



Finding peace in a communicative language learning environment



Sarah Hillyard



Can you identify moments when you feel conflict or **CHAOS**?

Do you employ a **communicative methodology** in your classroom?

What do you mean by "**communicative**"?



Session outline

1

Warm up - Getting to know **your contexts**

2

What do we mean by "**communicative**"?

3

Finding **chaos**

4

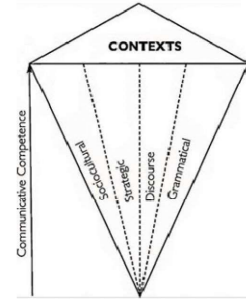
Finding **peace**

What do we mean by "communicative"?

- **Grammatical competence:** the knowledge we have of a language, knowledge of the building blocks of sentences and how sentences are formed, grammar rules, exercise practice the rule.
- **Communicative competence:** knowing how to use language for a range of different purposes and functions, suitable to the setting, the context and the interlocutors, register understanding different types of texts, knowing how to compensate for limitations using strategic competence, using the language for meaningful communication



The inverted pyramid



The Communicative Competence Model (Savignon, 1983)



How learners learn a language

- **Interaction** between the learner and users of the language
 - **Collaborative** creation of meaning
 - Creating **meaningful and purposeful** interaction through language
- **Negotiation of meaning** as the learner and his or her interlocutor arrive at understanding
- **Learning through attending to the feedback** learners get when they use the language
- Paying **attention to the language one hears** (the input) and trying to **incorporate new forms** into one's developing communicative competence
- **Trying out and experimenting** with different ways of saying things

(Communicative Language Teaching Today, 2006 - Jack C. Richards)



Roles in communicative environments

Learner roles:

- Participant
- Risk taker and supporter
- Listener and speaker – Negotiator
- Responsible learner

Teacher roles:

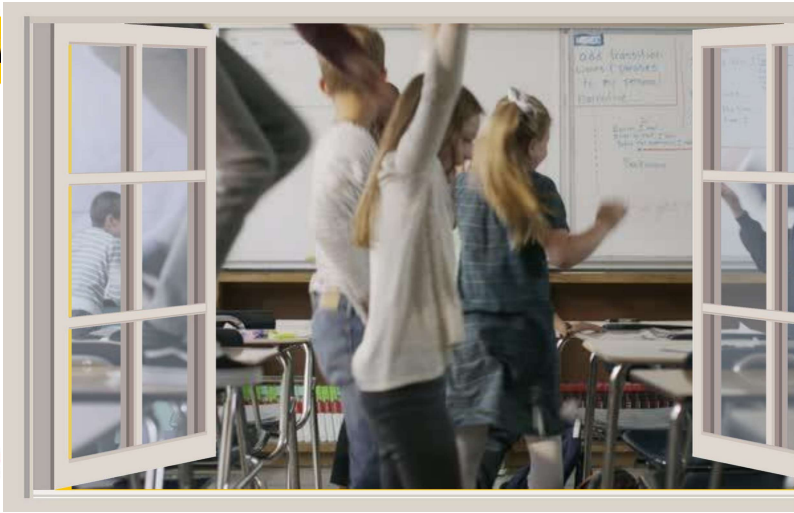
- Facilitator
- Monitor and guide
- Organizer of resources



What makes you think of **CHAOS** in a communicative language learning environment?



What makes you think of **PEACE** in a communicative language learning environment?



Finding **CHAOS**

vs.
Finding **PEACE**

Finding chaos!!

1. Group and p_____ work
2. Physical e_____
3. Noise and m_____
4. Resistance to p_____
5. Low English p_____
6. Large g_____
7. Mismatch between curriculum and a_____
8. Demanding + heavy w_____



3 Sharebook A: page 23 B: page 25 What Do You Want for Dinner?

What do you want for dinner?



I want a burger and pie, please.

Workbook page 41

I can ask and answer about food.

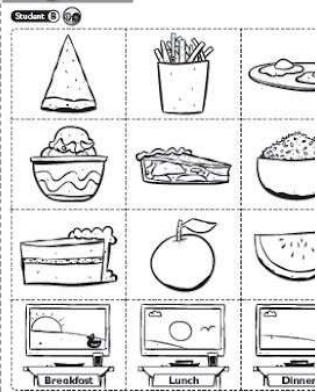
Unit 4

Unit 4 Lesson 5 What Do You Want for Dinner?



Share It! - Macmillan

Unit 4 Lesson 5 What Do You Want for Dinner?



Finding peace...

1. Start early
2. Balance it out – language-wise

Lesson 5 Grammar

1 Listen, read, and say.

2 Listen and check (✓).

3 Sharebook

What do you want for breakfast, Alex?

I want eggs and pancakes, please!

What do you want for breakfast? lunch? dinner?

I want eggs and pancakes, please.

What do you want for dinner?

I want a burger and pie, please.

I can ask and answer about food.



Finding peace...

1. Start early
2. Balance it out
3. Create a positive classroom – build relationships and trust
4. Train learners for pair and group work

Classroom Management
 Make sure students work with different partners. One way to do this is to use a Mix-Freeze-Pair strategy. Say *Mix*. Students stand up and walk around the class, passing different classmates as they move around. Then say *Freeze*, to get students to stop walking. Finally, say *Pair*. Students pair up with the classmate standing closest to them.



Finding peace...

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5. Be sensitive to learners' interests

Communication
 One way to keep students interested in a lesson is to get them excited about what they will learn about or do in the lesson. Students enjoy talking about their own experiences, so try personalizing an activity by having them talk about their likes and dislikes. In this unit about food, students can share their favorite foods and talk about what foods they like to make at home.



Finding peace...

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6. Accept mistakes – encourage risk taking

We go to the supermarket.

I want a french fries, please.
 I want an orange, please.



Finding peace...

7. Change the physical environment

“The environment is the third teacher”
 (Loris Malaguzzi – Reggio)



Finding peace...

ADVA

- 7. Change the physical environment
- 8. A noisy classroom is a happy classroom – voice use



Finding peace...

ADVA

- 7. Change the physical environment
- 8. A noisy classroom is a happy classroom – voice use
- 9. Use classroom management strategies



Scooby
Dooby Doo
Hands on
top



Finding peace...

ADVA

- 7. Change the physical environment
- 8. A noisy classroom is a happy classroom – voice use
- 9. Use classroom management strategies
- 10. Instruction giving



Finding peace...

ADVA

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- 9. Use classroom management strategies
- 10. Instruction giving
- 11. Have a downtime plan
- 12. Take baby steps



Wrap Up
 Have groups of three act out being in a restaurant. Two students play the customers and one student plays the server. The server asks the customers *What do you want for breakfast/lunch/dinner?* The customers respond one at a time: *I want [a burger and French fries], please.*

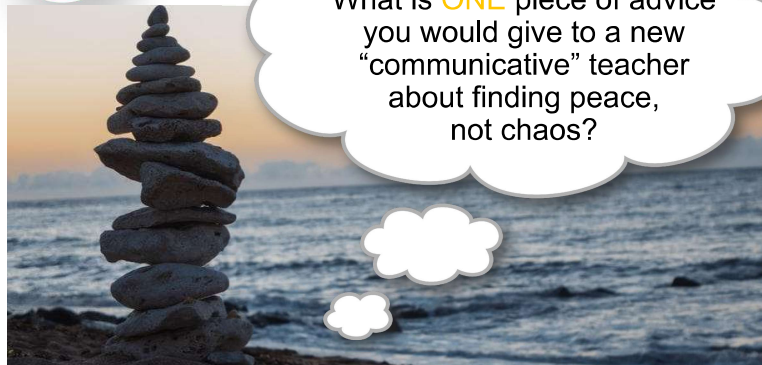
Share It! - Macmillan



Finding peace...

ADVA

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What is **ONE** piece of advice you would give to a new “communicative” teacher about finding peace, not chaos?



ADVA



ADVA

Chaos theory simply suggests that what appears to most people as chaos is not really chaotic, but a series of different types of orders with which the human mind has not yet become familiar.

Frederick Lenz
PICTUREQUOTES.COM



ADVA

Thank you!!



Sarah Hillyard

