**![C:\Users\Tom and Yuli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4WKJA452\MCj04361610000[1].wmf]()**

1. **Repetition**

**T has Ss repeat for practice after:**

* **T has talked, modeled, explained, read, given directions, etc.**
* **a S has talked, explained, read, etc.**
1. **Benefits of using repetition:**
2. Focus Ss attention – helps focus the attention of the class on the language item T or a S is using.
3. Gain control of class – a quick repetition focuses the Ss and brings the class together.
4. Total participation – done properly, everyone in the class participates in repetition.
5. Encourage shy/hesitant students – it helps them take their first language steps.
6. Practice pronunciation - active and receptive use in isolation and in context:
7. Introduce new target grammar or vocabulary
8. Reinforce error correction (see below in “Error Correction”)
9. **The T should model (with or without repetition) whenever necessary.**
10. It allows the Ss to hear good examples*.*
11. It encouragestimid, shy, and underperforming Ss to participate by providing them with *assistance.*
12. It lets more advanced Ss gauge their progress and helps them refine their speaking skill.
13. **Repetition can be misused and overused**
14. **Comprehension Checks**

**T does comprehension checks after the T or Ss have talked, modeled, explained, read, given directions, done group/pair work by:**

* **Asking Ss questions**
* **Asking Ss to summarize**
* **Having Ss ask each other questions**
1. The T needs to check for comprehension of both class content and instructions*.*
2. Comprehension checks provide an authentic context for the Ss to practice their language skills by paraphrasing and personalizing.
3. Students have an opportunity to demonstrate their knowledge.
4. Without comprehension checks, the T can’t evaluate whether or not the Ss can actually understand, apply and use the language appropriately.

**Comprehension Check Guideline #1: Ss answer individually (one at a time)**

1. Often, the T asks a question and the Ss all shout out the answer more or less at the same time.
2. Reasons to allow only one S at a time to answer:
3. Answering chorally is not very productive or authentic.
4. Choral response is not natural use of language.
5. When the Ss answer chorally, the T is not able to evaluate their comprehension of the question or the accuracy of their language.
6. The Ss can learn by listening to each other (C. Curran – “overhear”). This is not possible if they are all answering at the same time.
7. If the T has Ss answer chorally, it should be done only one or two times per class—students answering individually should be the norm.

**Comprehension Check Guideline #2: Ss answer in complete sentences**

1. When individual students answer in complete sentences,
	1. T is able to check for content and language accuracy
	2. Ss have the opportunity to practice and try out the language.
2. Answering in complete sentences gives the Ss a chance to practice and reinforce grammar and syntax,while the “grunt” or short response denies them this opportunity, even though these are more “authentic”. Frequent speaking in complete sentences is more effective than doing grammar exercises on a test at reinforcing correct grammar and syntax.
3. For EFL Ss, the classroom is the only place where Ss get to practice and try out the language.
4. Answering in complete sentences should always be encouraged by the T, but if Ss are unable to do so, the T can *model* and *cue,* or may allow them to answer in short phrases or even one-word utterances. All are real communication.

**Comprehension Check Guideline #3: Ss summarize in complete sentences or expand from keywords.**

1. This can be difficult for Ss! You may need to model for them before they try. You can also give Ss a chance to practice with a partner before asking an individual to try to summarize.
2. When the Ss summarize after the material has been presented, they have the opportunity to demonstrate their knowledge to themselves, their classmates, and the T in bothcontent and language.
3. Performing spoken summaries develops both oral andwrittenfluency and accuracy.
4. Summarizing allows Ss to improve their ability to communicate more effectively.
5. Speech involves thinking, knowledge, and skills.
6. Speaking also requires constant practice and training.
7. To speak in more effective ways requires particular attention and constant practice. *#3-6 adapted from Zhang, H. and Alex, NK (1995). “Oral language development across the curriculum.” ERIC Digest. Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication. [ed 389029]*

**Before, During and After Ss perform a Comprehension Check Task**

1. Often, the T may need to model or show the Ss how to summarize or expand. For example:

T: I want someone to speak from these notes. Use the vocabulary I’ve written on the board: (winter-hockey-basketball-summer-baseball-tennis). First, let me give you a model. Listen and then you can try it.

“Hello,//my name is Mr./Ms\_..//

Today,//I’m going to talk about//sports seasons in the US and Canada.//

In the winter,//people play hockey and basketball.//

In the summer,//people play baseball and tennis.//

Thank you.//”

Now, Stefan, please tell us about sports seasons in the US and Canada.

S: Hello, my name is Stefan. My topic is….etc.

1. ![C:\Users\Tom and Yuli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\19CLX3A3\MCj02807830000[1].wmf]()There are times when the T wants to reinforce the Ss task by rephrasing what the S has said. This will allow other Ss to focus on the T’s “more proficient” language. It will also help the speaker compare his/her utterance with the T’s model. As with all techniques, the T should be careful not to overuse it.
2. The T should not interrupt or correct the S while he/she is summarizing unless requested or unless the S hesitates/falters/stumbles. If the S asks for help, offer it. If there are content or language errors, the T can correct them after the S has finished or in some cases, the T can just ignore them.
3. **Asking & Answering Questions**

**Ss practice asking (and answering questions) after T’s model.**

**Ss need a lot of practice making useful and meaningful questions.**

* Often, the Ss can understand the T’s questions but are unable to ask their own questions, and make many grammatical errors. Teachers often fail to teach Ss how to ask questions.
* The T models to Ss how to ask questions—it doesn’t happen naturally.
* Ss need as much practice *asking* questions as they do *answering* questions.
* Advanced Ss need as much practice as beginning Ss; there are several ways to help them.

**Example of Q&A Technique #1: T-S1-S2-T 🡪(TSST)**

T (referring to whiteboard): Maria, what is one of the components of proficiency?

J: One of the components of proficiency is grammar.

T: Very good. Maria, please ask someone who hasn’t spoken much today the same question.

J: Jorge, what is one of the components of proficiency?

E: One of the components of proficiency is fluency.

T: Great. Jorge, please ask me the same question.

E: Mr. Zapata, what is one of the components of proficiency?

T: One of the components of proficiency is tasks and functions.

(Note: Many times, the S will have trouble producing the same question that the T has just asked him/her. The T should be careful not to overuse this technique; it is not a *comprehension check*.)

**Example of Q&A Technique #2: T gives exact model**

T: Patricio, ask Emilia, “Why is it important that the writer and reader share assumptions?”

J: Emilia, “Why is it important that the writer and reader share assumptions?”

Notes:

* Giving the Ss the exact model puts wording in the S’s mouth; a fine beginning step with new language items.
* The T will find that he/she needs to do this with beginning, intermediate, and advanced speakers.

**Example of Q&A Technique #3: T has Ss create a question**

T: Elisabeth, ask someone in another group a question about wedding ceremonies in Brazil.

J: Ronaldo, what do women usually wear when they get married in Brazil?

* If the S is unable to make the question, the T needs to help by modeling.
1. **Error Correction**

**T corrects S’s errors (e.g., grammar, pronunciation, vocabulary, comprehension)**

* **T simply reflects correct response (and continues) or**
* **T models correct response & S or Ss repeat or**
* **T cues S or Ss to self-correct**
1. The Ss want to improve their English. Research shows that Ss feel they are making progress when their English is being corrected. This feeling of progress is motivating, but of course, it must be done in an unobtrusive way.
2. The manner and timing of *corrective* feedback is important. Correcting a S (in a caring, non-threatening manner) doesn’t have to raise their affective filter.
3. Overdoing error correction (correcting Ss in the wrong stages of a lesson or in an inappropriate manner) can be de-motivating and impede the development of proficiency (fluency).
4. As Krashen says, input is important, BUT:
* the T must provide the Ss with good clear models, and an opportunity to practice them, and
* the T should correct/reflect S’s output in a way that lets the Ss *notice* the difference between the incorrect and correct language, and
* the Ss must have an immediate opportunity to repair the error in a non-threatened way.

**Error Correction #1: Recast (also called “reflect”)**

After an S has made an error while answering a question or summarizing, the T reflects (in correct language) what the S has said. This will allow two things.

* All Ss can hear the correct version, “washing away” the incorrect version.
* It will also help the original speaker compare what she/he said with the T’s model, and repair it.

**Error Correction #2: Repetition (Choral)**

After an S has made an error while answering a question or summarizing, the T has whole class “repeat” (in correct language) with the teacher’s model. This will allow two things.

* All Ss can hear AND say the correct version.
* It will also help the original speaker compare what she/he said with the T’s model, and repair it. It’s sometimes good to have the student “try again” individually.

**Error Correction #3: Direct**

The T directly points out the error either orally or by writing it on the board (after the S has finished the utterance.) Ts should be very careful with this type of error correction. Students are often already very sensitive about making errors in front of their friends.

**Error Correction #4: Self-correction**

Research shows that when an S is guided to notice his/her own error, he/she is more likely to remember and more permanently correct his/her *interlanguage*.

* T cues S either verbally or with the whiteboard or body language that there was an error in S’s production. S self-corrects or asks for assistance.
* Give the S an “ …… or ……” choice.
* Ask the S a question emphasizing the wrong word or grammar in the sentence.
1. **Asking Questions Spontaneously**

**Ss ask questions spontaneously (interact naturally)**

This is the ultimate interactive goal for Ss in all classes. When the Ss begin to ask questions without being “pushed,” they feel *unthreatened* and *motivated*, and one of the main objectives of the Communicative Language Teaching approach has been attained. All proficiencies can reach this goal.

1. **Assistance**

**T or another S helps/assists S when the S struggles, falters, hesitates, shows confusion, asks for help, by cueing, modeling with choral repetition, chunking, or putting the words in the S’s mouth, then letting the S try again.**

Communicative Language Teaching requires that Ss process a lot of information at the same time they are learning/acquiring the language. When the T asks a S to answer a question in a complete sentence or to summarize what has just been talked about or studied, the S has to process both content (meaning) and language (form) and in doing so, will often falter or hesitate. It is at this time that the S needs the T’s help and support.

The T should also be aware of how long to wait before helping the S (wait time). The T should never let the S “drown” – doing so will de-motivate the S. The T needs to know when to “step in” and assist the S. Why is this effective? It encourages all Ss, including timid, shy, and underperforming Ss, to participate in the classroom dialogue, and thereby improve their proficiency. Asking for assistance is a real communication strategy, and *must be encouraged*. There are several ways to assist a “drowning” S.

**Example of Assistance #1: Teach Ss to ask T OR another S for help (use classroom language)**

**Example of Assistance #2: “Cue” the S with one or two words of the correct sentence**

**Example of Assistance #3: Put the words in the S’s mouth (repetition or chunking)**

**Example of Assistance #4: Model with choral repetition and then have individual try again.**

**Example of Assistance #5: Pointing to key words or ideas on whiteboard (A favorite! Use the whiteboard!)**