# Inquiry Demonstration Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson Title:** | Communication,Tone,Gesture  | **Lesson #** | 4 | **Date:** | **2020.07.30** |
| Name: | Zhiqiang Liang (Anson) | Subject(s): | Oral English Presentation Skill | Grade(s): | Third year CollegeStudents(Chinese) |

Rationale & Overview

|  |
| --- |
| 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?The purpose of the module 4 is to get students prepared to make a clear, well-structured presentation to describe accurately about a specific stuff. The task was aimed to get the students to learn and bear in mind that they should make their best efforts to enable the audience have a clear and correct understanding of what they present in the shortest time.How does this project incorporate the inquiry cycle?**Ask** questions of what does an effective communication compose of ? What kinds of tone and gestures will help us to express ourselves more vividly? **Investigate** of the tutorial resources.**Create** a frequent timing to practice and audio recorded for further self-assessment**Discuss** findings with classmates and teachers.**Reflect** on the questions asked and how they could have been improved. |

Key Questions For Inquiry

|  |  |
| --- | --- |
| Core Question & Supporting Questions for Inquiry Project | Question(s) Addressed in This Lesson |
| 1. How to introduce a product deeply?
 | 1. **Which kinds of resource is available for**

**learning?**1. **What is my personal ideal timetable for**

**learning and practice?** |



**Inquiry Approach and Rationale**

|  |
| --- |
| 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) Focus on one or more core principles in the lesson

|  |  |
| --- | --- |
| **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?* |  |
| **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?* | The topic is not limited. Thanks to students will introduce different kind of product, they can learn from their peer different knowledge of multiple aspects. |
| **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?* |  |
| **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?* |  |
| **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?* |  |

BC Curriculum Core Competencies

|  |  |  |
| --- | --- | --- |
| Communication | Thinking | Personal & Social |
| Talking to themselves for self assessment, and audio recorded for assessment from teacher and get the feedback to do the improvement and reflection. | Which tone,gesture and body language should change? (Lip, mouth,hand movement, eye contact etc…. ) |  |

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

|  |
| --- |
| 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. |

BC Curriculum Learning Standards

|  |  |
| --- | --- |
| **(STUDENTS DO)** | **(STUDENTS KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| -Introduce a product deeply.(Specification, apperance, feature, usage, etc…) | 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

|  |
| --- |
| *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.

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

|  |
| --- |
| *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

|  |  |  |
| --- | --- | --- |
| Time Allotted | Teacher | Students |
| Invitation | 15mins | Introduction of the importance of introduce an object. Ask students question about how to introduce a product deeply? How could calm down ourselves and enjoy our presentation? | 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 | 45mins | Students were required to watch a video introducing a newly invented ultrasound washer called ‘Dofi’. Then they need to introduce this product to another class who were unfamiliar with this ‘Dofi’ individually. Slides were mandatorily needed. | Each student is mandatorily required to recite and to be video recorded. All students completed this task. |
| Reflection  | 30mins | Due to the fact of the unfamiliar audience, students stated they spent much more efforts than the previous modules. During the presentation, constant interactions occurred between audience and presenter. Students haddemonstrated high motivations in the process. | Reflect on what they have learnt from the videos and their performance.And reflect on what is the difference between their pronunciation and the speaker’s pronunciation. Which dimenstion should they improve. |
| Discussion | 30mins | 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

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

Organizational Strategies

|  |
| --- |
| Discussing Group |

Proactive, Positive Classroom Learning Environment Strategies

|  |
| --- |
| 1.Address Student Needs. ...2.Create a Sense of Order. ...3.Greet Students at the Door Every Day. ...4.Let Students Get to Know You. ...5.Get to Know Your Students. ...6.Avoid Rewarding to Control. ...7.Avoid Judging. ...8.Employ Class-Building Games and Activities. |

Reflections (to be completed after the lesson demonstration)

|  |
| --- |
| 1.Reflect With Shout-Outs. ...2.Reflect Through Writing. ...3.Model Reflective Learning With Pluses and Deltas. ...4.Reflect on Quizzes. ...5.Reflect on Behaviors. ...6.Model Reflection for Your Students. |