

3. How was the length of the course?
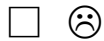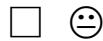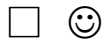
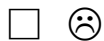   ☐ ☺   ☐ 😐   ☐ ☹   Comments:

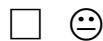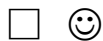4. How were the activities?
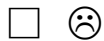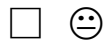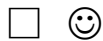
   ☐ ☺   ☐ 😐   ☐ ☹   Comments:

5. How difficult were the assessments?
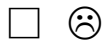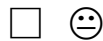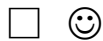
   ☐ ☺   ☐ 😐   ☐ ☹   Comments:

6. Did the test question match the things taught in the course?

   ☐ ☺   ☐ 😐   ☐ ☹   Comments:

7. How were the directions on the assignments?

☐ ☺   ☐ 😐   ☐ ☹   Comments:

8. What did you think about the examples given?

☐ ☺   ☐ 😐   ☐ ☹   Comments:

9. How did you like the pictures in the course?

☐ ☺   ☐ 😐   ☐ ☹   Comments:

10. Would you like to receive instruction in this form again?

☐ ☺   ☐ 😐   ☐ ☹   Comments:

11. Would you recommend this instruction to a friend who was interested in the topic?

☐ ☺   ☐ 😐   ☐ ☹   Comments:

12. Would you like to use communicative language teaching approach in your classes?

☐ ☺   ☐ 😐   ☐ ☹   Comments:

13. Do you think you could explain how to apply communicative language teaching approach to your colleagues?

☐ ☺   ☐ 😐   ☐ ☹   Comments: