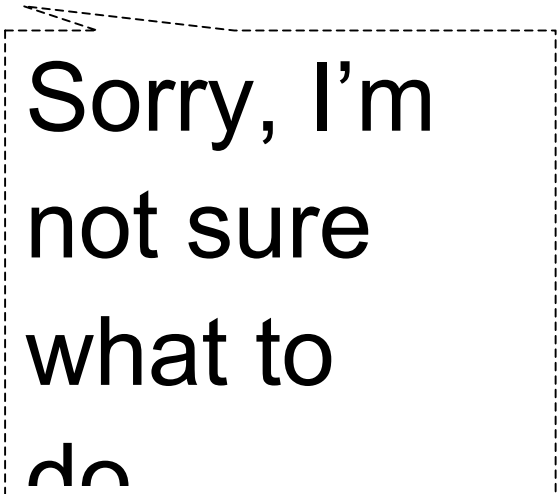
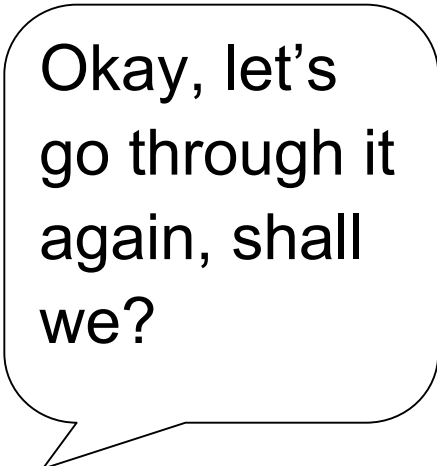
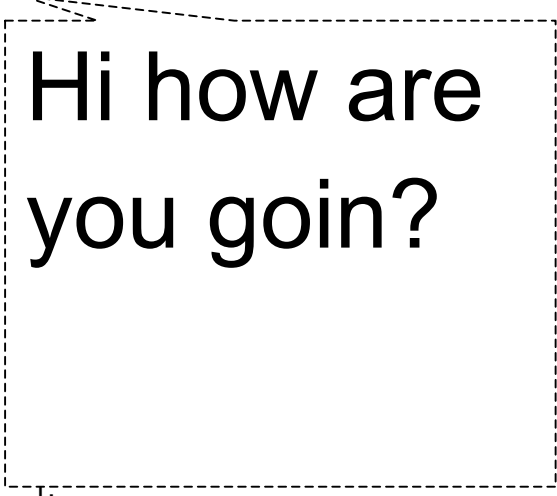
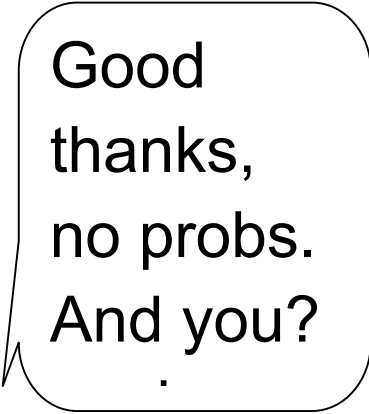
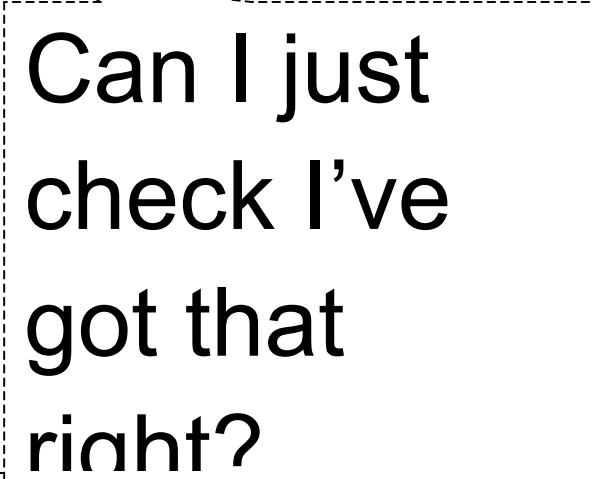
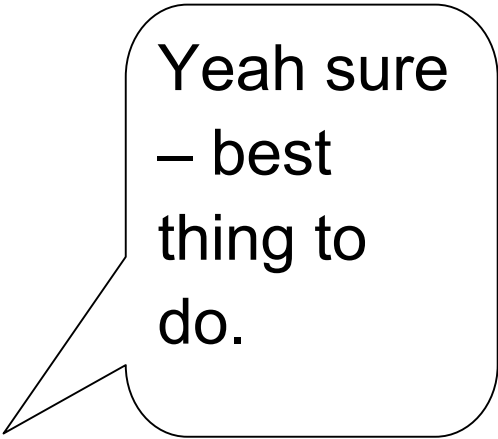
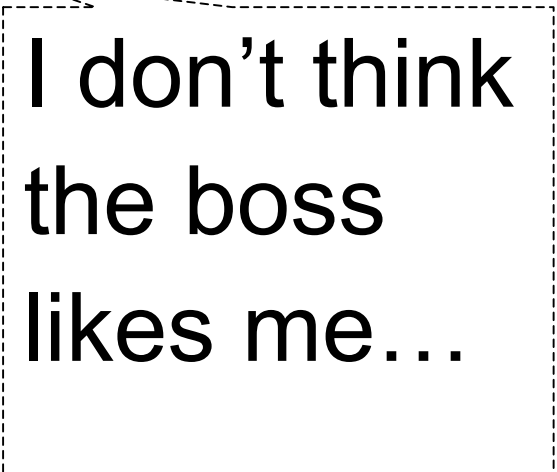
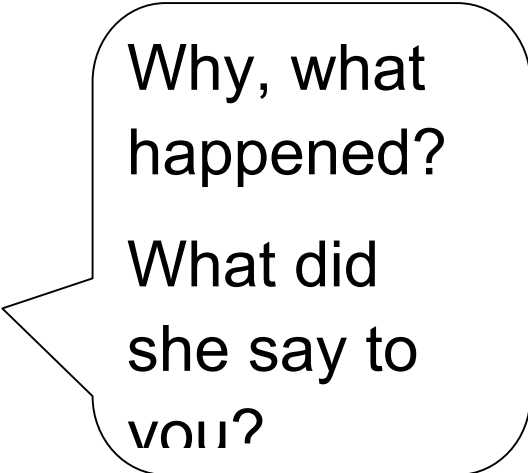
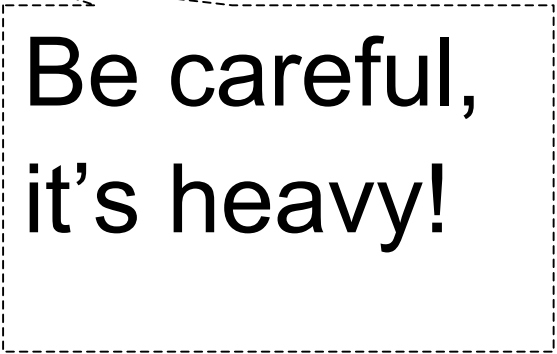

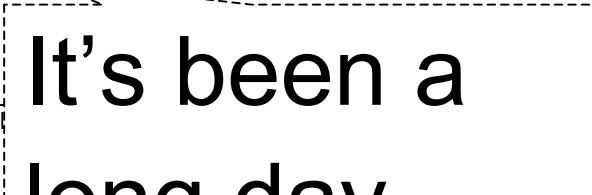
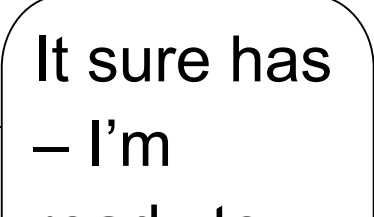


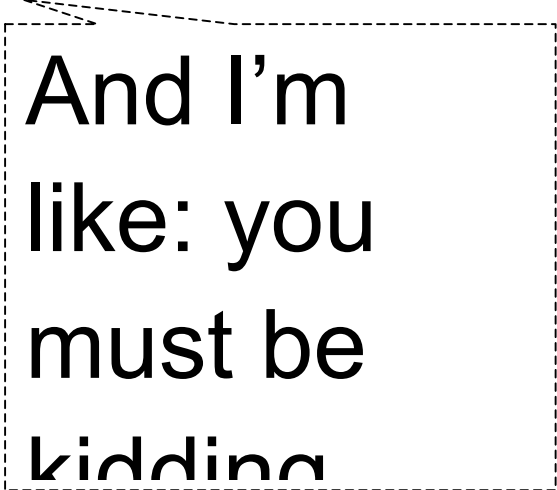
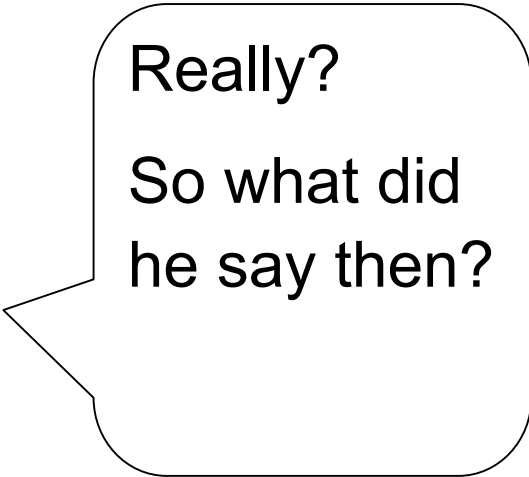
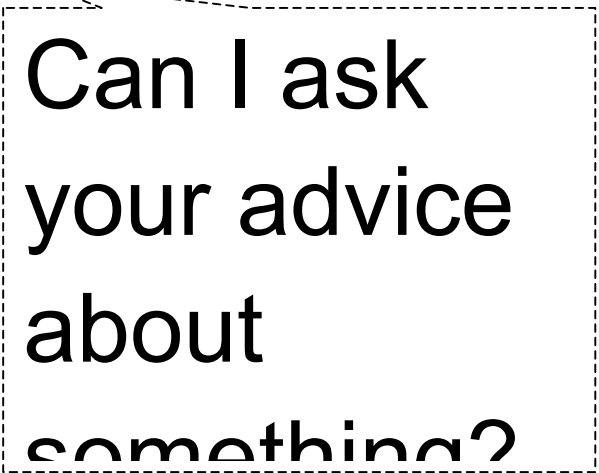

- Find your partner,
- Choose your genre (who's talking to whom?)
- Pronunciation drill

Client's utterances	Possible responses
 <p>Sorry, I'm not sure what to do</p>	 <p>Okay, let's go through it again, shall we?</p>
 <p>Hi how are you goin?</p>	 <p>Good thanks, no probs. And you?</p>

utterances	Possible responses
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 <p>Can I just check I've got that right?</p>	 <p>Yeah sure – best thing to do.</p>
 <p>I don't think the boss likes me...</p>	 <p>Why, what happened? What did she say to you?</p>
 <p>Be careful, it's heavy!</p>	 <p>Oh! Okay- thanks.</p>

utterances	Possible responses
 <p>It's been a long day</p>	 <p>It sure has – I'm tired</p>

 <p>And I'm like: you must be kidding</p>	 <p>Really? So what did he say then?</p>
 <p>Can I ask your advice about something?</p>	 <p>Yes, of course. What's up?</p>

Talking to the boss

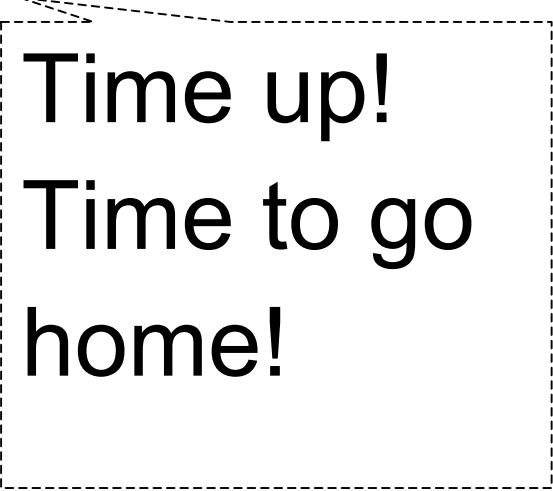
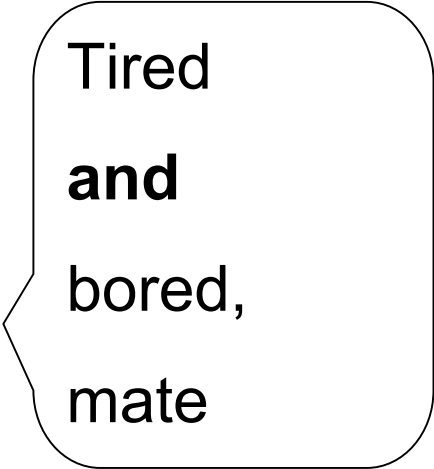
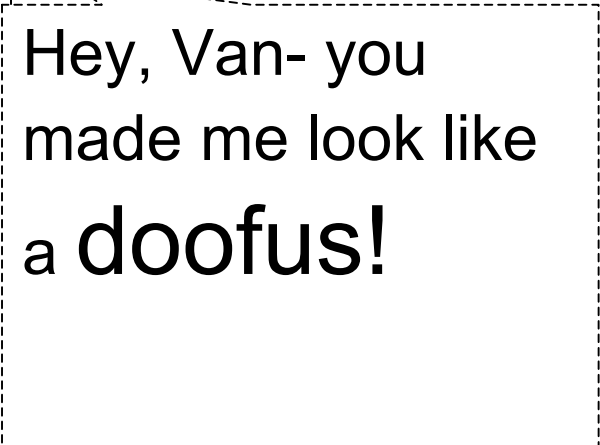

Talking to your

workmates - in the
lunch room

Talking to a friend

Talking to you
workmates – on the
floor.

Talking to a fellow practitioner at a conference...

utterances	Possible responses
 <p>Time up! Time to go home!</p>	 <p>Tired and bored, mate</p>
 <p>Hey, Van- you made me look like a doofus!</p>	 <p>I'm really sorry, I didn't see boss !</p>

Lesson Plan: "What is your lesson was stunningly relevant?"

50 mintues.

LC – ACAL workshop on speaking

Objective: To encourage teachers to use authentic, focussed texts.

To encourage Tt to use less text

To encourage speaking

Handout - reader

			NB
1.	Warmer activity – find your partner Add your text to the write paper on wall	all	Any comments about the texts?
2.	Reader handout.	all	
3.	Talk about:	George, finding a purpose. - Try some authentic text - Concern re returning to St A as per FP	So, it appears LC doesn't know everything there is to know...
4.	Trialled this activity, LC – RRK - LD		- Huge discussion about goin (possibly a typo...but such a lot of TALK created)
5.		•	
6.	Look at Pictures – why no DVD?		Why a W task, after the successful speaking task? - To allow time to re-group, Intuitive, or planned? use the vocab they had?
7.	Conclusions	<ul style="list-style-type: none"> • This lesson is: low-tech (no tech) • Authentic text was produced • Experiences from learners was the foundation of the texts produced. 	
8.	Why is it stunningly relevant?	Because it's real Because the learners produced the text	
9.	Last Activity	Look at comment on blue card on your handout	What did the writer know about English? What did they know about working in Australia?

Readings & Suggestions:

	Item	Why it's here
1.	Items from AQTF	As a reminder of what course planners'/managers have to think about – industry consultation. It ain't what you do, it's the way you describe it.
2.	- Job Seeker visitor to a staff meeting from Job Services Australia Agency. Minutes about spoken skills of trainees (our learners).	Authentic minutes of an authentic 'industry consultation'.
3.	- Fine Print item – Lindee Conway	Because I'm concerned about my efficacy as an agent of change...
4.	- Understanding the Undertow: innovative responses to labour market disadvantage and VET – NCVER 2011	Thought-provoking, but shows how damned hard it is for our cohort to find work. See the text on networking between agencies
5.	- The Art of Teaching Speaking, by Folse K, pp-203-4	Because unsuccessful activities are always the most useful to a teacher. (the book also has a lot of info about successful activities)
6.	ACSF entry on Oral Communication	B c ACSF is more than just levels...
7.	"Am I teaching Well"	Quote on Authentic Materials and their importance And an extra quote in singing because it's so important.
8.	AMES materials: Keys and to Work, AMES Vic 2009 Speak Safe, AMES – details in this handout.	Also, look for 'Can I help you' – future publication
9.	Oslo Davis cartoons	Because this kind of authentic text, brought into class is invaluable
10.	"ESL for Action Problem Posing at Work" AUerback & Wallerstein, Addison-Wesley, 1986. Still in print – an oldy, but a goody.	Old pictures, but good teaching ideas.
11.	AMES teacher's views on teaching speaking and Handley, B, The Fast Easy Way to Learn a Language	Included because they're interesting, and have nothing to do with competency based training, or employability skills or an accredited 'outcome' "The Fast Easy Way to Learn a language" - possibly not an empirically researched, and peer-reviewed approach, but it has some good tips for learners therein.

WHAT ELSE CAN YOU DO? :

2.	Invite a JSA consultant, or training manager to your next teachers' meeting. Ask them what they want their clients to know – concentrating on “Employability” and LLN. After he's gone, DON'T move on to the next item on the agenda. Spend time workshopping how you can use the info you've gleaned.	
3.	Set homework at Bunnings... people can wander around Bunnings, or Big Box shops, for hours, without being looked at askance. Learners should report back to the class authentic aural text of staff talking to customers and staff talking to staff. In class, you can analyse the speech and role-play. PS, Bunnings and other Big Boxers usually have Work Experience policies, and often give grants to community organisations. ,	
4.	Set train, tram, bus, or supermarket listening homework. As above, get your learners to report back...	
5.	Use some of Oslo Davis' ' Overheard ' pictures as a prompt. Make this a regular part of your lesson. <ul style="list-style-type: none"> - Write the 'before and after' text with the class. - Get the learners to practise the text in pairs and the elongated text, before and after. - Change the text, if they were younger, older, from another ethnic group, richer, poorer, how would they say the same thing? - 	http://www.oslodavis.com/ and Arcade Publications.
6.	Use DVD's such as “ Keys to Work ” and “ Speak Safe ” and stills and pictures from “ ESL for Action ” to create a context for speech. Get the learners to create their own speech, using stills and pictures. Look out for publication of DVD “ Can I Help You ” , communication for CALD workers in retail, office and restaurant settings. It's being trialled now so maybe not out before the end of the year.	Keys to Work, AMES Vic 2009 Speak Safe, AMES – details in this handout. Also, look for 'Can I help you' – future publication, AMES Victoria
7.	Read the Introduction for Teachers in the Keys to Work book. It's a good middle-path between the current Employability skills 'fever' in Canberra, and a 'language-only' approach to teaching. It will give you confidence that teaching authentic work-based speaking skills is a good idea. It also has a lot of tips.	

8.	Make the classroom the 'tearoom' (see JSA's comments in minutes). Write small talk items on slips of paper, and get the learners to practise: "How was your weekend?" "How are things?", "Wasn't the traffic hopeless this morning?" "My kids have gone to camp – the house is so quiet without them!" Persist with this, do it weekly for a few weeks, until everyone has had a go.	
9.	Make a roster each week, for your class – who's going to: <ul style="list-style-type: none"> • Offer to stand up and practise speaking? • Tell the teacher when the class needs a break? • Make sure everyone has their homework handouts? • Get the dictionaries • Return the dictionaries. • Etc etc. 	Take the Ss into the teachers' staff room – show them the tea/coffee/dishes roster. Does it work?
10.	Write a class play: What would happen without a roster: <ul style="list-style-type: none"> • In a School • in a Hospital • In a Bus Depot Write a dialogue: <ul style="list-style-type: none"> • Boss and Staff member (I forgot to check the roster!!!) • Colleagues (Can you change your roster, to suit my social life?? Please?? Pretty please) 	May also be helpful in getting new arrivals to understand our time-obsessed culture.
11.	On each excursion, make 'authentic aural text' your learners' task. What did they over hear? Discuss the context and the language.	
12.	Consider the 'four things', in TK's email. Would you give this a try in your class? <ul style="list-style-type: none"> - How much time would it take up - How would it fit in with a competency-based curriculum? 	
13.	Refer to the IPA, often, at least twice each time you meet the class. It helps intelligibility. <i>ɪn'telɪdʒə'bɪlɪti</i> Get learners to write their authentic 'talking at work texts phonetically, or into syllables.	http://scripts.sil.org/Home www.forvo.com

- Thanks to Maggie Power (AMES), and Bronwen Hickman (CAE) for peer reviewing this workshop
- Thanks to Theresa Kozar (AMES) for talking about teaching speaking
- Thanks to Liz Dohrmann and Raveen Raj-Kumar (Community West) for trialling the lesson

How the still from the DVD was used:

- No IT
- No DVD
- No listening.
- Students, tired after the text activity, and 'role' play, but energised.
- Discussion about where, who, what was being spoken about.
- People, Michael (the boss), Tom, (young worker, seated), (Aisha, new staff member, standing),
- Discussion on vocab – OHS,items, 'bright' clothing, boots, safety boots. Etc.
- Learners had to answer these questions:
 1. What is Michael saying to the staff?
 2. What is the Tom asking about?
 3. What is Aisha asking Tom.

What are the implications for assessment, and compliance? Could you work any of this into your current delivery plan? If you assessed it, formally, would it fit?

Could you use this kind of 'authentic' text activity for other types of S-activities? Talking to the doctor/nurse/teacher/child-student?...