

9 Fluency – Trainer Notes

OVERVIEW	<p>DVD content In the DVD we see students engaged in speaking activities – a role play and a debate – while John Kay talks about the different factors involved in helping learners improve their fluency.</p> <p>Material content The material looks at ways of helping students speak more fluently – particularly how careful lesson preparation can help.</p>														
KEY CONCEPTS	<p>Accuracy and Fluency</p> <div style="border: 1px solid black; padding: 5px;"> <p>Accuracy refers to how correct learners use of the language system is, including their use of grammar, pronunciation and vocabulary. Fluency refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation and vocabulary.</p> </div> <p>As in Programme 1, the focus is on accuracy and fluency and how the decisions that a teacher makes can switch the focus of an activity.</p>														
PLAN SUMMARY	<p>Note: All sessions in the Teaching Speaking series will be more effective if participants are able to discuss things in pairs or groups. You should arrange your training room to facilitate this as far as possible.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Warmer</td> <td style="padding: 5px;"><i>‘Who am I?’</i></td> </tr> <tr> <td style="padding: 5px;">1 Before you watch</td> <td style="padding: 5px;"><i>what stops us speaking fluently?</i></td> </tr> <tr> <td style="padding: 5px;">2 Watch</td> <td style="padding: 5px;"><i>checking prediction/gist comprehension.</i></td> </tr> <tr> <td style="padding: 5px;">3 Watch again</td> <td style="padding: 5px;"><i>note-taking/listening for specific information</i></td> </tr> <tr> <td style="padding: 5px;">4 Analysis & Reflection</td> <td style="padding: 5px;"><i>planning a speaking activity</i></td> </tr> <tr> <td style="padding: 5px;">5 Additional activities</td> <td style="padding: 5px;"><i>information gaps and personalisation</i></td> </tr> <tr> <td style="padding: 5px;">6 Suggested classroom activities</td> <td style="padding: 5px;"><i>4 discussion activities</i></td> </tr> </table>	Warmer	<i>‘Who am I?’</i>	1 Before you watch	<i>what stops us speaking fluently?</i>	2 Watch	<i>checking prediction/gist comprehension.</i>	3 Watch again	<i>note-taking/listening for specific information</i>	4 Analysis & Reflection	<i>planning a speaking activity</i>	5 Additional activities	<i>information gaps and personalisation</i>	6 Suggested classroom activities	<i>4 discussion activities</i>
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Procedure

Warmer	
<p>(optional)</p> <ul style="list-style-type: none"> • Who am I? Give out name cards and ask each participant to think of a famous person then write the name on the name card. Alternatively you can write the name cards yourself before the session. Make sure that the names are famous enough to be known by everyone in the room. Mix up the cards and give one to each participant who should put it in front of him/her where they can't see the name. Each person must then ask questions to find out whose name is on the card. Possible questions include: <ul style="list-style-type: none"> Am I a man or a woman? Am I a film star? Am I American? Do I appear on TV? etc. • Depending on the size of the group you can do this activity in small groups or as a whole group. 	

1 Before you watch

- Before the session begins, cue the DVD to the menu screen. You could then turn off or cover the TV set until you're ready to watch
- Ask the participants what things they think stop their students from speaking English in class.
- Elicit one or two responses then ask them to look at the list in the Before you watch section.
- Ask participants to read the list then to talk to a partner and say whether these things are true for their students.
- They could then go on to talk about the questions in the second section – (what about you?).
- Feedback as a whole group to see if common themes appear. The question of which things are easier to talk about in English might lead to interesting discussion as it ties into the theme of personalisation in this and other programmes.

2 Watch

- You need to explain the task here and allow enough time for reading before watching Programme 9 all the way through. Ask participants to check answers in pairs before checking as a whole group.

3 Watch again

- Make sure the task is clear. You could stop the programme at appropriate points if you feel participants are finding it difficult to make notes quickly enough. When the programme is finished, ask participants to check in pairs. Refer them to the tapescript at the back of the book if necessary. Check as a group.

4 Analysis & Reflection

- Again, there's quite a lot of reading to set up the activity. Make sure that participants understand that these are a teacher's notes about a forthcoming speaking activity (a debate).
- When they have read the lesson plan ask them to work in pairs to prepare a similar plan for a speaking activity of their own. Encourage them to make it a real activity that they plan to do with their students. You may need to monitor closely here, helping with ideas for activities and helping people focus on how they will set up the activity and what instructions they will give.
- When participants have made their plans you could have a whole group round up, talking about how participants have found the experience of planning an activity this way. Remind them that there is a review activity to come back to after they do the activity and encourage them to return to it in their own time.

5 Additional activities

- Ask participants to read the text on differences. Ask them for their opinions.

6 Suggested classroom activities

- Try one or two of the activities as a fun way to end the session.