

T'AIN'T WHAT YOU DO...IT'S THE WAY THAT YOU DO IT!

SESSIONS 1 & 2: ORALITY, MIXED-ABILITY CLASSES & ICTS
(I)

PILAR POLO
FERROL, OCTOBER 2016

'TAIN'T WHAT YOU DO'

James "Trummy" Young & Sy Oliver 1939

performed by Ella Fitzgerald & ensemble with Chick Webb & his Orchestra recorded Feb 17th 1939 in New York

When I was a kid about half past three,
My ma said, "Daughter, come here to me";
Says, "Things may come and things may go,
But this is one thing you ought to know!"

Oh, 'tain't what you do, it's the way that you do it,
'Tain't what you do, it's the **way** that you do it,
'Tain't what you do, it's the way that you do it,
That's what gets results!

'Tain't what you do, it's the **time** that you do it,
'Tain't what you do, it's the time that you do it,
'Tain't what you do, it's the time that you do it,
That's what gets results!

You can try hard, don't mean a thing;
Take it easy, breezy, then your jive will swing!

Oh, it - 'tain't what you do, it's the **place** that you do it,
'Tain't what you do, it's the time that you do it,
'Tain't what you do, it's the way that you do it,
That's what gets results!

You've learned your A B C's
You've learned your D F G's,
But this is something you don't learn in school;

So get your hep boots on,
And then you'll carry on,
But remember if you try too hard,
It don't mean a thing, take it easy!

'Tain't what bring do, it's the way that you **bring** it,
'Tain't what swing do, it's the way that you **swing** it,
'Tain't what sing do, it's the way that you **sing** it,
That's what gets results! (scat)

That's what gets results, rebop!

SOURCE: <http://lyricsplayground.com/alpha/songs/t/taintwhatyoudo.shtml>

SESSION OUTLINE:

SESSION 1 (18/10, 18.00-21.00)

- ❑ Speaking a FL: mission impossible? Reflecting upon the challenge of speaking another language. What do our students find difficult?
- ❑ Changes in oral practice throughout time: An overview of how a FL has seen a transformation in the way it is taught. How do we teach in our classrooms today?
- ❑ This may work...or not!: Getting it right. Ideas to get students speaking: does it work?

SESSION

1

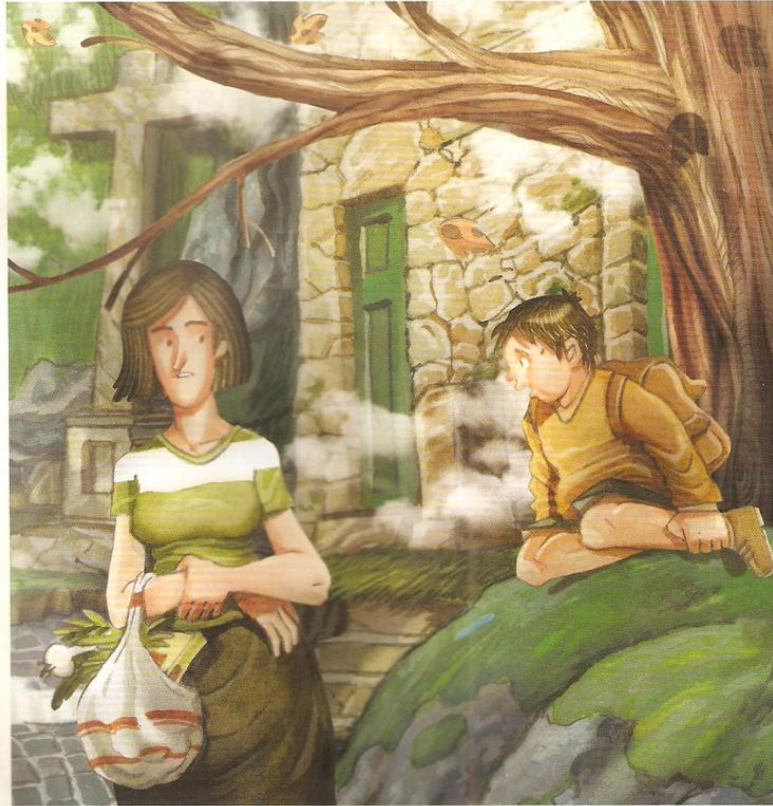
THINK 'OUTSIDE THE BOX'!

*[...] a metaphor that means
to think differently,
unconventionally, or from a
new perspective.*

https://en.wikipedia.org/wiki/Thinking_outside_the_box



<https://pixabay.com/es/idea-respuesta-ilustraci%C3%B3n-1026394/>



- Mamá. o Feijão é moi moderno, agora na escola dannos o galego en inglés.
- E o inglés...?
- O inglés en español.

SO...

HOW DO WE TEACH
ORALITY?

LIKE THIS...?





LIKE THIS?...



LIKE THIS..?

Luke Meddings teaching a Dogme lesson

OR LIKE THIS?



PRONUNCIATION?

INTONATION?

VOCABULARY?

**ANY OTHER
DIFFICULTIES
NOT MENTIONED HERE..?**

EXCEPTIONS
TO THE
RULES?

GRAMMAR?

SPELLING?

WHAT EXPERTS SAY...

ABOUT SPEAKING:

[...] often have real problems producing English, especially grammatical accuracy, pronunciation, intonation and vocabulary choice.

[...] speak at a much lower level than they are able to understand.



**GRAMMAR
PRONUNCIATION
INTONATION
VOCABULARY
FLUENCY**

ABOUT LISTENING:

[...] often have problems understanding spoken language

[...] find it hard to detect individual words in a stream of sound

[...] do not know the meaning of words



**COMPRHENSION
IDENTIFYING WORDS
VOCABULARY**

SO...

HOW MUCH ENGLISH
SHOULD WE TEACH?

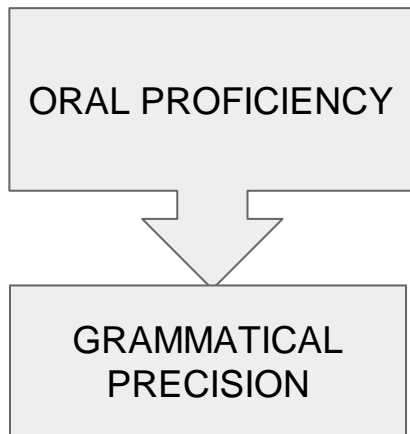
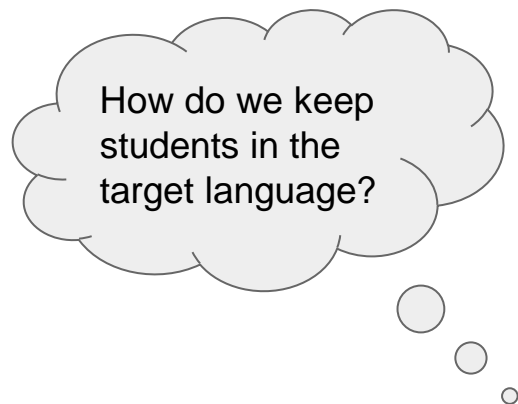
APPARENTLY, IT DEPENDS...

‘Under ideal conditions, ELLs would be **taught in their first language 90% of the time and in English 10% of the time in kindergarten and first grade**. Gradually, as they learned more English, they would be taught **in the primary language 50% of the time and in English 50% of the time by sixth grade**. Studies have shown that children who are taught in this manner outperform ELLs who are taught mostly in English from very early in their schooling. Children in this ideal bilingual learning situation do so well because they understand what they are hearing and are thus able to build their underlying conceptual-linguistic foundation’.

SOURCE: [Acquiring English as a Second Language](#). American Speech Language Hearing Association (www.asha.org)

A 90% IN-ENGLISH CLASS...

ACTFL Statement: "90% usage of the Target Language in the classroom".



SOURCE: [The American Council on the Teaching of Foreign Languages](#)

ON THE PATH TO A 90% IN-ENGLISH CLASS...

THE CHALLENGE...

- Prior planning (not only following the textbook)
- Concerns about the S's comprehension
- Concerns about covering the Curriculum

THE CONSIDERATION...

- Help is a click away!
- Language teaching = meaningful communication
- Objective goals

SO...

HOW HAVE WE BEEN
TEACHING ENGLISH?

HOW HAVE DONE IT SO FAR?

CLASSICAL METHOD

17th, 18th & 19th centuries

DIRECT METHOD

1880-1930

AUDIOLINGUAL METHOD

1940s-1960s

'DESIGNER' METHODS

(Suggestopedia,
The Silent Way..)

1970s-1980s

DOGME METHOD

(Scott Thornbury)

EXPERIENTIAL LEARNING METHOD

COMMUNICATIVE LANGUAGE TEACHING*

2000-?

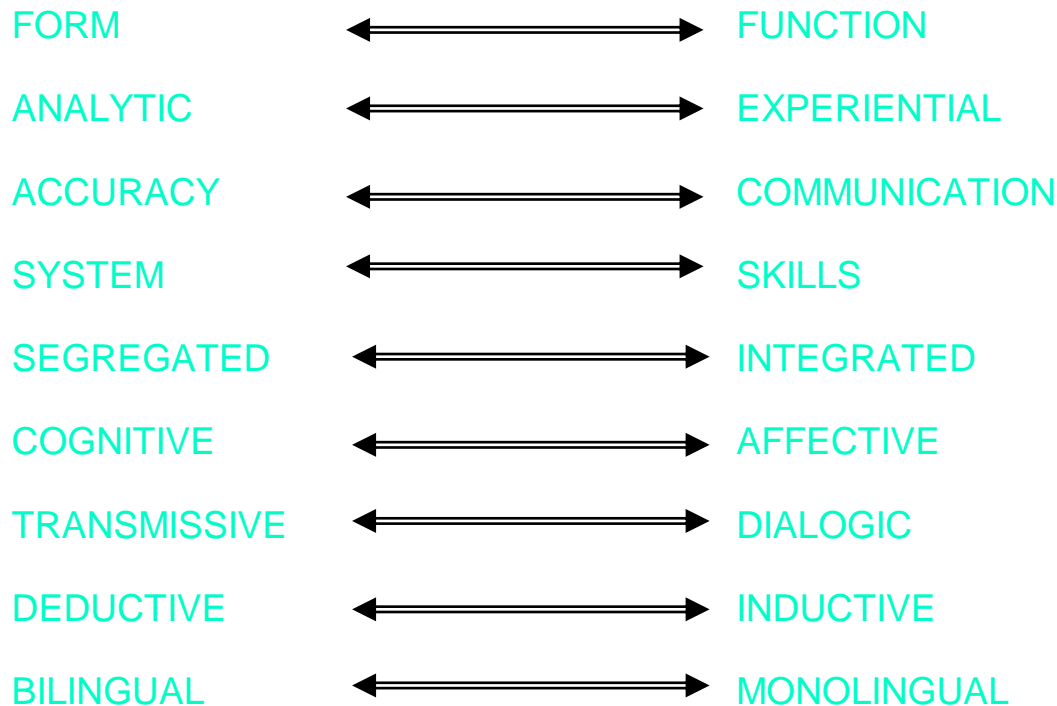
*(go to 1:15)

STRATEGIES-BASED INSTRUCTION (TBPs)

1990s



DIMENSIONS OF METHODOLOGY:




SO...

HOW DO WE TEACH
ENGLISH TODAY?

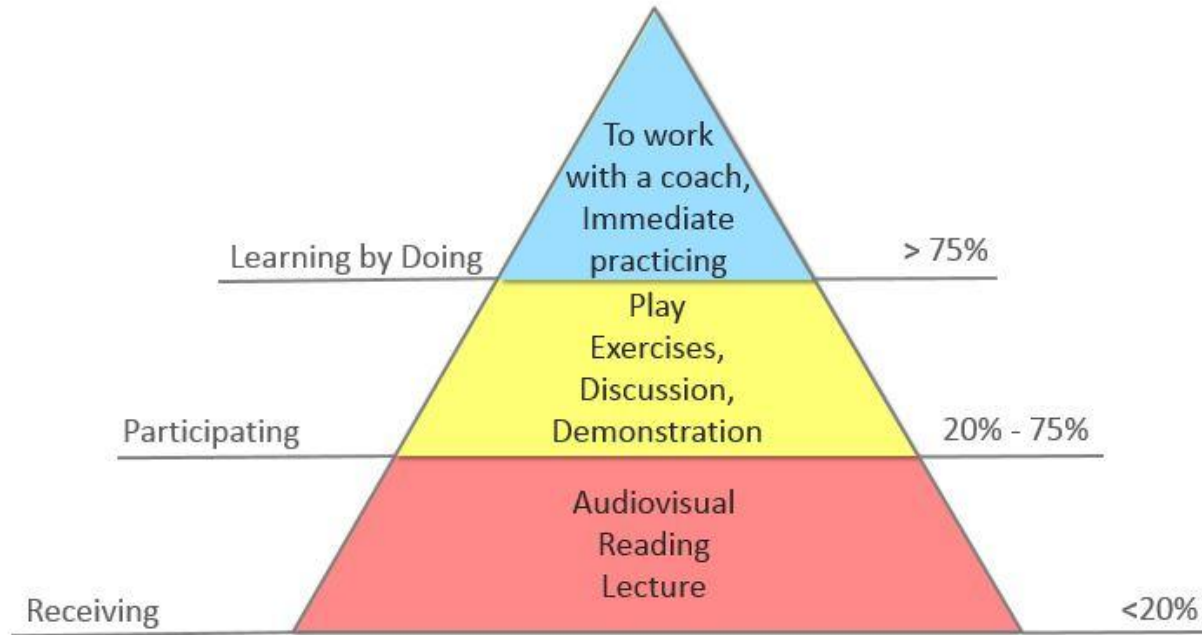
SO...HOW DO WE TEACH TODAY?

1. With a coursebook?
2. With a structured Syllabus?
3. With translation exercises?
4. With listen and repeat drills?
5. With gap-fill exercises?
6. With vocabulary lists?
7. With dictations?
8. With role-plays?



**All used in
previous
methods!!!**

HOW MUCH DO WE LEARN?

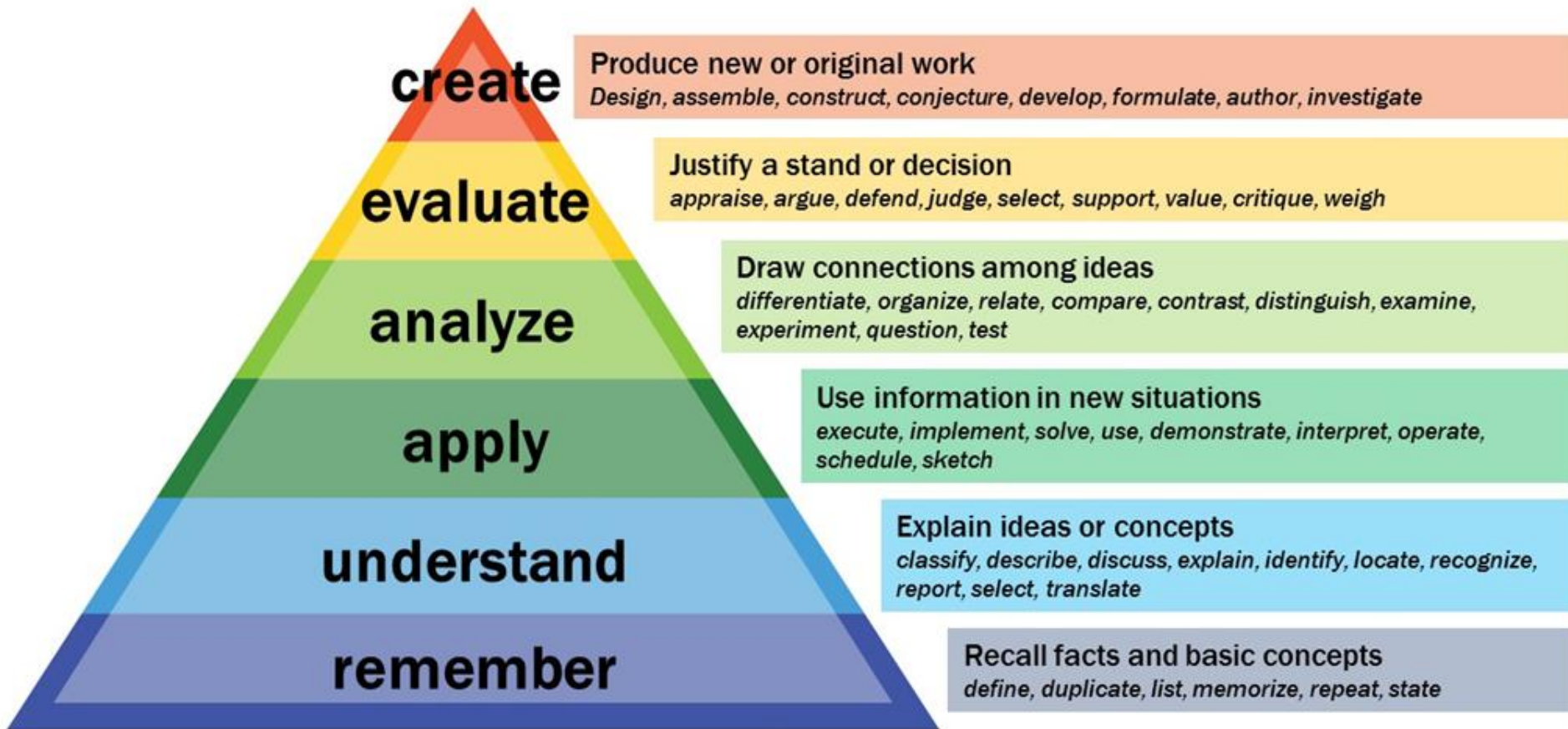


Retention of Learning

I. Kokcharov © 2015

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Bloom's Taxonomy



CLIL EXAMPLES IN ACTION...



ENGLISH IN PRE-SCHOOL & PRIMARY...



ENGLISH IN SECONDARY...



LET'S CREATE OPPORTUNITIES FOR ORALITY!

MAKE YOURSELF UNDERSTOOD...IN ENGLISH!!!

By...

- ...providing comprehensible input for communicative goals
- ...making meaning clear (gestures/body language/visual aids)
- ...negotiating meaning with Ss & encourage negotiation among them
- ...encouraging spontaneous language use
- ...teaching strategies for comprehension difficulties
- ...giving feedback & praising their interaction in the FL

WHAT ABOUT OUR STUDENTS?

GET/KEEP THEM SPEAKING...IN ENGLISH!!!

By...

- ...explaining why staying in the target language is SO important
- ...eliminating idle time to avoid switching to their mother tongue (fillers)
- ...changing seating/room layout
- ...putting high-frequency phrases around the classroom
- ...pretending not to understand their mother tongue
- ...encouraging Ss to come up with silly stories/poems and TPR activities

THE IMPORTANCE OF CREATIVITY

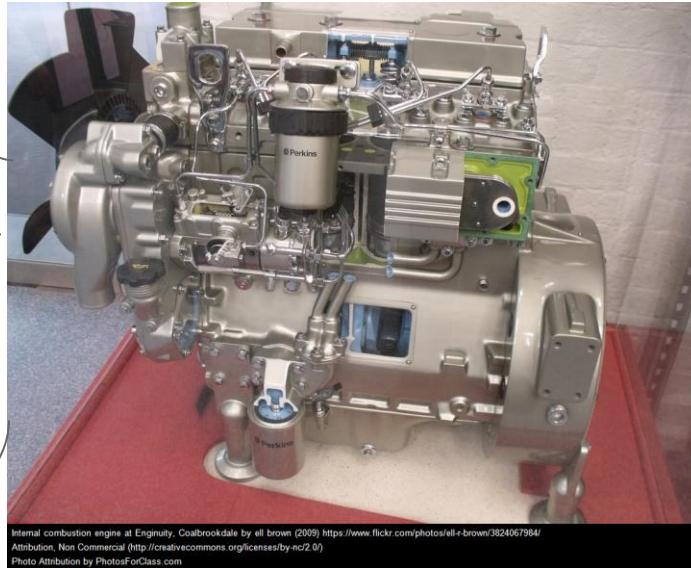


CREATIVITY MAKE-UP

KNOWLEDGE
(our 'toolbox' for
creativity)

IMAGINATION
(our 'catalyst' which
transforms
knowledge into new
ideas)

ATTITUDE
(the 'spark' that
starts the creative
process)



HABITAT
(people & physical
spaces)

RESOURCES
(not only money!)

CULTURE
(the 'background
music' in the process)

<https://www.flickr.com/photos/39415781@N06/3824067984/>

SOURCE: [A crash course in creativity: Tina Seelig at TEDxStanford](#))

TIPS ABOUT BEING CREATIVE...



EXPLORE new ways of teaching

LEARN to create (with your students!)

ENCOURAGE a collaborative environment

Do the OPPOSITE/Find NEW ways of doing old things

~ Outside the Box ~

Alan Maley, 2010

(in the book *Creativity in the English Language Classroom*, British Council, 2015)

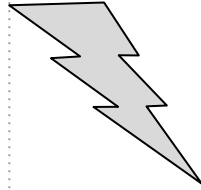


*Being inside the box
was comfortable –
warm and cosy.*

*We curled up
with cushions of routine,
waddled with words,
blanketed by books,
swaddled in certainties.*

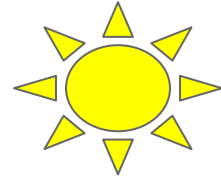
*A bit stuffy perhaps,
and we sometimes felt cramped,*

*but never mind,
we were so used to it
that it felt normal –
and, as I said, comfortable.*



*Out here we are exposed,
and cold winds blow.*

*We need to hold on tight,
keep our eyes open
for sudden snow squalls,
hidden crevasses.*



*It's a precarious existence now –
but here we can move and breathe,
see clear to the far horizon.*

*And if we come to a cliff,
we know we can step off it
into empty air,
trusting it to bear us up.*

*We have no fear
of
falling.*



<https://openclipart.org/detail/222289/bright-idea>

SOME
TRUTHS
& A LIE

MADE UP
SONGS

MY 5
MYSTERY
WORDS

FIND SOMEONE WHO...

2 CIRCLE
COMMUNICATION

I SPY...

ALPHABET
INTRODUCTIONS

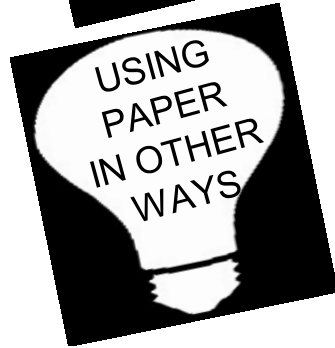
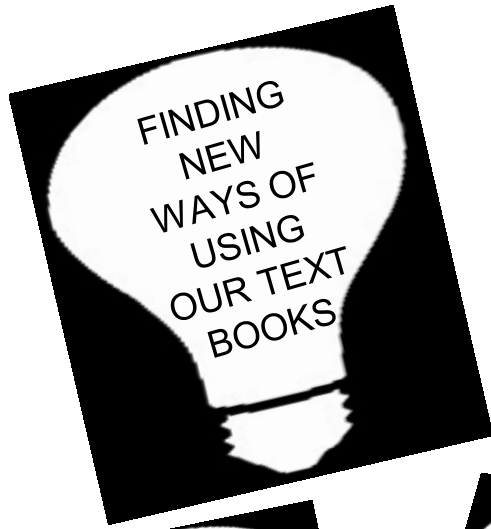
CAN YOU REMEMBER.. ?

WHAT ABOUT YOU?



<https://openclipart.org/detail/1087/uncle-sam-pointing>

WARMERS: FIRST-DAY ACTIVITIES OR TO PRESENT A TOPIC...



LET'S CREATE BY...

ARE YOU CREATIVE?



<https://openclipart.org/detail/1087/uncle-sam-pointing>



And this fella in my group had a cool idea too

TO SUM UP TODAY'S SESSION...



THANK YOU FOR
YOUR TIME &
ATTENTION!