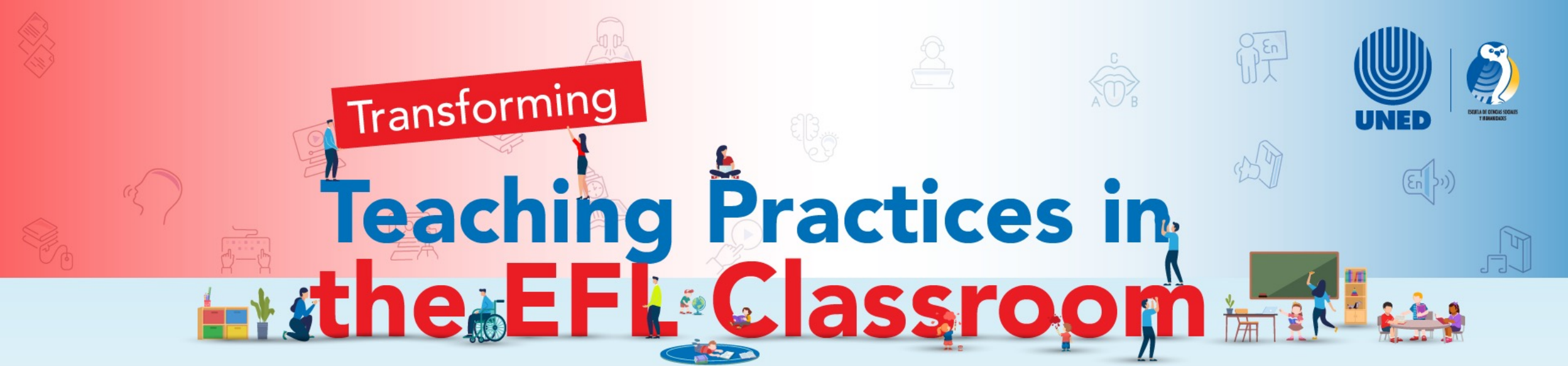


Transforming

Teaching Practices in the EFL Classroom

VII VIII Seminar for English Teaching Professionals

August 24th, 2024



Unlocking the Potential of Student Communication

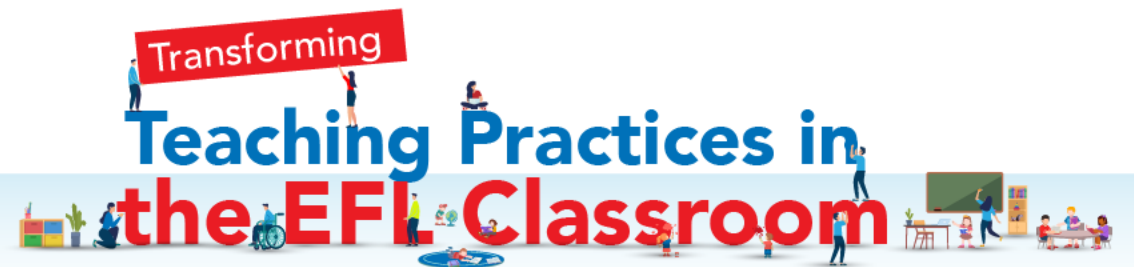
Oxford University Press
Andrea Lasso de la Vega Moreno, Academic Consultant

August 24th, 2:40 pm



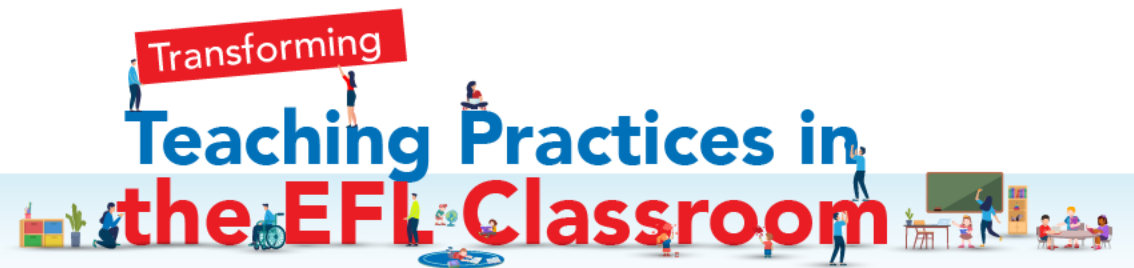
Objective

By the end of this session, participants will be better equipped with tools to foster **communication** by means of fundamental teaching **principles**, **contexts** and **realities** while acknowledging the key **role** that students and teachers have in the learning process.



To keep in mind...

- Sharing is caring - learning from each other
- Invitation to explore knowledge and teaching practices from a realistic standpoint





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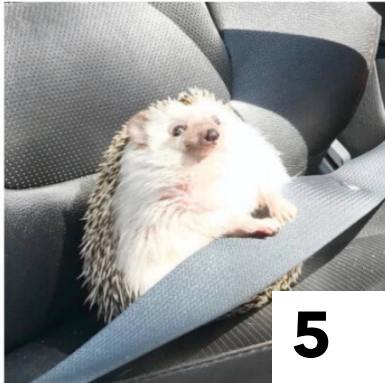
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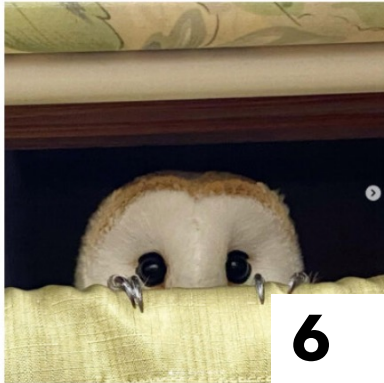
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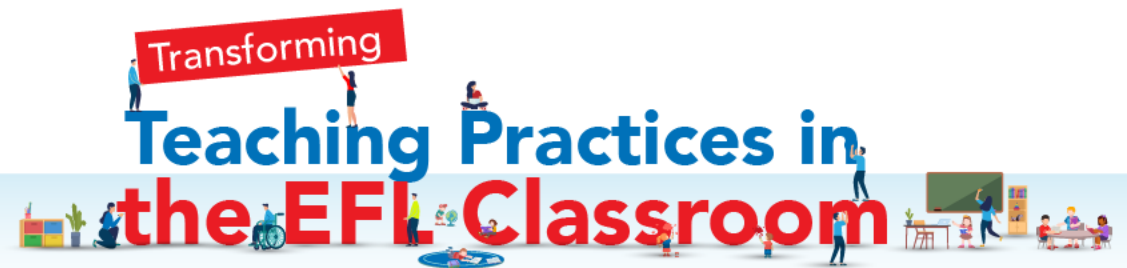


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Transforming
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the EFL Classroom

A colorful illustration of a classroom scene. It shows a teacher standing at a blackboard, several students sitting at desks, and a person in a wheelchair. There are also some plants and a globe in the room.

Communication



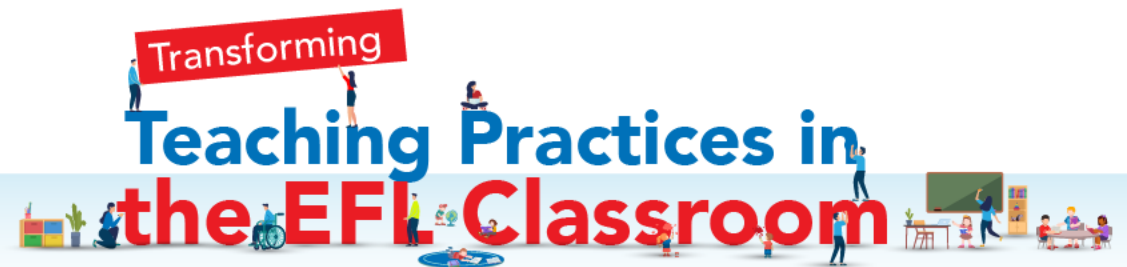


communication *noun*

/kəˌmyʊnəˈkeɪʃn/ 

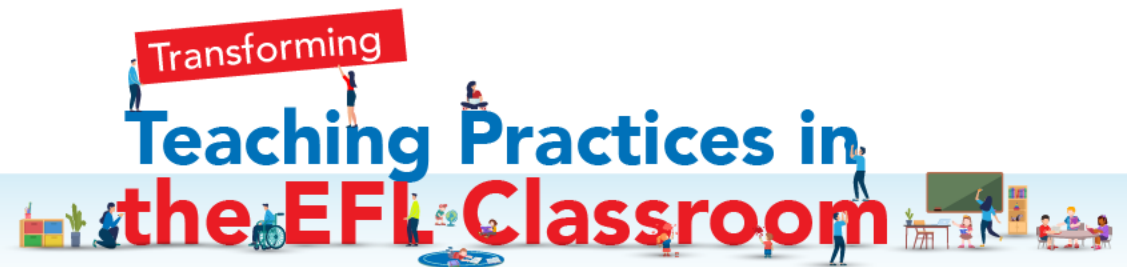
- 1 [uncountable] the activity or process of expressing ideas and feelings or of giving people information
 - *Speech is the fastest method of communication between people.*
 - *All channels of communication need to be kept open.*
 - *Doctors do not always have good **communication skills**.*
 - *nonverbal communication*
 - *We are in regular communication by mail.*

Source Oxford Dictionary



The Role of Communicative Competence

- Ability to use language correctly and appropriately in various contexts
- Introduced by Dell Hymes in contrast to Noam Chomsky's notion of "linguistic competence"
- Importance related to academic, professional and personal development



The Role of Communicative Competence

Linguistic Competence: focus on grammar and syntax

Sociolinguistic Competence: use language according to contexts

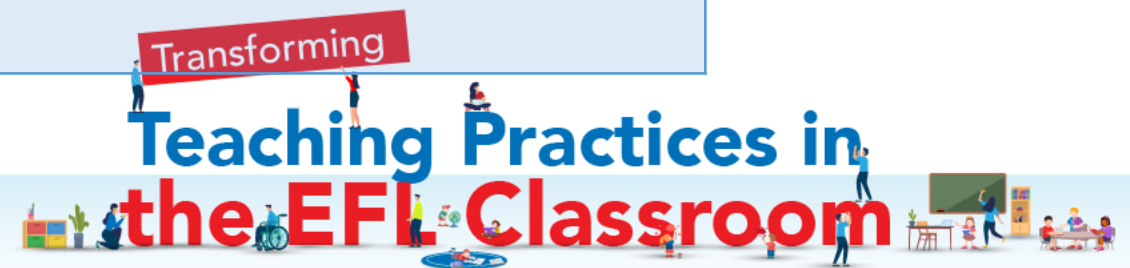
Discourse Competence: connect sentences and ideas coherently

Strategic Competence: solve communication problems



Challenges in Developing Communication

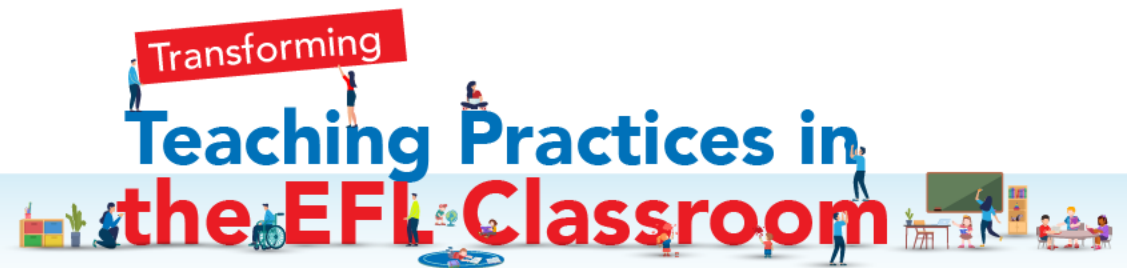
Personality	Linguistic gaps
Limited opportunities	Passive learning
Performance pressure	Lack of self-belief
Fear of making mistakes	Inadequate exposure

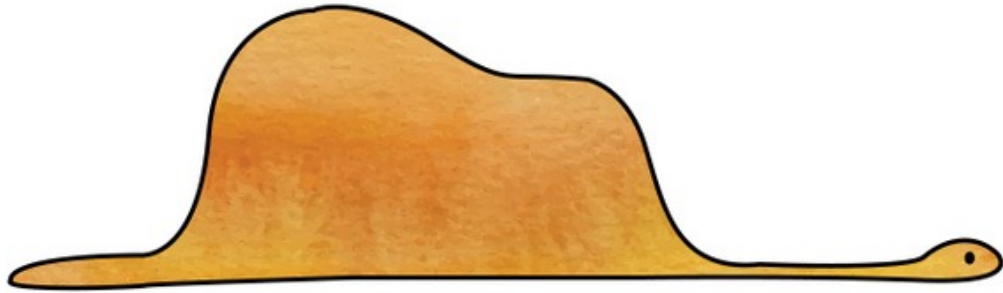


Overcoming Challenges

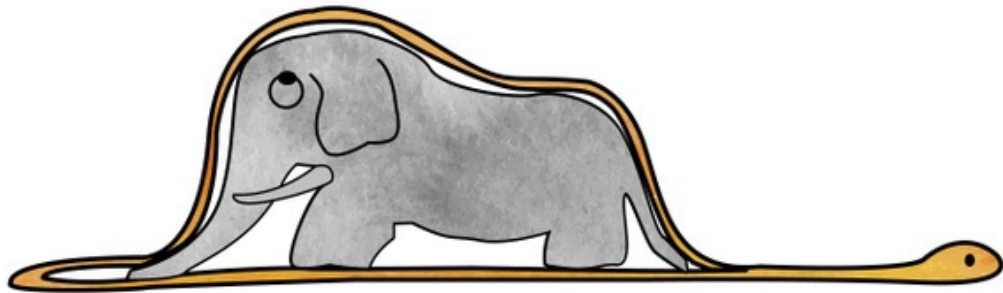
- Celebrate efforts
- Variety of activities
- Active participation
- Collaborative learning
- Role-playing scenarios
- Student-centered approach

?



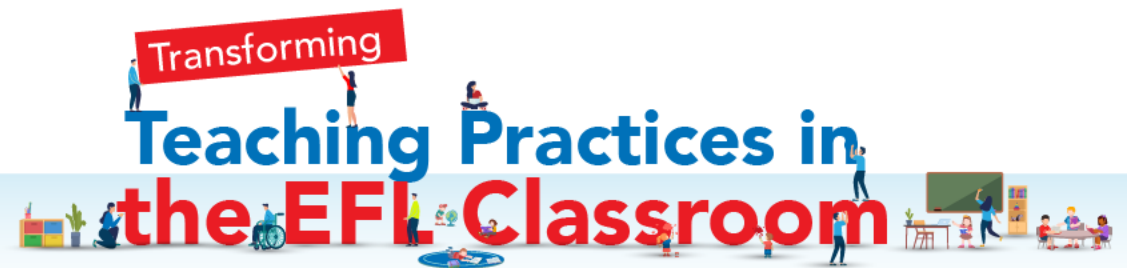


"My drawing was not a picture of a hat.
It was a picture of a boa constrictor digesting an elephant."



Overcoming Challenges

- Teacher as a role model
- Growth mindset and expectations
- “Think in English” comments
- Learning over perfection
- Gradual exposure
- Feedback and correction
- Relaxation techniques

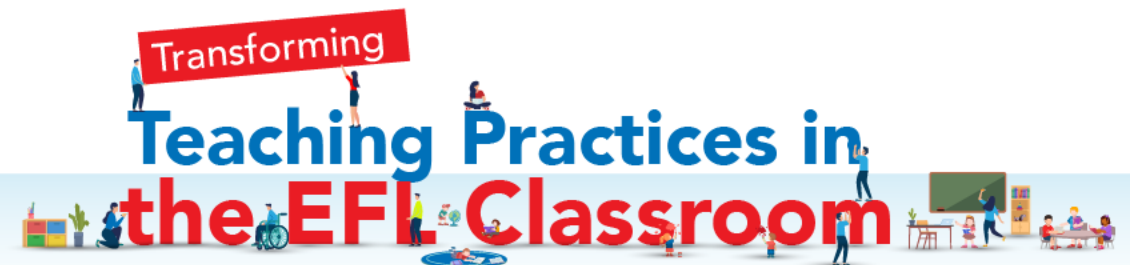


Practical Recommendations

Language Functions

- Expressing needs and likes
- Describing people, places, and things
- Describing spatial and temporal relations
- Describing actions
- Comprehending text or speech
- Retelling/relating past events
- Making claims
- Making predictions
- Asking Informational Questions
- Asking Clarifying Questions
- Expressing and Supporting Opinions
- Comparing
- Contrasting
- Summarizing
- Persuading
- Defending
- Analyzing
- Describing Cause and Effect
- Drawing Conclusions
- Defining
- Explaining
- Generalizing
- Evaluating
- Interpreting
- Sequencing
- Hypothesizing and speculating
- Summarizing

Task
Function
Form



- **Shopping**

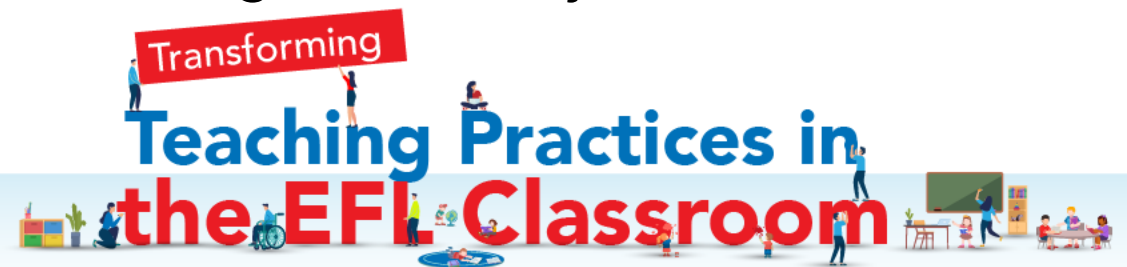
Activity: Create a role-play where students act as customers and shop assistants. Provide scenarios such as buying clothes, groceries, or electronics.

Language Focus: Language for shopping (e.g., asking about prices, sizes, colors, making requests for assistance)

- **Making Appointments**

Activity: Role-play scenarios where students make appointments over the phone or in person with doctors, dentists, or service providers.

Language Focus: Polite language (e.g., "Could I make an appointment for next Tuesday?"), confirming details, and discussing availability.



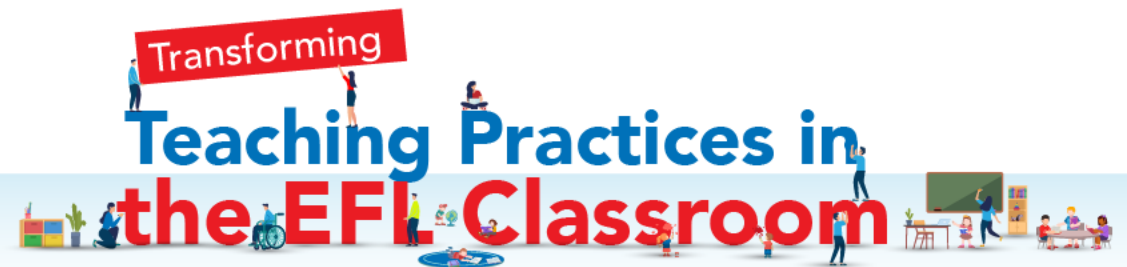
Task-based learning (TBL)

- Authentic Tasks

Example: Planning a weekend itinerary with a partner involves discussing preferences, making suggestions, and reaching agreements using spoken language.

- Language as a Tool

Example: Negotiating with classmates to plan and present a group project involves using language to collaborate effectively.



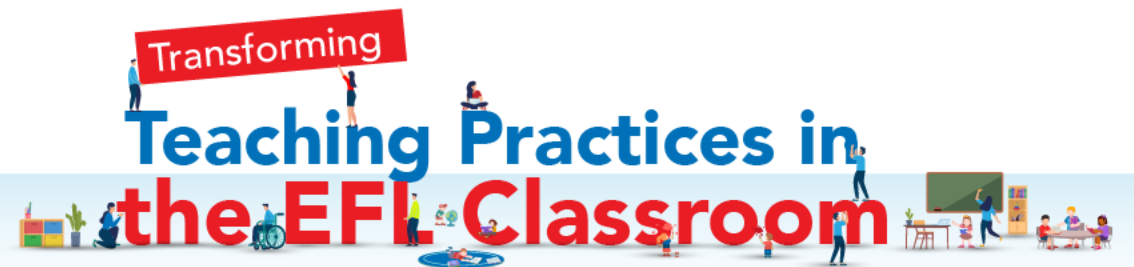
Task-based learning (TBL)

- Focus on Meaning

Example: Describing a favorite vacation to a partner encourages learners to share personal experiences using past tense and descriptive language.

- Task Sequencing

Example: Discussing hypothetical travel plans prepares learners to negotiate and make decisions using future tense and conditional forms.



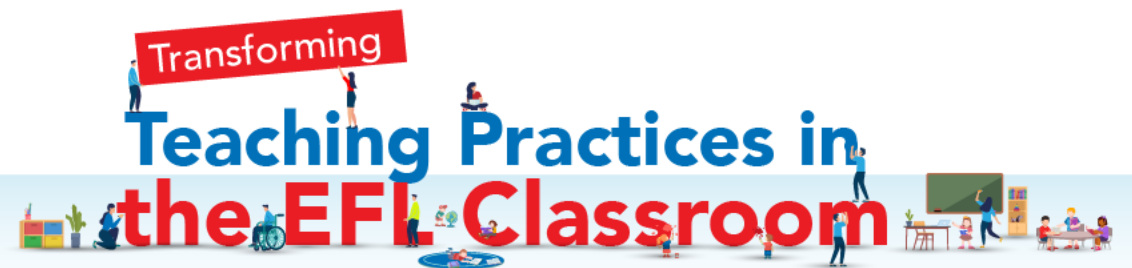
Task-based learning (TBL)

- Real-Life Skills

Example: Participating in a role-play where learners act out customer service scenarios prepares them to handle similar situations in professional settings.

- Feedback and Reflection

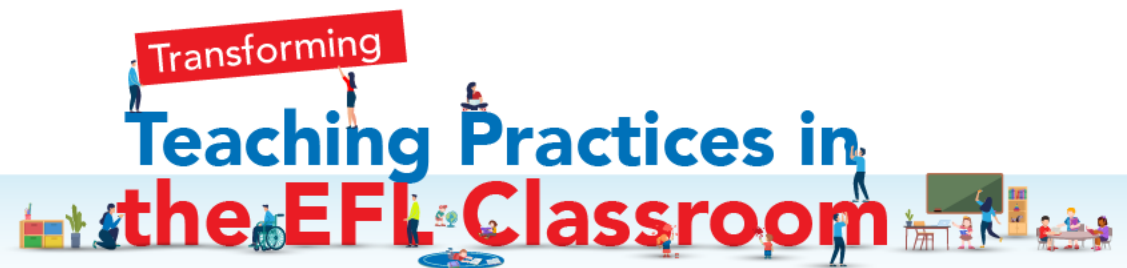
Example: Receiving feedback from peers on a group presentation helps learners refine their speaking skills and incorporate suggestions for future tasks.



Criteria for Communicative Activities

- Interaction is necessary to complete the task.
- Talking or writing is necessary to complete the task.
- Activity takes place in or replicates a real-life context.
- Participants must solve problems or use thinking skills.
- Activity is motivating, fun, or interesting for participants.
- Activity involves use of both personal knowledge and skills.
- Activity uses authentic material or has an authentic purpose.
- Instructions are given by the teacher in the target language.
- Participants learn and use content knowledge by doing the activity.
- Everyone must speak, listen, or write repeatedly to complete the activity.

Adapted from Bilash's Criteria for a Communicative Activity

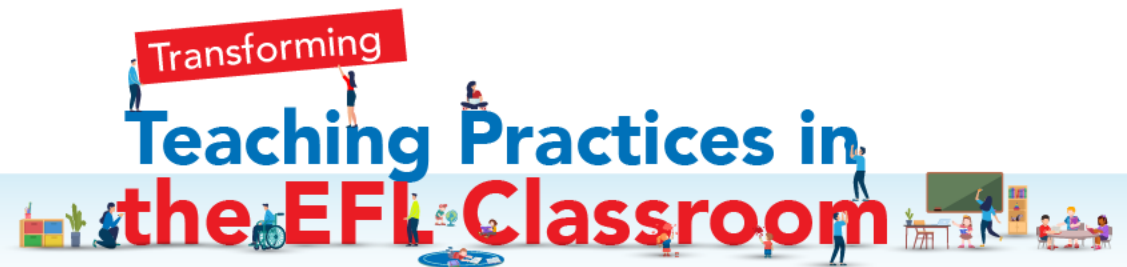


Recommended Sources

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"Effective communication is 20% what you know and 80% how you feel about what you know." – Jim Rohn

Thank you!

