



Framing Learning Through Conversations in the World Languages Classroom

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Framing Learning Through Conversations in the World Languages Classroom: GOALS

- **Consider** implications of communication in the form of conversations as opposed to “teacher talk” on world language learning.

Framing Learning Through Conversations in the World Languages Classroom: GOALS

- **Consider** implications of real communication as conversations on learning
- **Explore** the impact of using authentic communication (conversations) on learning activities in the classroom

Framing Learning Through Conversations in the World Languages Classroom: GOALS

- **Consider** implications of real communication as conversations on teaching
- **Explore** the impact of using authentic communication on learning activities in the classroom
- **Discuss** steps that can be taken to develop real communication and conversations.



Grouping Activity

Directions

Quiz Yourself!

Choose between *Absolutely*, *Sort of*, and *Nope*.

1. I can offer a working definition of communication.
2. I can describe the two major purposes of communication.
3. I understand how the classroom is a 'limited context' environment for communication.
4. I can explain how knowledge ABOUT communication informs choices and behaviors in terms of language teaching.

Quiz Yourself! (cont'd)

Choose between *Absolutely*, *Sort of*, and *Nope*.

5. I understand what it means for language to be abstract.

6. I can list the basic characteristics of language acquisition.

7. I understand that what is on a page is not what winds up in your head.

8. I understand that instruction cannot alter the acquisition process.

Quiz Yourself! (cont'd)

Choose between *Absolutely*, *Sort of*, and *Nope*.

9. I can offer examples of linguistic development in learners over time.

10. I understand the difference between talking “at” and talking “with” learners.

By the end of this activity, you will develop your own definition of communication.

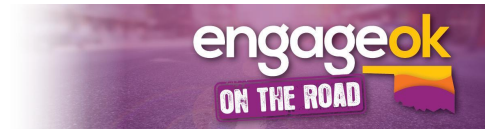
- 1) Draw/write what communication is
- 2) Share with your group members
- 3) Develop a whole group definition
- 4) Post on the wall
- 5) Read each group's post and decide which one you think is best.

Nature of Communication

Communication is the expression, interpretation, and sometimes negotiation of meaning in a given context. What is more, communication is also purposeful.

Savignon, 1971; Van Patten, 2017

<https://www.facebook.com/watch/?v=2201615876558970>



Nature of Communication

Expression
Interpretation
Negotiation



Six Principles of Communicative Language Teaching

(Van Patten, 2017)



1) Communicative Language Teaching

Conversations to develop language through
Input – Output



Communicative Language Teaching

With your group, discuss the following questions:

- 1) What is Communicative Language Teaching?
- 2) What are you using as the basis of your definition?

Communicative Language Teaching

Why does using communicative language teaching methods matter, and how does it impact teaching in the world languages classroom?

Implications for the Classroom

“Because communicative classrooms involve the expression, interpretation, and negotiation of meaning with a purpose in the context of the classroom...the following questions have to be asked.” (Van Patten 2018)

Implications for the Classroom

- 1) “How much time do instructors and students spend on conversation - expression and negotiation of meaning?”
- 2) “Is there a meaningful purpose to these expressions (conversations) and interpretations of meaning?”
(Psycho-social or cognitive-informational)



Implications for the Classroom

Display questions:

Designed to elicit a specific response and practice language. (One Right Answer)

Interpretation may be involved, but no psycho-social or cognitive-informational outcome.

<https://youtu.be/GXCAjhx-He4?t=1>

Implications for the Classroom

Context-Embedded Queries

The purpose of the questions is related to an outcome of a task.

<http://learner.org/libraries/tfl/spanish/zingle/analyze.html>

(6:45 - 8:45)

Implications for the Classroom

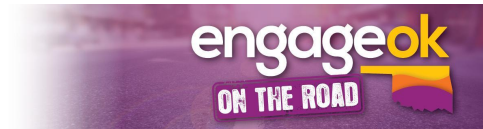
Watch:

<http://learner.org/libraries/tfl/french/neuman/analyze.html>

(1:54 - 2:35) What conversations are taking place?

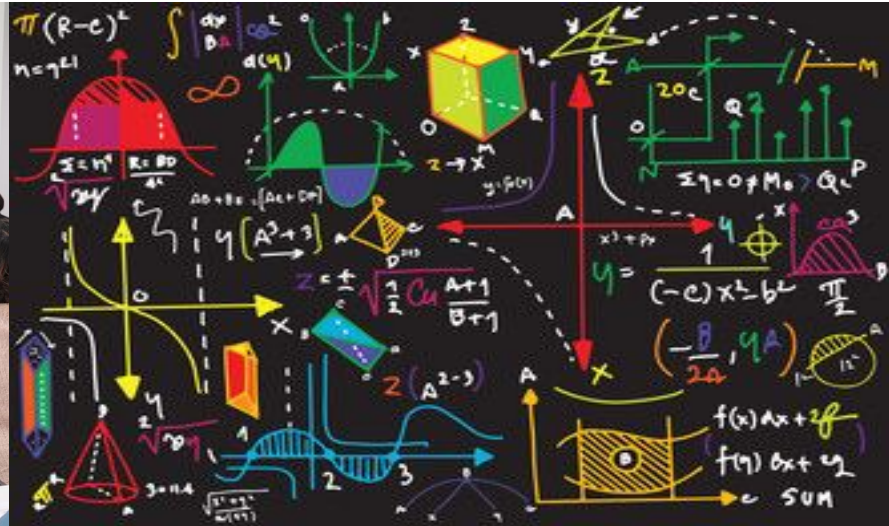
(7:00 - 12:00) What do you notice?

Now share examples or situations from your experience.



2) “Language is too abstract and complex to teach and learn explicitly.”

A language class must be organized and approached very differently from other content areas if we want our students to gain communicative competence.



Implications for the Classroom

Teaching language explicitly as a method has been shown to have limited ability to develop higher levels of proficiency because of the complexity and interaction of multiple layers, need for attention at each level.



“Language is too abstract and complex to teach and learn explicitly.”

“I understand what it means for language to be abstract.”

YOUR TURN:

Turn to the person next to you and explain how language is abstract and complex, and the limitations of teaching language using explicit methods.

3) “Acquisition is severely constrained by internal and external factors.”

Research shows language acquisition follows a specific pattern, but it does not match traditional grammar-based approaches, and is not helped with direct instructional strategies.



3) “Acquisition is severely constrained by internal and external factors.”

Turn to the person next to you again and list as many internal factors as you can in 30 seconds.

Now list as many external factors in 30 seconds as you can.

Finally, describe why the classroom is a “limited” context.

Quiz Question: 6. I can list the basic characteristics of language acquisition.

4) “Instructors and materials should provide learners with level-appropriate input and interaction.”

Input must be the center of the curriculum.

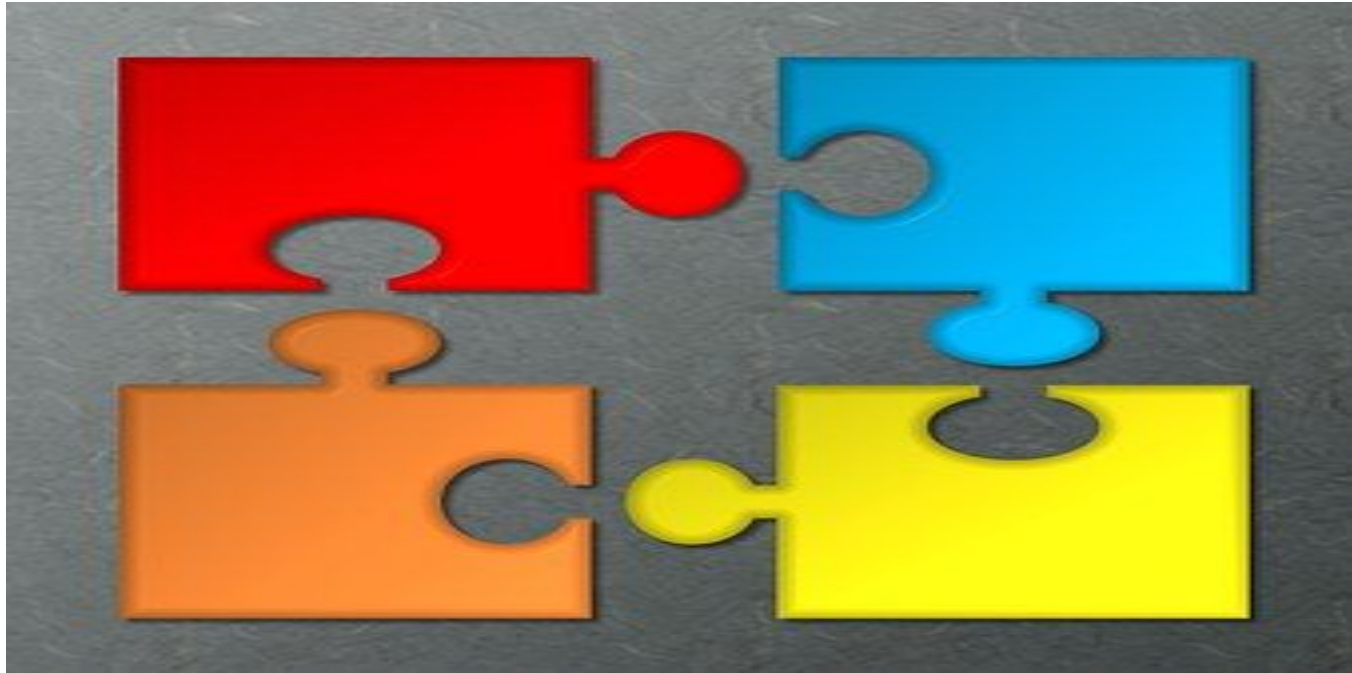


4) “Instructors and materials should provide learners with level-appropriate input and interaction”

Quiz Questions:

- 9. I can offer examples of linguistic development in learners over time.
- 10. I understand the difference between talking “at” and talking “with” learners.

5) “Tasks (NOT Exercises or Activities) should form the backbone of the curriculum:”



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Quiz Questions:

4. I can explain how knowledge ABOUT communication informs choices and behaviors in terms of language teaching.

8. I understand that instruction cannot alter the acquisition process.

form

Use of proper approaches to draw attention to grammatical features focuses on many examples of correctness used in context, communicatively, and revealing meaning.



6) “Any focus on *form* has to be input-oriented and meaning-based.”

Quiz Question:

2. I can describe the two major purposes of Communication.

10. I understand the difference between talking “at” and talking “with” learners.

IN CONCLUSION...

Make time to talk!

- Ask questions that encourage the student to think - questions involving analysis, prediction, imagining...
- Make eye contact when you converse with a student.
- Extend your conversations with students, and encourage them to use back and forth exchanges, responding to you and each other several times.
- Use themes as they help students organize information and remember the meanings

IN CONCLUSION...

Make time to talk!

- Involve each student in a conversation at least once a day.
- Make connections with texts the class has read and experiences they have shared to help build meaning.
- Expand on the student's language by repeating it with extensions (descriptive words) and using words correctly the student has used incorrectly, adding and building on to the student's ideas.
- Share texts, use shared topics to talk about, ask questions and discuss them as you go along.

IN CONCLUSION...

Make time to talk!

- Read and tell stories with context.
- Let students re-tell the story and act it out
- As you converse, build on what students' know to enrich their vocabulary, acquisition of structure, functions and pragmatics
- Keep the conversation going by asking real questions (questions that follow the rules of communication), expanding and commenting rather than using evaluative phrases and display questions to practice the language.

PRACTICE:

Try your hand at asking real questions and carrying on a real conversation according to the “rules” of communication with a partner.



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Link: [https://docs.google.com/presentation/d/19Awy0Ozo93xfY8mO_E_4](https://docs.google.com/presentation/d/19Awy0Ozo93xfY8mO_E_4MfVtCStq7512-gl14JBBZBM/edit#slide=id.g5ae219be90_0_0)

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