

The 5th skill: spoken interaction

How to implement spoken interaction in the classroom

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INTRODUCTION

The importance of spoken interaction

- Spoken interaction ≠ listening and speaking (CEFR)
 - Different processes and skills are required.
- Spoken interaction plays an **essential role in second language acquisition** (Ellis, 1999; Moss & Ross-Feldman, 2003; Escobar & Nussbaum, 2010).
- However, few final products imply developing this skill.



- A learning unit focused on spoken interaction:**
 - Guidelines
 - Examples



CONTEXT

- Joan Oró high school
- 2nd of ESO WEP
- 25 students
- A2 – B1 level



MY INNOVATION PROPOSAL

Spoken interaction activities

- Instructional **scaffolding** & **strategies** (Departament d'Ensenyament, 2015)
- Topics of **students' interest** (Florez & Burt, 2001).
 - Adolescence
- The activities should lead to a final product.
 - TV programme

Final product

- Spoken interaction
- Presented the first day
- It should seem real
- Recorded

Classroom layout

- U-shape; small groups (Moss, 2005)

Teachers' role

- Guides**, not leaders (Moss, 2005).
- Teachers have to **create positive relationships** with students (Brown, 2001).
 - Asking students how they are doing, paying attention to what they say, showing interest in them, and praising participation and good work
- Teachers need to be **present** during **teamwork** (Moss, 2005).

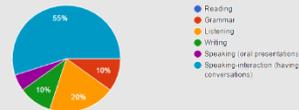


RESULTS

Survey 1

- Students find spoken interaction very important.
- Although they practice it at school, more emphasis should be placed on it.

5. What do you think you should practice more at school? (20 responses)



Survey 2

- The learning unit proposed allows students to develop spoken interaction.
- In general, students enjoyed creating a TV programme.

6. Do you think that the TV unit had activities which allowed students to talk? (22 responses)



7. Do you think that the topics of the TV unit were appropriate and interesting? (22 responses)



CONCLUSIONS

General conclusions

- Spoken interaction is not widely considered a skill.
- Only one unit is not enough.

Strengths and weaknesses of my proposal

- Spoken interaction + other skills
- It includes varied activities:
 - Student-student / teacher-student interactions
 - Individual / teamwork activities
- It encourages participation.
 - Topic?
- Not a 100% participation
- Not all the students conducted the surveys.

Personal conclusions: With this TFM I could...

- Interrelate concepts learnt in the Master.
- Put these concepts into practice.
- Learn how to help students develop spoken interaction.
- Learn how to design and implement a learning unit focused on this skill.

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