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### ORAL COMMUNICATION

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**Pair Work: I've Got an Idea\***

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**ESL / ELD**

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In this strategy students individually develop a solution to a problem before articulating it to a partner. As a pair (2) they negotiate and reach consensus about a possible solution. Then they repeat the process with another pair of students (2+2) and negotiate/select/identify one solution to present to the class.

**Purpose**

- Use content knowledge to create a solution.
- Engage in the higher-order thinking skills of problem solving and creative thinking.
- Learn how to justify and communicate an informed opinion to others.
- Develop communication skills.

**Payoff**

Students will:

- actively participate in problem solving and negotiation on a specific topic.
- use subject specific vocabulary to communicate ideas.
- experience how the opinions of others may influence them.
- share information and work as teams to come to a consensus.

**Tips and Resources**

- Create an open ended problem that draws on student knowledge but that can have a variety of solutions (e.g. develop a hypothesis and an experiment to test the hypothesis, develop a slogan for a political policy or a new product, solve the dilemma of a fictional or historical character).
- Encourage risk taking and sharing by recognizing the validity of all ideas.
- Prior to the activity, hold a class discussion in which you review with the students ways in which they can encourage others to express ideas (“that’s interesting”, “can you explain that?” etc.) and additional skills such as attentive listening and turn taking (refer to *Discussion Etiquette* on p. 176 of *Think Literacy, 2003*).
- Develop an organizer where students can record individual and shared ideas. (See Student Resource pg. 4).
- Provide specific direction re time frames for paired conversations.

**Further Support**

- Introduce ESL/ELD students to the vocabulary needed to develop their ideas.
- Encourage students to create and express their ideas in a variety of ways (drawings, models, etc.).

\*The strategy “I’ve Got an Idea” has been adapted from *Fifty Strategies for Teaching English Language Learners*, Adrienne Herrell, Michael Jordan, p. 83.



**Pair Work: I've Got an idea**

ESL / ELD

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Establish a comfortable, collaborative environment in the classroom where risk taking is encouraged.</li> <li>Activate prior knowledge of the topic to be studied.</li> <li>Brainstorm or provide real or possible problems/challenges to the subject.</li> <li>Discuss strategies for active listening, (e.g., providing positive feedback to other's ideas, requesting clarification).</li> </ul>	<ul style="list-style-type: none"> <li>Recall what they know about the topic and the process of problem solving.</li> <li>Participate in class discussion.</li> <li>Consider ways in which to encourage peers to share their ideas and to provide positive feedback and constructive criticism.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Present the students with a problem related to the subject content.</li> <li>Instruct students to work independently to develop a solution to the problem. Provide students with a specific time frame and organizer if required.</li> <li>Pair students and instruct them to share their solutions, convince each other of the viability of one solution, or combine their ideas to create a third solution.</li> <li>Combine pairs of students to create a group of four and instruct students to share, discuss and finally agree on one solution to present to the class.</li> <li>Call on a representative from each group to share the group's solution with the class.</li> <li>Throughout, circulate and encourage interaction or clarify content issues when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Work independently to find an innovative solution to the problem based upon specific content information and criteria.</li> <li>Work in pairs. Share solutions to the problem and convince their partner of the viability of one solution, or combine their ideas to devise a third solution using the same criteria.</li> <li>Join another student pair. Share their solutions to the problem. Share, discuss and finally agree on one solution to present to the class using the same criteria.</li> <li>Come to a consensus or combine ideas to create a different solution.</li> <li>Present the collective solution to the class.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>With the class, discuss the merits of the various solutions highlighting specific content information.</li> <li>As a class debrief the process. Discuss the importance of sharing ideas and reflecting on their individual skills.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in class discussions on both the process and the content.</li> <li>Use the skills learned/strengthened in future communication and interaction.</li> </ul>



**I'VE GOT AN IDEA**

First Idea	Second Idea
Consensus, shared idea or new idea	
Third Idea	Fourth Idea



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**Small-group Discussions: Concept Mapping\* Oral Activity**

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**ESL / ELD**

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In this strategy, students review links between key content and concepts related to a unit they have studied and practise studying and presenting information on a concept map.

**Purpose**

- Check for understanding and review connections between content and concepts.
- Encourage students to share ideas and information with each other.
- Make complex content comprehensible, visual and memorable.
- Provide an opportunity for students to engage in group study.
- Engage students in purposeful small-group discussion and whole-class review.

**Payoff**

Students will:

- review key unit concepts and content and how they are interrelated.
- improve retention and recall of core curriculum content and concepts.
- develop skills for group discussion and study.

**Tips and Resources**

- This strategy can also be used for evaluation purposes.
- Teachers should model concept mapping and review effective group study skills before asking students to perform this activity.
- Concept maps can be used as classroom display to reinforce and facilitate understanding of content and key concepts.
- This activity can be adapted to become part of group presentations.

**Further Support**

- Teachers could place ESL/ELD students or students with special needs in groups where they could work with students who have more facility in English.
- Teachers could work with individuals and groups to facilitate peer assistance and offer tips for effective studying.
- Teachers should provide ESL/ELD students in the earlier stages of Learning English or students with special needs with a copy of the completed concept map.

**Concept Mapping**

Concept maps are useful tools that allow students to identify and explain information in a visual manner, obtaining an overview of a broad topic or theme at a glance. Unlike mind maps or flow charts, concept maps demonstrate connections between diverse subtopics and key details that contribute to an overall theme. Concept maps present a holistic outlook on a topic and are not arranged in a hierarchical manner. Instead, subheadings can be highlighted using colour coding or line style variation. By presenting information visually in this manner, teachers can improve students' understanding and retention of complex information.

*\*The strategy "Concept Mapping" has been adapted from Learning, Creating And Using Knowledge, by Joseph Novak.*



**Small-group Discussions: Concept Mapping Oral Activity**

ESL / ELD

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Prepare the concept map during a whole-class review.</li> <li>• Present and have students copy the concept map.</li> <li>• Create a blank copy of the concept map on chart paper or an overhead transparency.</li> <li>• Make a set of cards, one for each concept/content item on the concept map.</li> <li>• Give directions to students.</li> <li>• Ensure that all students understand the directions and will be able to participate in the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about and copy the concept map.</li> <li>• Listen to the teacher's directions.</li> <li>• Ask for clarification, if necessary.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Assign students to small heterogeneous groups.</li> <li>• Give students time to study and discuss their copy of the concept map with their group.</li> <li>• Circulate and facilitate the study and discussion process, assisting students where necessary.</li> <li>• Announce the end of study time.</li> <li>• Distribute concept/content item cards to each group, ensuring that the distribution is equitable.</li> <li>• Begin by modeling the process for students. Present one or more items to the whole class and demonstrate how to explain the significance of an item, indicating where it belongs on the concept map, and stating how it relates to other items on the map.</li> <li>• Give groups time to discuss their items and determine which group member will present each item. Each group member may present only one item.</li> <li>• Ask groups to take turns holding up their cards and presenting what they know about its significance, placement, and connections on the concept map.</li> <li>• Scribe students' answers onto the chart/overhead, asking questions to allow students to clarify as needed.</li> <li>• Give feedback to groups based on the completeness of their presentations and their contribution to the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Study and discuss the concept map with their group members to ensure that each member understands and can remember how items may be explained, placed, and how they interrelate.</li> <li>• Discuss and prepare answers for the items given by the teacher and choose which students should present each item.</li> <li>• Present items, one per group member, when called on by the teacher.</li> <li>• Listen and observe in order to improve their understanding of the information as well as the strategies employed by various groups to study the concept map and present their items.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Direct students to return to their regular seats.</li> <li>• Debrief students, asking them to comment on what study and presentation techniques they observed during the activity and how they might use what they have learned in future group activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about ways in which they can improve their study techniques as well as their small group interactions.</li> </ul>

Notes



**Example: Canadian And World Studies - CHI4U**

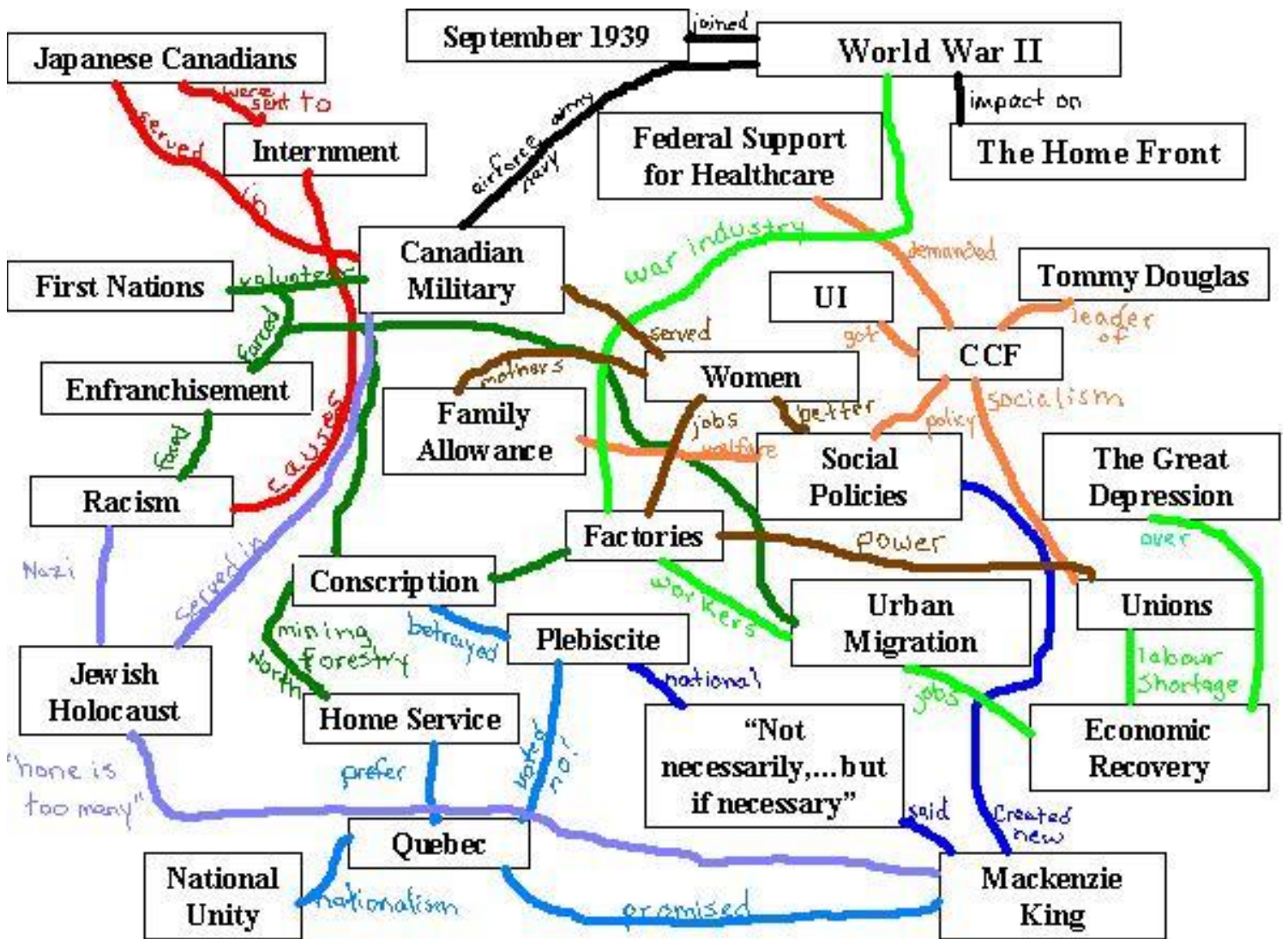
A concept map can represent the theme of World War II, which began for Canadians in September of 1939, and its impact on Canadian society through the military and home front. The teacher begins by sorting point form subtopics, information details, and connections into a table (see example below) and then works with students to create a visual representation of the table in the form of a concept map (see Teacher Resource p. 9).

Subtopic	Connection	Detail
Japanese Canadians	Were sent to	Internment
	While their sons and daughters served in	Canadian military
	Their treatment was caused by Canadian	Racism
First Nations	Volunteered for the	Canadian military
	Were forced to accept	Enfranchisement
	Faced	Racism
	They became part of	Urban Migration
	They were subject to	Conscription
	Left reserves to work in	Factories
	Worked in Canada in Northern mines and forestry services	Home Service
Women	Served in	Canadian Military
	Mothers benefited from	Family Allowance
	Took jobs in	Factories
	Fought for	Social Policies
	Gained power through	Unions
CCF	Leader	Tommy Douglas
	Got	UI
	Had strong	Social Policies
	For welfare of the poor	Family Allowance
	Shared socialist ideas with	Unions
Jewish Holocaust	Caused by Nazi	Racism
	Said, "None is too many"	Mackenzie King
Quebec	Stirred provincial nationalism	National Unity
	Were promised no conscription by	Mackenzie King
	Preferred	Home Service
	Voted no	Plebiscite
Mackenzie King	Felt betrayed	Conscription
	Said conscription	"Not necessarily...but if necessary"
	Held national	Plebiscite
Economic Recovery	Created to regain popularity	Social Policies
	Jobs in the cities led to	Urban Migration
	Labour shortage gave rise to	Unions
	Ended	The Great Depression
	Workers needed for	Factories
War industry fueled by	World War II	



# SAMPLE CONCEPT MAP

## Canadian and World Studies : CHI4U



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**Whole-class Discussions: Give and Get**

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**ESL / ELD**

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In this strategy, students identify key information/concepts related to a topic they have studied. Each idea is recorded on a graphic organizer. Students circulate and exchange their ideas with each other.

**Purpose**

- Check for understanding and review information/concepts.
- Encourage students to share ideas and information with each other.
- Provide an opportunity for students to make a personal connection between their background knowledge and new knowledge of a topic.
- Facilitate whole-class discussion/review.

**Payoff**

Students will:

- deepen their understanding of and review key information/concepts.
- synthesize information.
- develop skills for pair and group discussion.

**Tips and Resources**

- This strategy can be used for brainstorming prior knowledge before beginning a new unit/topic.
- Teachers should model this strategy using simple tasks initially so that students become comfortable with the process. (e.g. At the beginning of the year or semester ask students to write the important factors involved in working as part of a group. See Teacher Resource p.13).
- Give and Get can also be used after a video or field trip to review and reinforce learning.
- This activity can be extended to include a writing activity such as an essay or report.
- Teachers could use this activity to review for an evaluation.

**Further Support**

- Teachers could ask ESL/ELD students or students with special needs to work on the Give and Get chart with a partner.
- Teachers could work with individuals or small groups requiring a scribe to facilitate completion of the Give and Get chart and/or synthesis strips.
- Teachers may encourage students to use their texts or notes during this activity.
- Teachers should pair students who require assistances with stronger peers.



**Whole-class Discussions: Give and Get**  
ESL / ELD

Notes

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Ensure that a positive and nurturing environment has been created in the classroom so that students can comfortably move about and share their ideas.</li> <li>Decide on the topic to be discussed or reviewed.</li> <li>Create a handout (see Student Resource, Give and Get Recording Sheet, p.12)</li> <li>Create large chart paper strips for recording information for whole class use.</li> <li>Give directions to students. Be specific.</li> <li>Ensure that all students understand the directions and will be able to participate in the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Think about the topic.</li> <li>Listen to the teacher's directions.</li> <li>Ask for clarification, if necessary.</li> <li>Summarize directions.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Give each student the handout.</li> <li>Circulate and facilitate.</li> <li>Assist students where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Give side of the handout by listing ideas or information on the topic.</li> <li>Listen to the teacher's signal and then circulate around the room sharing an idea from their list and obtaining an idea in exchange from five other students. Students should ensure that they select unique and interesting ideas when gathering information from peers and avoid repetition of ideas.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Direct students to return to their seats.</li> <li>Ask students to share their results with a partner and to highlight common ideas to determine the key information/concepts.</li> <li>Distribute three chart paper strips to each pair.</li> <li>Have students choose the three most important items from their highlighted lists and record one key item on each strip.</li> <li>Ask a selected pair to share one strip and post it on the board. Follow by asking subsequent pairs to share and post new ideas. (Stop after major concepts have been posted).</li> <li>Ask pairs to post remaining strips under existing key concepts on the board.</li> <li>Debrief students.</li> </ul>	<ul style="list-style-type: none"> <li>Choose their partner (the person beside or behind them, depending on the seating arrangement in the class.)</li> <li>Read their partner's list.</li> <li>Discuss similarities and differences between the lists and highlight common items.</li> <li>Select three key items with their partner.</li> <li>Write key items on their paper strips.</li> <li>Post items as requested by teacher.</li> <li>Categorize and post additional items on the board.</li> </ul>



## GIVE AND GET RECORDING SHEET

INSTRUCTIONS : Record **five** key ideas in the **Give** column. Circulate around the room sharing an idea from your list and obtaining an idea in exchange from five other students. Record ideas that you receive from others in the **Get** column.

<b>GIVE</b>	<b>GET</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Teacher Resource

## GIVE AND GET RECORDING SHEET

### Important Factors in Group Work

Column 1 (Give) shows one student's ideas.

Column 2 (Get) shows the ideas the student received from five other students.

<b>GIVE</b>	<b>GET</b>
1. Share ideas in a positive way.	1. Make sure that ESL/ELD students understand the group task.
2. Don't interrupt.	2. Give positive feedback.
3. Don't monopolize the conversation.	3. Be open to new ideas.
4. Listen carefully to others.	4. Use positive body language.
5. Share the workload.	5. Ask questions to clarify understanding.

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**Whole Class Discussion: Hot Seat**

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**ESL / ELD**

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Students research a role, position or topic assigned by the teacher and become experts on their topic with the support of one or two peer partners. Students individually field questions posed by their classmates in order to provide information on a topic or insight and perspective on a character or issue.

**Purpose**

- Practise and participate in respectful and purposeful interaction.
- Share and/or consolidate information.
- Present and defend a point of view.

**Payoff**

Students will:

- develop higher order thinking skills.
- refine questioning skills.
- demonstrate and share areas of knowledge and expertise.
- develop listening skills.

**Tips and Resources**

- Use this strategy with students to provide an opportunity for presenting research, reviewing a topic that has been studied, selecting and using information for specific purposes and/or choosing and defending a position on an issue or topic.
- This strategy can be used as an ice-breaker at the beginning of the year or semester. In this case have students question each other about themselves or present on a topic of personal interest. Set clear parameters as to what kinds of questions are permissible, provide students with techniques for deflecting questions they do not wish to answer and/or give students techniques and permission to “pass” on questions they do not wish to answer.
- To encourage student involvement and keep them focused, create a worksheet for students to record information that they gather from their peers’ presentations.
- Allow students to work with peers to gather their information or formulate their ideas. Allow them to access the support of these peers when they are in the “hot seat”,
- Create roles for the students. This strategy works well when students take ownership for their position and respond in the first person.

**Further Support**

- Be cognisant of students who may not be comfortable in front of the entire class. Provide these students with opportunities to practise or present to a small group or individual.
- If students require English language, academic or emotional support, allow two students to sit in the “hot seat” together or to enlist the support of their partner or group.



**Whole Class Discussions: Hot Seat**

ESL / ELD

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Establish a comfortable, collaborative environment in the classroom.</li> <li>Identify the instructional purpose/theme for the strategy and the content to be used.</li> <li>Have students form pairs or triads, choose the aspect of the topic they wish to develop and research this. Provide the class with a list of all the topics that will be presented.</li> <li>Create a note-taking sheet for listeners to complete.</li> <li>As a class, discuss and brainstorm questions and questioning techniques that require higher order thinking responses. (See sample ideas in Teacher Resource p.16).</li> <li>Establish criteria for interaction (e.g., what kinds of questions are acceptable and who selects the questioners, how many questions can be asked by each questioner).</li> <li>Appoint a student to monitor that the criteria for interaction are followed.</li> <li>Determine a time frame for each participant and appoint a timekeeper to monitor this.</li> <li>Model the strategy by being the first person in the “hot seat”.</li> </ul>	<ul style="list-style-type: none"> <li>In pairs or triads, brainstorm ideas on the topic provided by the teacher or review information on the given topic.</li> <li>With their group, select a role/position/or other area of the topic. Identify this to the teacher and class.</li> <li>Study and research this role/position/topic and share the knowledge gathered by all group members.</li> <li>Discuss all aspects of the role/position/topic and anticipate the questions that may be asked by peers.</li> <li>Be prepared to respond to questions regarding the selected person/position/topic.</li> <li>Select one group member to take the "hot seat" on behalf of the group. Other group members can provide support to their representative when she/he is in the "hot seat".</li> <li>In pairs or triads, think about the roles/position/topics that will be presented by other groups and develop questions they would like to have answered on these.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Establish an area in the classroom, and direct the students’ attention towards it.</li> <li>Identify the topic and review the parameters for the discussion. Identify the student timekeeper and student monitor and review their roles with the class.</li> <li>Identify the first student to take the “hot seat”.</li> <li>Observe and monitor the proceedings.</li> <li>Redirect only when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>One student from a group takes the “hot seat”, identifies his/her role or area of expertise and invites classmates to ask questions. Students can seek support from one of the initial group members.</li> <li>Using the established criteria, take turns asking questions in order to gather information and complete the organizer provided by the teacher.</li> <li>Change places, establishing a student from another group in the “hot seat” when the timekeeper indicates that the allotted time has passed. Take turns in the “hot seat” providing information to peers.</li> <li>Ask probing questions that demand higher order thinking responses.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Provide students with further opportunities to synthesize, organize, evaluate and use the information they have gathered.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a class discussion to clarify any unanswered questions.</li> <li>Synthesize, organize and evaluate the information gathered for further use.</li> </ul>





## Hot Topics

- **Responding to literature**

- Organize students in small groups, as appropriate, to examine the actions of specific characters in a short story, novel or play.
- Have each student take on the role of a particular character when in the “hot seat”. Other students ask this ‘character’ questions such as:
  - why he or she acted in certain ways in specific situations
  - what he or she was thinking at different times in the novel
  - what he or she would have done if.....
- Assign the role of the author to a student or the group.
- Assign a student or the group to research the time period in which a novel was set or written.

- **Current Events:** Consider the following approaches:

- Assign student groups different topical news events to follow and present.
- Assign the class the same news event to follow; however, assign specific newspapers and magazines to different student pairs or triads.
- Assign student groups or triads the role of particular political leaders or politicians and have them research and defend a position on a political issue, responding in role.
- Assign a pair or triad the role of participant in the event and respond in role.

- **Arts, Media**

- Assign student groups various media formats (e.g., films, videos, plays, advertisements) to review and report on. Have them take the role of reviewer or the role of (e.g., creator, actor, director, copywriter).
- Ask student groups to create a media or art work and then respond to questions about it.

- **Research**

- Assign a historical event, item, or an individual for a student group to research. Have each student respond in role as a participant at the event.

- **Science**

- Assign an aspect of biology, physiology, chemistry, for example, to student groups to research (e.g., DNA, the circulatory system, the properties of a gas).
- Students may answer direct questions or respond in role (as they discover or personify some aspect of the topic (e.g., a DNA molecule, an organ such as the kidney).

- **Inquiry**

- Give the students a problem or question that engages them in a discussion and forces them to draw conclusions. A member of the group then sits in the “hot seat” to present the conclusion and to respond to questions as to how the group came to their conclusion.





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## Whole-class Discussions: Performance Poetry

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ESL / ELD

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In this drama strategy students highlight main ideas in a text and contribute their words to an impromptu class poem which is performed in a circle.

### Purpose

- Check for understanding or review concepts.
- Develop and reinforce key vocabulary to support student learning in all subjects.
- Share and consolidate learning when reading new material.
- Encourage students to share their ideas and information with each other.

### Payoff

Students will:

- develop a deeper understanding of the concept/topic.
- have the opportunity to rehearse in a small group before presenting to the whole class.
- experience the support of working in a heterogeneous group.

### Tips and Resources

- Use a very simple task at first so that the students are comfortable with the performance poetry process before having to apply the approach to more challenging concepts (e.g., a simple poem, a song, or a short story).
- Non-fiction text could be used in any curriculum areas to reinforce content and synthesize key ideas. (See Student/Teacher Resource, p. 20).
- Use this strategy at the beginning of a unit of study to introduce a concept and key vocabulary or at the end of a unit to consolidate the key learnings.
- Each group could read the same passage or a different paragraph from the selected text.
- Organize the space in the classroom so that a large circle can be formed. A hallway, gym or outdoor space could also be considered.
- Ensure that students know and understand the teacher's stop signal so that they can listen for instructions.

### Further Support

- Students who are struggling are often able to articulate their understanding through oral language. Allow new language learners some opportunity to discuss words and concepts in their first language with one or more partners who speak the same language (where possible) during the small group activity.
- Include ESL/ELD students in the group learning activity even if their understanding of English is very limited. They will benefit from the repeated practice and become more confident in expressing themselves in English.



**Whole-class Discussions: Performance Poetry**

ESL / ELD

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Decide on a question, topic or issue for students to read and discuss.</li> <li>Ensure that there is space for all students to form a large circle around the perimeter of the room or in the hall.</li> <li>Divide the class into groups of four. Make sure that new ESL/ELD students are in a group with strong language models and if possible with other students who speak their home language.</li> <li>Ensure that all students understand the directions and will be able to participate in the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the teacher's directions.</li> <li>Ask questions for clarification if necessary.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Ask each group to read a passage together and highlight a 5-8 word phrase that is important to them or contains the key ideas in the text.</li> <li>Groups select 2 or 3 key words from their longer phrase.</li> <li>Circulate and facilitate the process, assisting students where necessary.</li> <li>Ask students to practise saying their short phrase and 2 or 3 words as a choral reading.</li> <li>Ask students to form a large circle.</li> <li>Tell the students that their phrases will create an oral poem and that repetition is part of the poetry process.</li> </ul>	<ul style="list-style-type: none"> <li>Read a text together and discuss which phrase contains the important idea.</li> <li>Select a 5-8 word phrase and then choose 2 or 3 words from the longer phrase.</li> <li>Practise the phrase and the words as a group so that all members of the group are able to participate.</li> <li>Groups stay together but form a large circle with the whole class.</li> <li>One group shares its phrase chorally and then the poem continues around the circle, without interruption, as each group shares.</li> <li>Poem continues as each group then repeats its 2-3 word phrase.</li> <li>Students applaud at the end of the performance.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Students are asked to discuss the experience and to synthesize the key ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Students reflect as a large group on the experience and the key concepts from the performance.</li> </ul>

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**Whole-class Discussions: Talk Show with a Twist\***

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ESL / ELD

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In triads students create a talk show interview highlighting a person or topic they have previously researched. The twist is that the oral interview is enhanced with visual actions and gestures created by the group and presented by the third member of the triad (the interpreter).

**Purpose**

- Practise a variety of verbal and non-verbal communication techniques.
- Provide opportunities for students to work collaboratively.
- Provide opportunities for students to share information with their peers.

**Payoff**

Students will:

- collaborate with peers who may have varying levels of oral language proficiency to create a presentation.
- discover the challenges of communicating when they cannot rely on oral language.
- learn to communicate in a variety of ways.
- synthesize, organize and present information.

**Tips and Resources**

- Discuss with the class various types of questions and questioning techniques. Provide them with examples of question stems that demand higher-level thinking skills.
- Discuss body language and its importance when communicating with others.
- Pre-select some portions of talk shows to watch with the class. Help students identify examples of good and bad interview techniques.
- With your students, develop common gestures for specific words and ideas for use with this strategy. (See Teacher Resource for ideas, p.24).
- Certain gestures may not have the same meaning universally. Determine if there are cultural differences related to certain gestures, and discuss these with the class.
- Students should not create visual supports for the entire interview. Visual support should be added intermittently and should be used to enhance the content.
- Students in your classroom may have knowledge of recognized sign languages or may be interested in finding related information on web sites. Draw on student knowledge of sign languages and encourage them to share their knowledge with the class.
- Remind students that process is as important as product and that the process of negotiating and creating the visual supports and gestures is a very important aspect of this activity.

**Further Support**

- Allow students to use individually created or computer generated visuals to assist with the presentation.

The strategy "Talk Show with a Twist" has been adapted from *Fifty Strategies for Teaching English Language Learners*, Adrienne Herrell, Michael Jordan, p.186.



**Whole-class Discussions: Talk Show With a Twist**

ESL / ELD

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Identify the instructional purpose/theme for the strategy and the content to be used.</li> <li>• Establish a comfortable, collaborative atmosphere in the classroom.</li> <li>• Organize students into triads. Establish a time line for the activity (e.g., tell students how much time they have to research and prepare).</li> <li>• Instruct student triads to research the specified topic and to select a person related to the topic to interview. The person may be real or fictional.</li> <li>• Select some talk show segments and play these as models for the students. As a class discuss types of questions and questioning techniques and determine which are most effective. Discuss body language and how it augments oral communication.</li> <li>• Inform students of the strategy and as a class develop some common signals for question words and other common ideas.</li> <li>• As the preparation process proceeds, have class discussions to determine the degree to which visual aids (e.g., posters with numbers, overhead pictures) may also be used.</li> <li>• Assist as students collect information, develop the interview, create the actions and negotiate the roles.</li> </ul>	<ul style="list-style-type: none"> <li>• In triads, brainstorm ideas on the topic provided by the teacher and select a person (real or fictional), related to the topic, to research and interview.</li> <li>• Research and collect information about the topic or person selected by the group.</li> <li>• Watch segments of talk shows and determine the most effective questions and questioning techniques.</li> <li>• Develop the questions and responses, which will make up the interview.</li> <li>• Negotiate and develop the actions and visual aids which the interpreter will use to visually support chosen portions of the interview.</li> <li>• Practise the presentation of the interview.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Set up the talk show stage.</li> <li>• Establish an order for the presentations.</li> <li>• Direct students when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and actively watch the talk show interviews being presented.</li> <li>• Present interviews developed by their group, and perform their roles clearly for the benefit of the audience.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Conduct a class discussion to clarify any remaining questions.</li> <li>• Discuss the value of the visual interpretations. Did they make issues more memorable? Did they add to understanding? Which actions were most helpful?</li> <li>• Provide students with opportunities to further synthesize and use the knowledge obtained from the presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on both the oral and visual methods of communication and what made each effective. Consider how they might use this knowledge in future presentations or communication.</li> <li>• Use the content gathered for further study.</li> </ul>



Suggested Simple Gestures :

Who? Point index finger at various people in the room.  
What? Lift shoulders and open eyes wide in questioning mode.  
Where? Point index finger at various places around the room.  
When? Point to watch or clock.  
Why? Lift shoulders and open eyes wide in questioning mode. Bend elbows and raise hands to shoulders with open palms facing outward.

Go – Walk fingers across palm.  
See – Point to eyes.  
Love – Rub hand in circular gesture over heart.  
Like – Tap heart with hand.  
Hate – Squint eyes and make fists.  
Dislike – Cross arms over chest.  
Hurt – Point fingers at heart and hold there.  
Learn/read – Hold hands together, palms up, like an open book.

No – Shake head from side to side.  
Yes – Shake head up and down.  
Maybe – Hold hands palm up and raise up and down.  
Don't know – Shrug shoulders.

Sorry – Bring hands in front of body. Make a fist with one hand and cover this first with the other hand.  
Sad – Use fingers to turn mouth down.  
Happy – Use fingers to turn mouth up.  
Married – Point to ring finger.  
Young – Skip.  
Old – Walk with cane.