Why Won't They Speak English?

Guidelines for Teachers on How to Enhance Speaking in the EFL Primary Classroom

BY

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Competence, Agency and Relatedness = C. A. R

Ryan and Deci (2000) described three ingredients necessary for all <u>learning</u>:

1. A belief in one's own COMPETENCE   **<u>[I can do this!]</u>.**

2. A sense that one is choosing one's own behaviours [AGENCY]

<u>[I make my own decisions!]</u>.

3. A feeling of RELATEDNESS to other people

<u>[I belong and I am valued!]</u>.

<u>Learning occurs only with the combination of all three ingredients = competence + volition + relatedness</u>

I.E. the learner feels competent <u>AND</u>

that they exercise choice [agency] <u>AND</u>

that they are related to & valued by others.

صف ريان وديكي (2000) ثلاث مكونات ضرورية لكي يحدث التعلم:

1- الكفاءه ا:لإيمان بالكفاءة الذاتية (أنا أستطيع فعل هذا).

2- الإستقلالية: الإحساس بأن الفرد يختار كيف يتعلم (أنا أتخذ قراراتي بنفسي).

3- الترابط: الشعور بالصلة مع الآخرين (أنا أنتمي إلى زملائى، ويقدرني الاخرين).

ويتم التعلم فقط عند اجتماع الثلاثة مكونات معا= الكفاءة+ الإستقلالية + الترابط

مثال: شعور الطالب بأنه كفء وقادر على الاختيار وينتمي الى مجموعة/ فريق يقدر إمكاناته ويشعره بقيمته.

يجب أن تسأل المعلمة نفسها قبل الدرس (للتأكد من أن كل الأطفال يتعلموا بالفعل) :

CAR Principles to Enhance Speaking in the EFL Primary Classroom using PAIRWORK

Classroom pairwork speaking activities provide an excellent way to help young learners practise and develop speaking skills as they enjoy their competence, agency and relatedness (CAR).

In this booklet, we illustrate how teachers can use dialogues from students' course books for designing classroom pairwork speaking activities that support young learners' CAR.

The following framework of 7 **STEPS** supports teachers to use pairwork speaking activities by drawing on their Competence, Agency and Relatedness [CAR]
Examples of **DIALOGUES** are given after this section, based on the Ministry of Education Students Book "Time 4 English" (2018-2019) for primary four.
What we mean by "Pairwork" is illustrated in Figure 1, BELOW.

Figure 1:
A drawing illustrating children engaged in a pairwork speaking activity. Notice that all children are speaking at the same time and that the teacher is observing the children's work quietly and from a distance to ensure that the children are not intimidated by the presence of the teacher. رسم توضيحي لمجموعة من الأطفال أثناء نشاط محادثة في ثنائيات. لاحظ كيف ان جميع الأطفال يتحدثون في نفس الوقت، وكيف أن المعلمة حرصت على ملاحظة الأطفال بهدوء وعن بعد وذلك تجنبا لشعور اي من الأطفال بالرهبة من وجود المعلم بالقرب منهم.

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7 SIMPLE STEPS TO IMPROVING SPEAKING ENGLISH THROUGH PAIRWORK

STEP 1:

Teacher starts by demonstrating a simple dialogue (that the children can read in their books, for example – see below) in front of the whole class.

[NOTE: Make sure that all children can see the dialogue written down and are familiar with new vocabulary and can say them with some ease].

STEP 2:
Teacher models the dialogue with one of the young learners, in front of the whole the class. Repeat this step once or twice.

[NOTE: Don't always use your best pupils to do this! Give others a chance and then praise them, to boost their sense of Competence and make them feel they can speak English].

STEP 3:
Teacher provides help to the chosen child only when the child seems uncomfortable (e.g. help the child with saying difficult words if they are struggling).

[NOTE: There is no need to correct all mistakes as it might undermine the child's sense of Agency and Competence. Instead, you could repeat the sentence with the correct pronunciation and praise the child for her/his work].

STEP 4:
Divide the children into pairs.

[NOTE: Before they start speaking together, check that everyone knows who their partner is e.g. by asking each child to be either A or B. Every pair must have an A and a B. Children can hold up their hands to show their pairs]

STEP 5:
Teacher invites them to practise the dialogue in pairs. All pairs talk at the same time, to provide maximum speaking and practice time for all the children.

[NOTE: Don't worry that the classroom is noisy! A noisy classroom is a learning classroom. The children may sit or stand to talk in pairs].

STEP 6:
Teacher goes around the class and observes the pairs from a distance.

[NOTE: Observing children during pairwork is a very sensitive task. Do not let your children think that you are assessing them. Do not correct them! This may inhibit their Competence and Agency as well as Relatedness to other children. Provide support only when they call you to help them.]

STEP 7:
When all the class has practised speaking, praise them for their work.

[NOTE: You could show that you value all children's work by sharing, for example, how one pair used new and interesting words in their dialogue].

HOW TO CHOOSE PAIRS

Pairing students together is a very sensitive task. It is essential to pair each child with **someone they can easily work with** and **feel at ease to ask for help**. For example, pairing children who have different competences in English may not be beneficial as the less competent child may feel humiliated. Figure 2 below illustrates two boys engaged in pairwork.

Ask the children to choose who to work with, therefore supporting their Agency and Relatedness. A child will usually select a partner they trust and feel comfortable to work with. This will allow them to learn and improve their English.

Figure 2
A drawing illustrating how pairs collaborate and offer support to each other.
رسم توضيحي يظهر طفلين أثناء تقديم الدعم لبعضهم من خلال العمل في ثنائيات.

Pairs can also **choose which role** in the dialogue they want to start with. Children can choose the role that is easier or **more interesting** for them. Children can also **change some words** in the dialogue and use words they know or would like to practise (and you can provide a range of alternative words on the board if necessary). This provides good support for Agency and makes the activity more fun.

Maybe put the dialogues from the textbook next and have these examples later????

What ***children*** told us about pairwork

[This section includes some pictures children drew themselves to illustrate what made them feel anxious during classroom pairwork activities. omit to avoid too much text?] Children identified factors related to peers and teachers that were not helpful for their learning during classroom pairwork speaking activities.

A. Factors Related to Peers that had bad effects during pairwork

1. Peer ridicule when a child made a mistake.
2. Feeling less competent than other children in class.
3. Peers' impatience and reluctance to support each other.

Figure 3 below provides a vivid illustration of peer ridicule during a pairwork speaking activity. In this drawing, the child drew herself in tears while the other children in class were laughing at her because she failed to answer correctly. The child wrote, "I feel afraid when I don't know how to answer in front of my classmates, and everyone starts laughing at me. Then, I feel *broken*!". This will obstruct her learning English.
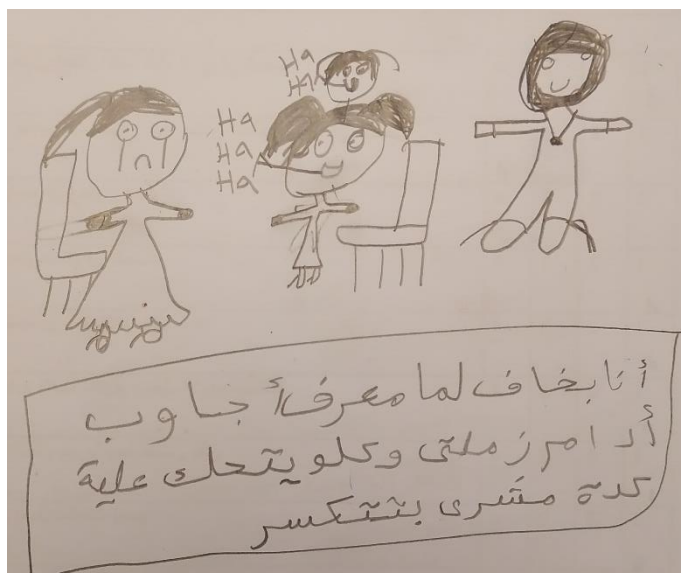

Figure 3. *A picture showing peers laughing at a child who could not speak correctly.*

Feeling less competent, in comparison to other peers, was another source of peer pressure. Figure 4 illustrates a child in tears because she could not provide her partner with the correct answer and therefore perceived herself to be 'less' competent, and of a lower status than her partner. The child wrote, "Rehana, my classmate, asks me about the meaning of a

word and I whisper quietly to myself that I don't know the answer". This will obstruct her learning to speak English.

Figure 4. A picture showing a child in tears for not knowing the correct answer.

A third example of peer pressure is illustrated in figure 5 below. In this picture, a child drew herself stuttering and unable to speak English correctly because her partner showed impatience, rather than support, and urged the teacher to find her another partner who could speak English faster. The child drew herself stuttering as a reaction to this pressure and feeling less competent than her partner. This will obstruct her learning English.

It is interesting to note that the teacher in this picture showed impatience as she was urging the child to speak rather than noticing and assessing the child's need for support. The picture seems to suggest that for pairwork to enhance speaking, support for children's sense of competence, autonomy and relatedness is important.

Figure 5. A picture showing a child stuttering and unable to speak.

B. Factors Related to the Teacher that had bad effects during pairework

1. Children's fear of making mistakes in front of the teacher
2. Failing to gain teacher's approval that the child was 'good'

Many of the children's drawings illustrated classroom situations during which teachers' actions were perceived to trigger anxiety and fear. The most frequently illustrated situation was that of fear of making mistakes and thus being reprimanded by the teacher or failing to gain teacher's approval and certification that a child was 'good'. Children's illustrations revealed how children's participation was often curtailed by the prospect of being unable to provide the correct and expected 'model' response. This emphasises our point that correction of mistakes is not helpful during pairwork, where fluency and confidence are sought rather than accuracy.

Figure 6 below shows a teacher monitoring a pairwork speaking activity. The child described her feeling about the teacher's monitoring by saying: "… when the teacher is around and I say one word incorrectly, I start to feel nervous, and I feel that the teacher will think that I am useless".
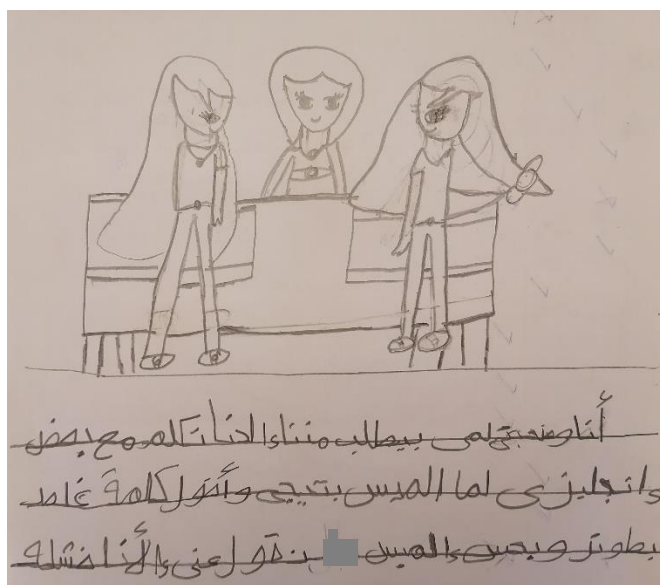

Figure 6. A picture showing a teacher monitoring pairwork.

Figure 7 shows the teacher urging the child to speak in English and the child is in tears for fear of the prospect of the teacher's reprimand; the child commented: "I feel very afraid, and I stutter because I think that the teacher will shout at me and hit me. Then I cannot speak, and I tremble".

Figure 7. A picture showing a child in tears for fear of the teacher's reprimand.

The drawings of the children seem to strongly reflect competitive classroom contexts. In these contexts, pupils tended to be concerned with proving themselves to the teacher and to other pupils in class. Fear of making mistakes and thus appearing less competent than other pupils in class and being subjected to the teacher's reprimand and peers' ridicule could curtail pupils' participation and eventually constrain their ability to develop speaking skills in English. A child who is in tears, or stuttering or who feels *broken*, as illustrated in these drawings, would find it difficult to engage in the lesson, or to learn and grow. To avoid such obstructed learning, please attend to the advice given in our 7 STEPS, above.

أفعال صغيرة لتأثير كبير

1……………………………………………………….

2…………………………………………………………..

3…………………………………………………………

C. One small action I will do to make my students feel **competent** next lesson

فعل صغير سأقوم به لجعل طلابي يشعروا بالكفاءة خلال الدرس القادم.

A. One small action I will do to make them feel **in control of their own actions** next lesson

فعل صغير سأقوم به لجعل طلابي يشعروا بالاستقلالية والقدرة على الاختيار والتحكم في أفعالهم خلال الدرس القادم.

R. One small action I will do to make them feel **valued and belonging,** next lesson

فعل صغير سأقوم به لجعل طلابي يشعروا بالتقدير والانتماء إلي زملائهم خلال الدرس القادم.

Your name:………………………………………………………………………………………………….

Examples to Illustrate the Use of Classroom Pairwork Speaking Activities with Dialogues Based on "Time 4 English" for Primary 4

LESSON A

1. Teacher reads the conversation OUT LOUD, with a **child** taking the other part –
   preferably a "struggling" child, NOT an excellent child. Teacher helps the child if
   necessary, with difficult words.

   يقرأ المعلم المحادثة بصوت مرتفع مع طالب يقوم بالدور المقابل (ويفضل أن يكون طفل/ طفلة من ضعاف
   التحصيل) وليس من أصحاب التحصيل الجيد. يساعد المعلم الطفل- عند الحاجة- في قراءة الكلمات الصعبة.

2. Teacher then divides class into As and Bs. Checks that all As have a B to talk to.

   يقوم المعلم بعد ذلك بتقسيم الفصل إلي ثنائيات (أ) و(ب) ويتأكد من أن كل طفل/ طفلة(أ) لدية زميل / زميلة
   (ب) ليتحدثوا إلية / إليها.

3. The children choose which part to be.

   يختار الأطفال الأدوار التي يريدون لعبها.

4. In their pairs, they read their part. Everyone is SPEAKING.

   يختار الأطفال أي من الشخصيات في المحادثة يودون لعب أدوارهم ، وكل طفل/ طفلة يقرأ/ تقرأ دوره /
   دورها. يمكن للأطفال فعل ذلك بهدوء في ثنائيات، أو مع الفصل كله في نفس الوقت طالما أن الجميع يتحدث.

LESSON Ba

Word Time

A. Listen and repeat.

1. meat
2. pasta
3. fish
4. butter
5. cereal
6. ketchup
7. egg / eggs
8. vegetable/vegetables

1. Teacher reads the conversation OUT LOUD, with a **child** taking the other part – preferably a "struggling" child, NOT an excellent child. Teacher helps the child if necessary, with difficult words.

   يقرأ المعلم المحادثة بصوت مرتفع مع طالب/ طالبة يقوم/ تقوم بالدور المقابل (ويفضل أن يكون طفل من ضعاف التحصيل) وليس من أصحاب التحصيل الجيد. يساعد المعلم الطفل/ الطفلة ـعند الحاجةـ في قراءة الكلمات الصعبة.

2. Teacher then divides class into As and Bs. Checks that all As have a B to talk to.

   يقوم المعلم بعد ذلك بتقسيم الفصل إلي ثنائيات (أ) و(ب) ويتأكد من أن كل طفل / طفلة (أ) ليهم (ب) ليتحدثوا إليه/ إليها.

3. In pairs, one child points IN RANDOM ORDER to the food items in the picture and the other child reads the correct word from the list.

   أثناء العمل في ثنائيات، يشير الطفل / الطفلة بشكل عشوائي إلى الأطعمة في الصورة ويقرأ الطفل/ الطفلة الآخر/ الاخرى الكلمة الصحيحة من القائمة.

4. Then they swop over and do it the other way round.

   ثم يتبادل الأطفال الأدوار.

Homework: draw and label in English some more foods that you like.

<div dir="rtl">واجب منزلي: ارسم وأذكر باللغة الانجليزية اسم بعض الأطعمة الأخرى التي تحبها.</div>

Lesson Bb. In the next class, do the same exercise, using the children's lists instead of the book's list.

<div dir="rtl">في الحصة القادمة، قم بعمل نفس النشاط باستخدام قوائم الأطفال بدلا من القائمة الموجودة في الكتاب.</div>

LESSON C.

At the Supermarket

Conversation Time

A. Listen and repeat.　　**B.** Listen and point to the speakers.

C. Role-play the conversation with a partner.

1. Excuse me. Can you help me?　Sure.

2. Where's the rice?　It's in aisle **3**. It's next to the bread.

3. How about the chips?　I don't know. Let's look.

4. Great! Thanks.

1. Teacher reads the conversation OUT LOUD, with a **child** taking the other part – preferably a "struggling" child, NOT an excellent child. Teacher helps the child, if necessary, with difficult words.

   يقرأ المعلم المحادثة بصوت مرتفع مع طالب/ طلبة يقوم/ تقوم بالدور المقابل (ويفضل أن يكون طفل من ضعاف التحصيل) وليس من أصحاب التحصيل الجيد. يساعد المعلم الطفل/ الطفلة -عند الحاجة -في قراءة الكلمات الصعبة.

2. Teacher then divides class into As and Bs. Checks that all As have a B to talk to.

   يقوم المعلم بعد ذلك بتقسيم الفصل إلي ثنائيات(أ) و(ب) ويتأكد من أن كل طفل / طفلة (أ) ليهم زميل / زميلة (ب) ليتحدثوا إليه/ إليها.

3. In pairs, take one part each and re-read the dialogue.

   يعمل الأطفال في ثنائيات، بحيث يقرأ كل طفل دورة في المحادثة.

4. This time, the child replaces "rice", "bread" and "chips" with something else that they like.

في هذه المرة يمكن استبدال "الأرز"، "الخبز"، و"حلقات البطاطس" باي شيء اخر يحبه الطفل/ الطفلة.

5. Then you swop partners and the other person makes their own choices.

ثم ينتقل الطفل / الطفلة للعمل مع طفل اخر ويقوم كل طفل باختيار الأطعمة التي يحبها.

6. If children know other food words in English, they can use those because that improves their CAR.

يمكن للأطفال التحدث عن أي اطعمة اخري يحبونها ويعرفون أسماءها باللغة الإنجليزية، ذلك يحسن من احساسهم بالكفاءة، والقدرة على الاختيار وكذلك الانتماء والتقدير.

LESSON D.

D. Review. Listen and repeat.

What's wrong?

I can't find my dad.

What does he look like?

He's tall and thin.

1. Teacher reads the conversation OUT LOUD, with a **child** taking the other part – preferably a "struggling" child, NOT an excellent child. Teacher helps the child if necessary with difficult words.

يقرأ المعلم المحادثة بصوت مرتفع مع طالب/ طلبة يقوم/ تقوم بالدور المقابل (ويفضل أن يكون طفل من ضعاف التحصيل) وليس من أصحاب التحصيل الجيد. يساعد المعلم الطفل/ الطفلة -عند الحاجة -في قراءة الكلمات الصعبة.

2. Teacher then divides class into As and Bs. Checks that all As have a B to talk to.

يقوم المعلم بعد ذلك بتقسيم الفصل إلي ثنائيات(أ) و(ب) ويتأكد من أن كل طفل / طفلة (أ) ليهم زميل / زميلة(ب) ليتحدثوا إليه/ إليها.

3. In pairs, all pairs practise this dialogue with each other, each taking turns to be the child and the policeman in their pairs.

يعمل الأطفال في ثنائيات ويقوما بتمثيل المحادثة، يقوم أحدهم بلعب دور الطفل والأخر بلعب دور الشرطي.

4. Invite one or two pairs to demonstrate at the end.

يقوم المعلم بدعوة مجموعة أو إثنين لتمثيل المحادثة أمام الفصل.

5. For homework, children draw and label in English their six favourite animals.

واجب منزلي: يقوم الأطفال برسم وكتابة أسماء ستة من الحيوانات المفضلة لديهم.

LESSON E.

1. Teacher reads the conversation OUT LOUD, with a **child** taking the other part – preferably a "struggling" child, NOT an excellent child. Teacher helps the child if necessary with difficult words.

يقرأ المعلم المحادثة بصوت مرتفع مع طالب/ طلبة يقوم/ تقوم بالدور المقابل (ويفضل أن يكون طفل من ضعاف التحصيل) وليس من أصحاب التحصيل الجيد. يساعد المعلم الطفل/ الطفلة -عند الحاجة -في قراءة الكلمات الصعبة.

2. Teacher then divides class into As and Bs. Checks that all As have a B to talk to.

يقوم المعلم بعد ذلك بتقسيم الفصل إلي ثنائيات(أ) و(ب) ويتأكد من أن كل طفل / طفلة (أ) ليهم زميل / زميلة(ب) ليتحدثوا إليه/ إليها.

3. Then try using vocabulary used last lesson or for homework [children should bring their own list of animals they like; but if a child has not done this, they can use the list in the book]. Model this sentence with one or two individual children before letting pairs all do it at the same time.

يقوم المعلم باستخدام الكلمات التي أعدها الأطفال في الواجب (قائمة الحيوانات المفضلة)، لو هناك طفل/ طفلة لم يحضر/ تحضر قائمة الحيوانات المفضلة لدية/ لديها، يمكن استخدام القائمة الموجودة في الكتاب. يقوم المعلم بتمثيل الحوار مع أحد الأطفال مرة أو مرتين قبل ان يبدأ الأطفال في العمل في ثنائيات.

لاحظ ان إتاحة فلرصة إختيار أسم الحيوانات المفضلة يعزز إحساس الطفل بالإستقلالية والقدرة على التحكم في تعلمة.

Policeman: What's wrong?
Child: I can't find my ….. [animal]
Policeman: What does it look like?
Child: It's…. [big/small; black/white etc – the child CHOOSES = AGENCY]

1. kitten	2. puppy
3. rabbit	4. canary
5. fish	6. turtle
7. lizard	8. parrot

LESSON F.

Do you / Does she	want eggs?

Yes,	I do. / she does.

No,	I don't. I want / she doesn't. She wants	pasta.

1. This could be done in threes.

<div dir="rtl">

يمكن القيام بهذا النشاط في مجموعات ثلاثية.

</div>

2. Teacher reads the conversation OUT LOUD, with two **children** taking the other parts – preferably "struggling" children, NOT excellent children. Teacher helps the children if necessary with difficult words.

<div dir="rtl">

يقرأ المعلم المحادثة بصوت مرتفع مع طالب/ طلبة يقوم/ تقوم بالدور المقابل (ويفضل أن يكون طفل من ضعاف التحصيل) وليس من أصحاب التحصيل الجيد. يساعد المعلم الطفل/ الطفلة -عند الحاجة -في قراءة الكلمات الصعبة.

</div>

3. Teacher then divides class into As, Bs and Cs. Checks that all As have a B and a C to talk to.

<div dir="rtl">

يقوم المعلم بعد ذلك بتقسيم الفصل إلي ثنائيات(أ) و(ب) ويتأكد من أن كل طفل / طفلة (أ) ليهم زميل / زميلة(ب) ليتحدثوا إليه/ إليها.

</div>

4. Teacher models with two sets of other children first until everyone understands [provide for COMPETENCE].

<div dir="rtl">

يقوم المعلم بتمثيل الحوار مع مجموعتين من الأطفال حتى يتسنى للجميع فهم العمل المطلوب (لتدعيم الشعور بالكفاءة)

</div>

PERSON A asks the questions.
PERSON B answers the "I" questions.
PERSON C answers the "she/he" questions.

YES

PERSON A TO PERSON B: Do you want eggs?
PERSON B TO PERSON A: Yes, I do.
PERSON A TO PERSON C: Does she/he want eggs?
PERSON C TO PERSON A: Yes, she/he wants eggs.
Repeat many times using different foods. When secure, move onto NO.

NO

PERSON A TO PERSON B: Do you want [child chooses something]?
PERSON B TO PERSON A: No, I don't.
PERSON A TO PERSON C: Does she/he want [something]?
PERSON C TO PERSON A: No, she/he doesn't want [something else].

Repeat with all foods that any child knows. It's all right to use the same food repeatedly if necessary.

يتم تكرار هذا الحوار باستخدام أي طعام يعرفه الطفل، يمكن استخدام نفس الطعام أكثر من مرة.

Teacher then invites some threes to model what they have done in front of the class.

يقوم المعلم بدعوة مجموعة لتمثل الحوار أمام الفصل.