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Final Project for Speak Better: Increasing Student Discourse in the English Language Learning Classroom

I am modifying my unit on **THE TIME MACHINE** to make it more student-centered and to include more opportunities for oral discourse.

The overarching question for my unit is:
HOW HAS TECHNOLOGY INFLUENCED OUR WORLD?

My three content learning targets are:

I AM ABLE TO DISTINGUISH WHAT TECHNOLOGY IS AND EXPLAIN TECHNOLOGY DEVICES.

I CAN IDENTIFY THE POSITIVE AND NEGATIVE USES OF TECHNOLOGY.

I CAN IDENTIFY THE CHARACTERISTICS OF SCIENCE FICTION AND THE RELATION TO TECHNOLOGY.

My three language learning targets are:

I AM ABLE TO FORM DEFINITIONS ABOUT WHAT TECHNOLOGY IS AND I CAN DESCRIBE TECHNOLOGY DEVICES.

I CAN DEFEND MY POINT OF VIEW: POSITIVE AND NEGATIVE ASPECTS OF TECHNOLOGY.

I AM ABLE TO EXPRESS WHERE I WOULD GO IF I HAD THE POSSIBILITY OF TRAVELLING IN TIME AND WHY.

Three driving questions I can show my students to model how to write driving questions are:

WHY ARE SMARTPHONES MORE POPULAR THAN TABLETS AMONG TEENAGERS?

IS IT NEGATIVE/POSITIVE TO BE INTO TECHNOLOGY?

IF WE HAD A DEVICE OR AN APP TO TRAVEL IN TIME, WHERE I WOULD GO?

An oral discourse protocol or activity that I will use to build background knowledge or introduce the topic is: (explain the activity and provide a question to be used in your unit)

I WOULD USE THE INNERCIRCLE/OUTER CIRCLE AND CORNERS PROTOCOL.

THE MEMBERS IN THE INNER CIRCLE ASK THE MEMBERS IN THE OUTER CIRCLE WHAT HISTORICAL PERIOD THEY WOULD GO IF THEY HAD THE POSSIBILITY TO TRAVEL IN TIME.
THE MEMBERS IN THE OUTER CIRCLE HAVE TO EXPLAIN THE REASONS WHY THEY WOULD TRAVEL TO THAT PARTICULAR POINT IN TIME.

DEPENDING ON THE HISTORICAL PERIOD THEY WOULD TRAVEL TO, THEY HAVE TO MAKE GROUPS AND TO EXPLAIN THE CLASS WHY THEY WOULD TRAVEL TO THIS AGE.

Academic conversations are:
CONVERSATIONS IN WHICH PEOPLE EXCAHANGE THEIR KNOWLEDE ABOUT A PARTICULAR TOPIC.
THEY ARE CONVERSATIONAL SKILLS TEACHERS CAN MODEL AND TEACH TO HELP ALL STUDENTS ENGAGE IN EXTENDED MEANINGFUL CONVERSATION.

Two benefits of academic conversations are:

I LISTEN TO OTHERS.

I GIVE EXPLANATIONS FOR MY THINKING.

The five communication skills practiced during academic conversations are:

MEANING NEGOTIATION

DESCRIBING

PARAPHASING

ELABORATE AND CLARIFY

SYNTHESIZE CONVERSATION POINTS

(Explain the paraphrase card activity) A question for the paraphrase card activity is:

TALK ABOUT THREE ASPECTS OF TECHNOLOGY IN SCIENCE FICTION NOVELS.

THIS IS A PAIR ACTIVITY. THE TEACHER GIVES THE COUPLE THE QUESTION:

IN TURNS, EACH MEMBER DESCRIBES IT AND THE OTHER ONE WRITES DOWN NOTES ON THE CARD.
WHEN THE FIRST ONE HAS FINISHED, THE SECOND ONE HAS TO PARAPHRASE WHAT HIS/HER PARTNER HAS SAID.
NOW IT IS THE SECOND ONE'S TURN TO DESCRIBE AND THE FIRST ONE USES THE CARD TO WRITE DOWN NOTES AND NOW IT IS HIS/HER TURN TO PARAPHRASE.

I would provide this list of words or expressions to support my students during the speaking activity:

PLOT, CHARACTERS, CHAPTER, SCENE, NOVELIST, PROTAGONIST, GENRE, CREATIVE, INNOVATIVE, DEAL(V), PREDICT, FUTURISTIC, ALIEN, CYBORG, ANDROID, ROBOT.

HOW TO EXPRESS OPINION:
  I THINK THAT….
  FROM MY POINT OF VIEW
  IN MY OPINION….
TO COMPARE:
  IN COMPARISON WITH…
  WE CAN/ CAN'T COMPARE THIS WITH……
TO CONTAST:
  ON THE ONE HAND…., ON THE OTHER HAND……
  WHILE……
  IN CONTRAST TO THAT……
TO ADD INFORMATION:
  ADDITIONALLY
  IN ADDITION,
  MOREOVER,
  AS WELL

An authentic text that I would use during this unit with my students to build background knowledge is:

I HAVE FOUND LOTS OF DIFFERENT MATERIALS TO USE WITH THE STUDENTS RELATED TO THE TOPIC WE ARE PRACTISING.
I MAY USE ANY, DEPENDING ON THE GROUP OR LEVEL.

https://www.youtube.com/watch?v=hbJrqZaB4oI

https://www.youtube.com/watch?v=JI9lVkJdif4

https://www.youtube.com/watch?v=nrusqQ5JftA

https://www.youtube.com/watch?v=UIJtUH5tBpU

One protocol I would use to get students to talk about this text is…(explain protocol)

I WOULD USE _THE INTERACTIVE WORD WALL_. I WOULD PROVIDE MY STUDENTS A NUMBER OF WORDS IN DIFFERENT INDEX CARDS. THEY HAVE TO LINK THEM IN ORDER TO BUILD UP A SUMMARY OF THE TEXT WE HAVE SEEN.
ONE MEMBER OF ECH GROUP STAYS BEHIND AND THE MEMBERS OF THE OTHER GROUPS COME TO LISTEN TO THE SUMMARY THEY HAVE PREPARED WITH THE WORDS AND PHRASES PROVIDED.

To have my students show a relationship between characters, setting or events in the text, they could use these words (list 7-10) and these symbols (list 3).

SOME OF THE WORDS I WOULD USE: TECHNOLOGY, FICTION, SCIENCE FICTION, ALIENS, ROBOTS, IMAGINATION, UNREAL THING, FUTURE, TIME MACHINE.

SYMBOLS I WOULD GIVE: = , +, ➔

A Newsela article I could use in my unit to differentiate reading for my students is

https://newsela.com/articles/timetravel-paradox/id/5160/.

In class, I would:

DIVIDE THE READERS; IT COULD BE A GOOD IDEA TO DIVIDE THEM BY LEVELS TRYING NOT TO BE NOTICED. THEY HAVE TO WRITE THE KEY WORDS OR PHRASES IN A PIECE OF PAPER. THEN, THEY HAVE TO SHARE THEIR IDEAS WITH ANOTHER GROUP. IF THEY ARE SET IN GROUPS BY THEIR LEVEL, AT THIS POINT THEY HAVE TO NOTICE THAT THE MESSAGE IS SLIGHTLY DIFFERENT.

Five possible final products that my students could create are:

1. MY STUDENTS COULD PREPARE A POWER POINT PRESENTATION ABOUT TECHNOLOGY AND THE DIFFERENT DEVICES/ HOW TECHNOLOGY DEALS WITH SCIENCE FICTION.

2. USING THE PROGRAMME **SCRATCH** THEY CAN CREATE A VIDEO GAME IN WHICH THEY CAN GET POINTS IF THEY CATCH WORDS RELATED TO SCIENCE FICTION.

3. THEY CAN PRODUCE A POSTER RELATED TO TECHNOLOGY AND THE MOST POPULAR DEVICES AMONG THEM. THEY HAVE TO PRESENT THE POSTER ORALLY IN FRONT OF THE CLASS.

4. USING MATERIAL THEY CAN FIND AT HOME OR AT SCHOOL. THEY HAVE TO MAKE A NEW DEVICE AND EXPLAIN WHAT IT IS FOR. IF WE HAVE THE OPPORTUNITY TO WORK WITH THE TECHNOLOGY DEPARTMENT, THEY WILL MAKE A NEW ROBOT WITH **CRUMBLE.** THEY HAVE TO EXPLAIN THE PROCESS OF MAKING THE ROBOT OR DEVICE AND WHAT IT WILL BE USED FOR.

5. USING **PADLET** IN GROUPS, THEY PREPARE EITHER A POSTER RELATED TO TECHNOLOGY DEVICES WITH THE NAMES ON IT OR A POSTER RELATED TO SPECIAL CHARACTERISTICS OF SCIENCE FICTION.

Another activity I would use to provide oral discourse practice is:

ANOTHER ACTIVITY I WOULD USE IS *THINK-PAIR-SHARE*

I GIVE A QUESTION RELATED TO THE LESSON TO THE GROUP. ALLOW TIME FOR STUDENTS TO INDIVIDUALLY PROCESS THEIR THINKING IN RESPONSE TO THE QUESTION. THEN ASK THEM TO DISCUSS WITH THEIR COLLABORATIVE PARTNERS (PAIRS) AND THEN SHARE WITH THE GROUP OR WITH ANOTHER PAIR.

A formative assessment that I would use during this unit is: (explain it)

I WOULD USE OBSERVATION USING **ANECDOTAL NOTES:** THESE ARE SHORT NOTES WRITTEN DURING A LESSON AS STUDENTS WORK IN GROUPS OR INDIVIDUALLY, OR AFTER THE LESSON IS COMPLETE. THE TEACHER SHOULD REFLECT ON A SPECIFIC ASPECT OF THE LEARNING AND MAKE NOTES ON THE STUDENT'S PROGRESS TOWARD MASTERY OF THAT LEARNING TARGET. THE TEACHER CAN CREATE A FORM TO ORGANIZE THESE NOTES SO THAT THEY CAN EASILY BE USED FOR ADJUSTING INSTRUCTION BASED ON STUDENT NEEDS.

A summative oral assessment for this unit that I would use is:
I WOULD USE AN ORAL PRESENTATION.
MY STUDENTS HAVE TO ACT OUT A SCENE RELATED TO TECHNOLOGY AND SCIENCE FICTION.

I would use this rubric to measures how the students met the learning targets: (include prompts or a chart)

LEARNING TARGETS RUBRIC	GREAT!!!!	PRETTY GOOD!	UPS! I NEED TO WORK HARD	
I AM ABLE TO DISTINGUISH WHAT TECHNOLOGY IS AND EXPLAIN TECHNOLOGY DEVICES.				
I CAN IDENTIFY THE POSITIVE AND NEGATIVE USES OF TECHNOLOGY				
I CAN IDENTIFY THE CHARACTERISTICS OF SCIENCE FICTION AND THE RELATION TO TECHNOLOGY.				
I AM ABLE TO FORM DEFINITIONS ABOUT WHAT TECHNOLOGY IS AND I CAN DESCRIBE TECHNOLOGY DEVICES				
I CAN DEFEND MY POINT OF VIEW: POSITIVE AND NEGATIVE ASPECTS OF TECHNOLOGY.				
I AM ABLE TO EXPRESS WHERE I WOULD GO IF I HAD THE POSSIBILITY OF TRAVELLING IN TIME AND WHY.				