# Inquiry Demonstration Plan

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| **Lesson Title:** | Review of Oral English Presentation Skill | **A series of lesson #** | 1 | **Date:** | 23 July 2020 |
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Rationale & Overview

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| **Why does this topic matter to students?**  Before Chinese college student go into society practice, a higher level of oral English skill will be a strong factor contribute to their success. Nowadays, more and more domestic company require their employee must have a fundmental level of English, so English will be a thresh hold for students to get their ideal job position. Therefore, English is transforming from “optional” to “neccesary” skill gradually in China.  **How does this lesson fit within the larger inquiry project?**  This lesson is one out of four in this series of lesson dedicated to the topic of oral English presentation skill. The larger inquiry project would be the incorporation of this topic to find out which factors will hinder students good performance and multiple dimensions to improve.  **How does this project incorporate the inquiry cycle?**  **Ask** questions to why do we need to practice our oral English.  **Investigate** which factors will hinder students’ good performance and which dimenstion to improve.  **Create** a questionaire to students about negative factors and a series course to improve.  **Discuss** findings with classmates and teachers.  **Reflect** on the questions asked and how they could have been improved. |

Key Questions for Inquiry

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| Core Question & Supporting Questions for Inquiry Project | Question(s) Addressed in This Lesson |
| **Core question**:  “Which factors will hinder students to perform a good English oral presentation and which dimenstion should they improve?”  **Supporting questions:**   1. What is your ultimate purpose to learn English? 2. How would English or language influence people’s life? 3. What is your happiest moment or sadnest moment when learning English? | The core and supporting questions will lead students into reflection of reality. The ultimate purpose to learn English should not be limited in for examination for Chinese students. And, students should reflect themselves on how to apply the knowledges they learn in school into their future pratice. |

**Inquiry Approach and Rationale**

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| This inquiry approach to education is different with the tradtional model of “we teach they learn”. It emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas. |

Core Principles of Effective Teaching (Sharon Friesen)

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| **Core Principle 1:** Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.  *\*What aspects of the inquiry are the most challenging and meaningful for students?* | The most challenging part is which dimension can students to change their English speaking habit, and which factors should they overcome. (Pronunciation, emotion, gesture, facial expression, psycologic factors) (Friesen, 2009, p.4) |
| **Core Principle 2:** The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.  *\*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?* | When they are lead to find out which factors hinder their performance, they can make specific traning address to their problem. At this point students have a strong tool for their future success.(Friesen, 2009, p.5) |
| **Core Principle 3:** Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.  *\*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?* | - Students are able to pronunce correctly and fluently.  - Students are to combine with gesture and body langauge to better demonstrate a concept.  - Students are able to share a topic completely and with a clear description.  - Students are showing confidence when they do their presentation and interaction with audience(Friesen, 2009, p.5) |
| **Core Principle 4:** Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.  *\*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?* | - Students will work in groups and develop relationships with their peers.  - Teacher used as a resource to answer questions of each student and thus developing a pedagogical relationship. |
| **Core Principle 5:** Teachers improve their practice in the company of peers.  *\*How do I reflect on the inquiry together, and/or collaborate with others?* | - Ask students for feedback and their self-reflection  - Professional forums that discuss educations strategies  - A regular day and timing for me to reflect on my educational strategies and list areas of strengths as well as areas that need improvement. |

Oral English Presentation Skills Competency Framework

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| Core Competencies |
| -Each student is mandatorily required to recite and to be video recorded.  -Students are asked to relax and enjoy the fun for communicating in English talking and dramatic body language.  -During the presentations, constant interactions occurred between audience and presenter.  -Students had demonstrated high motivations in the process. |

Big Ideas (STUDENTS UNDERSTAND)

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| Students must understand the ultimate purpose to learn English is not limit in examination. And psychological factors are assumed to hinder their performance. They must know how to relax themselves when they are preparing and doing a presentation, and understand how to highlight their key points. |

Learning Standards

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| **(STUDENTS DO)** | **(STUDENTS KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| -Pronunciation.  -Gesture and Body language.  -Interaction.  -Emotion management | Students must explore the material, ask questions, and share ideas. and should be prepared to incorporate knowledge into practice. |

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

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| *How will I incorporate Indigenous knowledge and principles of learning?*   1. *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*. Learning another language offers important cognitive benefits at any age, helping to keep the mind active and even reducing the risk of mental disease and slowing mental decline later in life. 2. *Learning involves recognizing the consequences of one’s actions.* Students understanding that they must take responsibility for their actions, and that every action has a consequence (both intended and unintended). 3. *Learning is embedded in memory, history, and story.* English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe. ... Learning English is important as it enables you to communicate easily with your fellow global citizens. 4. Learning involves patience and time. Students reflects the awareness that knowledge and understanding is built over time, often requiring a recursive approach to teaching and learning. ... Through collaboration group members also learn from each other. |

Respectful Relations

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| *How will I invite students of all backgrounds, interests and skills into the inquiry?*  we must recognize the importance of integrating and reshaping our instructional practices using our students’ cultural backgrounds.  By being culturally responsive, we can construct learner-centered practices that:   * -Pique student interests * -Enhance motivation * -Increase students’ ability to make connections * -Promote belonging and wellbeing |

Lesson Activities

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| Time Allotted | | Teacher | Students |
| Invitation | 30 mins | Introductions, respectful workplace, show video of how would language influence people life and making the connection and show students the importance of the topic. | Introductions and share one thing they want to take away from the session.  Ask questions (type in chat if online) or write with markers on big charts |
| Inquiry | 1.5 hrs | Go through a couple of case studies as a group and set the expectations through the example.  Split the class into different discussing group with certain amount of people, require students to think about which dimenstion can they make improvement and assign a group presentation to address the problem. Teacher is available as a resource to clarify or answer any questions. | Students will participate by asking questions that will help in their assumed factors to hinder their performance.  Students can work as a group through group presentation of a topic or a product. They can ask the teacher for any questions. |
| Reflection | 30 mins | Providing different perspectives of how to lead a effective reflection to students | Reflect on the their group work and learning outcome. Independent time when each student can think about their personal short coming of oral English presention skill. Any advantage can they learn from their peer? |
| Discussion | 45 mins | The class will come back together and each group will discuss their key points of reflection. Teacher will make a conclusion at the end of the course | Students discuss their answers with the whole group. The rest of the class will provide feedback, ask questions and making suggestion |

Materials and Resources

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| Computers, textbooks, class notes, printed scenarios, PowerPoint Presentation, |

Organizational Strategies

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| Discussing Group |

Proactive, Positive Classroom Learning Environment Strategies

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| * Address Student Needs. ... * Create a Sense of Order. ... * Greet Students at the Door Every Day. ... * Let Students Get to Know You. ... * Get to Know Your Students. ... * Avoid Rewarding to Control. ... * Avoid Judging. ... * Employ Class-Building Games and Activities. |

Reflections

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| * Reflect With Shout-Outs. ... * Reflect Through Writing. ... * Model Reflective Learning With Pluses and Deltas. ... * Reflect on Quizzes. ... * Reflect on Behaviors. ... * Model Reflection for Your Students. |