

I. Interacting with Others

- Participate in basic social conversation for some everyday purposes (such as expressing feelings; making, accepting or declining invitations; and engaging in small talk).

Task Initiate a short, informal conversation with a classmate. Engage in small talk, compliment the person and/or respond to a compliment. End the conversation appropriately.

Tool Self-Observation

This tool allows Ss to observe and assess themselves as they perform a speaking task focusing on strategies for indicating non-comprehension. It can be adapted for a variety of speaking tasks and themes.

1. Review target language and strategies for indicating non-comprehension.
2. Provide Ss with model texts with questions on formal and informal ways of indicating non-comprehension.
3. Provide Ss several opportunities to practice the target language in preparation for a role-play.
4. Inform the Ss in advance that you would like to record role-plays using a camcorder/voice recorder. Tell them that it is for self-observation and that it will help them improve their speaking.
5. Invite one S to act as the camera person.
6. Record each pair's performance as a separate video or audio file.
7. Save the files to a computer and prepare these for viewing or listening (on laptops, or on a TV hooked up to a camcorder).
8. Instruct Ss to use the checklist as they watch or listen to their performances.
9. Once all Ss have completed the checklist, instruct them to answer the post-task questions for additional self-assessment. The questions assume that Ss are watching themselves perform a task in English for the first time. The questions can be changed so that they're more task-specific (e.g. Did you notice anything that will help you the next time you do this speaking task?).
10. Have Ss switch partners and do the role-play again. This second performance does not necessarily have to be recorded. The main purpose is to give Ss an opportunity to try the task again using the information they gathered in the self-assessment stage.

Alternatives:

1. Add an additional column for Ss to write down what they actually said.
2. Record an initial attempt at the role-play, or rehearsal for comparison with later attempts. Although more work is required, the potential reward is that Ss may be able to observe improvements in their performance of a specific task. If archiving of video is possible, Ss may wish to collect their videos over the course of several units, comparing earlier videos with more recent ones.
3. To make this activity even more learner-centered, create additional roles for Ss to take on: director, time-keeper, stage director, etc.
4. Use the built-in cameras found in most laptops to record Ss' dialogues in stations around the classroom and share them later with the class.

LINC 2

Name: _____ Date: _____

CLB: Listening 5-I Interacting with Others Task: Start a short conversation with a classmate

Role-play Observation

In the video/recording...

Yes

No

1. I told my partner when I didn't understand something.

2. My partner explained when I didn't understand something.

3. I used some body language to show that I didn't understand.

Answer these questions after watching or listening to your role-play.

1. What did you say to your partner when you didn't understand?

2. How did you feel while watching yourself?

3. Was it useful to watch yourself? Why or why not?

4. What was the most surprising thing about watching yourself?
