

Interpersonal Oral Language Skills and Literacy Development

Simon Zuberek
April 4th, 2019

What is your textbook's approach to interpersonal communication?

What kinds of interpersonal speaking tasks are students asked to carry out?

Is your textbook approach sufficient to develop your students' speaking abilities? Do you think the multiliteracies framework might help?

Oral Communication in the ML Framework

- Creation AND interpretation of multiple text types from a variety of perspectives
- Authentic oral texts used by students as models for their own oral production
- Students use oral language to construct and negotiate meaning in a range of contexts and through exposure to various genres.
- This dynamic process draws on students **knowledge of the language**, takes advantage of their **problem-solving strategies and skills**, allows them to take advantage of their **cultural knowledge of the TL**, and facilitates their **understanding of the society** and the **interpersonal pragmatics** underlying the communication patterns in the TL.

Teaching oral interpersonal communication through texts

4 pedagogical acts:

- **situated practice (experiencing)**
 - **overt instruction (conceptualizing)**
 - **critical framing (analyzing)**
 - **transformed practice (applying)**
-
- The acts provide the means to guide learners through the process of meaning design.
 - The facilitate the learners' access to the language, conventions, cultural content, and other available designs in the text.
 - Engage learners in the learning processes of **interpretation, collaboration, problem solving, and reflection.**

What would these pedagogical acts look like in the context of Oral Communication? Can you think of activity examples?

Lesson Plan

Instructional Stages

1. Pre-speaking:
 - Activate background knowledge (schema)
 - Establish support for speaking tasks structures around textual content
2. Textual interpretation:
 - Gather information about the content of the lesson
 - Explore the details of the language in use
3. Knowledge application:
 - Demonstrate textual understanding through interpersonal oral communication activities
4. Summary and reflection
 - Discuss what students have learned and the learning experience itself

Learning Activities

1. Pre-Speaking
 - a. Survey Completion (Situating Practice and Overt Instruction)
 - b. Instructional Conversation (Critical Framing)
2. Textual Interpretation
 - a. Jigsaw (Situating Practice and Critical Framing)
 - b. 3-2-1 Summary (Transformed Practice)
3. Knowledge Application
 - a. Debate (Critical Framing)
4. Summary and reflection
 - a. Talking Journal (Transformed Practice)



voxer

Next Meeting

- **Friday, April 12th, 2019 at 4.00pm - 5.00pm**
- **In IAB 255**
- Smartboards with Loli Barbazan and Francisco Meizoso.

- **Thursday, April 18th, 2019 at 2.30pm - 3.30pm**
- **Same place as always**

Thank you!
