

YL TESOL CERTIFICATE PROGRAM

Spring 2024

TESOL METHODOLOGY



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Introduction

The term **method** is problematic. Researchers who have observed teachers teaching in the classroom such as Nunan (1987), Thornbury (1996), and Kumaravadivelu (2006) have all noticed that teachers who claim to follow a particular method rarely do so. Thus the term method actually refers to two different aspects of language teaching. The word “method” can be used to refer to the techniques, strategies, and procedures advocated by theorists and researchers, but it can also refer to what the teacher actually does in the classroom. In this book, The word “method” will refer to a way or procedure for the presentation and practice of new language.

In this course I do not advocate any one particular method; however, I do advocate the use of **BEST PRACTICES**. This is what some researchers call “the balanced approach” (Harmer, 1982), “enlightened eclecticism” (Brown, 1994), or “principled eclecticism” (Larsen-Freeman, 2001). That means we will be focusing on an overall approach to language teaching and not a method. An approach comprises the theoretical principles associated with successful language learning and teaching. A method, on the other hand, is a plan for the presentation and practice of new language. Thus an approach can involve several methods.

There is no such thing as a bad method, but methods should be chosen based on their effectiveness to help rather than hinder student learning. At first, you will be encouraged to use and experiment with a wide variety of methods. In time you will discover that some methods are more effective for your students than others. These experiences will become your beliefs about teaching and learning, and your beliefs form the foundation for your approach. Thus an approach evolves over time because it should be based on beliefs and principles derived from experience.

Between approaches and methods, there are frameworks. Frameworks are conceptual structures that help to organize and direct a process. You will be learning about several frameworks: a focused-output framework for teaching productive skills, a framework for receptive skills, and finally a pushed-output framework that teaches language through the use of content and tasks. These frameworks will help you select the appropriate methods, techniques, and strategies to guide your students through the learning process. Frameworks are extremely helpful for new or inexperienced teachers because they offer a road map for the planning process. In time, as your beliefs about learning and teaching are shaped by your own experiences, you will begin to rely less on the frameworks to help you organize a lesson and you will start to rely more on your own experiences.

HOW TO USE THIS WORKBOOK

Teaching has been called an art and craft by some researchers (Eisner, 1983) and art and science by others (Marzano, 2007). What this basically means is that teaching is a very personal and subjective activity that needs to be carried out in an organized way. The purpose of this course is to help you become more familiar with the art, the craft, and the science of teaching.

Learning is a journey. To get the most out of this journey you will need to do the following things:

- ▣ *Notice*
- ▣ *Understand*
- ▣ *Experiment*
- ▣ *Reflect/Interact*
- ▣ *Improve*
- ▣ *Implement*

Noticing involves becoming aware; especially of the techniques and strategies used by the method being studied.

Understanding the theoretical background and basic principles will help you to know where in the lesson to use the method or its techniques and strategies.

Experiment with the method by trying out the techniques and strategies in class with your classmates.

Reflect/Interact Reflect upon what you did and try to identify what was working and not working, and then interact with your peers and brainstorm solutions to the challenges you faced.

Improve your skills by practicing the method again so that you are comfortable with its procedures and setup.

Finally, *implement* what you have learned while teaching a lesson.

Your trainer and this course will help you through this process. Each Workbook chapter will help you to become aware of the benefits and challenges of each method. Processing questions are given in each Workbook chapter to facilitate reflection and interaction. In the experience or sample lesson common, practical activities are described, which will help you to reflect upon the strategies and techniques.

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Syllabus

Course Overview

This course is designed to help students deepen their understanding of language teaching methods, techniques, and principles from the past to the present so that they can develop their own teaching style and reflect on the teaching styles of others in a meaningful and systematic way. As students encounter, consider, and reflect on various language teaching methods, they will expand and sharpen their repertoire of teaching techniques and thus become more knowledgeable and effective teachers.

Textbook:

Techniques and principles in language teaching (3rd ed.) by Diane Larsen-Freeman & Marti Anderson

Assessment

You are required to complete several assignments this semester. Be sure to follow directions carefully, ask for help when you don't understand, and turn in each assignment when it is due.

1. Weekly Chapter Readings, Attendance & Participation (10%)

In most weeks, students are expected to read the assigned chapter and complete the questions in the workbook before class. NB: most chapters also have videos that students should watch. Out of respect for your classmates and instructor, please come to every class on time, prepared, and ready to participate actively

2. Belief Statement (10%)

Students will reflect on their beliefs about language teaching twice during the course - once at the beginning, and once at the end. The Belief Statement is the first of these two assignments. The intent of the reflection papers is to give students the opportunity to see how their ideas about language teaching methods, techniques, and principles have developed during the semester

3. Poster Session (30%)

Each student will design a poster about the method they have chosen that answers the following questions: What is significant about the method? (Describe the goal, key principles & techniques) Why did you pick it? How will you use it in your future teaching? (Describe and activity or specific technique that you will use). The presentation is only 3 minutes long, so you

need to choose the most important points to present. You will give the same presentation 3 times. Once to your group members, then again to the members of the other two groups.

4. Lesson Plan & Micro-teaching (30%)

You will create a lesson plan using various methods, techniques and activities that we have studied to create an effective teaching plan. The idea here is that you can use any of the methods we have studied. And you should use them creatively and effectively to create fun and effective lesson. You will also need to identify the method that your procedures describe and the principle behind the procedure. You will then teach the lesson plan to a group of your classmates.

5. Reflection on Micro-teaching (10%)

Use the feedback that you received from your peers and from your trainer to help you reflect on your Micro-Teaching experience. Answer the three questions on the back of the Lesson Plan and Micro-Teaching handout.

6. Final Learning Statement (10%)

This is a re-write of your Belief Statement. Your job is to evaluate your original answers, think about the feedback I gave on the original paper and provide better answers and reasons for your beliefs. You will need to turn in the original Belief Statement (with my feedback on it) with the Final Learning Statement; BOTH TOGETHER. This is due week 16 on the last day of class.

Weekly Schedule

Week	Topics & Content
1	Course Overview (1) Personal introductions. (2) Structure and goals of the course. (3) Structure of the textbook. (4) Some key terms.
2	Key Terms & Chapter 1: Introduction In this lesson, students will learn about what teaching methods are and why it is important to know about them.

3	<p>Chapter 2: The Grammar-Translation Method</p> <p>In this lesson, students will learn about the Grammar-Translation Method. This method is a historical method, although it is also used today. It has an intellectual purpose. Its primary goal is to help students to read and appreciate foreign literature.</p>
4	<p>Chapter 3: The Direct Method</p> <p>In this lesson, students will learn about the Direct Method. This method is a natural method. It suggests that we learn an L2 in roughly the same way that we learn our L1 – that is, “naturally”. The Direct Method attempts to make L2 learning more like first language learning.</p>
5	<p>Chapter 4: The Audio-Lingual Method</p> <p>In this lesson, students will learn about the Audio-Lingual Method. This method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. It is based on the idea that acquiring the target language occurs through conditioning and habit formation.</p>
6	<p>Chapter 5: The Silent Way & Chapter 6: Desuggestopedia</p> <p>In this lesson, students will learn about the Silent Way and Desuggestopedia. The Silent Way was developed by Caleb Gattegno, a math teacher with an interest in language learning. Key features of the Silent Way are Cuisenaire Rods, Fidel Charts, teacher silence, and accurate repetition of sentences modeled by the teacher. Desuggestopedia was designed by Georgi Lozanov, a psychiatrist-educator. It derives from his science of Suggestology, which explores learning in relation to the non-rational or nonconscious influences that people experience in their lives. Music and drama are prominent features of Desuggestopedia.</p>
7	<p>Chapter 7: Community Language Learning & Chapter 8: Total Physical Response</p> <p>In this lesson, students will learn about Community Language Learning and Total Physical Response. Community Language Learning was developed by Charles Curran, a professor of psychology at Loyola University in Chicago. It emphasizes topics that the learners want to learn about, just as a patient would talk about what they wanted to talk about with a counsellor during a counselling session. Key features of this method are translation from L1 to L2 and recording learners' speech. Total Physical Response, or TPR, was developed by James Asher, a professor of psychology at San Jose State University in California. It is based around the coordination of speech and action. It attempts to teach language through physical (motor) activity.</p>
8	<p>Chapter 9: Communicative Language Teaching</p> <p>In this lesson, students will learn about Communicative Language Teaching, or CLT. CLT is one way of teaching for the development of communicative competence, which can be defined as the ability to use the language appropriately in a given social situation. CLT tends to emphasize language functions such as requesting, apologizing, or inviting. It has proven to be an extremely influential way of language teaching, even today.</p>

9	Review of Methods <p>In this lesson, we will review the methods studied so far (Ch2, 3, 4, 5, 6, 7, 8, 9). The purpose of this review is to refresh our memory of the techniques and principles of each method in preparation for the Poster Presentation. (Note. The “What do you think?” questions in each chapter are also helpful review.)</p>
10	Poster Presentations <p>In this lesson, students will present their posters.</p>
11	Chapter 10: Content-based Instruction <p>In this lesson, students will learn about Content-based Instruction, or CBI. CBI is the integration of content and language learning, most recognizably to teach school subjects in the target language. It is regarded as a “strong version” communicative approach because it asserts that language is acquired through communication. In other words, “using to learn” rather than “learning to use”.</p>
12	Chapter 11: Task-based Language Teaching <p>In this lesson, students will learn about Task-based Language Teaching, or TBLT. TBLT is another example of a “strong version” communicative approach, where language is acquired through use. It was first used in Malaysia and India, but now it is used just about everywhere. TBLT emphasizes tasks, which are activities that primarily focus on language use in order to achieve a non-linguistic outcome.</p>
13	Chapter 13: Learning Strategy Training, Cooperative Learning, and Multiple Intelligences <p>In this lesson, students will learn about three methodological innovations: learning strategy training, cooperative learning, and multiple intelligences. These are not full-blown methods; rather, they are innovations that can complement other language teaching methods. Their main concern is the language learner.</p>
14	Micro-teaching
15	Micro-teaching
16	Final Learning Statement Discussion <p>In this lesson, students will discuss their Final Learning Statement. That is, students will discuss how their thoughts, feelings, and opinions about language teaching and learning, and language teaching methods, have changed or been reinforced during the course.</p>

Assignments

Reflection Papers Preview

This assignment has two parts as follows:

Reflection Paper #1	→	Reflection Paper #2
<ul style="list-style-type: none">• Due at the end of Week 2• Automatic 10% of your final grade• The purpose is to express your current thinking about language teaching methods, techniques, and principles		<ul style="list-style-type: none">• Due at the end of Week 16• Graded 20% of your final grade• The purpose is to describe how your thinking about language teaching methods, techniques, and principles has developed as a result of this course in TESOL Methodology, including reflecting on the answers you gave on Reflection Paper #1

The main reason for doing the same assignment twice is to give you the opportunity to reflect on and evaluate how your own thoughts, feelings, opinions, and beliefs about teaching methods, techniques, and principles have changed as a result of this course in TESOL Methodology.

Reflection Paper #1

Overview

The purpose of this assignment is to have you express current your current thoughts, feelings, opinions, and beliefs about language teaching methods, techniques, and principles. You should reflect on your experiences as a language learner and, if you have teaching experience, as a language teacher from the perspective of teaching methods, techniques, and principles.

Procedure

Complete the Template on the following pages. The length of your answers to individual questions is flexible, but there is a two-page maximum for the assignment.

Grade

This assignment is worth 10% of your final grade. It will be graded as follows:

Grading Criteria	
The assignment is sufficiently complete in the spirit of the task and submitted by the due date.	20 points
Total	20 points

Note

Do not take information from the Internet or other sources for this assignment. Express your own thoughts, feelings, opinions, and beliefs. It is okay if you do not have well developed ideas about the questions yet. Just write what you feel. As pointed out above, the purpose of doing this assignment twice is to reflect on and evaluate your own thoughts, feelings, opinions, and beliefs. Taking information from the Internet or other sources will result in a lower score.



Reflection Paper #2

Overview

The purpose of this assignment is to have you describe how your own thoughts, feelings, opinions, and beliefs about language teaching methods, techniques, and principles have developed during this course in TESOL Methodology. You should reflect on your experiences as a language learner and, if you have teaching experience, as a language teacher from the perspective of the teaching methods, techniques, and principles we have studied during the semester. You should also reflect on your answers for Reflection Paper #1.

Procedure

Complete the Template on the following pages. The length of your answers to individual questions is flexible, but there is a two-page maximum for the assignment.

Grade

This assignment is worth 20% of your final grade. It will be graded as follows:

Grading Criteria	
Understanding. There is ample evidence of clear understanding of the methods, techniques, and principles studied in TESOL Methodology.	10 points
Reflection. There is ample evidence of the development of own thoughts, feelings, opinions, and beliefs concerning the methods, techniques, and principles studied in TESOL Methodology.	20 points
Writing quality. The answers are well written in terms of word choice, grammatical structure, coherence, cohesion, and other stylistic aspects of writing, as well as consistency of ideas (i.e., no contradictory information).	10 points
Total	40 points

Note

For this second version, you should demonstrate that you have developed your sense of teaching approaches and methods. You can accomplish this mainly by referring to the various methods, techniques, and principles we have studied during the course. Keep your Reflection Paper #1, the textbook, and this workbook by your side as you write Reflection Paper #2. As much as possible, reflect on and critically evaluate how your own thoughts, feelings, opinions and beliefs about language learning, language teaching, methods, techniques, and principles have changed (or not) during this TESOL Methodology course. You can make reference to the course textbook and any other content that we studied in our course if you want.



Belief Statement (Reflection Paper #1)

Reflect on your experience as both a learner and/or a teacher. Think about each question below and formulate responses which describe your **current** opinions about language teaching and learning. Please write at least one well-developed paragraph for each question (4-5 lines or sentences at least).

DO NOT USE RESOURCE MATERIALS. I want your answers to show what you currently think or believe about each of these questions; not what some one else thinks or believes.

The reason for this is that at the end of the semester you will re-write these answers in your **Final Learning Statement** (Reflection Paper #2). I will compare your answers because you will submit **BOTH** your Belief Statement with my feedback on it and your Final Learning Statement for me to read and assess. The grade for your Final Learning Statement will be partially based on how much your beliefs about teaching and learning are supported by current theories.

1. What is the teacher's role in language learning? What are the students' roles?
2. What are some important characteristics/traits of the teaching / learning process?
3. Describe what the interaction patterns should look like in a lesson plan, and why?
4. How should the feelings of students be dealt with?
5. What is language and how should it be viewed?
6. What is culture and how should it be viewed?
7. What kind of evaluation/assessment should be used and why?
8. How should student errors be handled?

Poster Presentation

Each student will choose a method that we have studied. You will design a poster that will help you answer the following questions:

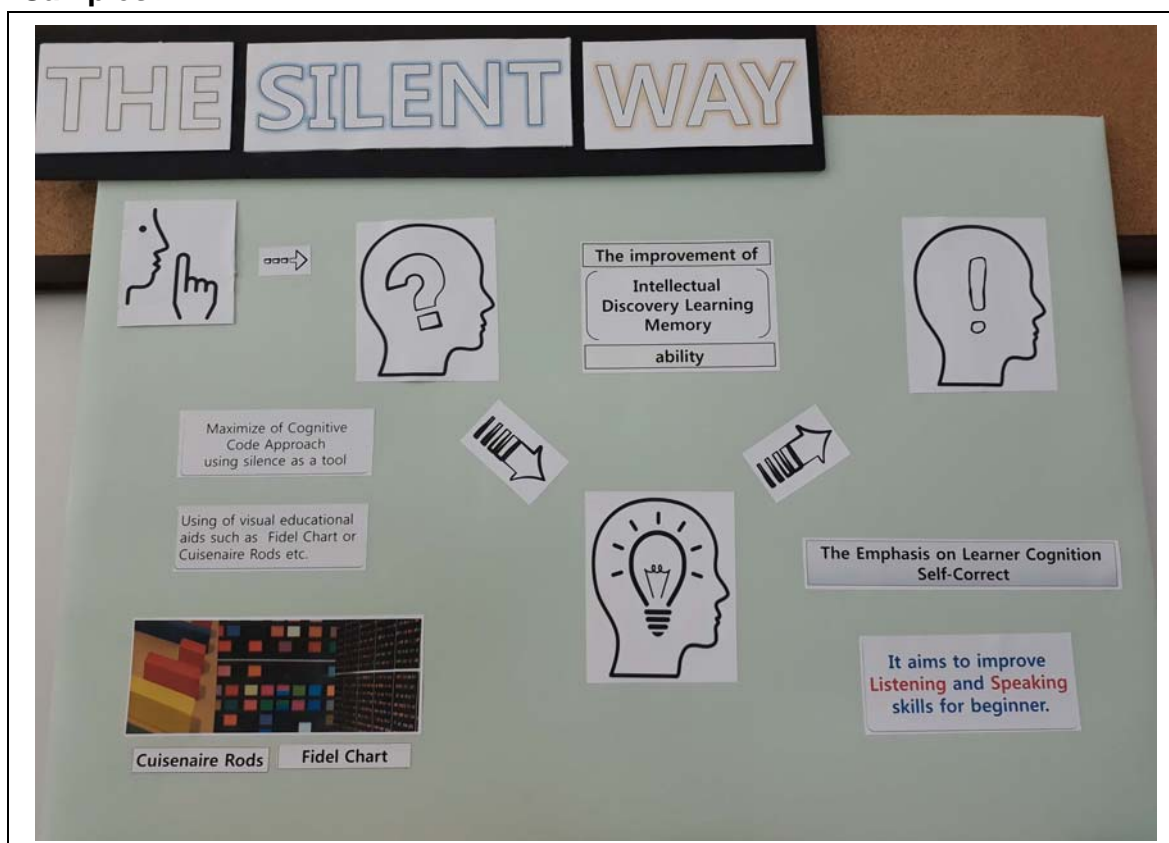
- What is significant about the method? (Describe the goal, key principles & techniques)
- Why did you pick it?
- How will you use it in your future teaching? (Describe an activity or specific technique that you will use).

The presentation is only 3 minutes long, so you need to choose the most important points to present. You will give the same presentation 3 times. Once to your group members, then again to the members of the other two groups.

Tip

Your poster should be both informative (i.e., good information) and visually appealing (e.g., good design aesthetic, information is organized well) in order to attract attention. I recommend using pictures, diagrams, or keywords on your poster to convey your message in a way that is visually stimulating.

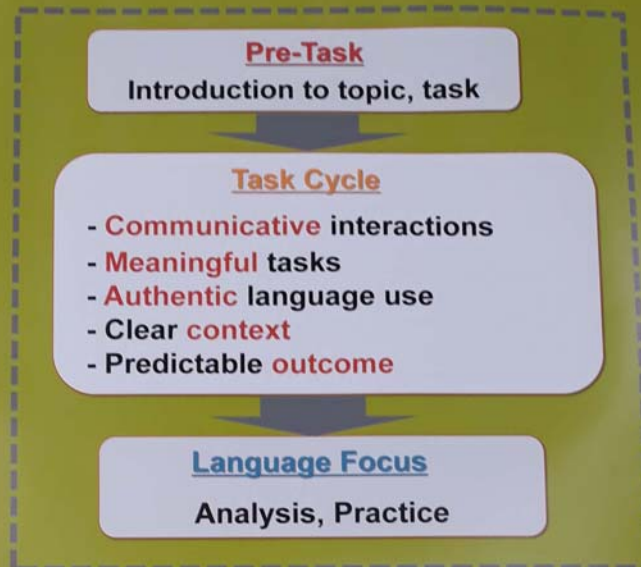
Samples



Task-based Learning

What is TBL

- A Method & a Framework



Why TBL

- Effective for

Fluency

Confidence

What Task

- Ranking & Drawing

Sample task

- Rank the top 5 places for 1-day tour in Seoul. Draw a map & a chart based on the ranking and Make a presentation about it.

Conclusion

TBL focuses on language learning through a task that is **communicative** and has predicted **outcome**.

Micro-Teaching

Each participant will be asked to develop a 15 - 20 minute lesson using BEST PRACTICES; that is, use only the best procedures, techniques and strategies from the methods that we have studied or the procedures that are most appropriate to the age, level and the language topic you are teaching.

Possible topics and language points include:

Family members	Furniture
Rooms in the house	Be going to...
Hobbies	Simple present tense
Emotion and feelings	Frequency adverbs
There is... There are...	Ordering food at a restaurant
Giving advice	Routines and simple present tense
Simple past	Present continuous
Days of the week	Months of the year

Step 1:

Pick a possible language topic from the above list or choose your own topic and develop two or three activities. (Hint: Choose easy English and topics you are comfortable with. The focus should be on using and adapting the methods, techniques and strategies we have learned). Use the methods/techniques creatively. Combine aspects of several methods. Remember, success of the lesson depends on how well your procedures, techniques, and strategies help student learning (BEST PRACTICES) - NOT upon how well you have implemented or adopted a particular method.

Step 2:

Set the context for your lesson. Describe the age and level of your student and the student learning objective for the lesson. For example:

Name: Jane Doe	Age/Level Students: Middle School (12-14) – Low Int.
Student Learning Objective: By the end of the lesson SWBAT ask and answer Qs using frequency adverbs (always...never) in the dialog A: How often do you ____? B: I _____. By doing class survey of daily routines and free time activities.	

Part 3:

Think about your SLO and first write out the procedures for your lesson in column one and then look at your procedures and identify the methods and the reasons/principle for each set. For example:

Procedures + Instructional language	Method/Reason
Stage 1: Setup – 1) have students seated in a semi-circle, pass around cushions, play baroque music + welcome students individually 2) put a picture on the WB or PPT and ask Ss individually to brainstorm words and phrases that describe the picture	1) Desuggestopedia – relax students, put them at ease & so open to learning 2) CLT – learners are knowledge participants – check prior knowledge

On the left hand side include the procedures that you will be doing and the instructional language

On the right hand side identify the Methods you are using, the reason/principle for doing it and how it will help Ss learning.

You will teach your lesson to the class – it will be an actual lesson. **DO NOT** explain your lesson, just go ahead and do the lesson as if they were your students.

After you teach your lesson to your group, you will get feedback of up to 10 minutes on what worked well and what didn't work so well. Taking notes is important at this stage. You should try to determine why something worked/did not work.

After the lesson you will write a reflective essay based on your microteaching session.

Assessment Criteria for Micro-Teaching

1. Microteaching And Lesson Plan	Graded in the following way:				
	5 = Excellent	4 = Good	3 = Average	2=Below Average	1 = Poor
	1. Procedural steps are followed, good organization. 2. Techniques/principles of Method(s) smoothly incorporated into the lesson. 3. Sound understanding shown of activity, method, principles and technique. 4. Activity demonstrates creative input on the part of the teacher. 5. Activity is appropriate for targeted learners. 6. Instructions are clear and comprehensible. 7. Teachers voice is at an appropriate volume and sufficiently clear. 8. Activity is between 5 and 10 minutes in length.				
2. Reflective Essay	Gives honest and straightforward appraisal that answers the questions specifically, clearly and fully, and takes into account the feedback offered.				

Name:	Age/Level Students
Student Learning Objective:	
Procedures	Method/Reason

Microteaching Reflective Essay

Good answers will discuss the questions fully in a way that shows your experience of this activity. They will relate specifically to elements raised in your lesson and the feedback you receive.

- | |
|--|
| ➤ How do you feel about the techniques / activities that you taught?
(at least 50 words) |
|--|

- | |
|---|
| ➤ Describe about 3 aspects of the technique / activity that went well .
Why do you think it / they went well? How do you know it went well?
(at least 75 words for each aspect you cover) |
|---|

- | |
|--|
| ➤ Describe about 3 significant aspects of the lesson that didn't go well, or could be improved .
Why do you think it / they didn't go well? How do you know it didn't go well? How would you improve it next time?
(at least 75 words for each aspect you cover) |
|--|

To the Teacher Educator (ix-xx), Introduction (Ch1)

Introduction

This first lesson in our TESOL Methodology course gets us started thinking about what teaching methods are and why it is useful to know about them. It introduces us to the discourse and vocabulary necessary for academic conversation about the complex and diverse nature of language teaching methods, techniques, and principles.

Learning Objectives

- Students will develop an appreciation of the complex and diverse nature of language teaching methods, techniques, and principles.
- Students will develop the skills necessary to evaluate their own ideas and the ideas of others about language teaching methods, techniques, and principles.

Learning Outcomes

- Students will be able to define key vocabulary essential for discourse on language teaching method, techniques, and principles.
- Students will be able to use the discourse and vocabulary of language teacher education to describe their own experiences, beliefs, and doubts about language learning and teaching.
- Students will be able to use the discourse and vocabulary of language teacher education to evaluate criticisms of methods.
- Students will be able to represent in a drawing their conception of a language teacher teaching English.

Key Vocabulary

- Framework (Workbook - Introduction)
- Apprenticeship of observation (p. ix)
- Method (p. xvi)
- Technique (p. xvi)
- Principle (p. xvi)
- Conceptualization (p. xvi)
- Operationalization (p. xvi)
- Target language (p. xvi)
- Thought-in-action link (p. 1)
- Doubting game and believing game (pp. 6-7)



The Work of Language Teaching

- 1. What is apprenticeship of observation?

Language Teacher Learning

- 2. The textbook points out that teacher education must serve two functions. What are they?

-

-

A Study of Methods

- 3. The textbook on pages xi-xii outlines five reasons to study methods. What are they, in your own words?

-

-

-

-

-



Criticisms of Methods

4. The textbook on page xii points out several criticisms of methods:

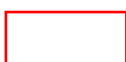
Teachers are encouraged by textbook publishers and academics to implement methods whether or not they are appropriate for a given context. (Pennycook, 1989)	Teachers do not think about methods when planning their lessons. (Long, 1991)
Methodological labels tell us little about what is going in the classroom. (Katz, 1996)	Teachers experience a certain fatigue concerning the constant coming and going of fashions in methods. (Rajagopalan, 2007)

Choose one criticism and express any thoughts that you might have about it.

Terminology

5. Some of the terms below are defined in the textbook, while others are not. Do your best to define each of them.

- Method
- Technique
- Principle
- Framework
- Approach
- Target language



Thought-in-Action Links

The textbook points out that, “Many of your thoughts [about teaching] have been formed by your own experience as a language learner. [As a teacher,] it is very important for you to become aware of the thoughts that guide your actions in the classroom. With this awareness, you are able to examine why you do what you do and perhaps choose to think about or do things differently” (pp. 1-2).

- 6. How have you learned English? Which teaching **techniques** have your teachers used? Do you know the names of the teaching **methods** that your teachers might have used? Which techniques and methods do you think worked best? Have you experienced techniques or methods that didn’t work at all?

- 7. Read about **Heather** on textbook pages 2-3. What is your opinion of her experience? Can you relate to her experience?

Doubting Game and Believing Game

- 8. When we hear a statement like, “Repetition is the best way to learn a language,” we either **believe it** (because it matches our beliefs) **or doubt it** (because it doesn’t match our beliefs). Consider the statements below. Do you believe them or doubt them? Circle your answer. Then add two statements of your own about language learning, one that you believe and one that you doubt.

(a) Repetition is the best way to learn a second language. **Believe** **Doubt**

(b) Grammatical accuracy is acquired naturally, so it doesn’t need to be taught. **Believe** **Doubt**

(c) Students learn best when they are first presented with a clear explanation of grammar rules. Then they can apply the rules and use them freely. **Believe** **Doubt**

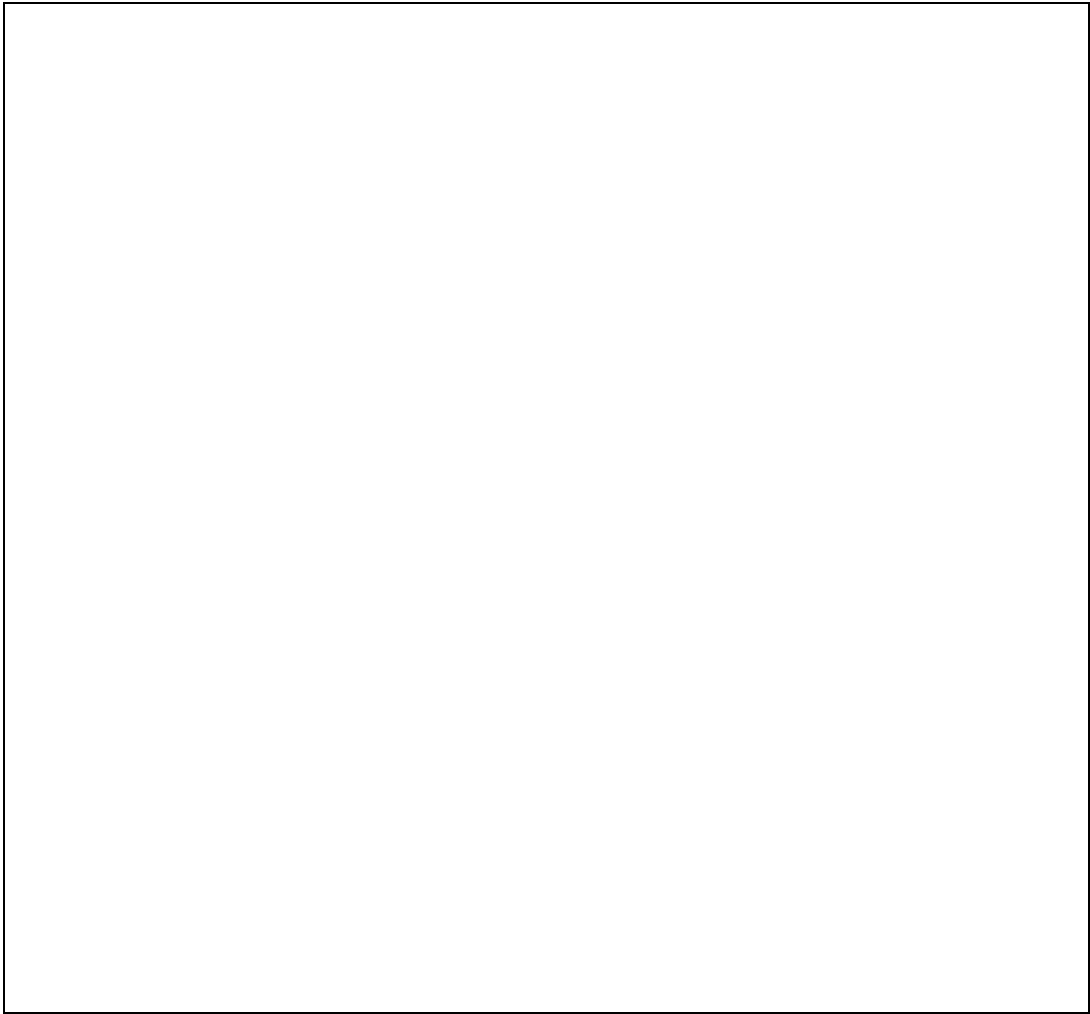
(d) Motivation is the most important factor for learning a second language. **Believe** **Doubt**

(e) _____ **Believe** **Doubt**

(f) _____ **Believe** **Doubt**



9. In the box below, draw a picture of a language teacher teaching English.



10. Explain what's happening in your drawing.



Grammar-Translation Method (Ch2)

Introduction

In this lesson, students will learn about the Grammar-Translation Method. This method is a historical method, although it is also used today. It has an intellectual purpose. Its primary goal is to help students to read and appreciate foreign literature.

Learning Objectives

- Students will learn about the Grammar Translation Method and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of the Grammar Translation Method such as its goal and purposes, the difference between “learning about a language” and “learning to use a language”, and its relevance for language teaching today.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques used in a Grammar Translation Method lesson.
- **Application:** Students will be able to create reading comprehension questions of three types (i.e., information, inference, own experience) for a reading text (i.e., Mark Twain’s *Life on the Mississippi*).

Key Vocabulary

- Reading comprehension question types: information, inference, own experience (p. 14)
- Two-word (phrasal) verbs (p. 15)
- Grammatical paradigm (p. 16-17)
- Deductive grammar teaching (p. 18)
- Explicit grammar rule (p. 18)
- Literary passage (p. 20)
- Antonyms (p. 21)
- Synonyms (p. 21)
- Cognates (p. 21)
- Deductive application of rules (p. 21)



Understanding the Grammar-Translation Method

1. What is the goal of the Grammar-Translation Method?
2. It has been said that the Grammar-Translation Method teaches students about the target language, but not how to use it. Explain the difference in your own words.
3. What are the three purposes of the Grammar-Translation Method outlined on textbook page 13?

Experience

4. Consider the sample lesson in the textbook (pp. 13-17).
 - a) What is the role of the teacher?
 - b) What is the role of the students?
 - c) How does the teacher teach vocabulary and grammar?



Reviewing the Techniques and Principles

5. Look at the list of techniques on textbook pages 20-22. First, **choose two** that you like. Second, **prepare explanations** as to why you like them.

a) I like _____ because _____

b) I like _____ because _____

What do you think?

6. Let’s find out what everyone thinks about the Grammar-Translation Method. The textbook on page 22 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.

- a) Do you believe that a fundamental reason for learning another language is to be able to read the literature written in the target language?
- b) Do you think it is important to learn about the target language?
- c) Should culture be viewed as consisting of literature and the fine arts?
- d) Do you agree with any of the other principles underlying the Grammar-Translation Method? Which ones?
- e) Is translation a valuable exercise?
- f) Is reading comprehension questions of the type described here helpful?
- g) Should grammar be presented deductively?
- h) Are these or any of the other techniques of the Grammar-Translation Method ones which will be useful to you in your own teaching? Which ones?



In-Class Activity

7. In this question, you will apply what you have understood about the Grammar-Translation Method. You have been asked to teach a **high school intermediate** language class.

The Grammar-Translation Method requires students to do comprehension questions of reading texts. The description of the sample lesson on textbook page 14 points out that students answer three kinds of questions:

- a) **Information:** Students locate specific information in the reading text.
- b) **Inferences:** Students make inferences based on their understanding of the reading text.
- c) **Own Experience:** Students relate the reading text to their own experiences.

For this activity, read “The Boys’ Ambition” below. Then create:

- a) Three “specific information” questions

- b) Three “inference” questions

- c) Three “related experience” questions

The Boys’ Ambition

Chapter 4 from the novel *Life on the Mississippi* by Mark Twain

When I was a boy, there was but one permanent **ambition** among my comrades in our village on the west bank of the Mississippi River. That was, to be a steamboatman. We had transient **ambitions** of other sorts, but they were only transient. When a circus came and went, it left us all burning to become clowns; the first minstrel show that came to our section left us all



suffering to try that kind of life; now and then we had a hope that if we lived and were good, God would permit us to be pirates. These **ambitions faded out**, each in its turn; but the **ambition** to be a steamboatman always remained.

Once a day a cheap, gaudy packet arrived upward from St. Louis, and another downward from Keokuk. Before these events, the day was glorious with expectancy; after them, the day was a dead and empty thing. Not only the boys, but the whole village, felt this. After all these years I can picture that old time to myself now, just as it was then: the white town drowsing in the sunshine of a summer's morning; the streets empty, or pretty nearly so; one or two clerks sitting in front of the Water Street stores, with their splint-bottomed chairs tilted back against the wall, chins on breasts, hats slouched over their faces, asleep – with shingle-



Steamboats at a Wharf

shavings enough around to show what **broke them down**; a sow and a litter of pigs loafing along the sidewalk, doing a good business in watermelon rinds and seeds; two or three lonely little freight piles scattered about the 'levee;' a pile of 'skids' on the slope of the stone-paved **wharf**, and the fragrant town drunkard asleep in the shadow of them; two or three wood flats at the head of the **wharf**, but nobody to listen to the peaceful lapping of the wavelets against them; the great Mississippi, the majestic, the magnificent Mississippi, rolling its mile-wide tide along, shining in the

sun; the dense forest away on the other side; the 'point' above the town, and the 'point' below, bounding the river-glimpse and turning it into a sort of sea, and withal a very still and brilliant and lonely one. Presently a film of dark smoke appears above one of those remote 'points;' instantly a drayman, famous for his quick eye and prodigious voice, lifts up the cry, 'S-t-e-a-m-boat a-comin'!' and the scene changes! The town drunkard stirs, the clerks **wake up**, a furious clatter of drays follows, every house and store pours out a human contribution, and all in a twinkling the dead town is alive and moving. Drays, carts, men, boys, all go hurrying from many quarters to a common center, the **wharf**. Assembled there, the people fasten their eyes upon the coming boat as upon a wonder they are seeing for the first time. And the boat IS rather a

handsome sight, too. She is long and sharp and trim and pretty; she has two tall, fancy-topped chimneys, with a gilded device of some kind swung between them; a fanciful pilot-house, a glass and 'gingerbread', perched on top of the 'texas' deck behind them; the paddle-boxes are **gorgeous** with a picture or with gilded rays above the boat's name; the boiler deck, the hurricane deck, and the texas deck are fenced and ornamented with clean white railings; there is a flag



Mississippi, USA



gallantly flying from the jack-staff; the furnace doors are open and the fires glaring bravely; the upper decks are black with passengers; the captain stands by the big bell, calm, imposing, the envy of all; great volumes of the blackest smoke are rolling and tumbling out of the chimneys – a husbanded grandeur created with a bit of pitch pine just before arriving at a town; the crew are grouped on the forecastle; the broad stage is run far out over the port bow, and an envied deckhand stands picturesquely on the end of it with a coil of rope in his hand; the pent steam is screaming through the gauge-cocks, the captain lifts his hand, a bell rings, the wheels stop; then they **turn back**, churning the water to foam, and the steamer is at rest. Then such a scramble as there is to get aboard, and to get ashore, and to **take in** freight and to discharge freight, all at one and the same time; and such a yelling and cursing as the mates facilitate it all with! Ten minutes later the steamer is under way again, with no flag on the jack-staff and no black smoke issuing from the chimneys. After ten more minutes the town is dead again, and the town drunkard asleep by the skids once more.

My father was a justice of the peace, and I supposed he possessed the power of life and death over all men and could hang anybody that offended him. This was distinction enough for me as a general thing; but the desire to be a steamboatman kept intruding, nevertheless. I first wanted to be a cabin-boy, so that I could come out with a white apron on and shake a tablecloth over the side, where all my old comrades could see me; later I thought I would rather be the deckhand who stood on the end of the stage-plank with the coil of rope in his hand, because he was particularly conspicuous. But these were only day-dreams, – they were too heavenly to be contemplated as real possibilities. By and by one of our boys **went away**. He was not heard of for a long time. At last he **turned up** as apprentice engineer or 'striker' on a steamboat. This thing shook the bottom out of all my Sunday-school teachings. That boy had been notoriously worldly, and I just the reverse; yet he was exalted to this eminence, and I left in obscurity and misery. There was nothing generous about this fellow in his greatness. He would always manage to have a rusty bolt to scrub while his boat tarried at our town, and he would sit on the inside guard and scrub it, where we could all see him and envy him and loathe him. And whenever his boat was **laid up** he would come home and swell around the town in his blackest and greasiest clothes, so that nobody could help remembering that he was a steamboatman; and he used all sorts of steamboat technicalities in his talk, as if he were so used to them that he forgot common people could not understand them. He would speak of the 'labboard' side of a horse in an easy, natural way that would make one wish he was dead. And he was always talking about 'St. Looy' like an old citizen; he would refer casually to occasions when he 'was coming down Fourth Street,' or when he was 'passing by the Planter's House,' or when there was a fire and he took a turn on the brakes of 'the old Big Missouri;' and then he would go on and lie about how many towns the size of ours were burned down there that day. Two or three of the boys had long been persons of consideration among us because they had been to St. Louis once and had a vague general knowledge of its wonders, but the day of their glory was over now. They lapsed into a humble silence, and learned to disappear when the ruthless 'cub'-engineer approached. This fellow had money, too, and hair oil. Also an ignorant silver watch and a showy brass watch chain. He wore a leather belt and used no suspenders. If ever a youth was cordially admired and hated by his comrades, this one was. No girl could withstand his charms. He 'cut out' every boy in the village. When his boat blew up at last, it diffused a tranquil contentment among us such as we had not known for months. But when he came home the next week, alive, renowned, and appeared in church all battered up and bandaged, a shining hero, stared at and wondered over by everybody, it seemed to us that the partiality of Providence for an undeserving reptile had reached a point where it was open to criticism.

This creature's career could produce but one result, and it speedily followed. Boy after boy managed to **get on** the river. The minister's son became an engineer. The doctor's and the



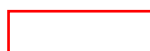
post-master's sons became 'mud clerks;' the wholesale liquor dealer's son became a barkeeper on a boat; four sons of the chief merchant, and two sons of the county judge, became pilots. Pilot was the grandest position of all. The pilot, even in those days of trivial wages, had a princely salary--from a hundred and fifty to two hundred and fifty dollars a month, and no board to pay. Two months of his wages would pay a preacher's salary for a year. Now some of us were left disconsolate. We could not get on the river-- at least our parents would not let us.

So by and by I ran away. I said I never would come home again till I was a pilot and could come in glory. But somehow I could not manage it. I went meekly aboard a few of the boats that lay packed together like sardines at the long St. Louis wharf, and very humbly inquired for the pilots, but got only a cold shoulder and short words from mates and clerks. I had to make the best of this sort of treatment for the time being, but I had comforting daydreams of a future when I should be a great and honored pilot, with plenty of money, and could kill some of these mates and clerks and pay for them.

Text modified from: Twain, M. (2004). *Life on the Mississippi*. Urbana, Illinois: Project Gutenberg. Retrieved from www.gutenberg.org/ebooks/245

Steamboat image source: <https://en.wikipedia.org/wiki/Steamboat/>

Map image source: <https://en.wikipedia.org/wiki/Mississippi/>



The Direct Method (Ch3)

Introduction

In this lesson, students will learn about the Direct Method. This method is a natural method. It suggests that we learn an L2 in roughly the same way that we learn our L1 – that is, “naturally”. The Direct Method attempts to make L2 learning more like first language learning.

Learning Objectives

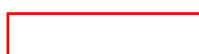
- Students will learn about the Direct Method and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of the Direct Method such as its goal and “one very basic rule”.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques used in a Direct Method lesson.
- **Application:** Students will be able to create a sequence of activities for a given set of resources (i.e., *The Traffic Accident – Whose fault was it?*) that follow the principles and techniques of the Direct Method.

Key Vocabulary

- Demonstration (p. 25)
- Visual aids (p. 25)
- Realia (p. 28)
- Direct association (p. 29)
- Inductive grammar teaching (p. 29, p. 30)
- Self-correction (p. 31)
- Fill-in-the-blanks (p. 32)
- Dictation (p. 33)
- Map drawing (p. 33)



Understanding the Direct Method

1. What is the goal of the Direct Method?
2. What is the “one very basic rule” of the Direct Method?

Experience

3. Consider the sample lesson in the textbook (pp. 25-28) and the observations and principles of the Direct Method (pp. 28-31).
 - a) What is the topic of the lesson?
 - b) What resources does the teacher use?
 - c) How does the teacher teach; that is, what techniques does the teacher use?
 - d) What is the target language (grammar, vocabulary)?
 - e) How is the target language taught?
 - f) What is the role of the teacher?
 - g) What is the role of the students?



Reviewing the Techniques

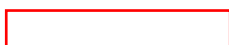
4. Look at the list of techniques on textbook pages 32-33. Choose two techniques that you think would be useful for your learners and explain why you like them.

Technique 1

Technique 2

What do you think?

5. Let's find out what everyone thinks about the Direct Method. The textbook on page 33 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.
 - a) Do you agree that the goal of target language instruction should be to teach students how to communicate in the target language?
 - b) Does it make sense to you that the students' native-language should not be used to give meaning to the target language?
 - c) Do you agree that the culture that is taught should be about people's daily lives in addition to the fine arts?
 - d) Should students be encouraged to self-correct?
 - e) Are there any other principles of the Direct Method which you believe in? Which ones?
 - f) Is dictation a worthwhile activity?
 - g) Have you used question-and-answer exercises and conversation practice as described here before? If not, should you?
 - h) Is paragraph writing a useful thing to ask students to do?
 - i) Are there any other techniques of the Direct Method which you would consider adopting? Which ones?



In-Class Activity

6. In this question, you will apply what you have understood about the Direct Method. You have been asked to teach a **high school intermediate** language class. Use the following principles and techniques of the Direct Method to create a sequence of activities:

Principles:

- Start with reading. Develop reading through speaking. (p. 28)
- Use only English. (p. 29)
- Teach and use vocabulary in full sentences. (p. 29)
- Include some conversational activity. (p. 29)
- Teach grammar inductively. (p. 29)
- Help students develop their writing skills (p. 29)

Techniques:

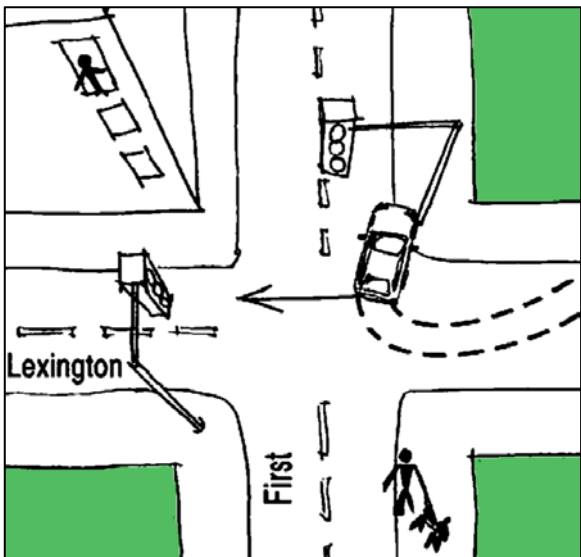
- Reading Aloud (p. 32)
- Question and Answer Exercise (p. 32)
- Fill-in-the-blanks Exercise (p. 32)
- Dictation (p. 33)
- Map Drawing (p. 33)

Lesson topic:

- The Traffic Accident – Whose fault was it?

Lesson resources:

- Traffic accident report, which includes a police officer's hand-drawn diagram of the accident scene and a written account of the accident.

	<p>Mrs. Fran Perry, 35, hit a traffic light pole on the corner of First and Lexington at 6:45 this evening. She said she had turned quickly to avoid a dog. The pole was not damaged, but her car had a broken light. She said she would take care of it right away.</p> <p>Mr. Jerry Thomas, 62, told an officer he'd seen the accident from his bedroom window. He saw a man who had taken his dog off its leash. He said the driver had been on her cell phone. Both the driver and the witness said that they would come in and make a full statement.</p>
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Modified from: Richards, J. C., & Bohlke, D. (2012). *Four corners: Book 4*. Cambridge, England: Cambridge University Press.



Let's Talk about People! Using comparatives to ask and answer Qs

Name: 강재승	Age/Level Students Low Intermediate/Upper elementary (5-6 grade)
Student Learning Objective: By the end of the lesson SWBAT ask and answer questions using comparatives (A: Is Jane <u>taller</u> <u>than</u> Alice? B: Yes, Jane is <u>taller than</u> Alice . / No, Alice is <u>taller than</u> Jane.) by doing a class survey about famous people.	
Procedures	Method/Reason
Encounter 1. Before class hang pictures of famous Korean celebrities on the walls (film, music, sports, and TV) 2. Greet Ss and ask them about the pictures hanging on the walls (Do you know him/her/them? Who is he/she? Who are they? What do they do? What does he/she do? Do you like...etc..) 3. Introduce the topic: "Today we are going to talk about people. (point to images) Today we are going to talk about people like these. Do you often talk about famous people? But first I want you to meet my friends..." 4. Put picture on the PPT and ask focusing Qs (How many people do you see?) Then ask 2-3 guiding Qs to model the brainstorming activity. For example, point to one of the people (Alice) and with a gesture say "She is.... when Ss say short write in on the WB 5. Ask Ss to open up their books. Tell Ss to make a list of words that describe people to the right of the picture. Ss will do this alone. (CCQ:	1. Desuggestopedia – classrooms should be fun and interesting to create a positive learning environment 2. DM – activate schema and establish rapport and create friendly atmosphere 3. CLL – Knowing what will be studied makes a safer and more comfortable environment - allow Ss to get used to English and my voice – gives an overview of the topic in simple easy to understand language 4. DM/CLL – use Qs to check that you have Ss attn and to elicit prior knowledge. Use gestures and picture to help check and convey meaning directly in the TL – model activity / validate Ss participation by writing what they say on the WB 5. CLT/DM – treat Ss as knowledgeable participants and check their background knowledge / use Qs to check comprehension of

<p>What are you going to do? What kind of words will you write? Are you working alone or with a partner?)</p>	<p>directions before Ss do activity</p>
<p>6. Walk around the classroom and monitor Ss brainstorming, when each S has 3-6 words ask Ss to share their list with their partner</p>	<p>6. CLT & CoopLL – sharing info promotes safety and comfort and provides opportunities for peer teaching and learning</p>
<p>7. Elicit words from the whole class and write those words on the WB. Use additional pictures (baby, Einstein, devil, angel, etc..) to elicit key words (good, bad, tall, short, young, old, smart, intelligent, pretty, beautiful, happy, handsome, cute, big)</p>	<p>7. CLT / DM / NA – this is part of the think-pair-share routine that is used in CLT to build in repetition which is helpful to internalization / additional T-lead Qs to elicit additional keywords need for lesson / a word bank helps to make a lesson more comprehensible</p>
<p>8. Ask Ss to open their books to the “who is who” sentences. Begin by asking focusing Qs: (How many friends are there? Do you know their names? How many name cards do I have? Can you guess what we are going to do?).</p>	<p>8. DM – using T-lead Qs creates a short lead-in for the next activity and allows T to preview materials by asking Qs to Ss</p>
<p>9. Then give the directions. “Look at this page [hold up page and point]. Ask focusing Q: "How many sentences do you see?" (7) Then give directions: “First I want you to READ all the sentences...Second...[show the picture of the 4 people]... I want you to THINK...[point to your head]...Third I want you to write [mime writing on the paper with the 4 people]. Then ask CCQs: "What do you do first?" [use finger to skim over sentences] (Read) "What do you do second?" [point to head] (think) "What do you do third?" [mime writing] (write). Excellent. You have three minutes. Begin.</p>	<p>9. DM / CLL – act out the sequence of the activity as you give the directions and then CCQ to check Ss comprehension / Give Ss a time limit so they are secure about their role</p>
<p>10. Monitor learner progress. If Ss are struggling</p>	<p>10. CLT – T facilitates learner achievement by</p>

<p>to figure out who is who, point to the sentence number 5 and say, “ This is my favorite sentence.”</p> <p>11. Have learners check their answers in pairs and then have volunteers put the name cards under the picture of the person on the screen or WB. Put up PPT slide and confirm.</p> <p>Internalization</p> <p>12. Put the pattern on the PPT slide (A is ___ than B). Nominate one S to read the first sentence aloud. Then ask guiding Qs about the pattern: “Is Cindy A or is Alice A? Who is B?” T should repeat this process several times until it is clear that Ss recognize the pattern</p> <p>13. Ask Ss to write 3 sentences about the 4 people on the PPT. Tell them to use the pattern on the PPT and tell them to use word from the word list. CCQ the directions: “How many sentences? Who do you write them about? What pattern do you use?”</p> <p>14. Have Ss share sentences with a partner</p> <p>15. Ask Ss: “Do you want to play a game?” Hold up a stuffed animal and ask: “What is this?” (monkey/elephant) “Yes, we are going to play toss the ____ game. To play the game we will</p>	<p>monitoring and providing in-time scaffolding and hints</p> <p>11. CLT & CoopLL / CLL & MI / NA– sharing info promotes safety and comfort and provides opportunities for peer teaching and learning / let Ss volunteer and let Ss choose who goes next for safety and comfort & integrating VKT activities makes the leaning more inclusive for learners with various sensory learning modality preferences / input before output and silent period so Ss become comfortable with new form</p> <p>12. DM – teaching grammar inductively by asking guiding Qs with a focus on the pattern not the rules</p> <p>13. DM & NA – writing is an important skill to be developed from the beginning & writing provides additional silent period to help Ss feel comfortable about speaking</p> <p>14. CLT & CoopLL – sharing info promotes safety and comfort and provides opportunities for peer teaching and learning</p> <p>15. Desuggestopedia, MI & DM – games allow for Ss to actively use the new TL in fun and interesting ways, integrating Kinesthetic/Tactile activities makes the leaning more inclusive for</p>
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<p>toss the monkey. If you have the monkey, you need to say one of your sentences. Then you will toss the monkey to someone else. Are you ready to play? Who has the monkey?" [teacher] "What do I do?" [say a sentence] "Cindy is more beautiful than Jane. What do I do next? [toss the monkey] then toss the monkey to start the game</p>	<p>learners with various sensory learning modality preferences & the game promotes the use of complete sentences</p>
<p>16. Take the stuffed animal back and say: "Listen." Then ask: "Is Jane taller than Alice?" Point to the pattern and point to the Ss and ask the Q again: "Is Jane taller than Alice?" Have answer in complete sentence. [Yes, Jane is taller than Alice.] Then ask another Q: "Is Jane smarter than Cindy?" Point to the pattern and point to the Ss and ask the Q again: "Is Jane smarter than Cindy?" Have answer in complete sentence. [No, Jane isn't smarter than Cindy / No, Cindy is smarter than Jane.]</p>	<p>16. DM & NA - teaching grammar inductively by asking guiding Qs with a focus on the pattern not the rules – promote speaking in complete sentences – Ss should hear and comprehend a new pattern (Q-form) before using it themselves</p>
<p>17. Show the new pattern on the PPT (Q-form). Ask Ss to write 3 Qs about the 4 people on the PPT. Tell them to use the pattern on the PPT and tell them to use word from the word list. CCQ the directions: "How many Q? Who do you write them about? What pattern do you use?</p>	<p>17. DM & NA – teaching grammar inductively - writing is an important skill to be developed from the beginning & writing provides additional silent period to help Ss feel comfortable about speaking</p>
<p>18. Have Ss share ask their Qs to their partner. Model the interaction with one Ss. One S asks the other S answers. Take turns until all Qs are asked.</p>	<p>18. DM, CLT & CoopLL – Q&A exercise to practice new structure, sharing info promotes safety and comfort and provides opportunities for peer teaching and learning</p>
<p>19. Draw table with 3 columns on the WB. Ask Ss to open their books. Ask focusing Qs to preview the materials: "How many column do you see? What is at the top of the first column?</p>	<p>19. DM – teach grammar inductively ask Qs don't tell - demonstrate don't explain – get Ss to self correct by giving Ss choice</p>

<p>[write what Ss say on WB] (+ er) What is at the top of the second column? [write what Ss say on WB] (-y + ier) What is at the top of the third column? [write what Ss say on WB] (more). Tell Ss that we will put the 10 word above the table into the correct columns. Ask Ss "Where do we put tall? In column one, two or three? Ask Ss to spell it an point to +er. Do this for happy and intelliegent. Make purposeful mistakes (happyer and more intelligenter) have the Ss correct these errors. Ask Qs to clarify the rules. Have do the remaining 7 words on their own. Monitor and use phonics to help them self correct. (Ex: cutter and cuter are they the same word or different? How do you write cuter?)</p> <p>20. Have Ss compare answers and then have Ss come to the WB and fill out the chart</p> <p>21. Put slide on PPT showing a dialog of a conversation I had with my daughter about K-pop singers. Have one S come to the WB, have the other Ss say names of famous people, let the S write the names of the famous people in Korean on the WB. Put Ss in pairs and have them ask and answer Qs using the dialog. Model the activity: Is Shrek more handsome than Donkey? (tell Qs about any 2 people are OK – but the Qs should be interesting). Monitor the Ss when they seem to be asking Qs easily,</p>	<p>20. CLT & CoopLL /CLL & MI – Sharing info promotes safety and comfort and provides opportunities for peer teaching and learning / Having Ss write on the WB helps build community and ownership & integrating Kinesthetic/Tactile activities makes the leaning more inclusive for learners with various sensory learning modality preferences</p> <p>21. CLT & CLL – language and support and scaffolding is provided at first and then is taken away & Ss allowed to choose who they will talk about to make the TL more relevant.</p>
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remove support language

Fluency

22, Ask Ss to open their books to the survey sheet. Have Ss work with their partner and have them choose 3-5 of the most interesting Qs that they asked each other. CCQ this. "Will you and your partner have the same Qs or different Qs? (same Qs)." Once each pair has 3-5 Qs, put the Ss into groups of 3 or 4. Have Ss take turns asking their group members Q and writing the answers down. Put the original pair back together and let them present their findings. 7 people thought Jeon Jihyun was more beautiful than Kim Taehee. 6 people thought Kim Taehee was move beautiful than Jeon Jihyun.

22. CLT – Ss do an activity with a clear communicative purpose – Ss demonstrate they can use the TL on their own to ask and answer their own thoughts and feelings. Ss share their finding with classmates to bring the lesson to a close.

Additional Materials:

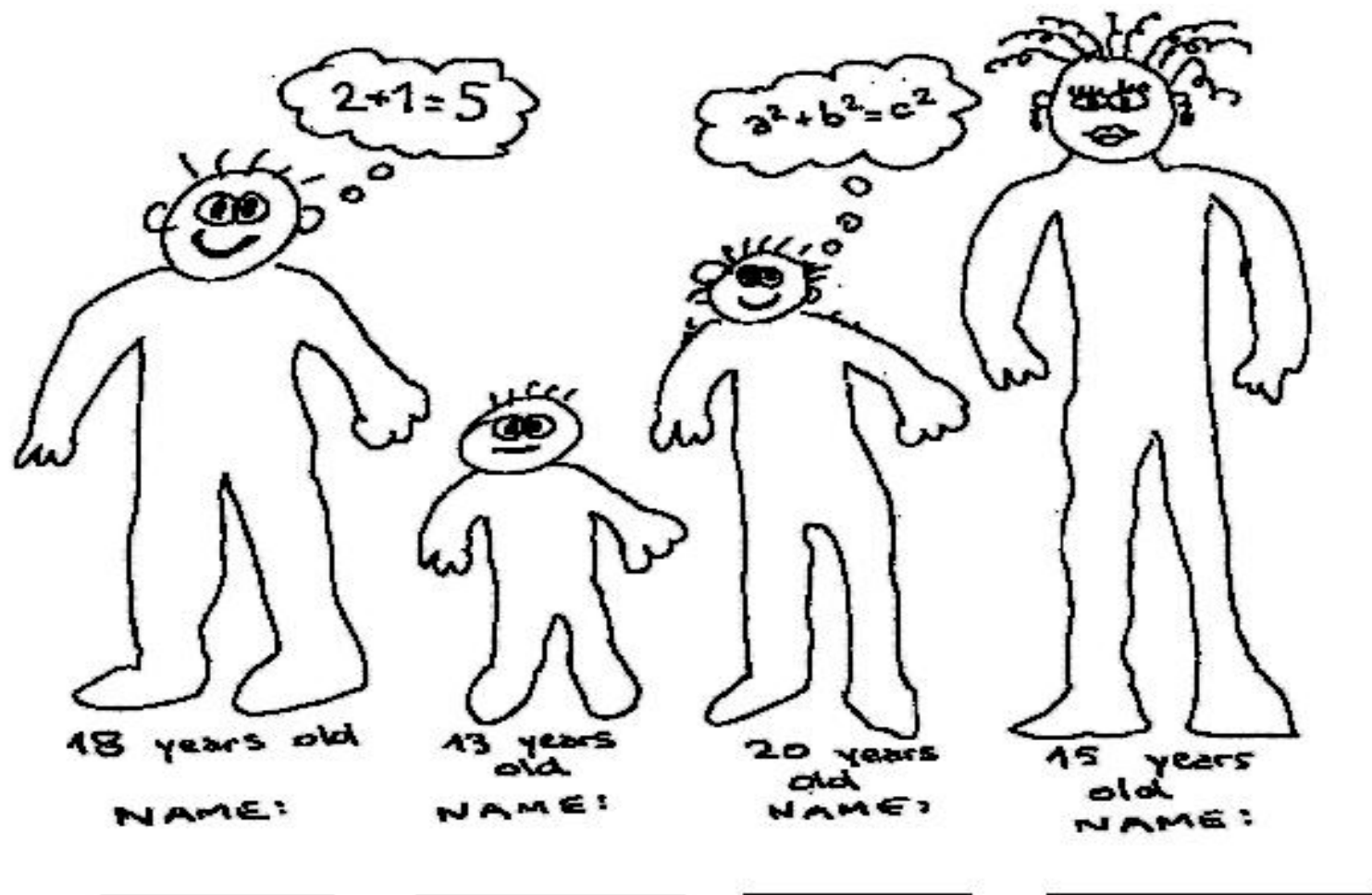
- Laminated pictures of famous Koreans such as singers, actors and sports stars
- Pictures of angel, devil, Einstein and a baby

Mary

Jane

Cindy

Alice



Who is who?

Cindy is taller than Alice.

Jane is taller than Cindy.

Mary is older than Alice.

Jane is happier than Alice.

Cindy is more intelligent than Jane.

Mary is prettier than Cindy.

Cindy is older than Jane.

Where do these go?

Tall, happy, intelligent, pretty, old, interesting, beautiful, cute, big, young

+er	- y + ier	more

Special: Good – better; bad – worse.

Survey

Write questions about famous people, ask your classmates and write their answers.

Question	Name & Answer	Names & Answer	Name & Answer	Names & Answer

The Audio-Lingual Method (Ch4)

Introduction

In this lesson, students will learn about the Audio-Lingual Method. This method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. It is based on the idea that acquiring the target language occurs through conditioning and habit formation.

Learning Objectives

- Students will learn about the Audio-Lingual Method and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of the Audio-Lingual Method such as its goal, conditioning, and habit formation.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques used in an Audio-Lingual Method lesson.
- **Application:** Students will be able to create a five-line dialogue and two drills of any type for the subsentence grammar patterns *want to* and *have to*.

Key Vocabulary

- Structural linguistics (p. 35)
- Behaviourism (p. 35)
- Conditioning (p. 35)
- Reinforcement (p. 35)
- Habit formation (p. 35)
- Contrastive analysis (p. 41)
- Minimal pair (p. 41)
- Phoneme (p. 41)
- Overlearn (p. 43)
- Structural patterns (p. 43)
- Imitation (p. 45)
- Drill types: backward build-up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill question-and-answer drill (pp. 47-48)

Video (watch before class)

- <https://youtu.be/Pz0TPDUz3FU>



Understanding the Audio-Lingual Method

- 1. What is the goal of the Audio-Lingual Method?
- 2. What is conditioning? How did conditioning influence the Audio-Lingual Method?

Experience

- 3. Consider the Audio-Lingual Method video, the sample lesson in the textbook (pp. 35-42), and the observations and principles of the Audio-Lingual Method (pp. 42-46).

a) Match the drill types below with their description.

Backward build-up drill •	• A student answers a question from the teacher, and then asks that same question to a neighbouring students, who answers, and so on.
Repetition drill •	• Students repeat the teacher’s model as accurately and quickly as possible.
Chain drill •	• Students listen to the teacher model a question and answer, and then answer the teacher’s questions by using the same pattern.
Single-slot substitution drill •	• Students repeat a sentence by replacing a word or phrase with a cue that is provided by the teacher.
Multiple-slot substitution drill •	• Students change one type of sentence into another type of sentence.
Transformation drill •	• Students repeat phrases one-by-one from the end of the sentence until the entire sentence is being repeated
Question-and-answer drill •	• Students repeat a sentence by replacing a word or phrase with various cues that are provided by the teacher.



- b) The teacher almost always says a word, phrase, or sentence immediately before the students say it. Why?

- c) Describe the minimal pair activity on textbook page 41. Do you think this activity would be useful for Korean learners of English? Why?

- d) To what extent do the students take the initiative to speak during the lesson? That is, do they decide when they will speak and what they will say, or does the teacher, or is it a combination of the two? Why is it that way?

- e) What is the role of the teacher?

- f) What is the role of the students?

Reviewing the Techniques

4. Create a transformation drill for the following dialogue. (Look on textbook pages 46-48 for information about drill types.)

1. **SAM**

Lou's going to go to college next fall.

2. **BETTY**

Where is he going to go?

3. **SAM**

He's going to go to Stanford.

4. **BETTY**

What is he going to study?

5. **SAM**

Biology. He's going to be a doctor.

What do you think?

5. Let’s find out what everyone thinks about the Audio-Lingual Method. The textbook on pages 48-49 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.
- a) Does it make sense to you that language acquisition results from habit formation? If so, will the habits of the native language interfere with target language learning?
 - b) Should errors be prevented as much as possible?
 - c) Should the major focus be on the structural patterns of the target language?
 - d) Which of these or the other principles of the Audio-Lingual Method are acceptable to you?
 - e) Is a dialogue a useful way to introduce new material? Should it be memorized through mimicry of the teacher’s model?
 - f) Are structural drills valuable pedagogical activities?
 - g) Is working on pronunciation through minimal-drills a worthwhile activity?
 - h) Would you say these techniques (or any other of this method) are ones that you can use as described? Could you adapt any of them to your own teaching approach and situation?

In-Class Activity #1

6. Which of the techniques below follows from the principles of the Audio-Lingual Method, and which ones do not? Explain the reasons for your answers.
- a) The teacher asks beginning-level students to write a composition about the system of transportation in their hometown. If they need a vocabulary word that they do not know, they are told to look in a bilingual dictionary for a translation.

 - b) Toward the end of the third week of the course, the teacher gives students a reading passage. The teacher asks the students to read the passage and to answer certain questions based upon it. The passage contains words and structures introduced during the first three weeks of the course.

 - c) The teacher tells the students that they must add an ‘s’ to third person singular verbs in the present tense in English. She then gives the students a list of verbs and asks them to change the verbs into the third person singular present tense form.



In-Class Activity #2

7. In this question, you will apply what you have understood about the Audio-Lingual Method. You have been asked to teach an **elementary school beginner** language class.

Step 1: Create a dialogue of four or more lines that includes one (or both) of the following structures:

- Have to (hafta)
- Prepositional phrases (e.g., on the bus, at the movie theater)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Step 2: Create two drills (e.g., backward build-up, repetition, chain, single-slot substitution, multiple-slot substitution, transformation, question-and-answer) designed to give elementary school students practice with the structures.

Drill 1

Drill 2

The Silent Way (Ch5)

Introduction

In this lesson, students will learn about the Silent Way. The Silent Way was developed by Caleb Gattegno, a math teacher with an interest in language learning. Key features of the Silent Way are Cuisenaire Rods, Fidel Charts, teacher silence, and accurate repetition of sentences modeled by the teacher.

Learning Objectives

- Students will learn about the Silent Way and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of the Silent Way such as its goal, a learner's inner criteria, and subordinating teaching to learning.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques and resources used in a Silent Way lesson.
- **Application:** Students will be able to create a sequence of activities that act as a suitable follow-up for the video lesson (i.e., *The Floor Plan of a Typical American House*) and that follow the principles and techniques of the Silent Way.

Key Vocabulary

- Underlying abstract rules (p. 51)
- Habit formation versus rule formation (p. 51)
- Cognitive processing (p. 51)
- Mental effort (p. 51)
- Formulating hypotheses (p. 51)
- Caleb Gattegno (p. 52)
- Subordination (p. 52)
- A learner's inner resources or inner criteria (e.g., perception, awareness, cognition, imagination, intuition, creativity, etc.) (p. 52, p. 59)
- Phoneme (p. 53)
- Tap out (p. 54)
- Sound-colour combination (p. 54)
- Unique spirit (p. 63)
- Sound-Colour Chart, Cuisenaire Rods, Word Chart, Fidel Chart (pp. 65-66)

Video (watch before class)

- <https://youtu.be/xqLzbLCpack>



Understanding the Silent Way

1. What is the goal of the Silent Way?
2. What influence did Noam Chomsky have on arguments about language acquisition? How did those arguments influence the Silent Way?
3. One of the basic principles of the Silent Way is that “teaching should be subordinated to learning”. What does this principle mean? How does it influence the role of the teacher and the role of the student?

Experience

4. Consider the Silent Way video, the sample lesson in the textbook (pp. 52-58), and the observations and principles of the Silent Way (pp. 58-65).
 - a) How does the teacher present the new material?
 - b) How does the teacher have the students practice the new material?
 - c) The balance of teacher control and student initiative exists to differing degrees in every lesson. The ideal balance is for the teacher to be in control yet for the students to be able to initiate as much language use as possible. In these Silent Way lessons, what aspects does the teacher control and how does he control them?
 - d) How does the teacher correct the student errors?
 - e) One of the key principles of the Silent Way is “moving from the known to the new or unknown”. How did you see this principle put into practice in the lessons?



Reviewing the Techniques

5. Fill in the blanks below with the correct terminology.

Fidel charts (sound-color charts)	Cuisenaire rods	
word charts	teacher's silence	peer correction
self-correction gestures	structured feedback	

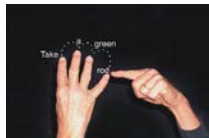
- a) _____ are used to directly link vocabulary and grammatical structures with their meanings in the target language, thereby avoiding the need for translation. They are usually 1-10 centimeters long, and each length has a specific color. Their use is intended to promote inventiveness, creativity, and interest.
- b) _____ are used for teaching vocabulary. They are color-coded according to conceptual groupings of particular vocabulary such as “time expressions”, “seasons”, and “family relationships”, and functional vocabulary such as “personal pronouns” and “question words”.
- c) _____ are used for teaching the relationship between sound and spelling. They include color-coded pronunciation symbols for all of the vowel and consonant sounds in the target language. For example, the words “see”, “sea”, “ceiling”, and “juicy” are grouped together and colored the same because they all have the same vowel sound, /i/.
- d) In the Silent Way, the teacher is responsible for creating an environment that encourages student risk taking based on the idea that teaching should be subordinated to learning. The teacher accomplishes this mainly through _____.
- e) In the Silent way, students are expected to develop independence, autonomy, and responsibility, and an “inner criteria” (i.e., a perception, awareness, cognition, imagination, intuition, and creativity about how the target language works), and to self-correct. Students are also expected to interact with each other cooperatively, and to become comfortable suggesting alternatives to each other in a process of _____.
- f) In the Silent Way, the teacher uses _____ to elicit and shape student responses during an activity. For example, the teacher might point to a particular finger to indicate a trouble spot for a student.



Speak louder.



Repeat.



Take a green rod.

Source:
<http://www.saudicaves.com/silent-way/rods/eng-rods.htm>

- g) _____ occurs at the end of a Silent Way lesson. It includes the teacher asking students for their reaction to the lesson and the students making observations about what they have learned. The intention of this technique is to help students to develop self-awareness and to accept responsibility for their own learning.



What do you think?

8. Let's find out what everyone thinks about the Silent Way. The textbook on pages 67-68 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.
- a) Do you believe teaching should be subordinated to learning?
 - b) Does it make sense to you that learners should be encouraged to be independent of the teacher and autonomous in making their own choices?
 - c) Do you think students can learn from one another?
 - d) Should a teacher look for progress, not perfection?
 - e) Are there any other principles of the Silent Way you believe in? Which ones?
 - f) Are there Silent Way materials which would be of use to you?
 - g) Should a teacher remain silent as much as possible?
 - h) Is structured feedback a useful thing for teachers to elicit from their students?
 - i) Which techniques can you adapt to your own approach to language teaching?
-
-
-

In-Class Activity

6. In this question, you will apply what you have understood about the Silent Way. You have been asked to teach a **middle school beginner** language class.

The Floor Plan of a Typical American House

Recall the second Silent Way lesson described in the textbook on pages 57-58. This is the same lesson shown in the video. The vocabulary in this lesson relates to parts of a house (e.g., front door, back door, dining room, bedroom), and the grammar point seems to be prepositions of location (e.g., in the middle, in the dining room, at the head of the table).



Your task is to prepare a follow-up lesson (keep the same topic) that uses the Silent Way resources on the following page and introduces one of the following grammar patterns (your choice):

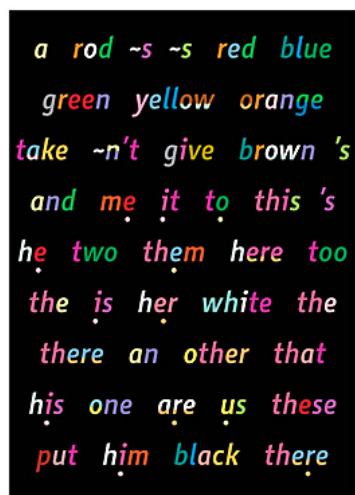
“...er” comparatives (smaller, bigger, shorter, taller)
possessive adjectives (my, your, our, his, hers)
plurals (chairs, rooms, windows, lamps)

Remember, you (as the teacher) should remain mostly as silent as possible, so instead of you speaking, use the resources on the following page (i.e., Word Charts, Sound Charts, Fidel Charts, Cuisenaire Rods) to make meaning clear to the students.

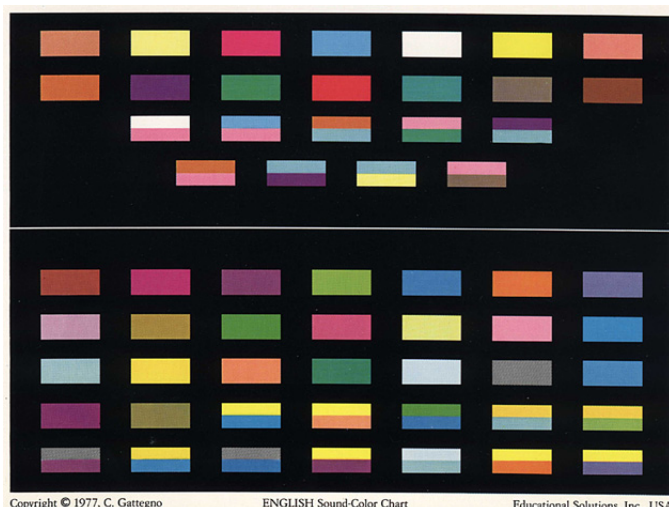


Silent Way Resources

Word Charts



Sound Charts



Copyright © 1977, C. Gattegno

ENGLISH Sound-Color Chart

Educational Solutions, Inc. USA

Fidel Chart



© C. Gallego 1967

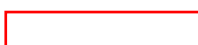
Words in Colour Mute & Fidel

Reduction C.1:9.63 linear

Cuisenaire Rods



Source: https://en.wikipedia.org/wiki/Silent_Way/



ACTIVITIES

Activity A: “Long/Short, Comparatives, Superlatives”

Level	For Ss who are high beginner to low intermediate
Time	10 – 15 minutes
Aims	To develop the ability to use Cuisenaire rods as in the Silent Way
Organization	Pairs or Groups with one participant acting as the “teacher” and the other(s) as “students.
Preparation	A red, yellow and purple rod for each group
Procedure	<ol style="list-style-type: none">1 The teacher lays a red and yellow rod on the table.2 The teacher uses his/her hands to gesture and show the length of the red rod and indicates that the students should say something. The teacher should try to elicit the word, long. If it is not possible, s/he points to the word "long" on a separate piece of paper where various adjectives have been written. The teacher should then try to elicit from the students a sentence or phrase similar to the examples below. Eliciting a full sentence or phrase may require the teacher to use the finger correction technique. <i>"The red rod is long."</i> <i>"A long, red rod."</i>3 The teacher makes another gesture indicating the shortness of the yellow rod. <i>"The yellow rod is short."</i> <i>"A short, yellow rod."</i>4 The teacher then makes a gesture indicating simultaneously the lengths of the two rods. If necessary, the teacher points to "-er" which is written on the piece of paper that contains the adjectives so the students can say "longer." The teacher then tries to elicit the two sentences below. <i>"The red rod is longer than the yellow one."</i> <i>"The yellow rod is shorter than the red one."</i>5 The teacher then adds a rod that is shorter than the other two rods and tries to elicit the superlative of long (longest) from the students. If needed, the teacher can point to “-est” on the paper to elicit the superlative. The teacher then points at the rod that is shorter than the others and tries to elicit “shortest.” The teacher then indicates to the students that a sentence should be made using one of the two superlatives. <i>"The purple rod is the shortest."</i> <i>"The red rod is the longest."</i>

Activity B: “Tall/Short, Comparatives, Quantifiers, More/Fewer”

Level	For Ss who are high beginner to low intermediate
Time	10 – 15 minutes
Aims	To develop the ability to use Cuisenaire rods as in the Silent Way
Organization	Pairs or Groups with one participant acting as the “teacher” and the other(s) as “students.
Preparation	Green and blue rods and a number of red rods for each group
Procedure	<ol style="list-style-type: none">1 The teacher places a green rod and a blue rod upright on the table and tries to elicit, "Mr. Green and Mr. Blue." If needed, the teacher can identify each as “Mr. Green and Mr. Blue.2 The teacher then gestures to the difference in height between the two men and tries to elicit the two sentences below. <i>If needed</i>, the teacher can point to "tall" or “short” on a pre-prepared separate paper containing adjectives. <i>"Mr. Brown's taller than Mr. Black."</i> <i>"Mr. Black's shorter than Mr. Brown."</i>3 Then the teacher places three red rods upright around Mr. Green and about twelve red rods around Mr. Blue. The teacher gestures to the red rods and tries to elicit, "children". <i>If needed</i>, the teacher can point to "children" or on a pre-prepared separate paper containing nouns or possibly mime rocking a baby.4 The teacher then hides Mr. Green and his family with a paper to indicate to the students that they should only talk about Mr. Blue and his family. The teacher should try to elicit the two sentences below. <i>If needed</i>, the teacher can point to "a lot of" or “many” on a pre-prepared separate paper containing quantifiers. <i>"Mr. Blue has a lot of children."</i> <i>"He has many children."</i>5 Then, the teacher hides Mr Blue and his family and displays Mr. Green and his family and tries to elicit the following sentences: <i>"Mr. Green has a few children."</i> <i>"He has some children."</i>6 Then, the teacher shows both the families together and tries to elicit the following: <i>"Mr. Blue has more children than Mr. Green."</i> <i>"Mr. Green has fewer children than Mr. Blue."</i>

Desuggestopedia (Ch6)

Introduction

In this lesson, students will learn about Desuggestopedia. Desuggestopedia was designed by Georgi Lozanov, a psychiatrist-educator. It derives from his science of Suggestology, which explores learning in relation to the non-rational or non-conscious influences that people experience in their lives. Music and drama are prominent features of Desuggestopedia.

Learning Objectives

- Students will learn about Desuggestopedia and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of Desuggestopedia such as its goal and “desuggesting” psychological barriers to learning.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques and resources used in a Desuggestopedia lesson.
- **Application:** Students will be able to create a dialogue of 5-6 lines on a topic of their choice and a sequence of activities that matches the four phases of a Desuggestopedia lesson.

Key Vocabulary

- Georgi Lozanov (p. 71)
- Psychiatry (p. 71)
- Suggestology (p. 71)
- Psychological barrier (p. 71)
- “desuggest” (p. 71)
- Bright and colourful classroom set-up (p. 72)
- Positive suggestion, direct suggestion, indirect suggestion (p. 72, p. 81)
- New identities (i.e., roles) (p. 72)
- Peripheral learning (p. 75)
- Feeling of security (p. 76)
- Freeing the speech muscles (p. 76)
- Conscious and subconscious plane (p. 77)
- Fine arts (e.g., music, art, drama) (p. 77)
- Receptive Phase (i.e., First Concert, Second Concert) and Active Phase (i.e., Primary Activation, Creative Adaptation) (p. 82)

Video (watch before class)

- <https://youtu.be/3rkrvRlty5M>



Understanding Desuggestopedia

2. What is the goal of Desuggestopedia?
3. Deliberate suggestion can influence how people perform. For example, some people believe that having a glass of wine at a party can help them become more sociable (i.e., perform better). Other people believe that eating “sticky” food will help them to do better on tests, and that conversely, eating “slippery” foods will cause them to forget.
 - a) Can you think of other **suggestions** that influence performance?
 - b) Do you think **the power of suggestion** can influence language learning?
4. Georgi Lozanov, a psychiatrist-educator and the creator of Desuggestopedia, believes that we set up **psychological barriers** to learning, we fear that we will be unable to perform, that we will be limited in our ability to learn, or that we will fail. For example, we might think discouraging thoughts such as, “I can’t do this,” or, “This is too difficult”. One result is that we do not use the **full mental powers** that we have. In order to make better use of our **mental reserves**, the limitations that we think we have (i.e., our negative thoughts) need to be “**desuggested**”. Desuggestopedia is an application of the study of suggestion to language teaching. It is designed to help students believe that they can overcome the barriers to learning and become successful.
 - a) Do you think students come to class with psychological barriers (e.g., discouraging thoughts) that may negatively affect their learning?
 - b) Do you think there is any truth to the idea that psychological barriers need to be “desuggested” in order to facilitate learning?



Experience

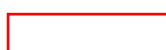
5. Consider the Desuggestopedia video, the sample lesson (pp. 71-75), observations and principles (pp. 75-80), and techniques of Desuggestopedia (pp. 81-82) in the textbook.
- a) What did the students learn? What were the topics of the lessons?
 - b) How did **classroom setup** reflect the principles and techniques of Desuggestopedia? How are the arts integrated?
 - c) What were the different activities? How were listening, speaking, reading, and writing used?
 - d) How were **peripheral learning** and **positive suggestion** represented?

Reviewing the Techniques

6. Fill in the blanks below with the correct terminology.

first concert	second concert
primary activation	creative adaptation

- a) The _____ and _____ are the receptive phases of a Desuggestopedia lesson. The _____ begins with the teacher reading the lesson text aloud to the class, often in a slow and dramatic way with music in the background, as the class follows along on a handout of the text. Then in the _____, the students just listen to the teacher read the lesson text normally.
- b) The _____ and _____ are the active phases of a Desuggestopedia lesson. In the _____, students repeat the lesson text sentence by sentence, individually or all together, in imitation of the teacher's voice and accent. In the _____, students do various activities such as singing, dancing, dramatizations, and games that focus only on communication.



What do you think?

7. Let’s find out what everyone thinks about Desuggestopedia. The textbook on page 83 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.
- a) What connection, if any, can you make between Desuggestopedia and your approach to teaching?
 - b) Does it make sense to you that when your students are relaxed and comfortable, their learning will be facilitated?
 - c) Should the teacher’s role be one of being a respected and trusted authority?
 - d) Should direct and indirect suggestions be used?
 - e) Should learners be made as enjoyable as possible?
 - f) Which, if any, of the other principles of Desuggestopedia do you accept?
 - g) Do you think students can learn peripherally?
 - h) Would it be useful for your students to develop a new target language identity?
 - i) Would you consider presenting the material with a musical accompaniment?
 - j) Are any of the activities of the activation phase of use to you?

In-Class Activity

8. In this question, you will apply what you have understood about Desuggestopedia for a **high school intermediate** language class. Create a topic, description of the classroom setup, and dialogue of 5-6 lines that follows the principles and techniques of a Desuggestopedia lesson.

Topic

Classroom Setup

Dialogue

The reading concert text

Once upon a time there was a young man who was addicted to chocolate. He ate it for breakfast in the morning, at lunch and dinner - it seemed that he was never tired of eating it. Chocolate with cornflakes, chocolate on toast, chocolate and beer - he even boasted of eating chocolate and steak. He was married to a beautiful woman whom he had met when he was recovering from flu. She was a nurse, responsible for all the patients in the area and very content with her job. In fact the only problem these two had was his dependence on chocolate.

One day the young wife decided on a plan to make her husband allergic to chocolate forever. She confided in her best friend and asked her to cooperate with her in playing a trick on her husband. She was aware of the fact that her friend suffered from rats and she asked if she could borrow some of her rat poison. Her friend was a little surprised at the request but agreed to it and gave her the poison.

The young wife hurried home and started work in the kitchen, very satisfied with herself. An hour later she emerged from the kitchen proudly carrying a large chocolate cake and the empty tin of rat poison. "Darling - I've made a lovely chocolate cake for you!" she called fondly. Down the stairs the greedy husband ran and in a short time he had polished it off, right down to the last crumb.

He was released from hospital after only two weeks. He never accused his wife of poisoning him, but he was always slightly suspicious of her. Needless to say, he never again touched chocolate.

Look at the text provided to you above. This is the teacher's version of the text. The text provided to the Ss would not have the highlighted bits of language. In your groups discuss the text and decided how you would use Desuggestopedia to teach it.

Basic steps (Think about the lesson described in the book and the lesson we saw Lonny teach):

- Receptive Phase (Reading Concert 1 and 2)
- Decoding or New Language Focus - working with the meaning of the new words
- Primary Activation/Controlled practice: Working with meaning and form of the new language
- Creative Adaptation/Less Controlled practice and Fluency based activities

If time permits, you will need to teach your version of the lesson to new groups.

Community Language Learning (Ch7)

Introduction

In this lesson, students will learn about Community Language Learning. Community Language Learning was developed by Charles Curran, a professor of psychology at Loyola University in Chicago. It emphasizes topics that the learners want to learn about, just as a patient would talk about what they wanted to talk about with a counsellor during a counselling session. Key features of this method are translation from L1 to L2 and recording learners' speech.

Learning Objectives

- Students will learn about Community Language Learning and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of Community Language Learning such as its goal, whole-person learning, and building relationships and a sense of community.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques and resources used in a Community Language Learning lesson.
- **Application:** Students will be able to create and conduct a "Recording Student Conversation" activity for a given topic (i.e., "*Spring has arrived. What are you going to do now that the weather is nice?*") that follows the principles and techniques of Community Language Learning.

Key Vocabulary

- Whole-person learning (p. 85)
- Students' intellect and feelings (p. 85)
- Counselling-learning approach (p. 85)
- Charles A. Curran (p. 85)
- Counsellor (p. 85)
- Record and transcribe (p. 86)
- Translation (p. 86)
- Human Computer™ (p. 89)
- Building relationships (p. 91)
- Sense of community (p. 93)
- Movement from dependency to interdependency (p. 94)
- Six elements of nondefensive learning: security, aggression, attention, reflection, retention, and discrimination (SAARRD) (p. 95)
- Recording student conversation, transcription, reflective listening (pp. 98-99)

Video (watch before class)

- https://youtu.be/tx_we_P3Pic



Understanding Community Language Learning

1. What is the goal of community language learning?
2. Psychologists are generally interested in studying, understanding, and helping with thoughts, emotions, and behaviours. They create theories and treatments, and work to help effect change in individuals. That is, psychologists are interested in exploring **human potential**. While the focus of **human potential** at first was medical – to “cure” or “heal” a person through counselling – the scope has widened to include any normal **growth process**, and thus the process of education.

The study of **human potential** attempts to reconstruct an educational system that has placed too much emphasis on “cognition” and not enough emphasis on “feeling”. Students are thirsty for richer affective contacts with one another and with the world. Indeed, emotional education has a developmental priority that formal educational systems have overlooked. From this, we may conclude that a major goal of the **human potential** movement is the integration of affect, cognition, and action.

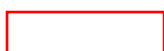
What are your thoughts about applying the study of **human potential** to language learning?

Experience

3. Consider the Community Language Learning video, the sample lesson in the textbook (pp. 86-90), and the observations and principles of Community Language Learning (pp. 91-97).
 - a) What did the teacher do to put into practice each of the four basic learning assumptions of CLL?
 - Students are whole persons.
 - People learn best when they feel secure.
 - Students should have the opportunity to generate the language they wish to learn.
 - The teacher should “understand” what the students are feeling.



- b) What language is used the most during class? L1 L2
➤ *As a teacher, how do you feel about this?*
- c) Is translation permitted? yes no
➤ *As a teacher, how do you feel about this?*
- d) Does the teacher need to be bilingual to teach the class? yes no
➤ *As a teacher, how do you feel about this?*
- e) How and when did the teacher correct the students? Do you feel students can learn from this type of correction? Why? Why not? How do you correct students in your classroom?
- f) The teacher did not call on students. Students were free to volunteer. Why do you think that this was done? What do you do in your classroom? Why?
- g) The students generated the material (vocabulary) to be worked on in this lesson. How have you worked with student-generated material in your classroom? Brainstorm ways in which you can work with your textbooks that allow students to generate/select the material you need to cover.
- h) Curran, the creator of Community Language Learning, says that there are six elements of nondefensive learning: security, aggression, attention, reflection, retention, and discrimination (SAARRD). Can you find examples of these elements in the lesson in the textbook and in the video on the course website?



Reviewing the Techniques

- 4. Look at the list of techniques on textbook pages 98-99. Explain how they might be useful (or not).

Recording Student Conversation

Transcription

What do you think?

- 5. The textbook points out that,

The two most basic principles which underlie the kind of learning that can take place in CLL are summed up in the following phrases:

- 1. “Learning is persons”, which means that whole-person learning of another language takes place best in a relationship of trust, support, and cooperation between teacher and students and among students.
- 2. “Learning is dynamic and creative”, which means that learning in an ongoing developmental process. (p. 100)

With these ideas in mind, let’s find out what everyone thinks about Community Language Learning. The textbook on page 100 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.

- a) Do you agree with these two basic principles?
- b) Do you believe that the teacher should adopt the role of a counselor, as Curran uses the term?
- c) Should the development of a community be encouraged?
- d) Do you think that students should be given the opportunity for, in effect, creating part of their own syllabus?
- e) Which of these or any other principles is compatible with your personal approach to teaching?
- f) Do you think you could use the technique of recording your students’ conversation?
- g) Should you give your students an opportunity to reflect on their experience?
- h) Can you use the Human Computer™?
- i) Which of the other techniques can you see adapting to your teaching style?

In-Class Activity

6. In this question, you will apply what you have understood about Community Language Learning. You have been asked to teach a **middle school beginner** language class.

First, we should refresh our memory that Community Language Learning aims at centering the language learning experience as much as possible on the learners themselves, giving them responsibility for the content of the lesson, and engaging not only their intellects but their feelings as well. The teacher's role is essentially that of a **consultant**, providing the language the students need in order to express their meanings effectively. Topics can be introduced by the teacher to guide the students' conversations, but more in line with CLL techniques, topics should be initiated by the students. In either case, the teacher decides which language points to focus on based on what emerges from the conversation, while at the same time considering the level and needs of the class.

The topic of the lesson is:

Spring has arrived. What are you going to do now that the weather is nice?

The grammar focus is:

going to (gonna)

The actual vocabulary used will be provided by the students (and translated into English by the teacher if necessary).

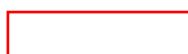
The teacher begins the activity by describing in Korean what the format will be:

우리는 오늘 좋은 봄 날씨에 대해서 대화를 할 거예요. 나는 봄에 너의 계획에 대해서 서로 질문하고 답 하길 바래요. 당신이 각각의 문장을 만든후, 이 MP3 플레이어에 그것을 녹음해봐요. 이제 모두 준비되었나요? 그럼 시작해봅시다. ○○씨 지금 날씨가 좋으면 무엇을 할 예정인가요?

******The recording stage is important to focus on, but let's also remember the other things that the teacher in the textbook and the video did during this lesson. These techniques and activities should be part of your activity too. Here are some examples:

- Listening to the recording / reflective listening
- Writing sentences on the board / transcription
- Translation exercises
- Human ComputerTM

There are other techniques too, so check the textbook and recall the video carefully.



Total Physical Response (Ch8)

Introduction

In this lesson, students will learn about Total Physical Response. Total Physical Response, or TPR, was developed by James Asher, a professor of psychology at San Jose State University in California. It is based around the coordination of speech and action. It attempts to teach language through physical (motor) activity.

Learning Objectives

- Students will learn about Total Physical Response and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of Total Physical Response such as its goal, affective filter, comprehensible input, and comprehension-based instruction.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques used in a Total Physical Response lesson.
- **Application:** Students will be able to create an Action Sequence for a set of given resources (i.e., playboards with peel and stick figures on the topics of *The Kitchen* and *The Airport*) that follow the principles and techniques of Total Physical Response.

Key Vocabulary

- Comprehension Approach (p. 103)
- James Asher (p. 103)
- Comprehensible input, i+1 (p. 103)
- Affective filter (p. 104)
- Command (p. 105)
- Fun and humour (p. 108, p. 109)
- Spoken language (p. 108)
- Modelling (p. 109)
- Nonverbal (p. 109)
- Zany commands and humorous skits (p. 110)
- Oral modality (p. 110)
- Imperatives (p. 110)
- Role reversal (p. 112)
- Action sequence (p. 112)

Video (watch before class)

- <https://youtu.be/YuS3ku-PSL8>



Understanding Total Physical Response

- a) What is the goal of Total Physical Response?
- b) Evaluate the statements below. Do you agree or disagree? Why?
 - a) Comprehension abilities precede productive skills in learning a language.
 - b) The teaching of speaking should be delayed until comprehension skills are established.
 - c) Listening skills transfer to other skills.
 - d) Teaching should emphasize meaning rather than grammatical form.
 - e) Teaching should minimize learner stress.

Experience

- c) Consider the Total Physical Response video, the sample lesson in the textbook (pp. 104-107), and the observations and principles of Total Physical Response (pp. 107-111).
 - a) Which aspects of language (i.e., grammar, vocabulary) does the teacher teach?
 - b) What is the role of the teacher?
 - c) What is the role of the students?



- d) How does the teacher know the students had comprehended her commands?

- e) Why does the teacher demonstrate the commands first with individuals and then move to the whole group?

- f) Why did the teacher write the language on the board at the end of the lesson instead of at the beginning?

- g) What is the role of humour in a TPR classroom?

Reviewing the Techniques and Principles

- d) Look at the list of techniques on textbook pages 111-112, in particular Action Sequence. The example action sequence is for **writing a letter**:

Take out a pen.
 Take out a piece of paper.
 Write a letter. (imaginary)
 Fold the letter.
 Put it in an envelope.
 Seal the envelope.
 Write the address on the envelope.
 Put a stamp on the envelope.
 Mail the letter.

What other “everyday activities” have steps that can be made into action sequences? Create an action sequence for **brushing your teeth** or **downloading a smartphone app**, or any idea of your own. Write it on the lines below.

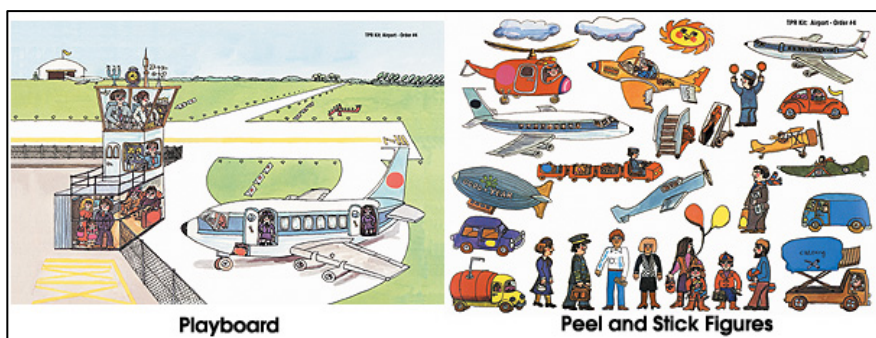
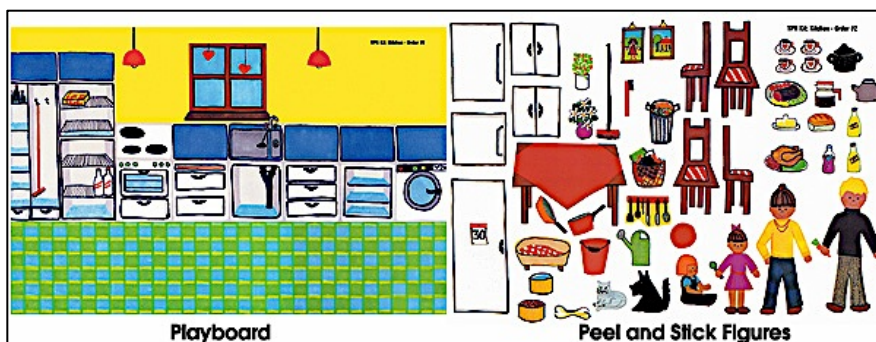
What do you think?

- e) Let's find out what everyone thinks about Total Physical Response. The textbook on page 113 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.
- a) Does it make any sense to delay the teaching of speaking the target language?
 - b) Do you believe that students should not be encouraged to speak until they're ready to do so?
 - c) Should a teacher overlook certain student errors in the beginning?
 - d) Which, if any of the other principles do you agree with?
 - e) Would you use the imperative to present the grammatical structures and vocabulary of the target language?
 - f) Do you believe it is possible to teach all grammatical features through the imperative?
 - g) Do you think that accompanying language with action aids recall?
 - h) Would you teach reading and writing using Total Physical Response?
 - i) Would you want to adapt any of the techniques of TPR to your teaching situation?
 - j) Can you think of any others you would create that would be consistent with the principles presented here?
-
-
-

In-Class Activity

- f) In this question, you will apply what you have understood about Total Physical Response. You have been asked to teach an **elementary school beginner** language class.

Use one of the resources below to create an **Action Sequence** (see textbook page 112).



Source: <http://www.tpr-world.com/>



Communicative Language Teaching (Ch9)

Introduction

In this lesson, students will learn about Communicative Language Teaching, or CLT. CLT is one way of teaching for the development of communicative competence, which can be defined as the ability to use the language appropriately in a given social situation. CLT tends to emphasize language functions such as requesting, apologizing, or inviting. It has proven to be an extremely influential way of language teaching, even today.

Learning Objectives

- Students will learn about Communicative Language Teaching and its techniques and principles.

Learning Outcomes

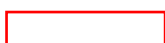
- **Principles:** Students will be able to describe key principles of Communicative Language Teaching such as its goal, the difference between “linguistic competence” and “communicative competence”, the importance of social context, and authentic language and communication.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques and resources used in a Communicative Language Teaching lesson.
- **Application:** Students will be able to create a sequence of activities for a given set of resources (i.e., *Information Gap*, *Picture Strip Story*) that follow the principles and techniques of Communicative Language Teaching.

Key Vocabulary

- Language functions (p. 115)
- Linguistic competence (p. 115)
- Communicative competence (p. 115)
- Communicative Approach (p. 115)
- “fuzzy” and flexible (p. 115)
- Authentic language and communication (p. 119, p. 121)
- Communicative event (p. 120)
- Cohesion and coherence (p. 120)
- Social context (p. 121)
- Interlocutor roles (p. 121)
- Morrow’s three characteristics of communicative activities: information gap, choice, feedback (p. 122)
- Authentic materials, scrambled sentences, language games, picture strip story, role-play (pp. 126-128)

Video (watch before class)

- <https://youtu.be/3kRT-rsKxn4>



CLT Survey

What is involved in CLT methodology in your view? *(Please check one.)*

- | | | |
|--|---|-------------------------------------|
| a. CLT is student/learner-centered approach. | True <input type="checkbox"/> Not True <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| b. CLT emphasizes fluency over accuracy. | True <input type="checkbox"/> Not True <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| c. CLT emphasizes communication in a second language (L2) | True <input type="checkbox"/> Not True <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| d. CLT relies heavily on speaking and listening skills. | True <input type="checkbox"/> Not True <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| e. CLT requires teachers to have a high proficiency in English. | True <input type="checkbox"/> Not True <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| f. CLT involves only group work or pair work. | True <input type="checkbox"/> Not True <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| g. CLT requires higher knowledge of the target language culture. | True <input type="checkbox"/> Not True <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| h. CLT involves no grammar teaching. | True <input type="checkbox"/> Not True <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| i. CLT involves teaching speaking only. | True <input type="checkbox"/> Not True <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| j. CLT is basically an ESL methodology, not EFL. | True <input type="checkbox"/> Not True <input type="checkbox"/> | Don't know <input type="checkbox"/> |

Understanding Communicative Language Teaching

1. What is the goal of Communicative Language Teaching?
2. What is linguistic competence? What is communicative competence? How are they different?
3. What are language functions?

Experience

4. Consider the Communicative Language Teaching video, the sample lesson in the textbook (pp. 116-119), and the observations and principles of Communicative Language Teaching (pp. 119-125).
 - a) What are the language functions in the lessons?
 - b) Consider Morrow's three features of communication – information gap, choice, and feedback – on textbook pages 122-123. Explain how these three features of communication are incorporated in the lessons.
 - Information Gap
 - Choice
 - Feedback



Reviewing the Techniques

5. Communicative language teaching uses tasks, games, and authentic materials extensively. Match the techniques below with their description.

- | | |
|-----------------------|---|
| Authentic Materials • | • A wide range of activities that are generally intended to provide an interesting and entertaining way of developing communication skills, particularly speaking and listening. |
| Scrambled Sentences • | • Activities that give students the opportunity to practice communicating in different social contexts and in different social roles. They can be more or less structured. |
| Language Games • | • Activities that uses images to facilitate communication. They can help students to develop problem-solving skills and also provide students with practice in negotiating meaning. |
| Picture Strip Story • | • Newspaper articles, weathers forecasts, menus, timetables, pop songs, and other kinds of resources that are realistic (not necessarily genuine) examples of actual language use. |
| Role Play • | • A mixed-up text or dialogue that students have to sequence correctly as a way of teaching them about cohesion and coherence. |

What do you think?

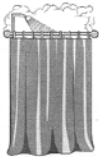








6. Let’s find out what everyone thinks about Communicative Language Teaching. The textbook on page 128 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.
- a) Is achieving communicative competence a goal for which you should prepare your students?
 - b) Would you adopt a functional syllabus?
 - c) Should a variety of language forms be presented at one time?
 - d) Are there times when you would emphasize fluency over accuracy?
 - e) Do these or any other principles of Communicative Language Teaching make sense to you?
 - f) Would you ever use language games, problem-solving tasks, or role-plays? When?
 - g) Should all your activities include the three features of communication?
 - h) Should authentic language be used?
 - i) Why do we say that communication is a process?
 - j) What does it mean to say that the linguistic forms speaker uses it should be appropriate to the social context?



In-Class Activity #1 (Information Gap)

7. In this question, you will apply what you have understood about Communicative Language Teaching. You have been asked to teach a **middle school beginner** language class. Using the resource below:

- Step 1: Decide what the topic of the activity is.
- Step 2: Decide what the function(s) will be.
- Step 3: Create instructions to students about how to do the activity.

	Student A				Student B		
	Linda	Michael	Michael and Peter		Linda	Michael	Michael and Peter
7:10				7:10			
7:25				7:25			
20:30				20:30			

Source: Brandl, K. (2008). *Communicative language teaching in action*. Upper Saddle River, NJ: Pearson.

In-Class Activity #2 (Picture Strip Story)

8. In this question, you will apply what you have understood about Communicative Language Teaching. You have been asked to teach a **high school intermediate** language class. Using the resource below:

- Step 1: Decide what the topic of the activity is.
- Step 2: Decide what the function(s) will be.
- Step 3: Create instructions to students about how to do the activity.



Source: Ur, P. (2009). *Grammar practice activities* (2nd ed.). Cambridge, England: Cambridge University Press.

Personal Information Gap Activity - "A"

Fill in the blanks by:

- *listening to the questions your partner asks you and writing them down.*
- *asking your partner the questions and writing their down their answers.*

QUESTIONS:	ANSWERS:
1) What's one of your favorite foods?	
2)	
3) What's your favorite fruit?	
4)	
5) Can you cook?	
6)	
7) What did you have for breakfast today?	
8)	
9) What did you have for dinner last night?	
10)	
11) How often do you buy food at a convenience store?	
12)	
13) What's the strangest thing you've ever eaten?	
14)	
15) <i>YOUR QUESTION</i>	

Logic Gap



Student A

Complete the puzzle below. Follow these instructions: There are eight rooms and eight tenants at Sunshine Apartments. You know that the eight tenants are Brian, David, Etsuko, Fran, Craig, Alberto, Hannah, and Gina. You don't know their exact apartment numbers.

You have three clues, and your partner has three different clues. Take turns telling each other your clues. Write each person's name in the correct room.

Sunshine Apartments

Room 201 _____	Room 202 _____	Room 203 _____	Room 204 _____
Room 101 _____	Room 102 <i>Fran</i>	Room 103 _____	Room 104 _____

1. Fran is in Room 102.
2. Hannah is immediately below David.
3. Brian is between Alberto and Craig.

What does your first clue say?

Which is Gina's apartment? Turn to page 90 to check your answers.

Personal Information Gap Activity - "B"

Fill in the blanks by:

- *listening to the questions your partner asks you and writing them down.*
- *asking your partner the questions and writing their down their answers.*

QUESTIONS:	ANSWERS:
1)	
2) What's a food you hate?	
3)	
4) What's your favorite snack or dessert?	
5)	
6) What can you make?	
7)	
8) How often do you skip breakfast?	
9)	
10) What kind of toppings do you like on your pizza?	
11)	
12) Do you like ethnic food? What kinds?	
13)	
14) <i>YOUR QUESTION</i>	
15)	

Logic Gap



Student B

Complete the puzzle below. Follow these instructions: There are eight rooms and eight tenants at Sunshine Apartments. You know that the eight tenants are Brian, David, Etsuko, Fran, Craig, Alberto, Hannah, and Gina. You don't know their exact apartment numbers.

You have three clues, and your partner has three different clues. Take turns telling each other your clues. Write each person's name in the correct room.

Sunshine Apartments

Room 201 _____	Room 202 _____	Room 203 _____	Room 204 _____
Room 101 _____	Room 102 <i>Fran</i>	Room 103 _____	Room 104 _____

1. Hannah is two rooms to the right of Fran.
2. Craig is immediately to the left of David.
3. Etsuko is not below Craig.

My first clue says that Hannah is ...

Which is Gina's apartment? Turn to page 90 to check your answers.

A Sheet

Language Points

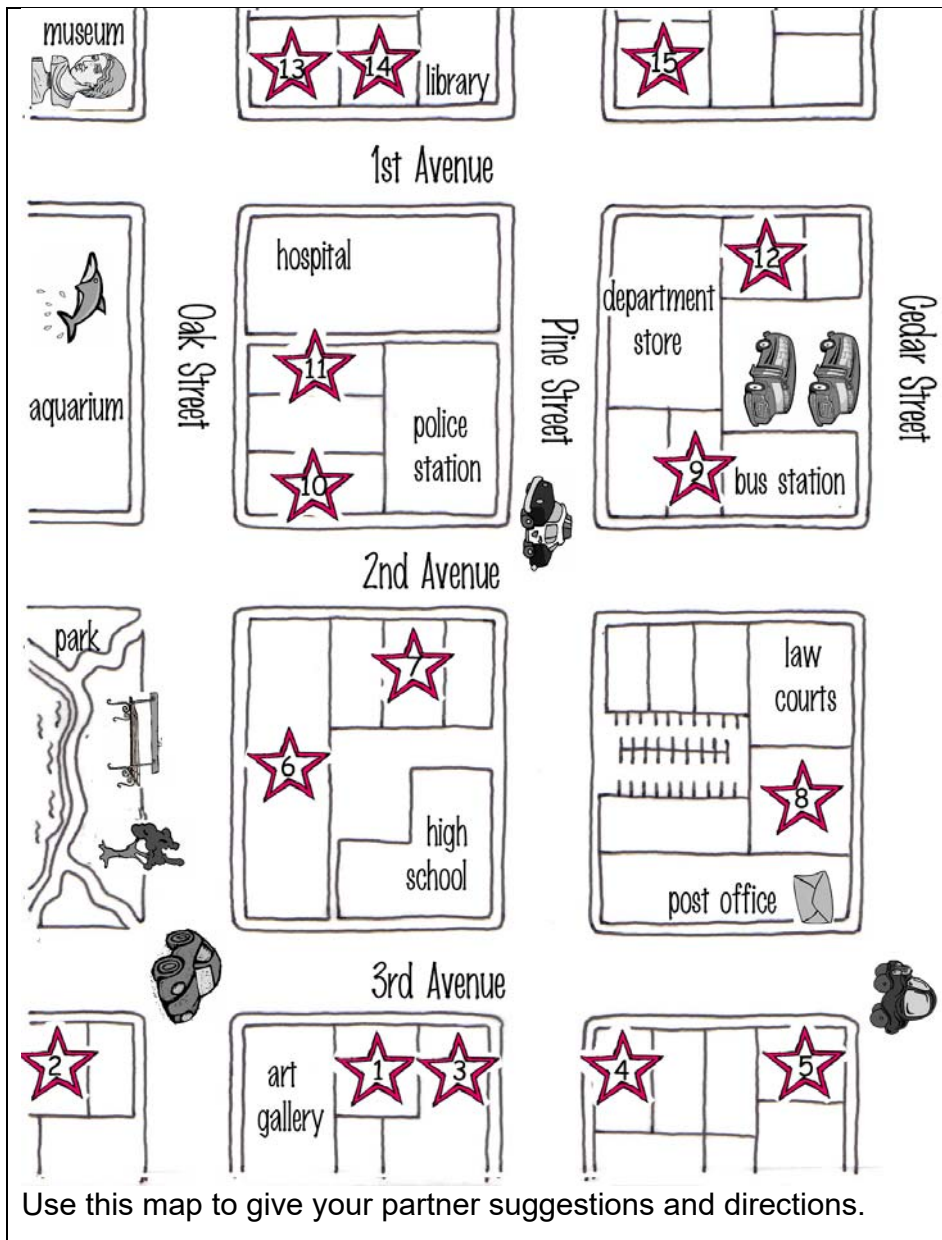
Giving Street Names

It's on Pine Street
It's on 2nd Avenue.
It's on the corner of 2nd and Pine.

Giving Nearby Landmarks

It's across from the bank.
It's next to the park.
It's opposite the library.

Giving Directions



Use this map to give your partner suggestions and directions.

Ask your partner where you can do the following:

- buy some steaks.*
- see a movie*
- order some sushi*
- rent a bike*
- pick up a bathing suit*
- get some aspirin*
- purchase some software*

Fill in the name of the buildings that belong in the blanks:

- (1) Ming's Dynasty
- (2) Hungry Burger
- (3) _____
- (4) Elegant Shoes
- (5) _____
- (6) Starlight Videos
- (7) _____
- (8) Mike's Bowling Alley
- (9) _____
- (10) Monet Cafe
- (11) _____
- (12) Ace Music CDs
- (13) _____
- (14) Mark's Supermarket
- (15) _____

B Sheet

Language Points

Giving Street Names

It's on Pine Street

It's on 2nd Avenue.

It's on the corner of 2nd and Pine.

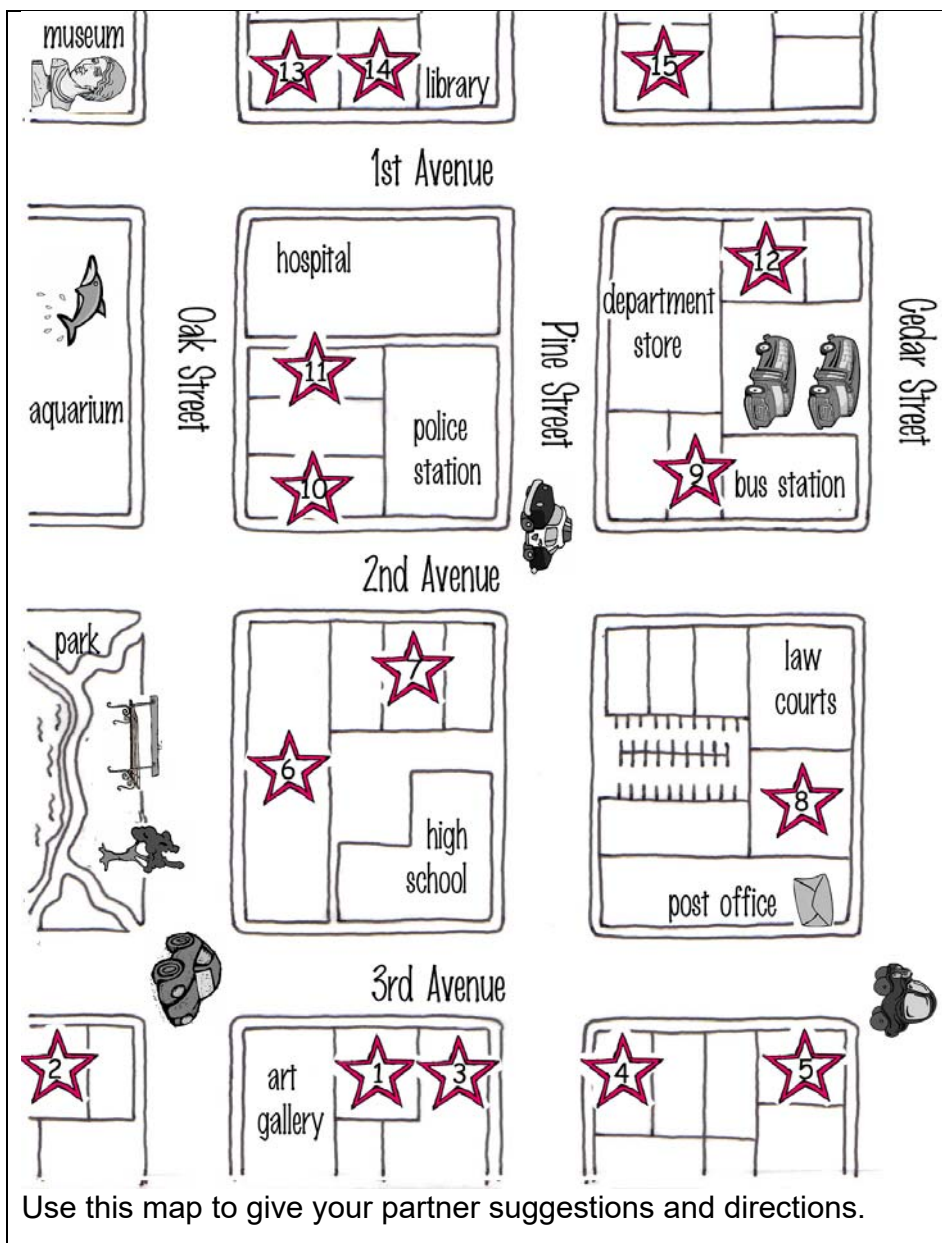
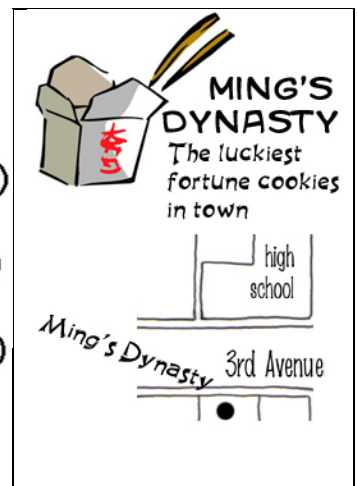
Giving Nearby Landmarks

It's across from the bank.

It's next to the park.

It's opposite the library.

Giving Directions



Use this map to give your partner suggestions and directions.

Ask your partner where you can do the following:

rent a DVD

go bowling

grab a burger

buy some shoes

pick up some milk

find a music CD

go for a cup of coffee

Fill in the name of the buildings that belong in the blanks:

- (1) Ming's Dynasty
- (2) _____
- (3) Bedwell Theater
- (4) _____
- (5) Beaches Swimwear
- (6) _____
- (7) Niko Bikes
- (8) _____
- (9) Albert's Pharmacy
- (10) _____
- (11) Future Computers
- (12) _____
- (13) A and A meats
- (14) _____
- (15) Edo Sushi

Sheet A Day's Big Date

What did Dan buy for his big date? **Ask** your partner for the missing information. Then **confirm** the total.

Getting Information:	
What did he buy at <u>London Rolls Bakery</u> ?	He bought a <u>chocolate cake and two pastries</u> .
How much was it?	It was <u>\$12.50 for the cake and \$2.00 for the pastries</u> ?
How much was the total?	With tax, the total came to <u>13.25</u> ?
How did he pay for it?	He <u>paid \$20.00 cash and got \$6.75 change</u> . (He put it on his credit card/He wrote a check.)
Confirming Information:	
So that's a total of <u>\$13.25 for the cake and pastries</u> .	That's right.

LONDON ROLLS BAKERY	
Chocolate cake . . .	\$10.50
2 pastries	\$2.00
Sales Tax 6%	\$0.75
Total	\$13.25
Cash	\$20.00
Change	\$6.75

EMILY'S COSMETICS	
Men's Cologne . . .	\$55.00
Sales Tax 6%	\$3.30
Total	\$58.30
VISA	\$58.30

The Jean Shop	
(1)	
(2)	
Subtotal	\$89.98
Discount 15% . . .	-\$13.50
Subtotal	\$76.48
Sales Tax 4%	\$3.06
Total	

Penny's Flowers	
2 Dozen Roses . .	\$40.00
Sales Tax 6% . . .	\$ 2.40
Total	\$42.40
Cash	\$100.00
Change	\$ 56.60

Max Music	
(1)	
(2)	
Subtotal	\$37.98
Sales Tax 6%	\$ 2.28
Total	

Grand Jeweler	
Diamond Ring . .	\$1200.00
Luxury Tax 10% .	\$120.00
Total	\$1320.00
Check	\$1320.00

STANLEY'S	
(1)	
(2)	
Subtotal	\$16.98
Tax 6%	\$ 1.02
Total	
Cash	
Change	

Hot Mart	
Candles	\$4.99
Gift Wrap	\$5.99
Card	\$2.99
Subtotal	\$13.97
Tax 6%	\$ 0.84
Total	\$14.81
Cash	\$20.00
Change	\$5.29

ABC Chocolates	
(1)	
Tax	\$1.19
Total	

Sheet B Dan's Big Date

What did Dan buy for his big date? **Ask** your partner for the missing information. Then **confirm** the total.

Getting Information:	
What did he buy at <u>London Rolls Bakery</u> ?	He bought <u>a chocolate cake and two pastries</u> .
How much was it?	It was <u>\$12.50 for the cake and \$2.00 for the pastries</u> ?
How much was the total?	With tax, the total came to <u>13.25</u> ?
How did he pay for it?	He <u>paid \$20.00 cash and got \$6.75 change</u> . (He put it on his credit card/He wrote a check.)
Confirming Information:	
So that's a total of <u>\$13.25 for the cake and pastries</u> .	That's right.

LONDON ROLLS BAKERY	
Chocolate cake . . .	\$10.50
2 pastries	\$2.00
Sales Tax 6%	\$0.75
<hr/>	
Total	\$13.25
<hr/>	
Cash	\$20.00
Change	\$6.75

EMILY'S COSMETICS	
(1)	
<hr/>	
Sales Tax 6%	\$3.30
<hr/>	
Total	

The Jean Shop	
Jeans	\$59.99
Shirt	\$29.99
Subtotal	\$89.98
Discount 15% . . .	-\$13.50
Subtotal	\$76.48
Sales Tax 4%	\$3.06
<hr/>	
Total	\$79.54
<hr/>	
Check	\$79.54

Penny's Flowers	
(1)	
Sales Tax 6%	\$ 2.40
<hr/>	
Total	
<hr/>	
Cash	
Change	

Max Music	
CD Love Tonight . .	\$19.99
CD Romance	\$17.99
<hr/>	
Subtotal	\$37.98
Sales Tax 6%	\$ 2.28
<hr/>	
Total	\$40.26
<hr/>	
Credit Card	\$40.26

Grand Jeweler	
(1)	
Luxury Tax 10% . .	\$120.00
<hr/>	
Total	

STANLEY'S	
Tie	\$10.99
Socks	\$ 5.99
<hr/>	
Subtotal	\$16.98
Tax 6%	\$ 1.02
<hr/>	
Total	\$17.00
Cash	\$20.00
Change	\$ 3.00

Hot Mart	
(1)	
(2)	
(3)	
<hr/>	
Subtotal	
Tax 6%	
<hr/>	
Total	

ABC Chocolates	
Chocolates	\$19.99
Tax	\$1.19
<hr/>	
Total	\$21.18
<hr/>	
Credit Card	\$21.18

Content-based Instruction (Ch10)

Introduction

In this lesson, students will learn about Content-based Instruction, or CBI. CBI is the integration of content and language learning, most recognizably to teach school subjects in the target language. It is regarded as a “strong version” communicative approach because it asserts that language is acquired through communication. In other words, “using to learn” rather than “learning to use”.

Learning Objectives

- Students will learn about Content-based Instruction and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of Content-based Instruction such as its goal, the difference between “weak” and “strong” versions of a Communicative Approach, and the difference between “learning to use English” and “using English to learn it”.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques and resources used in a Content-based Instruction lesson.
- **Application:** Students will be able to create a sequence of activities for a given resource (i.e., *Our Solar System*) that follow the principles and techniques of Content-based Instruction.

Key Vocabulary

- Strong version Communicative Approach (p. 131)
- Weak version Communicative Approach (p. 131)
- “learning to use English” versus “using English to learn it” (p. 131)
- “method with many faces” (p. 131)
- Language for specific purposes (p. 132)
- Language for academic purposes (p. 132)
- Competency-based instruction (p. 132)
- Content and language integrated learning (CLIL) (p. 133)
- Amalgam (p. 133)
- Scaffolding (p. 139)
- Different types of Content-based instruction: Sheltered Instruction Observation Protocol (SIOP), sheltered-language instruction, adjunct model (pp. 140-141)
- Whole Language (p. 141)
- Top-down and bottom-up (p. 141)
- Zone of proximal development (ZPD) (p. 142)
- Representative activities and resources: dictogloss, graphic organizers, language experience approach, process writing, dialogue journals (pp. 142-143)



Understanding Content-based Instruction

1. What is the goal of Content-based Instruction?
2. Compare the “strong” version Communicative Approach and “weak” version Communicative Approach. What are their similarities and differences? Which version does content-based instruction reflect?
3. Why do you think Snow characterizes CBI as a “method with many faces”?
4. The textbook gives three examples of how specialized language courses in the past treated content. Describe these three examples:
 - Language for specific purposes
 - Language for academic purposes
 - Competency-based instruction
5. How and why did CBI get started in different countries? Do you think CBI is a good idea for the Korean context?
6. What are some of the challenges of using CBI? Hint: discuss content objectives and language objectives.



Experience

7. Consider the sample lesson in the textbook (pp. 134-137) the observations and principles of Content-based Instruction (pp. 137-140).
 - a) What is the content being taught?
 - b) What is the target vocabulary?
 - c) What is the target grammar?
 - d) How does the teacher teach the content, vocabulary, and grammar?
 - e) Content-based Instruction requires the teacher to have skills and knowledge in both content and language teaching. What types of preparation might be useful for a teacher who will teach content along with language?
 - f) What is Whole Language?

Reviewing the Techniques

8. Look at the list of techniques on textbook pages 142-143. Do you like any of them? Have you used any of them before? Could you see yourself using any of them in the future? Choose one that you like and describe how you would use it to teach content and language.

What do you think?

9. Let's find out what everyone thinks about Content-based Instruction. The textbook on page 144 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.

- a) What do you see as the benefits to learners of integrating content and language?
- b) Are there situations that would not be appropriate for the use of content-based instruction?
- c) Do you think that content-based instruction lends itself to certain age groups more than others? Why or why not?

In-Class Activity

10. In this question, you will apply what you have understood about Content-based Instruction. You have been asked to teach a **high school intermediate** language class.

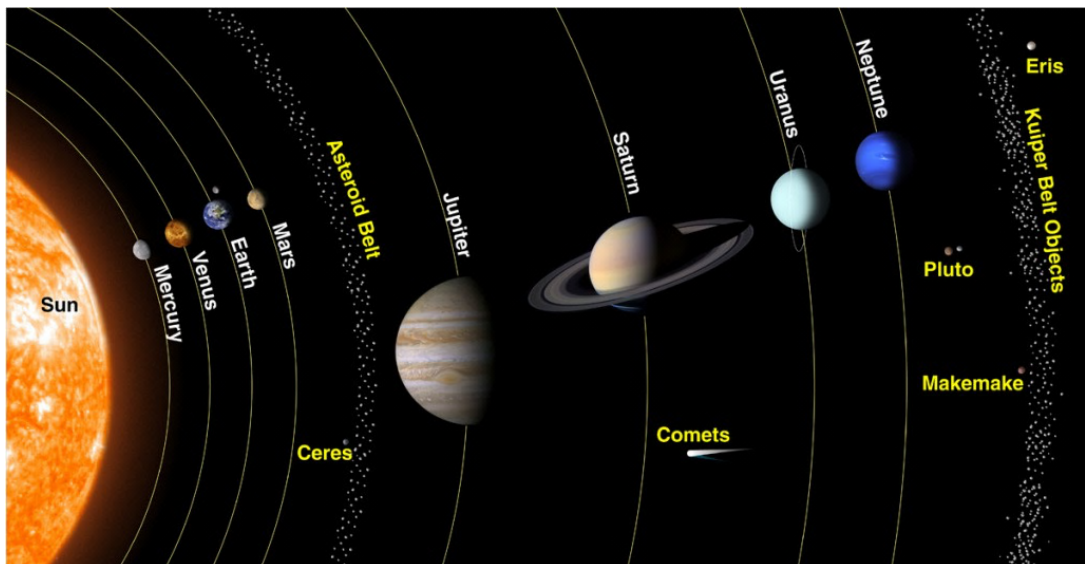
Using the graphic organizer below:

Step 1: Choose target vocabulary.

Step 2: Choose target grammar.

Step 3: Create an activity for high school intermediate language class.

Our Solar System



Source: <https://theplanets.org/solar-system/>

Task-based Language Teaching (Ch11)

Introduction

In this lesson, students will learn about Task-based Language Teaching, or TBLT. TBLT is another example of a “strong version” communicative approach, where language is acquired through use. It was first used in Malaysia and Bangalore, India, but now it is used just about everywhere. TBLT emphasizes tasks, which are activities that primarily focus on language use in order to achieve a non-linguistic outcome.

Learning Objectives

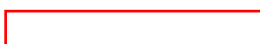
- Students will learn about Task-based Language Teaching and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of Task-based Language Teaching such as its goal, what a “task” is, constructivism
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques and resources used in a Task-based Language Teaching lesson.
- **Application:** Students will be able to create a task sequence (i.e., pre-task modelling, task phase, post-task phase) for a given set of resources (i.e., *An American High School Student's Typical Day*, *A New MTV VJ*) that follow the principles and techniques of Task-based Language Teaching.

Key Vocabulary

- Synthetic syllabi and analytic syllabi (p. 149)
- Task (p. 149)
- Task-supported teaching (p. 150)
- Task sequence (p. 156)
- Input enhancement (p. 150)
- Input flooding (p. 150)
- Focus on form (p. 151)
- Constructivism (p. 151)
- Pre-task modelling (p. 154)
- Post-task phase (p. 151)
- Recast (p. 157)
- Project work (pp. 157-158)
- Task types and characteristics: information-gap task, opinion-gap task, reasoning-gap task, unfocused task, focused task, input-providing task, output-prompting task (pp. 158-160)



Understanding Task-based Language Teaching

1. What is the goal of task-based language teaching?
2. Tasks have been defined differently by different researchers. Here are some prominent definitions:
 - A piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks are painting a fence, dressing a child. ‘Tasks’ are the things that people will tell you they do if you ask them and they are not applied linguists. **(Long, 1985, p. 89)**
 - An activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process. **(Prabhu, 1987, p. 24)**
 - An activity in which: meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; task completion has some priority; the assessment of the task is in terms of outcome. **(Skehan, 1998, p. 95)**
 - 1. A task is a work plan.
 2. A task involves a primary focus on meaning.
 3. A task involves real-world processes of language use.
 4. A task can involve any of the four language skills.
 5. A task engages cognitive processes.
 6. A task has a clearly defined communicative outcome. **(Ellis, 2003, pp. 9-10)**
 - A task is a holistic activity which engages language use in order to achieve some non-linguistic outcome while meeting a linguistic challenge, with the overall aim of promoting language learning, through process or product or both. **(Samuda & Bygate, 2008, p. 69)**

What is similar about these definitions? Do they match the description of “task” given in the textbook?

-
- Long, M. H. (1985). The role of instruction and second language acquisition: Task-based language training. In K. Hyltenstam, & M. Pienemann (Eds.), *Modeling and assessing second-language acquisition* (pp. 77-99). Avon, England: Multilingual Matters.
- Prabhu, N. S. (1987). *Second language pedagogy*. Oxford, England: Oxford University Press.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford, England: Oxford University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford, England: Oxford University Press.
- Samuda, V., & Bygate, M. (2008). *Tasks in second language learning*. Hampshire, England: Palgrave Macmillan.



3. The Introduction (pp. 149-151) in the textbook describes three example tasks. What are they? Do they match the definitions and description of “task” given in question 2 above?

4. How does the textbook define the following terms:

- Input enhancement
- Input flooding
- Focus on form
- Constructivism

Experience

5. Consider the sample lesson in the textbook (pp. 151-153), and the observations and principles of Task-based Language Teaching (pp. 153-158).

a) Task-based language teaching often follows a “task framework”. Fill in the task framework below with the tasks described in the sample lesson in the textbook.

- Pre-task modelling: _____
- Task cycle
 - Task 1: _____
 - Task 2: _____
 - Task 3: _____

b) Prahbu identified three types of tasks. Can you identify each type in the sample lesson?

- Information-gap task
- Opinion-gap task
- Reasoning-gap task



6. How do Task-based Language Teaching and Communicative Language Teaching (Ch9) differ?

Reviewing the Techniques

7. Fill in the blanks below with the correct terminology.

reasoning gap	opinion gap	information gap
transfer	express	derive

- a) _____ tasks involve _____ of given information from one student to another. An example might be where one student has to describe the locations of places to another student who has a blank map.
- b) _____ tasks require students to _____ some new information from given information through the process of inferring and deducing. An example might be where students have to work together to figure out the cheapest way (e.g., by bus or by subway) to get to a particular location.
- c) _____ tasks require students to _____ a personal preference, feeling, or attitude about a particular situation. An example might be where students are given a list of vacation options and have to choose the best option based on a set of criteria (e.g., budget, accommodations, food, activities).

unfocused	input-providing
focused	output-prompting

- d) _____ tasks involve general samples of language and opportunities for communicating generally. An example might be where students act as judges to decide what punishment to give criminals based on given information about the crimes they have committed.
- e) _____ tasks are carefully designed to elicit the processing of specific language that the teacher has decided to target. An example might be where students are shown two pictures of a person – ten years ago and today – and asked to describe how the person has changed (target = *used to*).
- f) _____ tasks involve demonstrating comprehension. An example might be where students listen to the teacher describe the location of animals in a zoo and place pictures of the animals in the correct location.
- g) _____ tasks require students to produce language. An example might be where students are shown the contents of a person’s wallet and asked to speculate who the person might be.



What do you think?

8. Let’s find out what everyone thinks about Task-based Language Teaching. The textbook on page 160 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.
- a) What (if anything) appeals to you about task-based instruction?
 - b) What reservations do you have?
 - c) How would you go about choosing tasks?
 - d) Can you imagine challenges in managing your own task-based class? If so, how would you address them, or plan to make the most of the opportunities in task-based teaching while working effectively with the challenges?

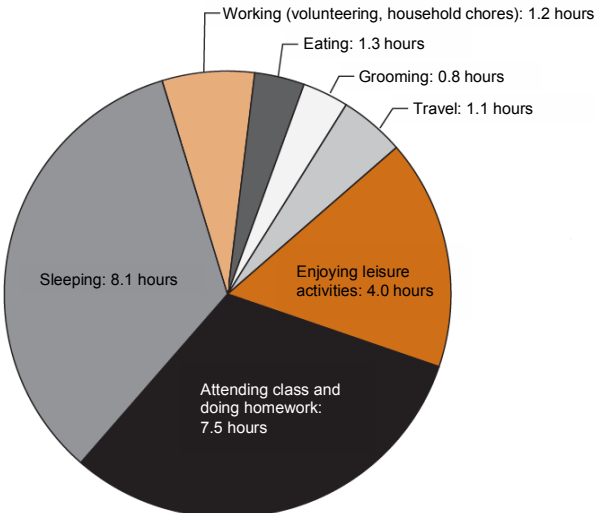
In-Class Activity #1

9. In this question, you will apply what you have understood about Task-based Language Teaching. You have been asked to teach a **high school intermediate** language class. Use your understanding of task types and characteristics from question 7 above and your understanding of the task sequence in the sample lesson in the textbook (pp. 151-153) to **create a task sequence of three or four steps** for the following resource.

Instructions: Find out how your classmates spend their time on a typical school day.

How much time do you spend...?	
attending class and doing homework	<div>hours</div>
sleeping	<div>hours</div>
enjoying leisure activities	<div>hours</div>
travelling	<div>hours</div>
grooming	<div>hours</div>
eating	<div>hours</div>
working	<div>hours</div>

An American High School Student’s Typical Day







Working (volunteering, household chores):	1.2 hours
Eating:	1.3 hours
Grooming:	0.8 hours
Travel:	1.1 hours
Enjoying leisure activities:	4.0 hours
Attending class and doing homework:	7.5 hours
Sleeping:	8.1 hours

Image source: <https://www.bls.gov/home.htm>

- a) Is this a focused task or unfocused task?
- b) Does the task sequence that you create include an information-gap task, opinion-gap task, or reasoning-gap task?
- c) What other characteristics (see question 7 above) can you recognize in this task?

In-Class Activity #2

10. In this question, you will apply what you have understood about Task-based Language Teaching. You have been asked to teach a **university intermediate** language class. Use your understanding of task types and characteristics from question 7 above and your understanding of the task sequence in the sample lesson in the textbook (pp. 151-153) to **create a task sequence of three or four steps** for the following resource.

Instructions: A new MTV program needs a new VJ. Who do you think is the best choice? Why?	
 <p>My name is David Kang. I'm 29 years old. I have lived abroad for several years, so I know foreign style very well. Two years ago, I worked as a model for a tourism company here in Korea. Additionally, I have worked at a television station. I worked at Arirang as an intern for three years when I was younger. I have never worked as a VJ, but I'm confident I can do the job well.</p>	 <p>My name is Eunmi Cho. I'm 25 years. I'm single. I have never lived abroad, but I have lived in different cities in Korea – Daegu, Gwangju, Suwon – so I know Korean culture well. For the past six months, I have worked as an intern for MBC. Before that, I worked for YTN for two years. I have received awards for my work as a reporter. Some day I would like to start my own media consulting firm.</p>
 <p>My name is Myounggyu Lee. I'm 32 years old, and I'm married. I don't have children yet. I have never practiced playing a musical instrument, but I am a very good singer. I have lived in several different cities in Korea – Busan, Jinju, Seoul. I have worked at several media companies such as MBC, SM Entertainment, and YG Entertainment as an intern. I was a public relations assistant.</p>	 <p>My name is Jiyoung Kim. I'm 35 years old. I studied classical music at Ewha Womans University. I have taught piano at a music institute for 10 years, and now I want to find a different job related to music. I have worked for a newspaper as a junior reporter. Some of my articles have won journalism prizes. I grew up in California, so I have experienced numerous international things.</p>

Images source: <https://www.faceyourmanga.com/>

- a) Is this a focused task or unfocused task?
- b) Does the task sequence that you create include an information-gap task, opinion-gap task, or reasoning-gap task?
- c) What other characteristics (see question 7 above) can you recognize in this task?

Cloze Test 1

Directions: Use the words in the word bank and fill in the blanks.

<i>strict</i>	<i>easy-going</i>	<i>look after</i>	<i>control</i>	<i>organize</i>	<i>punish</i>	<i>allow</i>
---------------	-------------------	-------------------	----------------	-----------------	---------------	--------------

Some parents are _____. They raise their children in a relaxed and flexible manner. Other parents, however, are _____. They have strong beliefs about what a child should and shouldn't do and they follow their beliefs exactly. My parents were pretty easy-going, because they _____ me to do what I wanted. They didn't try to _____ my schedule or to _____ my life, because they would let me make my own decisions. For example, I had an opportunity to learn how to play an instrument, but I decided not to and my parents were OK with that. I was also the youngest so I never had to _____ my brothers and sisters, but my brothers and sisters had to look after me. Although my parents were easy-going, they did _____ me when I did something wrong. In fact, my father was very creative in coming up with ways to punish me.

Questionnaire

Keywords: *strict, easy-going, look after, control, organize, punish, allow*

When you were a child:

- a) Do you think your parents were strict or easy-going?*
- b) Did they allow you to stay out late at night?*
- c) When did your parents make you go to bed?*
- d) Did you have to look after your brothers and sisters?*
- e) When you went out did you always have to tell them where you were going?*
- f) Did you always have to do your homework before dinner?*
- g) Did your parents make you help about the house?*
- h) What jobs did they make you do?*
- i) Did your parents give you lots of free time or did they control and organize your life?*
- j) When you did something wrong, who punished you and how did they punish you?*

Strictest Parents Follow-up

Find Someone who....

Directions: Write six sentences using the language below. Describe what your parents were like when you were young.

1. *When I was a child my parents **made me**... // When I was a child I **was made to**...*
2. *They **let** me....*
3. *I **was forced to**... // My parents **forced me to**....*
4. *I **was allowed to**... // My parents **allowed me to**....*
5. *I **was supposed to**....*
6. *I **had to**....*

Experience	Friend
1.	
2.	
3.	
4.	
5.	
6.	

Sample Lesson: Strictest Parents

Name: _____

Date: _____

Teaching time: 50-60 min

Age & Level of students: middle school students intermediate

1. *What are you teaching?*

- **Key Vocabulary** *strict, easy-going, look after, control, organize, punish, allow*
- **Language points** Simple past tense especially questions with Did...
Describing past actions especially duties, obligations, permissible and impermissible actions
Active and Passive voice
- **Language skills** – Speaking
- **Cultural Aspects** – N/A

2. What are your Student Learning Objectives for the lesson? (These should be specific and describe *observable student behaviors*, which you will be able to see in class.)

By the end of the lesson, SWBAT:

discuss the questions from the questionnaire about what their parents are/were like and then decide “Who has/had the strictest parents?” **by** making and presenting a poster **that ranks** their group members from the strictest to the least strict.

3. When/How in the lesson will I check students’ progress toward the above Learning Objectives? What behaviors/activities will show me whether they have mastered the material? Ss will have an opportunity to read the questionnaire and prepare a summary of their experiences before they begin discussing with their classmate how strict their parent were

Preliminary considerations:

a. What do your students already know in relation to today’s lesson?

Ss have learned comparative and superlative forms. Ss have also learned the simple past tense.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Using the language that they know to carry on an extended conversation about how strict their parents are

c. How will you avoid and/or address these problem areas in your lesson?

Ss will be given a model before they start the task. Ss will have more than one chance to describe how strict their parents were to their peers and will multiple opportunities to hear their peers describe how strict their parents were, so repetition and peer learning will be used to help the Ss become more fluent and competent.

Steps	Stages	Time	Procedure	Interaction	Activity purpose
1		10	<ul style="list-style-type: none"> •Optional: Show picture of some families, and ask Ss: <i>“What do you see?”</i> Elicit the words “family, children and parents.” •Write the questions: <i>“What are/were your parents like?”</i> on the board. •Model the opening discussion by answering the question: <i>“My parents were pretty easy-going unless I was bad. If I was bad, then they were very strict. My father was very creative with some of the ways he punished me.”</i> •CCQ your model: <i>When were my parents strict? Who punished me?</i> •Ask Ss in groups of three/four to take turns describing their parents. •Elicit some answers from the groups such as <i>perfectionist, generous, hard-working, etc...</i> and write them on the board. Then introduce the topic of today’s lesson: <i>“Whose parents were the strictest?”</i> 	<p>T-S</p> <p>T</p> <p>T-S</p>	<ul style="list-style-type: none"> •Activate Schema and Intro the topic •Model the language I want Ss to use •Check that Ss understand the model •Validate Ss participation by writing words that describe their parents on the board
2		5	<ul style="list-style-type: none"> •Put the following vocab on the board: <i>strict, easy-going, look after, control, organize, punish, allow</i> •Ask Ss to discuss what the words mean (Ss can do this in the L1 or the L2, but decide which is most appropriate for your Ss) •After Ss have had an opportunity to discuss the words ask the following CCQs: “If your parents are strict do they let you do what you want, or do you do what they say?” “Does look after mean take care of or find?” “Does easy-going mean stressed out or relaxed?” Does allow mean you can do something or that you can’t?” My daughter’s room is very messy. My son’s room is very clean. Which room is organized son’s or daughter’s? Which is a better punishment, giving candy or making the student write sentences on the board? Which person is controlling the car the driver or the passenger?” •Pass out the cloze exercise and let the Ss fill in the blanks. Ss do alone first and Ss should use the words in the word bank. CCQ: Alone or with your partner? What words do you use? •Let Ss check answers with each other then read and check. Ask Ss to circle the answers they get wrong •Common problem is control and organize – Ask Ss: <i>Does a schedule have moving parts?</i> You control things that can move, but you organize things that don’t. Give examples → Ask: <i>Why we can control and organize a life?</i> We control the person, but we organize the abstract thing. 	<p>T-S</p> <p>Ss-Ss</p> <p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<ul style="list-style-type: none"> •Prepare Ss for the lesson by giving Ss keywords •Allow Ss time to discover the meaning and to teach and learn from each other •Check Ss understanding of the new words by using CCQs and give lower level Ss another opportunity to learn/guess the meaning •Use Cloze activity to assess Ss understanding and to clarify similar words (control/organize)
3		20	<ul style="list-style-type: none"> •Pass out the questionnaire, and go over the questions. Some questions you may want to model an answer, for example: When did you parents make you go to bed? <i>“My parents didn’t have a bedtime for me, but I couldn’t stay up later than they did. My parents usually went to bed after the news at 11:30 pm.”</i> •Ask Ss: <i>Is this strict or easy-going? Why?</i> •Set-up the task: In groups of four or five you are going to use the questionnaire as a guide to find out Whose parents were the strictest. •You may ask and answer Qs that are not on the questionnaire, but the questionnaire will give you examples to Qs to ask and answer if you can’t think of any yourself. 	<p>T-S</p> <p>Ss-Ss</p>	<ul style="list-style-type: none"> •Model a possible answers and have Ss decide if my parents were strict or easy-going, to give Ss a clear idea of what they should be working towards •Give Ss a task with an outcome that requires Ss to discuss and use language to complete •Task provides Ss with a reason to ask and answer Qs to and to ask follow-up Qs to gain

			<ul style="list-style-type: none"> •One person needs to run the discussion, another person needs to take notes and a third person will need to be the spokesperson. Please choose your roles before you begin. •With 5 minutes remaining in the discussion tell Ss that they should prepare to make their report. Whose parents were the strictest and why and whose parents were the most easy-going and why? 		more information from classmates
4		5	<ul style="list-style-type: none"> •Have Ss present their finding and see if the class can decide whose parents were the most strict and most easy going. •Close the discussion by summarizing what the Ss have said. 	S-Ss	<ul style="list-style-type: none"> •Provided Ss with clear outcome feedback •Completion of task helps Ss with confidence •Validate what Ss have done by summarizing their finding and giving your stamp of approval
5		10	<p>Language Focus NB: Make decisions based on what you observed during the task cycle. Two options are described below.</p> <p>Option 1 – Verb Tense Review</p> <ul style="list-style-type: none"> •Ask the Ss: “The Qs you asked each other today, did they happen in the future, now or the past?” Ss should answer, “Past.” •Elicit and example sentence by asking: “Can you give me an example of question you asked each other today?” and write the sentence on the board; for example: <u>Did you have to look after your brothers and sisters?</u> Underline the aspect of the verb that you want Ss to focus on. •Elicit and additional example sentence by asking: How can we change this question if we want to ask a person about something they are doing now? Underline the aspect of the verb that you want Ss to focus on. For example: <u>Are you looking after your brothers and sisters?</u> •Elicit and additional example sentence by asking: How can we change this question if we want to ask a person about something they will do in the future? Underline the aspect of the verb that you want Ss to focus on. <u>Will you have to look after your brothers and sisters?</u> •Elicit and additional example sentence by asking: How can we change this question if we want to ask a person about something they do on a daily basis? Underline the aspect of the verb that you want Ss to focus on. <u>Do you have to look after your brothers and sisters everyday?</u> <p>Leave the example sentences on the board and set up the game: Ss will flip a coin and move their marker. Each square on the board has a question topic, before Ss ask their Q they need to pick a time card: past, now, future, daily and ask one of their group members the question based on the time card.</p> <p>Option 2 - Using Active or Passive Voice to describe duties and obligations</p> <ul style="list-style-type: none"> •Ss look at sample sentences and answer the Q: How are these sentences similar and how are they different? • Guide Ss to notice that passive voice is often used if the speaker want to focus on him/her self and suggest the situation is unfair whereas active voice is used to describe the from the parents point of view and suggesting the parents were treating the him/her fairly. 	<p>T-S</p> <p>S-S</p>	<p>NB: The reason for this section will depend on what is actually the language focus, see below</p> <p>In general To clarify the TL that the Ss had problems with To give Ss opportunities to notice salient features of the TL To allow Ss to practice these features in a controlled way that helps Ss to build accuracy</p>

Three Methodological Innovations (Ch13)

Introduction

In this lesson, students will learn about three methodological innovations: learning strategy training, cooperative learning, and multiple intelligences. These are not full-blown methods; rather, they are innovations that can complement other language teaching methods. Their main concern is the language learner. Because of their different focuses, they complement, rather than challenge, methods. While these methods are not comprehensive methods of language teaching, they reflect interesting and enduring methodological practices.

Learning Objectives

- Students will learn about Learner Strategy Training, Cooperative Learning, and Multiple Intelligences, and their techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of Learner Strategy Training, Cooperative Learning, and Multiple Intelligences.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques used in Learner Strategy Training, Cooperative Learning, and Multiple Intelligences.
- **Application:** Students will be able to create activities for a given set of resources (i.e., *The Benefits of Olive Oil*, *Inside-Outside Circle*, *Gardner's Eight Intelligences Activities Chart*, *Alphadots*) that follow the principles and techniques of Learner Strategy Training, Cooperative Learning, and Multiple Intelligences.

Key Vocabulary

- Learning strategy training
 - Complement rather than challenge (p. 181)
 - Joan Rubin (p. 181)
 - “good language learner” (p. 181)
 - Learner training versus language training (p. 182)
 - Advance organization (p. 182)
 - Think-aloud technique, preview, skim, get the gist (p. 182)
 - Metacognitive strategies (p. 186)
 - Cognitive strategies (p. 186)
 - Social/affective strategies (p. 186)
- Cooperative learning
 - “Team building”, not just “team work” (p. 186)
 - Positive interdependence (p. 189)
 - Responsibility and individual accountability (p. 190)
- Multiple intelligences
 - Data-gatherers and rule-formers (p. 191)
 - Howard Gardner (p. 191)
 - Eight distinct intelligences: logical/mathematical, visual/spatial, body/kinaesthetic, musical/rhythmic, interpersonal, intrapersonal, verbal/linguistic, naturalist (p. 191)
 - Five minds: Disciplinary Mind, Synthesizing Mind, Creating Mind, Respectful Mind, Ethical Mind



Learning Strategy Training

1. In 1975, Joan Rubin investigated what “good language learners” did to facilitate their language learning. What learning strategies did she identify?
2. Have you ever used any of the strategies in question 1 in your language learning? Are there any learning strategies that you want to add to Rubin’s list?
3. Look at the sample lesson on textbook pages 182-184. The teacher uses a technique called “think-aloud”. How does it work?
4. Learning strategy instruction can help students by showing them “how to learn”, raising their awareness of their own learning processes. Look at the learning strategies below. Can you identify any of them in the sample lesson on textbook pages 182-184? Have you ever used any of these strategies?
 - **Predict:** anticipate what is coming next during an activity
 - **Visualize:** make a mental image of the content of an activity
 - **Make Inferences:** use context and background knowledge about the topic to figure out the meaning of new words or ideas
 - **Scan/Selective Attention:** focus on specific information
 - **Take Notes:** write down important ideas
 - **Summarize:** create a mental, oral, or written summary of information you learn
 - **Classify/Sequence:** classify new words and ideas according to their similarities; sequence events, directions, and steps to figure something out



5. Look at the text below and try to use the “think-aloud” technique.

The Benefits of Olive Oil

Olive oil has had a variety of uses throughout its long history. In ancient times, it was used as money and as medicine. It was even use during the war – heated up and dropped down on attackers. It is still used in religious **ceremonies**. There are even olive oil lamps and olive oil soaps.

These days, olive oil is best known as a food with several health benefits. One important study showed that Mediterranean people have the lowest rate of heart disease among Western nations. This is partly associated with their frequent consumption of olive oil. Other studies have also shown that food cooked in olive oil is healthier, and that eating olive oil twice a day reduces the risk of getting cancer.





The world is beginning to understand its benefits, and olive oil is no longer an unusual sight on dinner tables outside the Mediterranean region. The olive oil producing countries now sell large amounts of olive oil to countries in Europe, Asia, Africa, and North and South America.

Olive oil **enhances** the lives of people everywhere. Its benefits, recently confirmed by science, were already understood in ancient times. Mediterranean people are happy to share their secret with the world!

- A **ceremony** is a formal, special event like a wedding or graduation.
- To **enhance** something means to make it better.

Text modified from: MacIntyre, P. (2015). *Reading explorer 2*. Boston, MA: Heinle/Cengage Learning.
Map image source: https://commons.wikimedia.org/wiki/File:Mediterranean_Sea_location_map.svg
Olive oil image source: <https://pixabay.com/en/oil-olive-oil-greek-italian-olive-159855/>

Write down what you might say to students as part of your “think-aloud”:

Cooperative Learning

6. For what purpose do students interact with each other in cooperative learning?
7. This cooperative structure is called **Inside-Outside Circle**. The teacher prepares question cards, one per student. First, read the instructions below to find out how the structure works. Second, create three questions that you think would be good for it.

1. Form A-B Pairs

Students find a partner.

2. Form the Outside Circle

Partner A from each pair moves to form one large circle in the class, facing in. "Partner A's, please form a large circle in the open area of the classroom. B's watch where your partner goes."



3. Form the Inside Circle

Partner B's find and face their partners. The class now stands in two concentric circles. "Partner B's, please find and face your partners."

4. Inside Circle Asks Question; Outside Circle Responds

Inside Circle students ask a question from their question card; Outside Circle students answer. Inside Circle students praise or coach. "Inside Circle students, it's your turn to ask a question. Outside Circle, share for 30 seconds."

5. Partners Switch Roles

Outside Circle students ask a question from their question card; Inside Circle students answer. Outside Circle students praise or coach. "Outside Circle students, it's your turn to ask a question. Inside Circle, share for 30 seconds."

6. Partners Trade Cards

Partners trade cards. "Did everyone trade cards? Is everyone ready?"

7. Rotate Partners

The Inside Circle students (or the Outside Circle students) rotate to a new partner. The teacher may call rotation numbers: "Inside Circle, rotate three students ahead." The class may do a "choral count" as they rotate.

8. Repeat

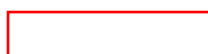
Students rotate and ask/answer many times.

Activity and image source: <https://www.kaganonline.com/>

Question 1 _____

Question 2 _____

Question 3 _____



Multiple Intelligences

8. Match Gardner’s eight intelligences with the descriptions below.

Logical/mathematical •	• The ability to use one’s body to express oneself and to solve problems.	•
Visual/spatial •	• The ability to understand oneself and to practice self-discipline.	•
Body/kinaesthetic •	• The ability to use numbers effectively, to see abstract patterns, and to reason well.	•
Musical/rhythmic •	• The ability to relate to nature and to classify what is observed.	•
Interpersonal •	• The ability to understand another person’s moods, feelings, motivations, and intentions.	•
Intrapersonal •	• The ability to orient oneself in the environment, to create mental images, and a sensitivity to shape, size, color.	•
Verbal/linguistic •	• The ability to use language effectively and creatively.	•
Naturalistic •	• The ability to recognize tonal patterns and a sensitivity to rhythm, pitch, melody.	•

9. Put the following eight activity types into the list above according to the type of intelligence it likely taps.

- Listening to lectures
- Tapping out the stress patterns of sentences
- Cooperative tasks
- Goal setting
- Map reading
- TPR
- Growing plants in the window box in the classroom
- Surveying students’ likes and dislikes, and graphing the results



10. “Debate” activities are popular in the language classroom. Explain how “debate” activities might help to develop Gardner’s **five minds** (i.e., disciplinary mind, synthesizing mind, creating mind, respectful mind, ethical mind) introduced on textbook page 194.

11. Think of a language learning activity that you like and try to determine which intelligences or which of Gardner’s five minds it might include.

What do you think?

12. Let’s find out what everyone thinks about Learner Strategy Training, Cooperative Learning, and Multiple Intelligences. The textbook on page 195 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.

- a) Does it make sense to you that language teachers should think about teaching skills such as working cooperatively, in addition to skills that relate directly to language?
- b) Can you think of any learning strategies that you can introduce to your students to facilitate their language acquisition?
- c) Would you want to adopt any of the practices from cooperative learning when you ask your students to work in small groups?
- d) Does it make sense to diversify your instructional practices in order to accommodate students’ learning styles, multiple intelligences, or cultivate their five minds?



In-Class Activity #1

13. In this question, you will apply what you have understood about Learner Strategy Training, Cooperative Learning, and Multiple Intelligences. You have been asked to teach a **high school intermediate** language class.

The chart below categorizes different types of activities into Gardner’s Eight Intelligences. Use your understanding of Learner Strategy Training, Cooperative Learning, and Multiple Intelligences to create an **overview of a lesson plan** that targets at least three intelligences

Verbal/linguistic <ul style="list-style-type: none">• debate• write a brochure• write a poem• make a speech• tell a story• make an audio product• write a story, fairy tale, or legend• design a checklist• write a summary• write a conversation or dialogue	Musical/rhythmic <ul style="list-style-type: none">• write a song• improvise music• perform a song• sing in a group• play a musical instrument• write a rap• perform a rap• perform music• compose lyrics• perform in a musical
Logical/mathematical <ul style="list-style-type: none">• design a puzzle• make an outline• make a diagram• invent a code• draw a time line• make a storyboard• draw a caricature• analyze a trend• make a flow chart• design an opinion poll or survey• evaluate or rate something	Intrapersonal <ul style="list-style-type: none">• participate in a group activity• do a volunteer project• participate in a discussion• conduct an interview• paraphrase ideas of others• debate personal thoughts/perspectives• build a group consensus• plan a campaign for an idea or issue• organize an event or activity• give advice to classmates
Visual/Spatial <ul style="list-style-type: none">• build a model• make a poster• make a collage• create a cartoon• take photographs• make a sculpture• create a board game• make a map• design a postcard or greeting card• design a set for a play	Interpersonal <ul style="list-style-type: none">• keep a journal• identify your beliefs about an issue• summarize your ideas/beliefs• present your own perspective, viewpoint or belief• set personal goals• analyze/assess your own work• develop support for a personal opinion
Body/kinaesthetic <ul style="list-style-type: none">• perform a skit• make a video• pantomime• construct a model• dance• do a parody or spoof• perform in a play• develop an invention• dramatize a story or poem	Naturalistic <ul style="list-style-type: none">• classify objects• identify a problem• explore a topic or theme• solve a problem• create a collection• participate in a simulation• construct a display of objects• make comparisons• conduct an observation

Modified from: Blaz, D. (2016). *Differentiated instruction: A guide for world language teachers*. New York, NY: Routledge.



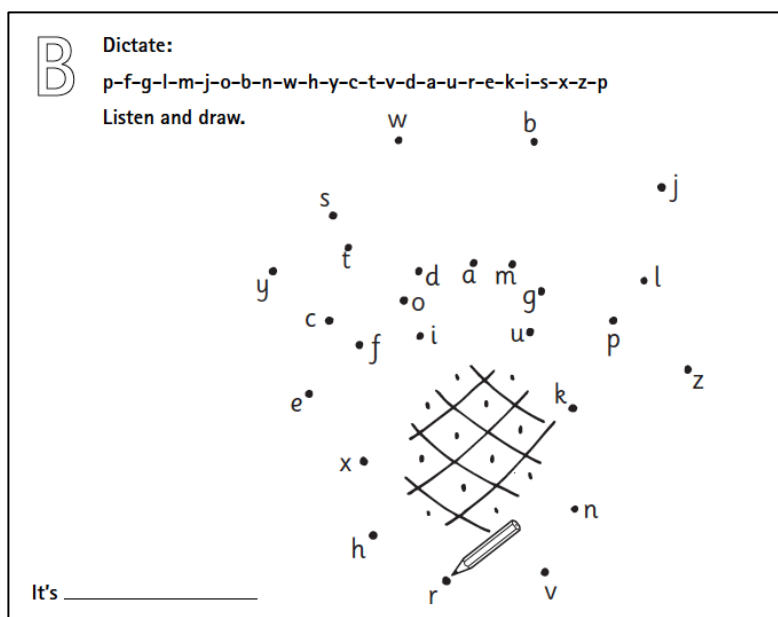
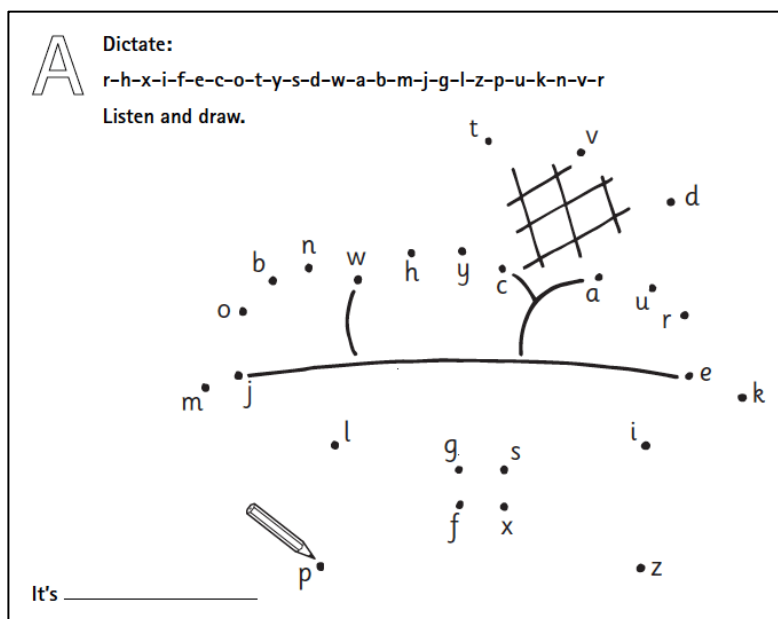
In-Class Activity #2

14. In this question, you will apply what you have understood about Learner Strategy Training, Cooperative Learning, and Multiple Intelligences. You have been asked to teach an **elementary school beginner** language class.

The resource below is for an activity called “Alphadots”.

Step 1: Figure out how the activity works.

Step 2: Describe how it reflects (or could reflect, depending on how the teacher implements it into classroom instruction) Learner Strategy Training, Cooperative Learning, and Multiple Intelligences.



Source: Nixon, C., & Tomlinson, M. (2005). *Primary communication box: Speaking and listening activities and games for younger learners*. Cambridge, England: Cambridge University Press.

Appendix A – List of Techniques

Grammar Translation Method (Ch2)

- Translation of a literary passage
- Reading comprehension questions
- Antonyms/synonyms
- Cognates
- Deductive application of rules
- Fill-in-the-blanks exercise
- Memorization
- Use words in sentences
- Composition

Direct Method (Ch3)

- Reading aloud
- Question and answer exercise
- Getting students to self-correct
- Conversation practice
- Fill-in-the-blanks exercise
- Dictation
- Map drawing
- Paragraph writing

Audio-Lingual Method (Ch4)

- Dialogue memorization
- Backward build-up (expansion) drill
- Repetition drill
- Chain drill
- Single-slot substitution drill
- Multiple-slot substitution drill
- Transformation drill
- Question-and answer drill
- Use of minimal pairs
- Complete the dialogue
- Grammar game

The Silent Way (Ch5)

- Sound-Color Chart
- Teacher's silence
- Peer correction
- Rods (Cuisenaire)
- Self-correction gestures
- Word Chart
- Fidel Charts (sound and spelling)
- Structured feedback

Desuggestopedia (Ch6)

- Classroom set-up
- Peripheral learning
- Positive suggestion
- Choose a new identity
- Role-play
- First concert
- Second concert

- Primary activation
- Creative adaptation

Community Language Learning (Ch7)

- Recording student conversation
- Transcription
- Reflective learning
- Human Computer™
- Small group tasks

Total Physical Response (Ch8)

- Using commands to direct behaviour
- Role reversal
- Action sequence

Communicative Language Teaching (Ch9)

- Authentic materials
- Scrambled sentences
- Language games
- Picture strip story
- Role-play

Content-based Instruction (Ch10)

- Dictogloss
- Graphic organizers
- Language experience approach
- Process writing
- Dialogue journals

Task-based Language Teaching (Ch11)

- Information-gap task
- Opinion-gap task
- Reasoning-gap task
- Unfocused tasks
- Focused tasks
- Input-providing tasks
- Output-prompting tasks

Learner Strategy Training (LST), Cooperative Learning (CL), and Multiple Intelligences (MI) (Ch13)

- Think-aloud (LST)
- Metacognitive strategies (LST)
- Cognitive strategies (LST)
- Jigsaw (CL)
- Team building (CL)
- *See Ch13 questions #9 and #14 for activity types categorized according to multiple intelligences (MI).



Appendix B – Timeline of Language Teaching Methods

Language teaching methods can be organized, categorized, and grouped in different ways. For example, they can be organized in terms of their **prominence** in order to highlight what is currently most important in our field (Curtis, 2017), organized in terms of **shared features** in order to highlight common characteristics (Thornbury, 2017), or organized **chronologically** in order to highlight how they have come to exist over time (Richards & Rodgers, 2014). Our textbook organizes methods chronologically, from the earliest and oldest methods to the newest and most recent methods. Organizing methods chronologically enables us to view them against a background of major shifts in thinking about second language learning. The categories below include the methods that we study in this course.

Historical Category

These methods form the foundation of modern language teaching.

- Grammar Translation Method (Ch2)
- Direct Method (Ch3)
- Audio-Lingual Method (Ch4)

Humanistic Category

In North America in the 1950s and 1960s, a “cognitive revolution” took place in the field of psychology, which resulted in a new interpretation of the learner’s role in learning. The learner was not just “repeating” language, like in the Audio-Lingual Method, but rather “thinking” and “hypothesizing” about it. The learner came to be viewed as a cognitive being. The Silent Way is a good example of a method that requires learners to think and hypothesize. Then “affect”, or “feelings”, became important, suggesting that teachers should pay attention to the learners’ emotions in order to eliminate feelings that can interfere with language learning and to promote those that can facilitate it.

- The Silent Way (Ch5)
- Desuggestopedia (Ch6)
- Community Language Learning (Ch7)
- Total Physical Response (Ch8)

Contemporary Category

The next major shift in language teaching methods occurred when the field took a “social turn” in the 1970s and 1980s. Communicative approaches came along, and with them came the understanding that we learn a lot of language as we use it. That is, we learn to communicate by communicating. In this way, we are social beings just as much as we are cognitive beings.

- Communicative Language Teaching (Ch9)
- Content-based Instruction (Ch10)
- Task-based Language Teaching (Ch11)

Methodological Innovations Category

Complementing our understanding of language learning as both a cognitive and social process, research on language learning strategies and learning styles has helped us to realize that language teachers not only “teach language” but also “teach learning”. Ideas about language learning strategies and learning styles have influenced the way that we view the learner’s role and our own role as teachers.

- Learner Strategy Training, Cooperative Learning, and Multiple Intelligences (Ch13)

Curtis, A. (2017). *Methods and methodologies for language teaching*. London, UK: Palgrave.

Richards, J., & Rodgers, T. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge, England: Cambridge University Press.

Thornbury, S. (2017). *Scott Thornbury’s 30 language teaching methods*. Cambridge, England: Cambridge University Press.

