

It's All About Communication

**World Language Instructor Workshop
Fairfax County Adult & Community Education**

Presented by:
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Agenda

- Introductions
- Challenges in YOUR Classrooms
- Learner-Centered Instruction
- Multiple Intelligences
 - MI Inventory
- Communicative Teaching Methods
 - Grammar Instruction
- Communicative Activities

Melissa Ferro

- Where it all began...
 - B.A. Spanish 1999
 - Adult language learner
 - Received teacher-centered instruction
 - FCPS-ACE Instructor
 - Used teacher-centered instruction
 - “Great instructor who made the class fun”
- How effective was I (really)?
 - ACTFL Conference in Philadelphia (2003)
 - M.Ed with K-12 Licensure 2004
- Hooked on Research to Practice

Research to Practice

Be a Reflective Practitioner:

- Ask yourself: *How can I improve my teaching?*
- Make the commitment to implement new activities with your students
- Ask your students:
 - *What activities did you like or dislike? Why?*
 - *How did your language skills improve/grow during my course?*

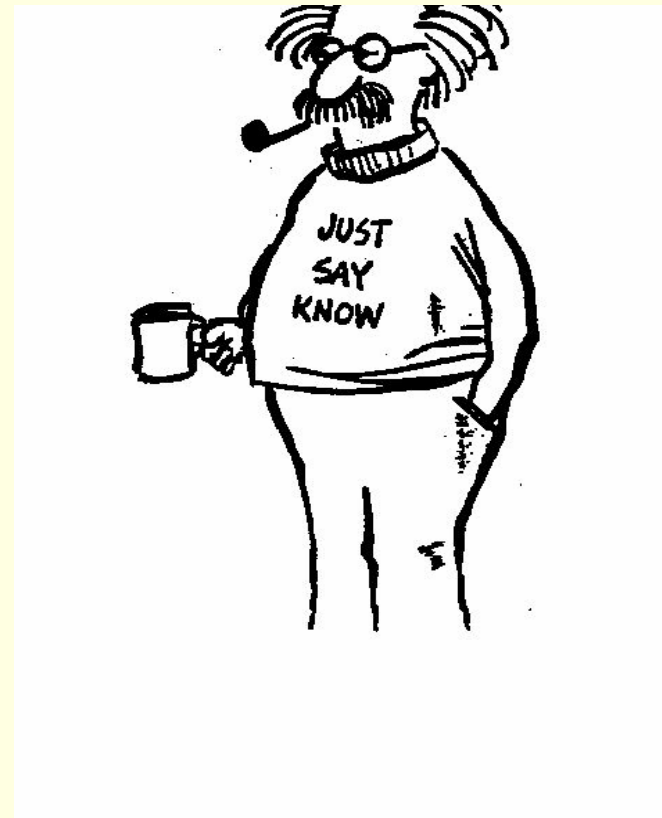
Challenges



- What are the challenges that you face in your classroom?
- How can you address those challenges based on what we know about adult language learners?

Learner-Centered Instruction

- What is learner-centered instruction?
 - **A shift from** “Sage on the Stage” **to** “Facilitator of Language Learning”
- Why is learner-centered instruction more effective than traditional methods?
 - Tap Prior Knowledge
 - Students “construct” their own knowledge



Learner-Centered Instruction

Robert Pike (1989) *Creative Techniques Handbook*

We retain:

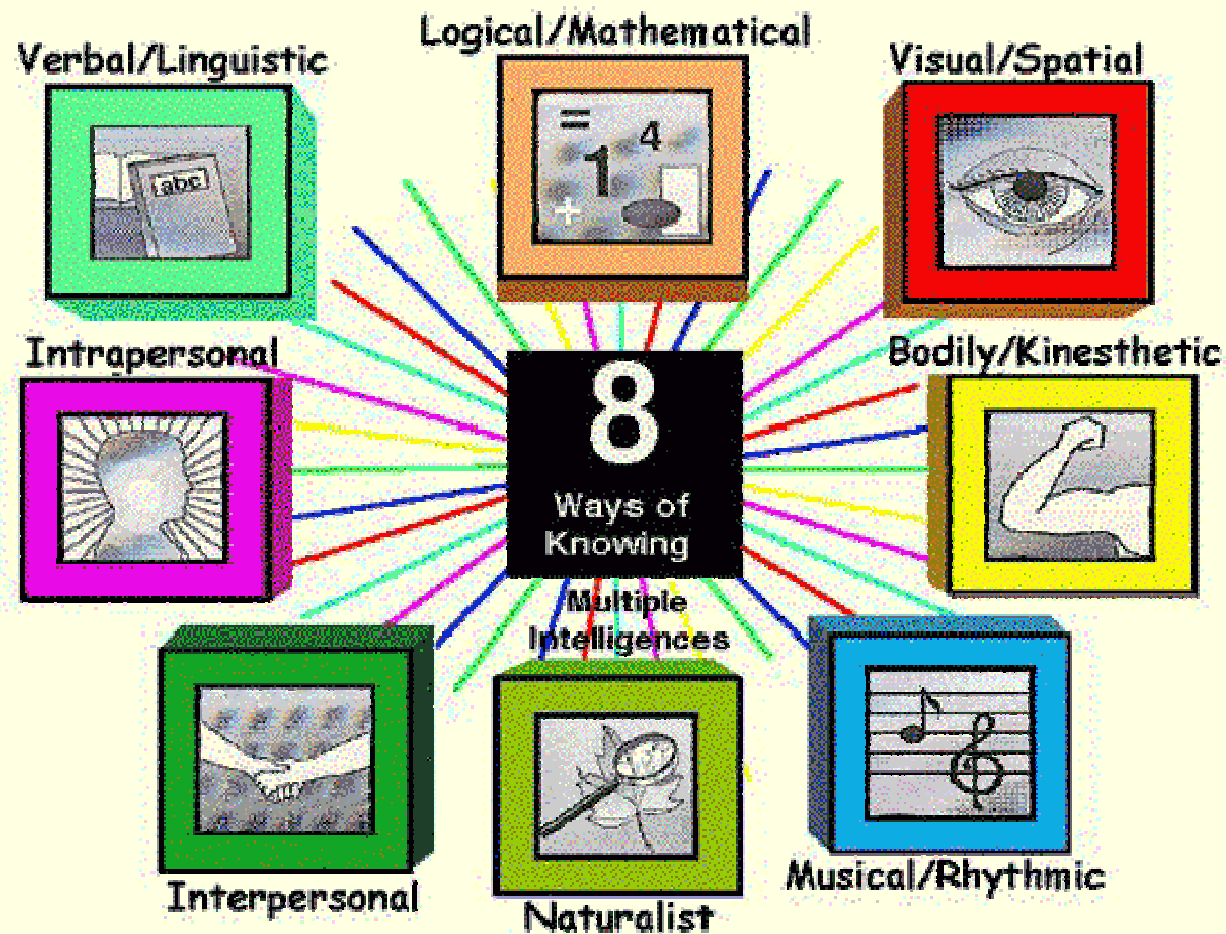
- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we hear and see
- 70% of what we say
- **90% of what we say and do**

But...Learning is MORE than retaining information...

How do you learn?

- Theory of Multiple Intelligences
 - Howard Gardner (1983)
 - Identifies 8 “intelligences” as cognitive processes in our brains
 - We each have all 8 “ways of knowing/learning”
 - Some intelligences may be stronger than others based on biology and culture
 - How you teach may reflect how you learn or how you have been taught (over time)

Multiple Intelligences



MI Sample Activities



- Interpersonal
 - Interviewing, selling, or teaching others (pair or group work)
- Intrapersonal
 - Independent activities, journal writing
- Logical-Mathematical
 - Debating, solving puzzles, creating timelines
- Naturalist
 - Forecasting, observing and recording

MI Sample Activities



- Visual-Spatial
 - Creating/using maps, diagrams, or pictures
- Verbal-Linguistic
 - Dialogues, stories, word games
- Bodily-Kinesthetic
 - Role-playing, dancing, acting
- Musical-Rhythmic
 - Singing, writing song lyrics, music for learning

MI Inventory

- **Not an IQ test!**
- **Not diagnostic of one's learning ability!**
- **Does provide insight to your strong and weak intelligences**

How do you learn?

- What are your strong and weak intelligences?
- Do you teach the way that you learn?

MI Inventory

How do your students learn?

- Are your current activities reaching your students who may have differing strong and weak intelligences?
- How can you implement activities that appeal to all 8 intelligences?

It's All About Communication!!

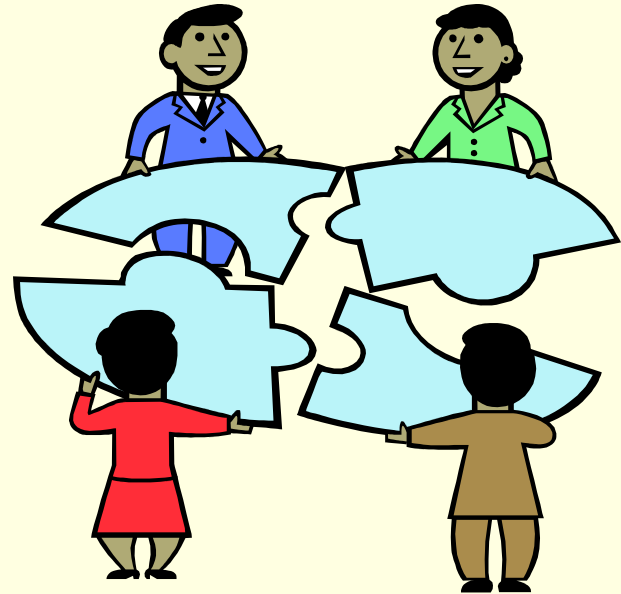
Communicative Teaching

- Modes of Communication
 - Interpretive (Reading and Writing)
 - Interpersonal (Speaking and Listening)
 - Presentational (Speaking and Writing)
- Learner-Centered Instruction
 - Grammar Instruction
- Students Construct Knowledge
 - Multiple Intelligence Theory

Using Communicative Activities

Instructor steps:

1. Model the activity
2. Model good grammar/
Limit direct error
correction
3. Provide a general
review



Communicative Activities and MI Theory

- Conversational Prompts / Games
 - Bingo Game
 - Travel Agents/ Commercials / Talk shows
- Realia: Keeping it real
 - Songs and lyrics
 - Articles on Trends and Current Issues
 - Internet sources (forecasts, classified ads)
 - Get cooking

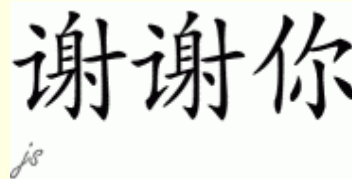
You still have a job!



- Learner-Centered Instruction means:
 - Teacher is a facilitator of language learning
 - Teacher is reflective practitioner

- Commit to implementing new activities:
 - Model, model, model!
 - Positive feedback / correcting student errors
 - Review, review, review!

It Is All About Communication!



Contact Information

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