

The Adoption of Humanistic Approach Adapted to ESL Writing Classrooms

◆ Building classroom rapport

WHAT'S ON TOP?	➔	<u>ATTENDANCE LEADER</u>
-One speaker/ one listener -2 minutes talking for each person -Clearing out mind before class		+) Check attendance +) Prompt provided +) Students taking responsibility +) Peer monitoring & Regulation +) Change of pairing +) Bonding from natural conversation

[3.26: What's on top?]

-*Benefits:* This simple activity allows participants to clear their minds of distractions before starting a session. It is also a rich fluency/listening exercise and a chance to get to know each other better.

-*Time:* 5-10 minutes

- At the beginning of a lesson, students, in pairs, talk to each other for a set time about what's on top, i.e. what's uppermost in their minds. They should do this in "counseling mode", in other words, one speaks without interruption while the other listens, and they swap only when they are told to do so. This pairwork may be followed by a group feedback session about what was said, how it was said, whether speaking was more difficult than listening, etc.

Davis, P., Garside, B., & Rinvolucru, M. (1998). *Ways of doing*. New York: Cambridge University Press.

What's on Top?

How was this weekend different from your other typical weekends?

1. In pairs
2. One person: talk for 2 minutes
3. Other person: listen only confirmation
4. Switch!

- Attendance leader checks the attendance.
- Students get into pairs.
- Attendance leader provides a prompt.
- Two students in the pair decide the first speaker and listener.
- First speaker talks about an answer to the given prompt for 2 minutes or about anything else. The listener only listens.
- When attendance leader announces to switch, the role in pairs would change.
- This takes exactly 5 minutes.

◆ **Self-evaluation & reflection**

FEEL-THINK-DO	➔	<u>ASSIGNMENT EVALUATION</u>
<ul style="list-style-type: none"> -Providing feedback in a group -Reflecting on classroom activity -Distinguishing feel & think 		<ul style="list-style-type: none"> +) Group -> individual: gradual change +) Self-evaluation & assignment evaluation +) Critical & evaluative thinking +) Acknowledgement & sharing +) Final reflection

[2.11 Feel-think-do]

-Benefits: Giving feedback to the whole group; dealing with feelings about a given topic to clarify thought and take action.

-Preparation: Put three chairs at the front of the class and have the students grouped near the chairs.

1. Establish that the chairs represent: ‘I feel that ...’ (negative); ‘I think that ...’, and ‘I feel that ...’ (positive). Explain that anybody can give an opinion at any time but must sit in the appropriate chair to do so.
2. Introduce the subject you want feedback on. Point out any constraints from the school rules that affect the area you’ve chosen for feedback.
3. If necessary give a few examples around your chosen subject, sitting in the appropriate chair. For grammar I started by saying: I feel writing is pretty boring. And then: I know writing is a necessary sort of glue.
4. Withdraw as much as possible and let the students come up, sit down and speak when they want to. Often there is a pause at the beginning before the students ‘take responsibility’ and realize that you, the teacher, are sitting it out. If you intervene at this stage you might delay or sabotage the process. (Giving them three minutes to jot down their thoughts might help if you have a shy class.) Take notes of what’s said.
5. Let the students carry on for 10-15 minutes, as long as the flow is there. Try not to intervene.
6. Give students your summary of their feedback from your notes. Check they agree and don’t want to add anything. Add your own opinion if you want to.
7. Then negotiate with the students on what to do; more grammar homework or whatever.
8. A good follow-up is often a review or a specific lesson which covers whatever area you have dealt with in the feedback, to demonstrate that you have taken note of it.

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Extended Definition	C&C
-Individual time to think	-Group (3 Feel/ 3 Think)
-Group (2 Feel /2 Think)	-Exchange group members
-Whole-class	
Annotated Bibliography	Problem/Solution
-Whole-class sharing	-Whole-class sharing
-Feedback/ comments	-Feedback/ comments

FINAL REFLECTION

