



InSIPP: Introduce, Survey, Input, Project, Presentation

Working with minimally motivated undergraduate students

Notice

- X All of today's materials can be downloaded from my website

profgwhitehead.weebly.com

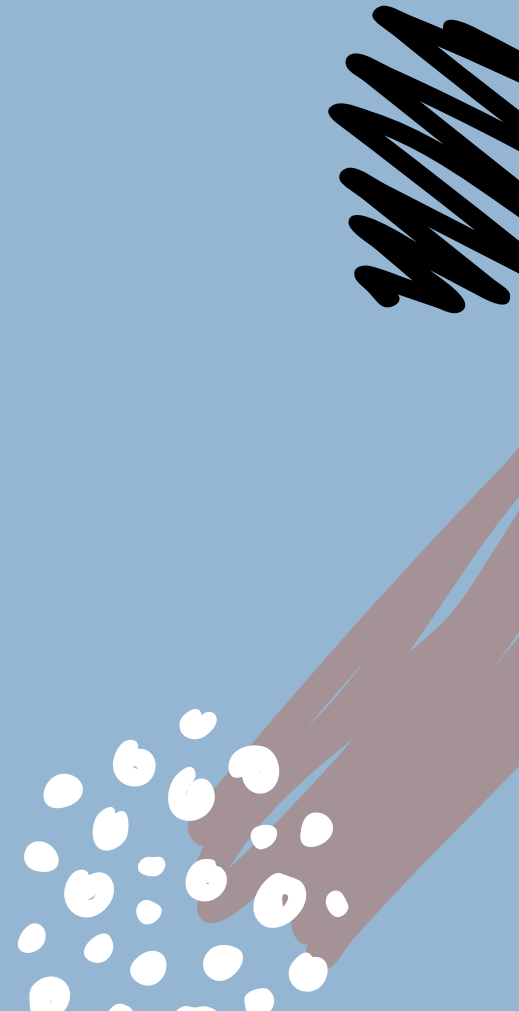
- X Navigate to the workshops & presentations page 😊





Workshop outline

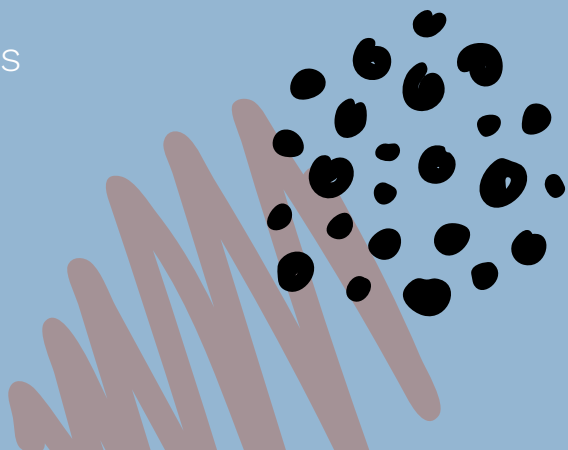
- X **Background information**
- X **The flow**
- X **The experience**
- X **Debriefing**
 - X 21st century skills
 - X 4-3-2 technique
- X **Remixing the activities**





English with undergrads

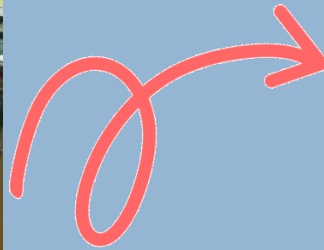
Exploring the difficulties



Background

- x 3 years teaching undergraduate students
- x English language and literature majors & General English courses
- x Integrated lessons but primary focus on listening and speaking

Challenges I encountered



What challenges have you faced when teaching undergrads English?

- X Student motivation
- X Unwillingness to speak
- X Reluctance to use L2 and reliance on L1
- X Boredom
- X Mixed levels
- X Large size
- X ?

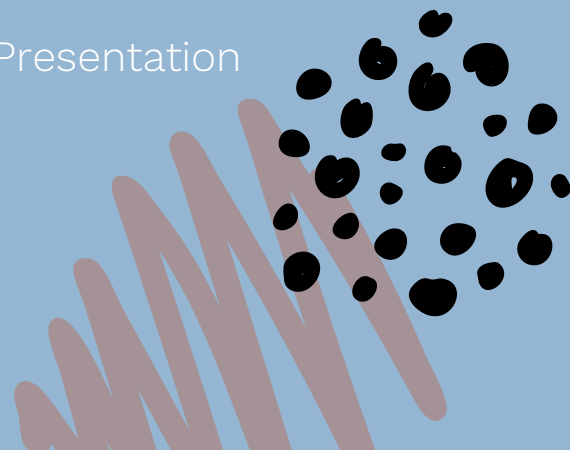
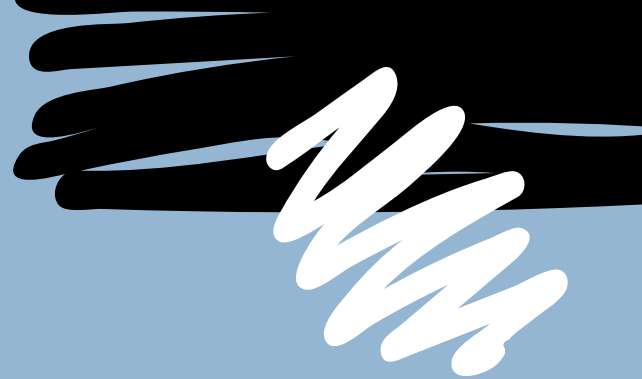
What challenges do undergraduate students have?

- x Confidence
- x Fear
- x Lack of purpose to learn English
- x Lack of fluency
- x ?



InSIPP

Introduce, Survey, Input, Project, Presentation



The flow

- X Can be used to supplement textbooks general English textbooks or speaking focused books.
- X Can work with the Touchstone series
- X Can be used to create your own lessons and be based off a topic of your choice
- X Requires a little creativity on your part.

The InSipp flow

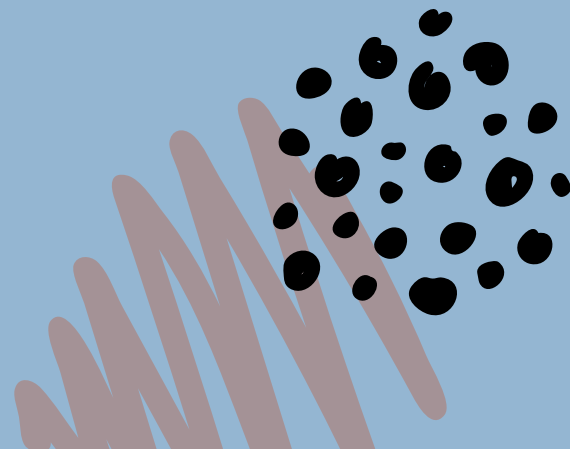
3 to 6 hours

- x **I**ntroduce the topic
 - x Generate interest
 - x Activate background knowledge
 - x Make the topic relevant and relatable to students
- x **S**urvey activity (4-3-2)
- x **I**ntput of content and/or language
- x **P**roject based on the topic
- x **P**resentation of the project



The experience

The Environment



New
Edition

Impact Issues 3



20 stimulating themes for discussion and debate

Richard R. Day
Joseph Shaules
Junko Yamanaka

Series Editor
Michael Rost

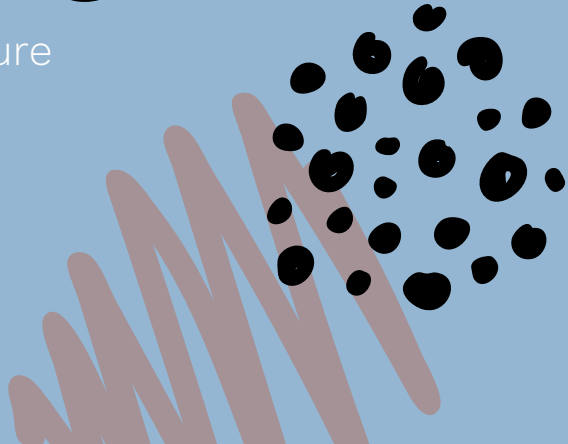


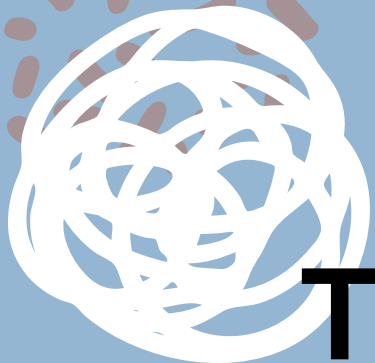
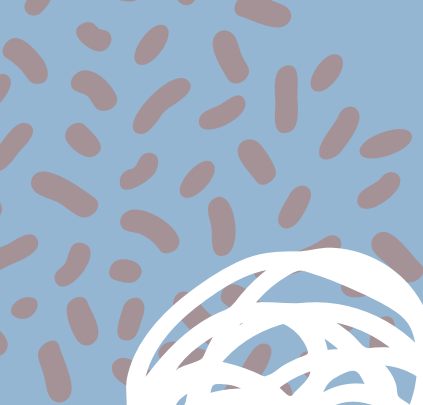
- X **Chapter title:** I don't care
- X **Topic:** The environment
- X **Student level:** Advanced



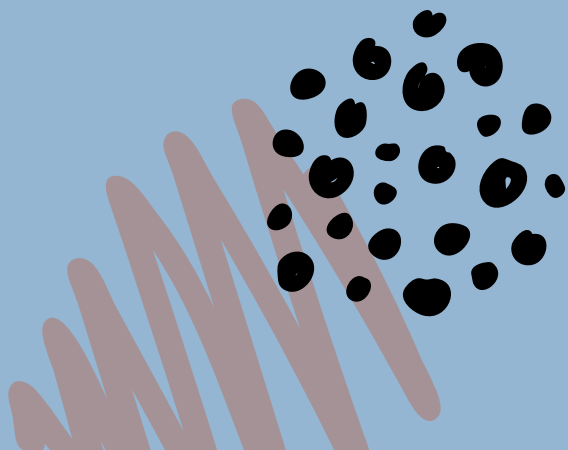
Debriefing

Support from the literature

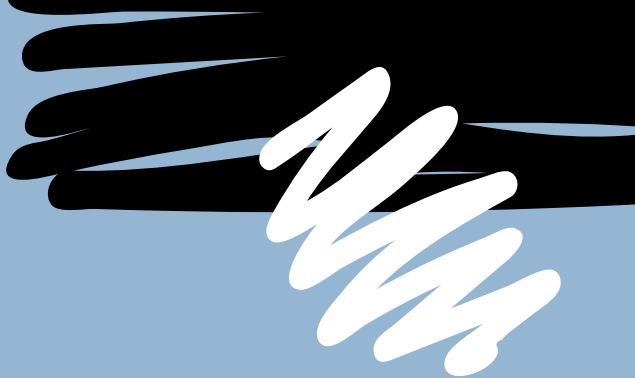




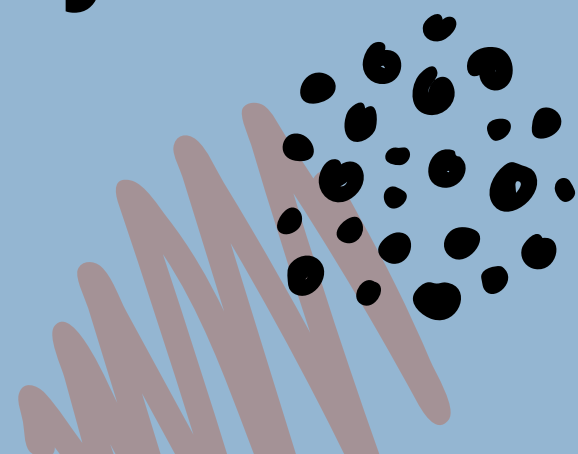
The real classroom







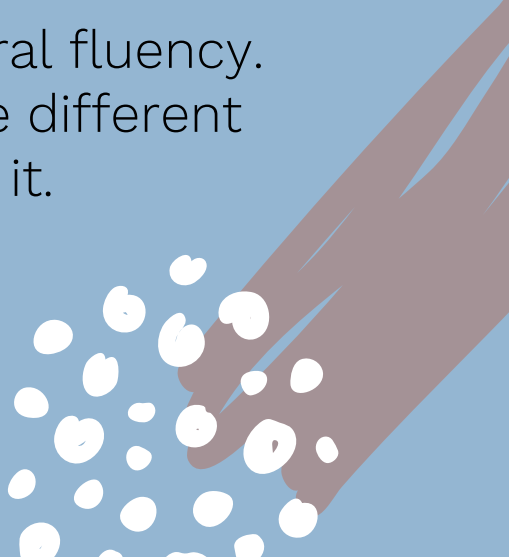
The survey





Adopted principles of 4/3/2



- x a useful technique for developing oral fluency. Learners give the same talk to three different learners with decreasing time to do it.
- 

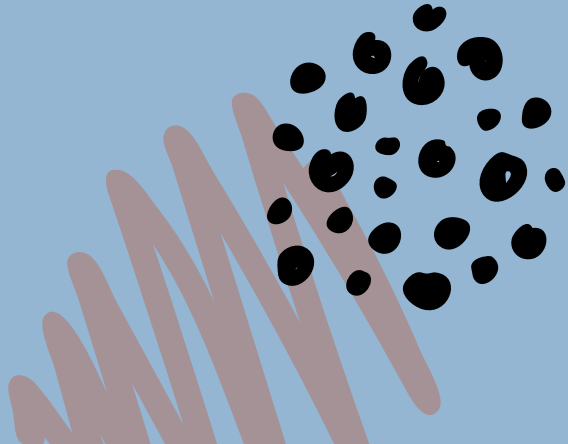
Findings from the research

Nation, P. (1989). Improving speaking fluency. *System*, 17 (3), 377-384.

- X learners' speed of speaking increased during the talks (as measured by the number of words per minute)
- X hesitations they make decrease (as measured by hesitations per 100 words)
- X grammatical errors in the repeated parts of the talk decrease and they tend to use several, more complex grammatical constructions in the last of the three talks than they did in the first talk



The project



Fostering 21st century skills

- x Adopting principles from Project Based Learning
- x PBL responds to the need for education to **adapt to a changing world (21st century skills)**

Critical thinking: Finding solutions to problems

Creativity: Thinking outside the box

Collaboration: Working with others

Communication: Talking to others

Information literacy: Understanding trustworthy facts, figures, statistics, and data

Media literacy: Understanding the methods and trustworthy outlets in which information is published

Technology literacy: Understanding the machines that make the Information Age possible

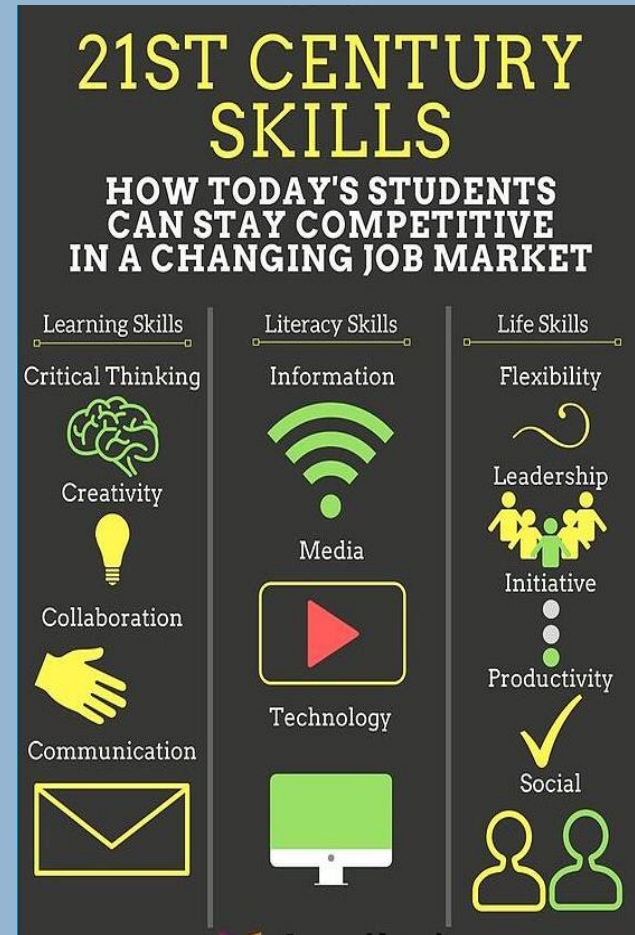
Flexibility: Deviating from plans as needed

Leadership: Motivating a team to accomplish a goal

Initiative: Starting projects, strategies, and plans on one's own

Productivity: Maintaining efficiency in an age of distractions

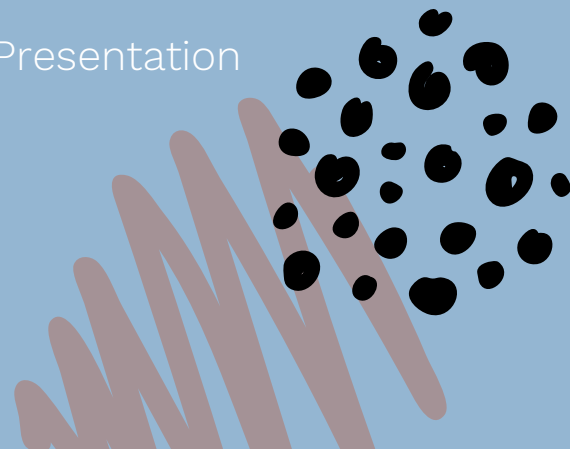
Social skills: Meeting and networking with others for mutual benefit





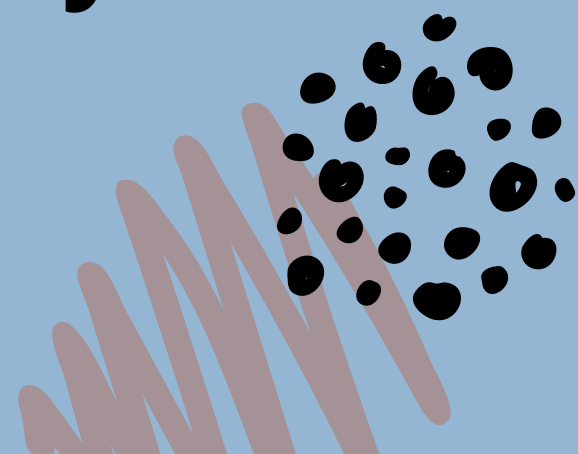
Remixing InSIPP

Introduce, Survey, Input, Project, Presentation



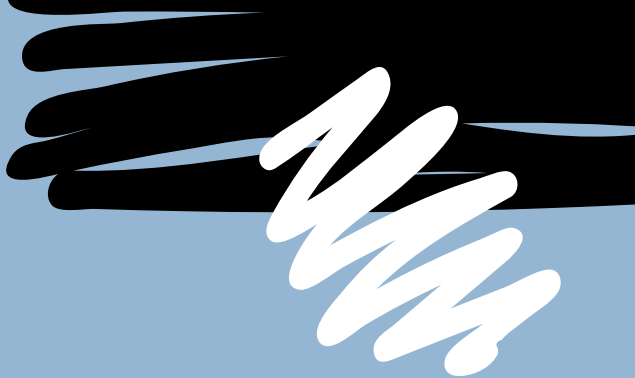


The survey

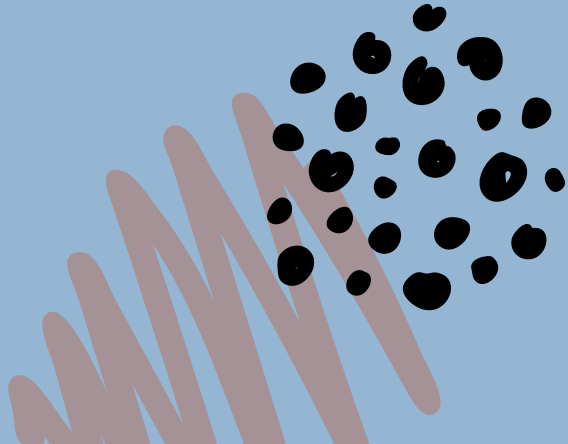


Modifications

- x With higher level students provide less content
 - x Get them to create their own
- x Mingle survey
- x Group survey



The project



Project ideas

Design

- X A new product
- X A new way of doing something
- X A better something (menu, phone, etc.)

Make/ Create

- X A plan
- X A poster
- X A storybook
- X A brochure
- X An advertisement
- X A video
- X A play/ drama

Build

- X A model
- X A structure

Write

- X A letter
- X A poem
- X A short story
- X A speech
- X An essay

Prepare

- X To debate
- X To be a panel member
- X To teach a lesson
- X To counsel others
- X A photo essay

Conduct

- X A mini research project

Do You Wanna see 'AURORA'?

ICELAND

By Car

Price recommend
7/Summer bus spa
7/200 car parker/longhair
20/2200 plug

<Contents>

- * Aurora
- * Local spa
- * Mother nature
- * Glacier Cave tour
- * free Korean food & Alcohol

- Length = 7 days
- Accommodations = Air BnB (being local)
- Price = \$4000
- Group Size = 5-7
- Meals = 1

Day	Time	Activity	Notes
1	10:00	Arrive Reykjavik	Check in, get car
2	10:00	Golden Circle	Geysir, Gullfoss, Thingvellir
3	10:00	Blue Lagoon	Relax in natural hot springs
4	10:00	Snæfellsnes Peninsula	Reykjafoss, Hvitserkur
5	10:00	Westfjords	Myvatn Nature Centre, Hvalfjörður
6	10:00	North Iceland	Þingvellir National Park, Lake Mývatn
7	10:00	Return to Reykjavik	Check out, drop car

DUBAI

Welcome to a New World!

- ★ See the beautiful night view as "Burj Khalifa"
- ★ Explore the Desert
- ★ Ride a Water Taxi "Abra"
- ★ Maldives
- ★ Seven Stars Hotel

Length: 7 days
Meals: Case w/ Case!
Group size: 10 🧑🧑

ΕΛΛΗΝΙΚΟΣ ΠΥΘΟΣ Greece's Story

Length: 7 days
Accommodations: 5-star hotels
Meal included
Group size: 8-10
Price: \$1500.000

Highlights

- Visit temples, local villages, volcanoes, and Santorini
- Shop at traditional markets
- Swim, drive, and soak hot springs

Tel: 010-1234-5678
www.hellasstory.com

Day	Day 1 (Sun)	Day 2 (Mon)	Day 3 (Tue)	Day 4 (Wed)	Day 5 (Thu)	Day 6 (Fri)	Day 7 (Sat)
Time	10:00	10:00	10:00	10:00	10:00	10:00	10:00
Activity	Arrive Athens, check in, breakfast	Acropolis, Parthenon, lunch	Delphi, Oracle of Pythia, lunch	Nauplia, Mycenae, lunch	Corinth, Acropolis, lunch	Santorini, Caldera, lunch	Mykonos, windmills, lunch
Notes	(About 12 hours)						

Student created videos



How will it be presented?

- X As a presentation in front of the class
- X A performance
- X As a video
- X Group to group
- X Roundtable
- X Panel
- X Jigsaw
- X Gallery walk
- X Rotation fair (my favorite) (4-3-2)

TIP: (graphic organizer/ task for audience if most of them are listening)

Application - InSIPP

- x Making friends
- x Interests
- x Health
- x Free time
- x Favorite people
- x Shopping
- x Wonders of the world

- x **I**ntroduce the topic
 - x Generate interest
 - x Activate background knowledge
 - x Make the topic relevant and relatable to students
- x **S**urvey activity (4-3-2)
- x **I**ntput of content and/or language
- x **P**roject based on the topic
- x **P**resentation of the project

Any questions?



Thanks!

George E.K. Whitehead

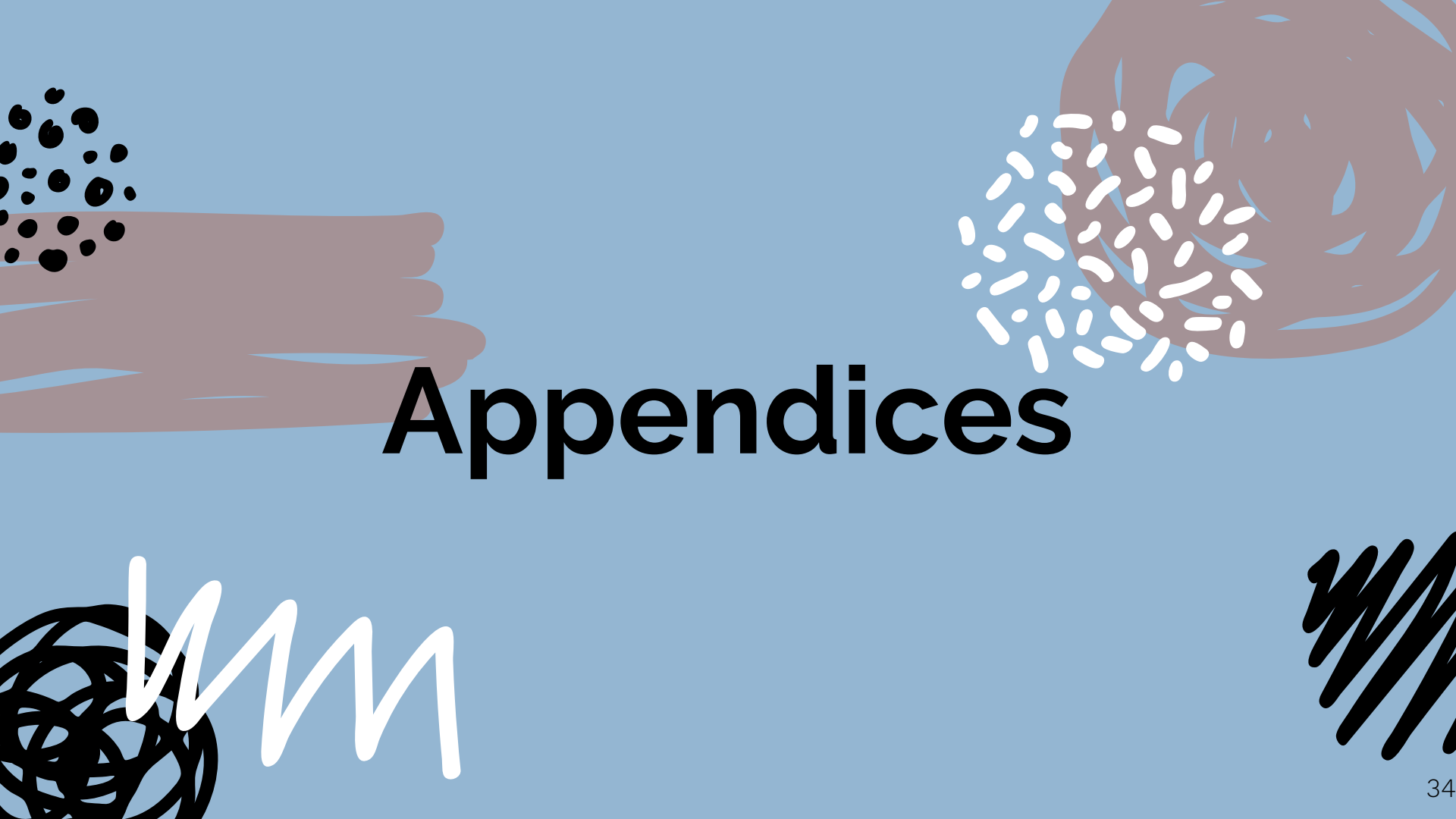
Email: gekw@hufs.ac.kr

Website: profgwhitehead.weebly.com

Facebook group: English language education in South Korea



한국외국어대학교 TESOL대학원
GRADUATE SCHOOL OF TESOL, HANKUK UNIVERSITY OF FOREIGN STUDIES

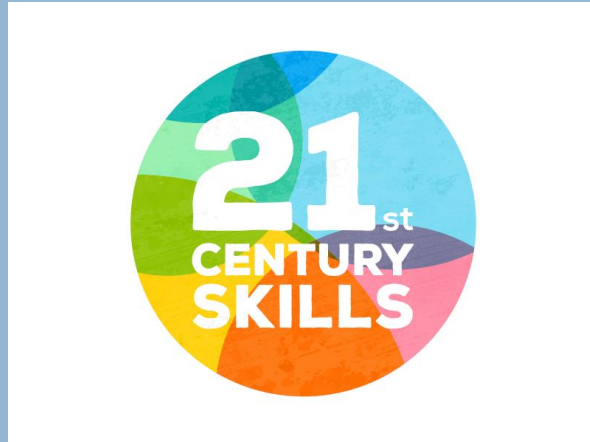


Appendices

Assessment

Performative

x Based on 21st century skills



When to assess...

- x The process
- x The product
- x The presentation
- x As a whole

Analytic Vs. Holistic Rubrics

- X **Analytic rubrics** list the criteria for an assignment and describe these criteria in varying levels of quality.
- X A **holistic rubric** describes the attributes of each grade or level. It gives an overall score rather than breaking things down and scoring each criteria.
 - X Most student work will likely fit into more than one category for different criteria. The scorer must choose the grade that best fits the student performance.

Analytic Rubric Sample

	Exceptional <i>3 Points</i>	Satisfactory <i>2 Points</i>	Needs Work <i>1 Points</i>
Factual Information	All information presented was factually correct.	Most information about the state was correct, but there were 1-3 major errors.	Little to no correct information was presented on the state.
Use of a Visual	Visual was eye-catching and interesting. It enhanced the presentation.	Visual was relevant to the presentation, but did not grab the audience's interest.	Visual did not enhance the presentation or was missing.
Speaking for a Presentation	Excellent oral delivery! Maintained eye contact with members of the audience throughout most of the presentation. Spoke clearly and loudly enough to be heard. Presentation was interesting and engaging for the audience.	Student did at least two of the following: made eye contact, spoke loudly and clearly, delivered an easy-to-follow presentation.	Student did at least two of the following: made little to no eye contact, had poor diction, or spoke at a low volume.

Holistic Rubric Sample

	Exceptional <i>3 Points</i>	Satisfactory <i>2 Points</i>	Needs Work <i>0 Points</i>
	<p>All information presented was factually correct. The visual was eye-catching and interesting and it enhanced the presentation.</p> <p>Student maintained eye contact with members of the audience throughout most of the presentation. He/she spoke clearly and loudly enough to be heard. Presentation was interesting and engaging for the audience.</p>	<p>Most information about the state was correct, but there were 1-3 major errors. The visual was relevant to the presentation, but did not grab the audience's interest. Student made eye contact, student spoke loudly and clearly, and/or presentation was easy to follow.</p>	<p>Little to no correct information was presented on the state. The visual did not enhance the presentation or was missing. Student made little to no eye contact, had poor diction, and/or spoke at a low volume.</p>

When to assess...

- x During the process?
 - x What can be assessed?
- x The product?
 - x What can be assessed?
- x The presentation
 - x What can be assessed?

What can be assessed?

During the process

- X Collaboration
- X Participation
- X Use of L2

The product

- X Language accuracy
- X Organization
- X Design
- X Creativity
- X Overall quality

The presentation

- X Comprehensibility
- X Accuracy
- X Organization/Flow

5	4	3	2	1
Always	Often	Sometimes	Rarely	Never
Above		Meets		Does not meet
Excellent	Very good	Satisfactory	Less than satisfactory	Poor
Exceptional		Satisfactory		Needs work
High level		Satisfactory level		Low level
Less that 3 mistakes		3-5 mistakes		More than 5 mistakes
More than 5 times		3-5 times		Less than 3 times

