Extending repertoires
project 2003-4

AMES Vic
AMEP Research Centre
The ‘Changing clients project’ 2001-2

- AMEP RC with AMES Vic
- Longitudinal (12 months) study tracking groups of learners new to the AMEP
  - To track the learning of English by learners from Iraq, Horn of Africa and older Chinese
  - To describe linguistic and cultural factors affecting learning
  - To identify optimal learning environments
Interviews with learners

- Interviews in L1 with learners twice per term (interpreter)
  - Background information
  - Perceptions of AMEP provision
  - Perceptions of own learning
  - Perceptions of teaching and content

- Interviews in English with learners three times per term (no interpreter)
  - Picture activities
  - Personal / family information
  - Personal narratives
  - General conversation
Classroom observation and teacher interviews

- Twice per term observations of learners in class
- Teachers provided:
  - Diary of observations kept for each learner
  - Record of activities and tasks used in classroom
  - Copies of written work completed by learner with context of work
- Teacher interviews
  - Twice per term
  - Observations of each learner
Some overall comments

- AMEP a positive experience
- Support vs challenge
- Need to balance:
  - Understanding of adult lives vs importance of taking study seriously
  - Being supportive vs challenging and extending
- Learners keen to:
  - Practise speaking
  - Find out more about how to do everyday life in Australia
- Learners had to adjust to:
  - Different roles of teacher and student
  - New ways of teaching and learning
Three topics selected for follow up:

• Integrating aspects of everyday Australian life

• Familiarising students with learning culture and organisational issues in AMEP

• Supporting and extending speaking
What makes it hard or easy for you to learn English?

George: I'd like to learn more useful things. For example, go to bank, use the bankcard, how to use it. I can't go shopping or take the bus, transport, or go to see a doctor. This kind of thing I'd like to learn, more useful thing and easier to learn. For example, I'm going to apply for citizenship and for the words for swear, swear, the words, I'd like to learn, but still not teaching us. And other things like to pay the fees, like electric fees, water rates
Cultures of learning

• Difficulty coming to terms with the culture of learning in AMEP, and sometimes unsure of the ‘seriousness’ of classes
  ‘.. it seems there's no text, kind of education, with sequence or plan’

• Lateness, absence and missed opportunities
  ‘There is no control method so they do whatever they want’

• Learners seemed to want homework
  ‘But I think if every day the teacher can give us some HOMEWORK, or let us to do some research to find out the answer by ourselves, I think it would be even better.’
Learners wanted support and practice with speaking

- Speaking very important:
e.g. ‘Language it's really difficult because when you go out and someone talks to you, it's like, sorry to say that just like I'm feel I'm idiot, because I can't, you know, can't say anything.’ (Andrea:20)

- Learners often did not get speaking practice outside the class
- Learners wanted more speaking practice in class
- Learners liked opportunities to hear models, rehearse and practise in private
- Need for scaffolding particularly for shy ones
Project aims 2003-2004

• 2003 - to develop and trial strategies to address in the following areas:
  – Integrating aspects of Australian life into teaching
  – Familiarising learners with the teaching/learning culture and developing a shared basis for teachers
  – Developing scaffolded ways of approaching speaking in an integrated way

• Aims 2004 – to refine, trial and evaluate these
Life in Australia

Extending repertoires project
Kathryn Earp, Carmel Everitt, Helen Mulvaney, Howard Nicholas.
• Learners want to have more connection between English learning and life in Australia.
• Teachers are very conscious of learners’ need to earn money to pay back debts and establish families in Australia.
• Teachers feel that without adequate English learners are disadvantaged in getting good jobs and in the workplace.
• Teachers feel that learners see learning English as being in conflict with getting a job
• Current curriculum frameworks do not provide sufficient space for teachers to address work-related English at lower levels (particularly Level 1)
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Extending Repertoires Project
Organising the classroom

Learner-Centred Strategies
('Aussie Rules')

AMEP Conference 2003
Sat Devi
AMES Victoria
With
Tina Androitis, Theresa Kozar, Lynda Yates
'Culture of Learning'

Learners unsure of

- ‘seriousness of learning’ (classroom activities, lack of homework etc)

- Lack of control methods (eg monitoring of punctuality, attendance, progress)
Teacher-Centred Strategies

- teacher is the sole source of authority
- teacher is responsible for learners
- teacher is responsible to see that learning takes place
Learner-Centred Strategies

- learner contributes own experiences and knowledge to each learning task
- learner takes responsibility for own behaviour
- learner participates in objective setting and learning outcomes
What strategy would you use for the following situations?

1. Students who are habitually late for class without good reason.

2. Students who can never find class reference materials when required.

3. Students who are unaware of what they are learning and why they are learning it.

4. Students who show poor time management skills

5. Students who lack awareness of their learning progress and direction.
Supporting and Extending Speaking

• Developing scaffolded ways of approaching speaking in an integrated way

Jacky Springall, Susan Henenber, Elsie Hill, Ron Elazary
Supporting and Extending Speaking
Background

- Learner perceptions on place of spoken skills in AMEP classes
- Learner needs
- Teacher perceptions of CSWE and skills development
- Teacher needs for syllabus support
Supporting and Extending Speaking Aims

• Produce a framework for developing teaching/learning sequences for spoken skills within the CSWE 1
  – Authentic & relevant contexts
  – Socio-linguistic knowledge
  – Scaffolded activities to extend opportunities for speaking

• Model a T/L sequence for a new CSWE 1 learning outcome using framework

• Develop a PD package that incorporates this framework & sample units of work for teachers
Supporting and Extending speaking

1. Building the context
2. Modelling and deconstructing the text
3. Joint construction of the text
4. Independent construction of the text
5. Linking related texts

Reference. Susan Feez model: Figure 17.4 Methodology to support learners working towards CSWE outcomes pg 223 in Feez, S 2001 Curriculum evolution in the AMEP in Innovation in Language Teaching London: Routledge
Teaching and learning framework

Sequencing Activities

1. Building the Context
   • Needs analysis
   • Student Survey
   • Types of phones
   • Cost of calls (local and international etc)
   • Socio-linguistic features eg when to ring/appropriacy
   • Using visual aids eg English Have a Go video
   • Realia: telephones
2. Modelling and deconstructing the text
- Listen to dialogue (audio-cassettes)
- Pronunciation focus eg including word stress
- Listen and repeat
- Listening comprehension
- Role play in pairs with scripted dialogue
- Analysing the dialogue: match the conversation to the label eg opening/closing
- Jumbled sentences
- Cloze passage: focus on telephone language eg in the introduction:
  - It’s ____ speaking (as opposed to I’m)
Teaching and learning framework: Sequencing Activities

3. Joint construction of the text
   • Word Chart
   • Open dialogues
   • Adjacency pairs – matching exercise
   • Ball game
Teaching and learning framework: Sequencing Activities

4. Independent construction of the text
- Roleplay / back to back role play
- Role play with repair strategies
- Students write own dialogues
- Students pair with a student from a higher level class and record dialogues
- Students telephone each other eg out of class hours
- Practice with Volunteer Tutors
Teaching and learning framework: Sequencing Activities

5. Linking related texts
- CSWE Module C LO1: face to face dialogues eg At the Reception Desk
- Recorded messages
- Wrong number protocols
- Negotiating lateness
- Using the White Pages
- Making Emergency calls
### Teaching and learning cycle framework for spoken skills

(1)

<table>
<thead>
<tr>
<th>Identify Aim</th>
<th>Can be framed as learner outcome from CSWE eg</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>For learner to be able to conduct a short telephone conversation</em></td>
<td>For learners to be able to conduct a short telephone conversation</td>
</tr>
<tr>
<td>Identify context</td>
<td>Needs analysis</td>
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<tr>
<td>Learner input on where/when need this skill</td>
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<tr>
<td>Teacher input on relevant contexts based on knowledge of Australian Society</td>
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</table>

In class: survey with ss, *have you got a telephone, when do you use it/need it etc., do you speak English on the phone?* (NB can do this as communicative activity; survey)
Teacher notes any particular contexts eg pregnant ss, calling 000
Teacher input: Phoning school to inform of absence/lateness (NB tie in with discussion on learner responsibility /organisational issues)
### Teaching and learning cycle framework for spoken skills (3)

| Prior skills needed / assumed | Note prior language that may be needed to undertake this LO eg prior LO’s..gives indication of syllabus sequencing | Module B LO 1(*provide personal ID*) and Module C LO1 (*can participate in a short spoken transactional exchange*) |
| Language event sequence | Look at Assessment criteria for LO for info on deconstruction of language event | Open conversation/respond  
*ask or respond to 1 question  
manage repair strategy  
eg request for repetition/speak slowly, spell name etc..  
* close |
**Teaching and learning cycle framework for spoken skills (5)**

| List grammatical, lexical, phonological features | What grammatical structures/ vocabulary/ pronunciation features etc.. are embedded in this spoken event? | It’s ________ (not I’m__)  
Vocab: sick/ can’t / spell/ surname  
Idiomatic; hold the line, hang on etc..  
Pronunciation: names / word stress  
Telephone alphabet |
|---|---|---|
# Teaching and learning cycle framework for spoken skills (6)

<table>
<thead>
<tr>
<th>Outline socio-cultural knowledge learners need</th>
<th>What information specific to Australian society/culture do learners need to know</th>
<th>Transaction normally short</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Politeness; please/thank you, can you..</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Appropriacy of making calls to inform of absences school/appointments etc..</em></td>
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<td><em>Voice quality: loudness /clarity</em></td>
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<td><em>Phone tones and meanings, recorded messages</em></td>
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<td><em>How to find telephone numbers</em></td>
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<td><em>(NB Multilingual fact sheet from <em>Mind Your Money</em> on mobile phone contracts)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brainstorm activities and tasks that could be used in teaching / learning</th>
<th>Consider balance of presentation/input, practice/accuracy, production/fluency Consider balance of activities that offer direct practice of spoken skills and support activities eg reading/writing tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to back conversations <em>Surveys on phone numbers/ use of phone etc.</em> *Using diaries to find phone nos of school *White pages/alphabetical order *Model conversations (audio/video), listen and repeat *Cloze exercises (dialogues) A/B closes <em>Listening tasks; dialogues, T/F questions, comprehension, multiple choice etc.</em> *sentence strip ordering of dialogues Etc (see hand-out for more activities)</td>
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</tbody>
</table>
| List potential resources available for teaching/learning | NB range of print, online, authentic, scaffolded materials and people resources such as volunteer tutors, ILC, community etc. | *Steps 1 unit 7, syllable stress/ Melbourne suburbs
*English have a Go unit 7 (visual)
*What’s my line (adapt for cert 1) NB alphabetical order ex. Pg 7-9, listen and write telephone no.s pg.40, giving an an excuse dialogue pg. 74
*Having a baby in Victoria (calling an ambulance, calling the hospital)
*A safe start”what happens when I call 000” pg 13
*realia; telephones, phone books |
| Develop teaching learning sequence | Draw on above analysis to develop sequence of activities NB Susan Feez model ‘Methodology to support learners working towards CSWE outcomes’ | See diagram and list of activities |
| List other texts/language events that could be linked to this sequence | Teaching learning sequence could be located in broader unit of work/topic or ‘stand alone’ | Module C LO1 short transactional exchange  
Module A LO 3 locate information in alphabetical index  
Module B LO 1 can provide personal information  
Topic/activities on safety for new arrivals  
At the Reception Desk  
Recorded messages  
Wrong number protocols  
Negotiating lateness  
Using the White Pages  
Making Emergency calls |
|---|---|---|

Teaching and learning cycle framework for spoken skills (10)
Teaching and learning cycle framework for spoken skills (11)

| Monitoring of progress and assessing competence | What tasks will be used to monitor progress, give feedback | What task/s will be used to assess competence | NB sample assessment task in CSWE 1 folder |