Cardiac Catheterization--Examples

<u>**Active Listening/Analysis**</u>

What am I trying to train?

> Students' ability to listen for meaning, to differentiate between main ideas and details, to grasp and reproduce the logical structure of discourse.

What do I need to do to make the material appropriate for working on this goal?

> Make sure the story is clearly structured; add cohesion, signaling of structure, redundancy. Get rid of most details, numbers, proper names. Prepare this in advance so that I am ready to tell the story, or adapt the material before giving it to students as a handout.

What do I need to tell the students?

> Students need to know what active listening is (presumably already covered, with familiar material). Students need to understand the difference between main ideas and details, and how logical structure is signaled (I may need to do some preliminary exercises to teach this...).

What will I ask the students to do?

> Listen to the story and re-tell it the same language (working monolingually allows students to focus on listening/analysis). <u>Before starting</u>, demonstrate to students how to elicit missing information from each other (rather than just pointing out omissions).

How will I/the students recognize a successful performance?

> Students are able to re-tell the information in the same language with most or all of the main ideas present, logic intact, and some level of detail.

> A performance with a great amount of detail in some sections but with the entirety of other sections missing or logical structure unclear/lacking would not be considered as successful as a performance that retains the logical structure and main ideas but has little to no detail.

Reformulation within Consecutive

What am I trying to train?
Students' ability to produce natural-sounding, syntactically and grammatically appropriate TL renditions. (What I am NOT trying to train: accuracy & completeness--this may be a secondary goal, but it is not the focus of this exercise!)

What do I need to do to make the material appropriate for working on this goal?
Choose <u>part</u> of the material and re-write it as a provider's instructions to a patient. Adapt the text to introduce SL utterances that might prove challenging to express in the TL, such as idiomatic expressions or difficult-to-reformulate syntactic constructions (easier with a shared TL).

What do I need to tell the students?
Students need to understand that the goal for this exercise is to produce <u>natural-sounding TL renditions</u>; it might be helpful for them to purposefully go as far from the SL syntax/word choice as possible, even if this means sacrificing some meaning/precision.

What will I ask the students to do?
- Listen, interpret, and record their interpretations.
- Listen to the recording with a partner and pay attention to grammar/syntax/word choice in the TL.
- Identify issues and find solutions.
- Listen and interpret again, making sure to integrate the solutions they identified.
- Discuss (as a group) strategies for improving reformulation and importance of communicativeness in the TL rendition.

How will I/the students recognize a successful performance?
The first interpreted version is expressed in a way that clearly communicates meaning to a non-bilingual speaker; the student purposefully avoids most SL cognates, grammatical structures, and syntax, sometimes even when they would be acceptable. The second interpreted version is even more distant from the SL words, grammar, and syntax.

Delivery/Production

What am I trying to train?

> Students' ability to present ideas clearly and confidently, with a good pace, appropriate emotion/tone, and sufficient volume.

What do I need to do to make the material appropriate for working on this goal?

> Nothing. Ask the students to read it in advance so as to be familiar with the content.

What do I need to tell the students?

> Students need to understand the importance of the voice as a communicative tool. Students need to understand the role of paralinguistic features of language in creating meaning.

What will I ask the students to do?

> Ask students to give an impromptu speech on the topic, including factual knowledge they gained from their reading, personal knowledge of the topic, reactions to what they learned, etc. The students should imagine an audience that knows nothing about the topic but is very interested in learning about it. (The students listening to the speech can use this as an opportunity for active listening/analysis practice.)

> Students who are already comfortable with public speaking could be asked to incorporate some specific affect or context into their speech (for example, the speaker is upset with someone for not following discharge instructions, or the speaker knows that the listener is very nervous and wants to be reassuring).

How will I/the students recognize a successful performance?

> The student seems comfortable speaking, is clearly audible, uses tone of voice, body language, gestures, facial expression as aids to communication. The pace is smooth without hesitations, false starts, hedges.