LanguageHubs

How can we support our learners to become more confident and spontaneous users of the TL?

Key Take Aways from TTLH's Motivation and Oracy CPD Event
Tuesday 15th October 2024

1 Always share the 'why' with students and teachers in your team **?**

2 Focus on 4 key areas of language acquisition theory

Comprehensible Input

- Teacher use of TL is an important source of comprehensible input.
- Is there a consistent approach to TL use in your department?
- Be strategic in your TL use.
- Is your TL use helpful? Is it language that might be 'said' by students?

Interaction

- Genuine interaction involves listening and responding.
- Meaningful interaction builds connection and increases intrinsic motivation.
- What might student-to-student interaction look like in our lessons?
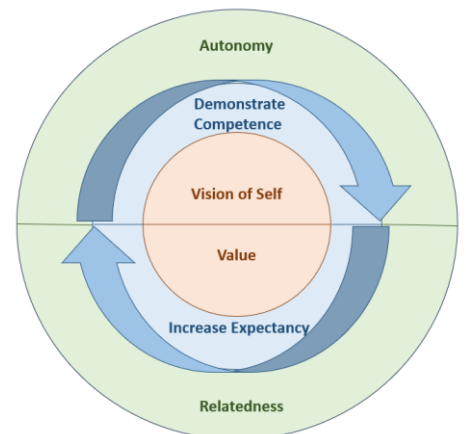
Output

- "Extensive input without forced opportunities for output leads to good comprehension but not oral skills." Swain, In the Language Teacher Toolkit (2023)
- Writing and reading an answer aloud does not equal speaking.
- Remember Steven Fawkes' three categories of speaking – saying / talking and Speaking. How much 'talking' happens in your lessons?

Error Correction

- Are we guilty of hindering spontaneous speech because we interject too soon to correct grammatical errors?
- Would focusing on communication and only correcting pronunciation mistakes which hinder meaning be a better approach?

3 Find ways to build autonomy into spontaneous speaking tasks. Provide the tools to let learners talk about things that interest them!

A multi-pronged approach to motivation theory