Student Experts on Community Resources

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Agenda

- Introduction
- What the “Research” shows
- Value of Student Presentations
- Student Presentations
- Student and Teacher Insights
- Q and A

What the Research Shows

- Presentations for ELL help with many skills including: taking initiative, planning, teamwork, communication – oral and written
- Increased Student autonomy in learning and motivation
- Enhanced student interaction and participation
- Bridges gaps between languaage learning/study and language use (e.g., explaining ideas and educating others)

Brooks & Wilson, “Using Oral Presentations to Improve Students’ English Language Skills”. Kwansei Gakuin Univ Humanities Review, 2014

Schwarzer, “Best Practices for Teaching the ‘Whole’ Adult ESL Learner”. New Directions for Adult and Continuing Education, Spr 2009

What the Research Shows

- Presentations use all four language skills: speaking, listening, reading, writing
- Presentations provide opportunities for real language tasks in meaningful activities
- Students negotiate meaning with others and use critical thinking skills
- Students can apply presentation skills in academic and work settings
- Value of teaching to peers and inquiry-based learning

”Preparing EFL Learners for Oral Presentations” Dong Hwa Journal of Humanistic Studies, 2002

Teaching Presentation Skills

- Teacher helps scaffold skills for presentations
- “How to’s” for research and Internet to find reliable sources
- Summarizing skills – select most important information and paraphrasing
- Assigning roles in groups
- Stucturing presentation – intro, conclusion, main ideas
- Practicing presentation – managing time and revising

Teaching Presentation Skills

- Importance of eye contact and body language
- Understanding your audience and engaging participants
- Note cards and practicing presentation
- Digital literacy skills – how to create power point or google slides
- Creating visuals – posters and brochures

Student Presentations:

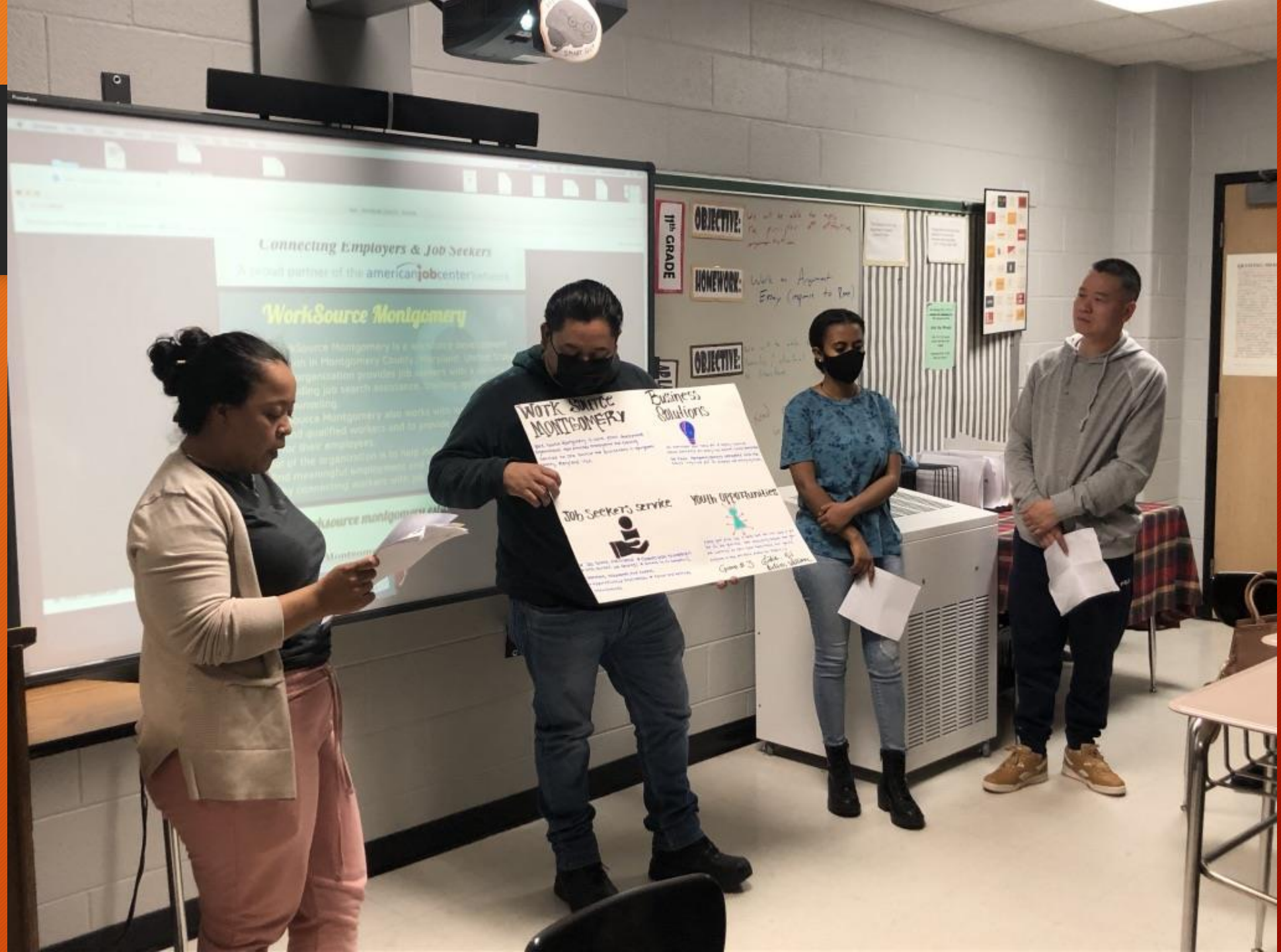
- Student Groups (4 Students per group)
- Groups were assigned ”Community Resource”

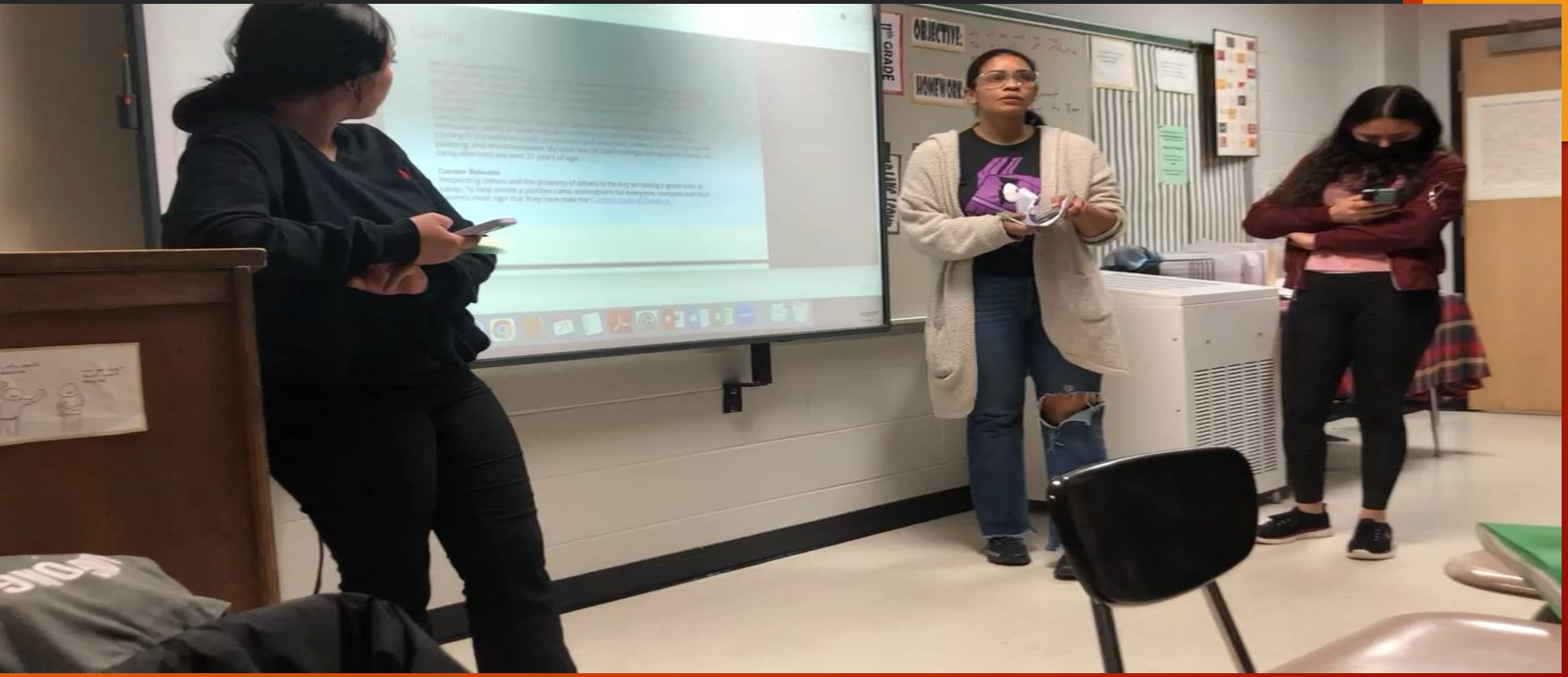
- Gilchrist Immigrant Resource Center
- Montgomery County Public Library
- Montgomery County Recreation Department
- Worksource Montgomery

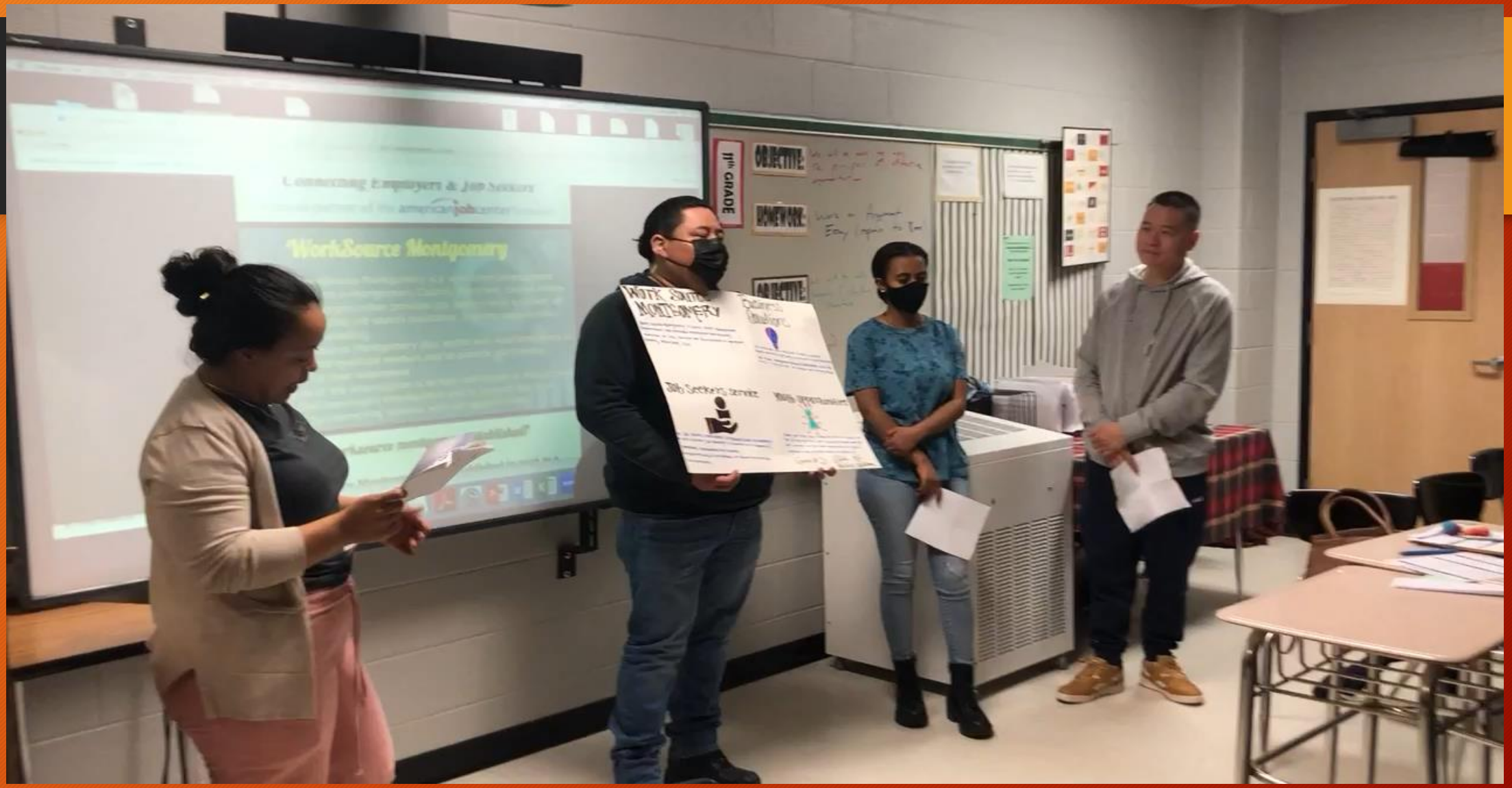
- Students gathered information and developed presentation including: services provided, how and where to access services, why people should visit

Student Presentations

- Each Student in group took a turn speaking and presenting
- Students used Google slides or Powerpoint in presentation
- Students presented poster or brochure promoting community resource
- Students fielded questions from classmates


Connecting Employers & Job Seekers
WorkSource Montgomery
11th GRADE
OBJECTIVE:
HOMEWORK:
OBJECTIVE:
Work Source Montgomery
Business Solutions
Job Seeker's service
Youth Opportunities


11th GRADE
OBJECTIVE:
HOMEWORK


WorkSource Montgomery
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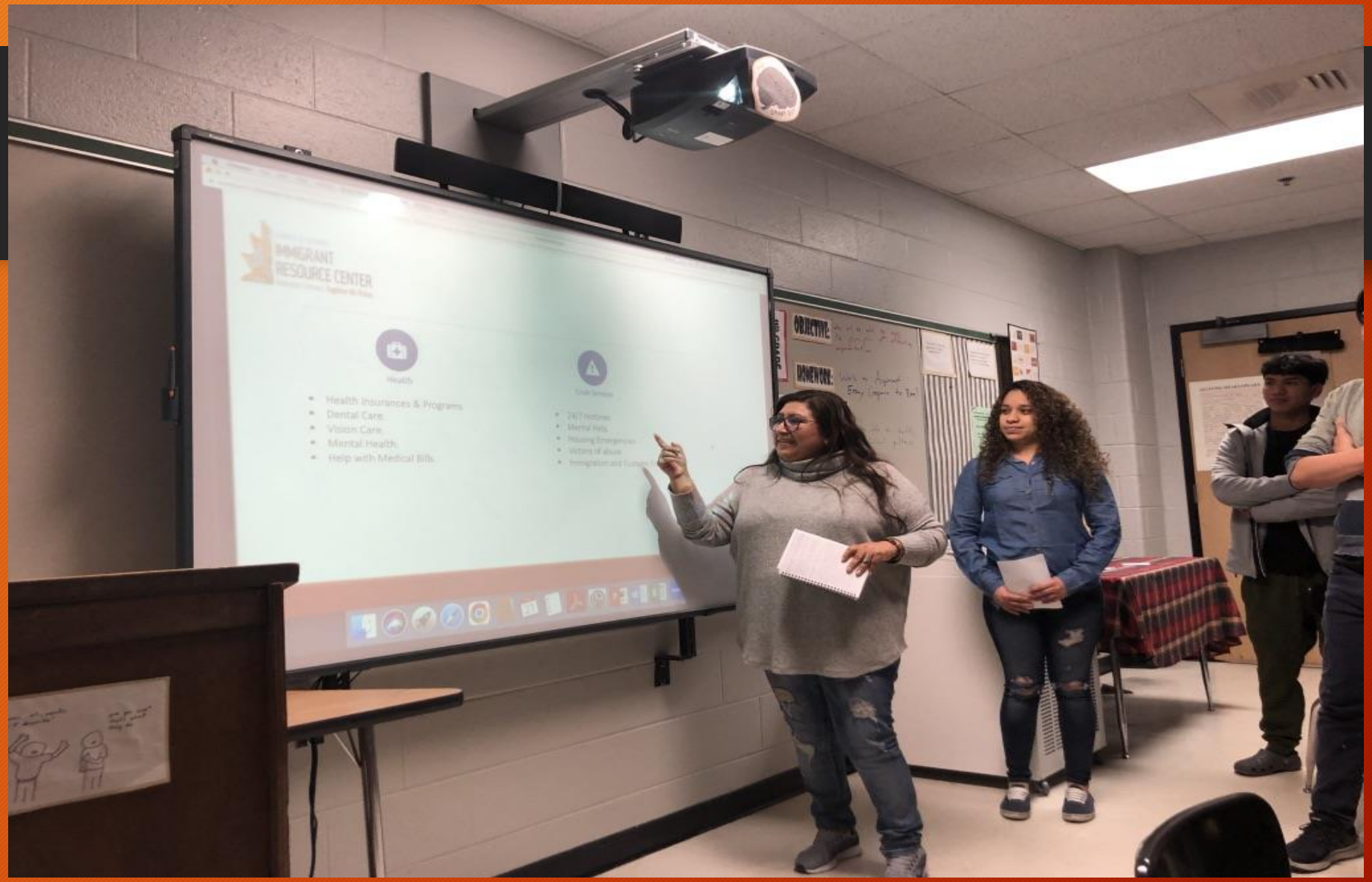
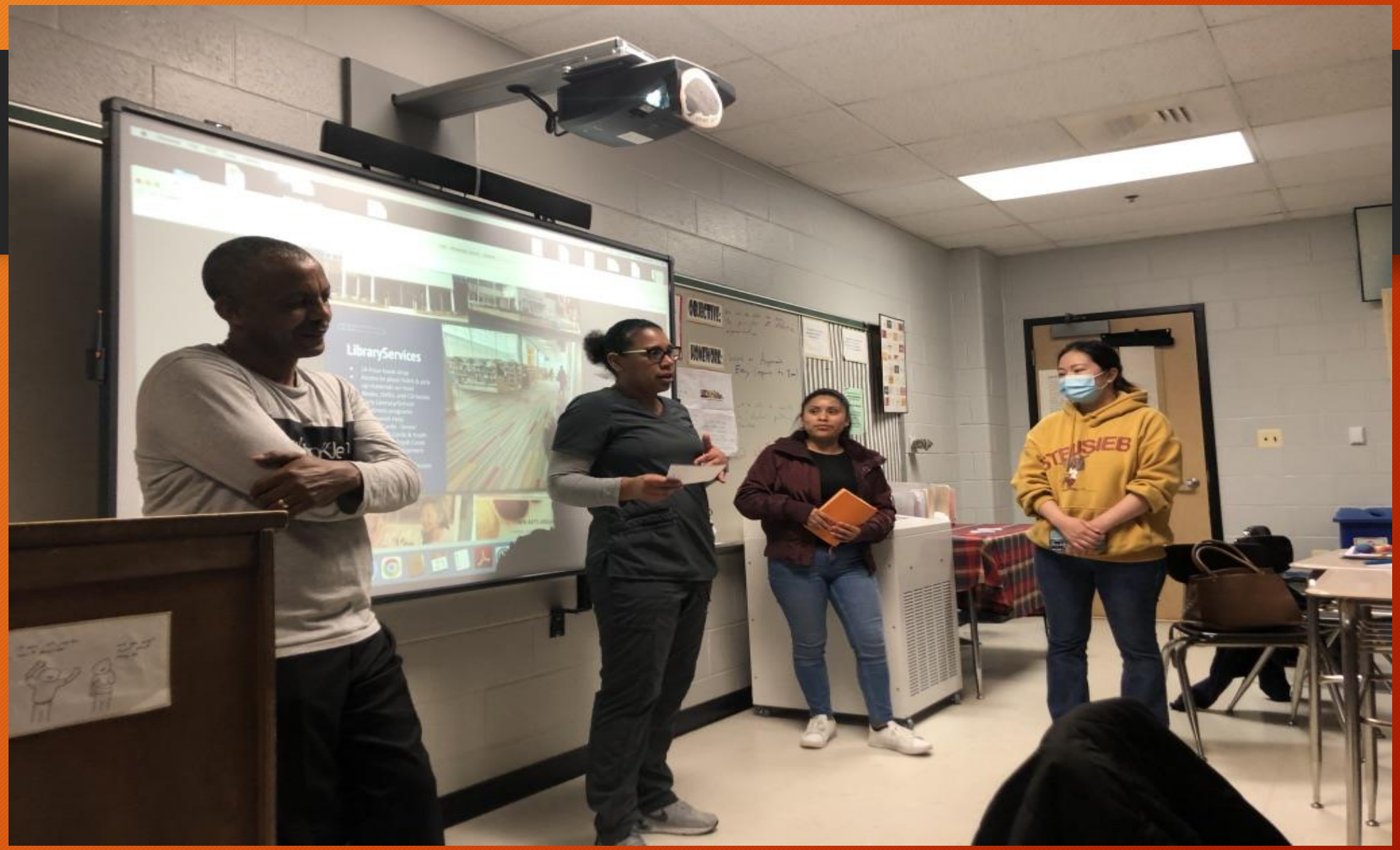

IMMIGRANT
RESOURCE CENTER
Health
Health Insurances & Programs
Dental Care
Vision Care
Mental Health
Help with Medical Bills
OBJECTIVE:


LibraryServices

Student Insights

- Some students visited community resource to gather information and interview staff
- Some students reported sharing what they learned with friends and people in their communities
- Students expressed a likeliness to use community resources in the future

Teacher Insights

- Students may need more support in the following presentation skills:

- Summarizing and organizing presentation and
- Group leadership and roles

- Multiple modalities seemed to help students learn: oral presentations, notecards, poster or brochure
- Students brought creativity and enthusiasm to project
- Students appeared empowered and more confident in presentation skills

Teacher Insights

- Knowledge of Community resources seem to bring sense of belonging to community
- Students improved: oral and visual presentation skills, team work, research and critical thinking, digital literacy
- Opportunities for follow-up/extended lessons: Students visit community resources and complete a task (e.g., attend a workshop at Worksource Montgomery)
- Presentations seem to be fun and helped to build “community” among students

Conclusion

- Inquiry-based learning was shown to build confidence, community involvement and English language skills
- Presentations allowed for multiple modes of learning: art/creativity, digital slides, teamwork, research and speaking
- Community resource presentations expanded student understanding of community
- Presentation Activity can be adopted for ELL at all levels
- Questions and Answers……