

COMPETENCY 1.0 UNDERSTAND THE EFFECTIVE EXPRESSION OF INFORMATION AND IDEAS THROUGH ORAL AND VISUAL COMMUNICATION.**Skill 1.1 Recognize elements of nonverbal communication including their uses in different cultural contexts for specific audiences and/or purposes.**

It used to be that we thought of speaking and communication only in terms of effective and noneffective. Today, we realize that there is more to communication than just good and bad. We must take into consideration that we must adjust our communication styles for various audiences. While we should not stereotype audiences, we can still recognize that certain methods of communication are more appropriate with certain people than with others. Age is an easy one to consider: adults know that when they talk to children, they should come across as pleasant and nonthreatening, and they should use vocabulary that is simple for children to understand. On the other hand, teenagers realize that they should not speak to their grandmothers the way they speak with their peers. When dealing with communication between cultures and genders, people must be sensitive, considerate, and appropriate.

How do teachers help students understand these “unspoken” rules of communication? Well, these rules are not easy to communicate in regular classroom lessons. Instead, teachers must model these behaviors, and they must have high expectations for students (clearly communicated, of course) inside and outside the classroom walls.

Teachers must also consider these aspects as they deal with colleagues, parents, community members, and even students. They must realize that all communication should be tailored so that it conveys appropriate messages and tones to listeners.

Skill 1.2 Recognize elements of visual language (e.g., symbols, shapes, colors).

Learning to spell, like learning to speak, is a constructive developmental process. This writing process begins with the child's early efforts to form letters. Children pass through various stages of writing, from drawing symbols and creating shapes that indicate thoughts and words, to random letters that stand for complete sentences.

Young children's writing is often made up of muddled strings of letters and numbers to represent words or a complete message. Children learn to analyze each letter into sections such as horizontal, vertical, and diagonal line segments. One of the best methods to initiate letter learning is the letters in a child's name.

Word shapes

- Write a word on the board
- Have the students identify the "short," "tall," and "tail" letters
- Have the students write the "short," "tall," and "tail" letters

Explain to students that each word has a shape and that remembering the shape of the word can help them spell the word correctly.

Skill 1.3 Demonstrate knowledge of structures of oral, visual, and multimedia presentations (e.g., sequence, connections, transitions).

Media's impact on today's society is immense and ever-increasing. As children, we watch programs on television that are amazingly fast-paced and visually rich. Parents' roles as verbal and moral teachers are diminishing in response to the much more stimulating guidance of the television set. Adolescence, which used to be the time for going out and exploring the world first hand, is now consumed by the allure of MTV, popular music, and video games. Young adults are exposed to uncensored sex and violence.

But media's effect on society is beneficial and progressive at the same time. Its effect on education in particular provides special challenges and opportunities for teachers and students.

Thanks to satellite technology, instructional radio and television programs can be received by urban classrooms and rural villages. CD-ROMs can allow students to learn information through a virtual reality experience. The Internet allows instant access to unlimited data and connects people across all cultures through shared interests. Educational media, when used in a productive way, enriches instruction and makes it more individualized, accessible, and economical.

Multimedia Teaching Model

Step 1. DIAGNOSE

- Figure out what students need to know.
- Assess what students already know.

Step 2. DESIGN

- Design tests of learning achievement.
- Identify effective instructional strategies.
- Select suitable media.
- Sequence learning activities within program.
- Plan introductory activities.
- Plan follow-up activities.

Step 3. PROCURE

- Secure materials at hand.
- Obtain new materials.

Step 4. PRODUCE

- Modify existing materials.
- Craft new materials.

Step 5. REFINE

- Conduct small-scale test of program.
- Evaluate procedures and achievements.
- Revise program accordingly.
- Conduct classroom test of program.
- Evaluate procedures and achievements.
- Revise in anticipation of next school term.

Tips for using print media and visual aids

- Use pictures over words whenever possible.
- Present one key point per visual.
- Use no more than 3 to 4 colors per visual to avoid clutter and confusion.
- Use contrasting colors such as dark blue and bright yellow.
- Use a maximum of 25 to 35 numbers per visual aid.
- Use bullets instead of paragraphs when possible.
- Make sure it is student-centered, not media-centered. Delivery is just as important as the media presented.

Tips for using film and television

- Study programs in advance.
- Obtain supplementary materials such as printed transcripts of the narrative or study guides.
- Provide your students with background information, explain unfamiliar concepts, and anticipate outcomes.
- Assign outside readings based on their viewing.
- Ask cuing questions.
- Watch along with students.
- Observe students' reactions.
- Follow up viewing with discussions and related activities.

Research is beginning to document the ways in which cultural minority parents interact with their children that support learning, yet differ from more mainstream or middle class approaches. The strategies of research examine the cultural practices of the home that support success in school. One recent study explored the nontraditional ways Hispanic parents tend to be involved in their children's education, ways which are not necessarily recognized by educators as parent involvement. Further research is needed to delve deeply into the connections that diverse families create, which traditional indicators do not recognize, and to consider the reasons why some diverse families might not be involved in the more traditional ways. Building a body of knowledge about the specific practices of various cultural groups can support the validation of those practices by school personnel and may support the sharing of effective practices across cultural groups.

Interactive homework assignments: The development of interactive homework assignments (homework that requires parent-child interaction as part of the activity) has shown promise as a way of supporting parent involvement and student achievement. Homework activities that are explicitly designed to encourage interaction between parents and children have shown positive results for increasing achievement in several subject areas, including science and language arts. Well-designed interactive assignments can have a number of positive outcomes: they can help students practice study skills, prepare for class, participate in learning activities, and develop personal responsibility for homework, as well as promote parent-child relations, develop parent-teacher communication, and fulfill policy directives from administrators.

School support of parental homework help: Although parents express positive feelings about homework, they often have concerns about homework, such as their personal limitations in subject-matter knowledge and in effective helping strategies. More research is needed on how school personnel can effectively support parental homework help.

Teachers have a critical role to play in encouraging multicultural experiences. They have an opportunity to incorporate activities that reflect our nation's increasing diversity and allow students to share their similarities, develop a positive cultural identity, and appreciate the unique contributions of all cultures. The best way to incorporate multicultural literature, depicting African-American, Asian, Arabic, Native American, and Hispanic heritage, is to integrate it into the established reading program rather than as a separate or distinct area of study.

Skill 1.4 Demonstrating knowledge of principles of active listening and of barriers to effective listening

Reading Workshops

In reading workshops, students select from a variety of reading materials, such as books, biographies, encyclopedias, and magazines. Students share their responses to the literature by writing or talking with teachers and classmates. Reading workshops allow students to take ownership of their reading by choosing their own reading material. Teachers need to have a large supply of multicultural literature to choose from that is sensitive to and reflective of students' diverse cultural backgrounds. When reading these materials, students can learn that most people have similar emotions, needs, and dreams. During reading workshops, students usually engage in reading, responding, sharing, and reading aloud.

Reading. Students usually should spend an hour independently reading books and other written materials that include diverse cultures. Classrooms should have a variety of instructional materials representing diverse cultures.

Responding. After students read a multicultural storybook, teachers should direct the students to reflect on the meaning of the story in their own lives. In this process, students interpret meanings and draw inferences based upon their own cultural perspectives and experiences. Students might keep journals in which they write their initial responses to the materials they are reading. They may also talk with the teacher about their books. Teachers should help students move beyond simply writing summaries and toward reflecting and making connections between literature and their own lives.

Sharing. Sharing differences of diverse families heightens a child's sensitivity to issues involving prejudice, racism, and intolerance toward students of different cultures. Exposing students to culturally diverse literature provides them with a means to become global citizens who can perform more effectively in a culturally diverse society.

Reading Aloud. Teachers read aloud when they wish to present literature that students might not be able to read themselves, such as classics that they feel every student should be exposed to. Students should participate in a class discussion about the book, share their reading experience, and respond to the story together as a community of learners, not as individuals.

Writing Workshops

It is important for teachers to encourage students to write a story depicting the lives of persons around the world as they imagine a setting and characters with foreign names. In a writing workshop, students can make a box containing cultural items of a country or several countries such as ornaments, clothing, pictures, or music tapes associated with the story line they create. Another way of integrating multicultural activities in a writing workshop is to involve students in a multicultural pen-pal project. Students can compose group letters to partner classes in other nations about their school, their lives, or a favorite part of the books they have read about the partner's country. Copies of these books and thank-you notes from partner classes can be displayed in the school by posting them on bulletin boards. From this activity, students learn that there are interesting books to read from different countries and nice kids to share ideas with all around the world. As students engage in these writing activities, they expand their views about other cultures by sharing language, beliefs, religion, heritage, and their school and home life.

Teachers can also invite guest speakers available in their local area by contacting a minority community center. Speakers might be a director of an international program at a local university, a minister, or a person from the community with knowledge of a different culture. It is useful for the students to prepare questions in advance. Students should write the invitation and follow-up letter of appreciation to the speaker.

Skill 1.5 Demonstrating knowledge of structures of oral, visual and multimedia presentations

Preparing to speak on a topic should be seen as a process that has stages: **Discovery, Organization, and Editing.**

Discovery: There are many possible sources for the information that will be used to create an oral presentation. The first step in the discovery process is to settle on a topic or subject. Answer the question: What is the speech going to be about? For example, the topic or subject could be immigration. In the discovery stage, one's own knowledge, experience, and beliefs should be the first source, and notes should be taken as the speaker probes this source. The second source can very well be interviews with friends and possibly experts. The third source will be research: what has been written or said publicly on this topic. This

stage can get out of hand very quickly, so a plan for the collecting of source information should be well-organized with time limits set for each part.

Organization: At this point, several decisions need to be made. The first is what the *purpose* of the speech is. Does the speaker want to persuade the audience to believe something or to act on something, or does the speaker simply want to present information that the audience might not have? Once that decision is made, a thesis should be developed. What point does the speaker want to make? And what are the points that will support that point? And in what order will those points be arranged? Introductions and conclusions should be written last. The purpose of the introduction is to draw the audience into the topic. The purpose of the conclusion is to polish off the speech, making sure the thesis is clear, reinforcing the thesis, or summarizing the points that have been made.

Editing: This is the most important stage in preparing a speech. Once decisions have been made in the discovery and organization stages, it's good to allow time to let the speech rest for awhile and to go back to it with "fresh eyes." Objectivity is extremely important, and the speaker should be willing to make drastic changes if they are needed. It's difficult to turn loose of one's own composition, but good speech-makers are able to do that. On the other hand, this can also get out of hand, and it should be limited. The speaker must recognize that at some point, the decisions must be made, the die must be cast, and commitment to the speech as it stands must be made if the speaker is to deliver the message with conviction.

The concept of recursiveness is very useful to one who writes speeches. That is, everything must be written at the outset with full knowledge that it can be changed, and the willingness to go backward, even to the discovery stage, is what makes a good speech-writer.

Skill 1.6 **Recognize the principles of using spoken and visual language for a variety of purposes (e.g., learning, enjoyment, persuasion, exchanging ideas).**

See skill 2.2

COMPETENCY 2.0 UNDERSTAND THE EFFECTIVE EXPRESSION OF INFORMATION AND IDEAS THROUGH WRITING AND THE APPROPRIATE ELEMENTS AND CONVENTIONS OF STANDARD WRITTEN ENGLISH.

Skill 2.1 Demonstrate knowledge of elements of the writing process (e.g., brainstorming, drafting, revising, publishing) and techniques for taking notes and developing drafts.

Writing is a recursive process. As students engage in the various stages of writing, they develop and improve not only their writing skills, but their thinking skills as well. The stages of the writing process are as follows:

PREWRITING

Students gather ideas before writing. Prewriting may include clustering, listing, brainstorming, mapping, free writing, and charting. Providing many ways for a student to develop ideas on a topic will increase his/her chances for success.

WRITING

Students compose the first draft.

REVISING

Students examine their work and make changes in sentences, wording, details, and ideas. Revise comes from the Latin word *revidere*, meaning, "to see again."

EDITING

Students proofread the draft for punctuation and mechanical errors.

PUBLISHING

Students may have their work displayed on a bulletin board, read aloud in class, or printed in a literary magazine or school anthology. It is important to realize that these steps are recursive; as a student engages in each aspect of the writing process, he or she may begin with prewriting and then writing, revising, writing, revising, editing, and publishing. Students do not engage in this process in a lockstep manner; it is more circular.

TEACHING COMPOSITION

PROCESS

Prewriting Activities

1. Class discussion of the topic.
2. Map out ideas, questions, and graphic organizers on the chalkboard.
3. Break into small groups to discuss different ways of approaching the topic, develop an organizational plan, and create a thesis statement.
4. Research the topic if necessary.

Drafting and Revising

1. Students write a first draft in class or at home.
2. Students engage in peer response and class discussion.
3. Using checklists or a rubric, students critique each other's writing and make suggestions for revising the writing.
4. Students revise the writing.

Editing and Proofreading

1. Students, working in pairs, analyze sentences for variety.
2. Students work in groups to read papers for punctuation and mechanics.
3. Students perform final edit.

Skill 2.2 Describe characteristics of and purposes for different writing forms (e.g., essays, stories, reports) and modes (e.g., narrative, imaginative, expository, persuasive).

Discourse, whether in speaking or writing, falls naturally into four different forms: narrative, descriptive, expository, and persuasive. The first question to be asked when reading a written piece, listening to a presentation, or writing is "What's the point?" This is usually called the thesis. If you are reading an essay, when you've finished, you want to be able to say, "The point of this piece is that the foster-care system in America is a disaster." If it's a play, you should also be able to say, "The point of that play is that good overcomes evil." The same is true of any written document or performance. If it doesn't make a point, the reader/listener/viewer is confused or feels that it's not worth the effort. Knowing this is very helpful when you are sitting down to write your own document, be it essay, poem, or speech. What point do you want to make? We make these points in the forms that have been the structure of western thinking since the Greek rhetoricians.

Persuasion is a piece of writing, a poem, a play, or a speech whose purpose is to change the minds of the audience members or to get them to do something. This is achieved in many ways: (1) The credibility of the writer/speaker might lead the listeners/readers to a change of mind or a recommended action. (2) Reasoning is important in persuasive discourse. No one wants to believe that he accepts a new viewpoint or goes out and takes action just because he likes and trusts the person who recommended it. Logic comes into play in reasoning that is persuasive. (3) The third and most powerful force that leads to acceptance or action is emotional appeal. Even if a person has been persuaded logically, reasonably, that he should believe in a different way, he is unlikely to act on it unless he is moved emotionally. A man with resources might be convinced that people suffered in New Orleans after Katrina, but he will not be likely to do anything about it until he is moved emotionally, until he can see dead bodies floating in the dirty water or elderly people stranded in houses. Sermons are good examples of persuasive discourse.

Exposition is discourse whose only purpose is to inform. Expository writing is not interested in changing anyone's mind or getting anyone to take a certain action. It exists to give information. Some examples are driving directions to a particular place or the directions for putting together a toy that arrives unassembled. The writer doesn't care whether you do or don't follow the directions. She only wants to be sure you have the information in case you do decide to use it.

Narration is discourse that is arranged chronologically: something happened, and then something else happened, and then something else happened. It is also called a story. News reports are often narrative in nature, as are records of trips, etc.

Description is discourse whose purpose is to make an experience available through one of the five senses: seeing, smelling, hearing, feeling (as with the fingers), and tasting. Descriptive words are used to make it possible for the reader to "see" with her own mind's eye, hear through her own mind's ear, smell through her own mind's nose, taste with her mind's tongue, and feel with her mind's fingers. This is how language moves people. Only by experiencing an event can the emotions become involved. Poets are experts in descriptive language.

Persuasive writing often uses all forms of discourse. The introduction may be a history or background of the idea being presented—exposition. Details supporting some of the points may be stories—narrations. Descriptive writing will be used to make sure the point is established emotionally.