

Hawaii International Conference on Education
Call for Papers

- a. A Technique for Student-Centered Learning
- b. Curriculum, Research and Development
- c. Oral Fluency Practice
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Proposal Summary:

20-minute presentation with overhead transparencies and video

This presentation will describe a technique I developed for my oral fluency classes for English as a Second Language university students. The technique involves having pairs of students choose a subtopic within a larger topic area (i.e. earthquakes/natural disasters) and prepare a class presentation. Students do internet research on their chosen topic, find audiovisual materials, such as videos or make up PowerPoint presentations, prepare comprehension questions to ask students afterwards, and finally present their information to the class. This activity has been highly motivating because many of the students have never done this type of student-centered activity in their own countries, where the teacher lectures and the students listen. This activity teaches them to take responsibility for their own learning by researching the topic and being responsible for the learning of their classmates. If they are successful in their presentation, their classmates will be able to answer the comprehension questions. They learn firsthand the importance of speaking slowly and clearly and also of presenting material in an interesting way. This method has been quite successful in my own oral fluency classes and is an important curriculum change as teachers seek to implement more relevant student-centered activities.

Target Audience:

The target audience includes ESL teachers at any level and K-12 teachers interested in promoting oral fluency in any class.

Room setup: Presentation organization

Audiovisual needs: Overhead projector and VCR with TV screen or projection screen

Abstract:

This presentation will describe a student-centered learning technique I use in my oral fluency classes. Students are taught how to prepare a presentation on their chosen topic using audio-

visual aides, such as overhead transparencies, video clips, or PowerPoint and to prepare and ask the class comprehension questions afterwards. I will show examples on video of my own classes as they prepare and give their presentations.