

REGULAR TESOL CERTIFICATE PROGRAM  
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# TESOL METHODOLOGY



**한국외국어대학교 TESOL전문교육원**  
TESOL PROFESSIONAL EDUCATION CENTER, HANKUK UNIVERSITY OF FOREIGN STUDIES



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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 effective teachers.

### Materials

1. Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford, England: Oxford University Press.
2. This workbook.

### 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**  
In most weeks, students are expected to read the assigned chapter and complete the questions in this workbook prior to class. Note that some chapters have additional work to do, such as watching videos.
2. **Reflection Paper #1 (10%) and #2 (20%)**  
Students will reflect on their beliefs about language teaching twice during the course – once at the beginning, and once at the end. 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%)**  
Students will create a poster that either introduces a technique or operationalizes a principle that interests them from one of the methods that we study, and introduce it to the class.
4. **Micro-teaching (30%)**  
Students will micro-teach a 15-minute activity that demonstrates the technique or principle they introduced in the Poster Session.
5. **Attendance & Participation (10%)**  
Out of respect for your classmates and instructor, please come to every class on time, prepared, and ready to participate actively.





## Weekly Schedule

Week	Topics & Content	Resources	Remarks
1	<b>Course Overview</b> (1) Personal introductions. (2) Structure and goals of the course. (3) Structure of the textbook. (4) A brief timeline of methods and key developments in English language teaching.	–	–
2	<b>Chapter 1: Introduction</b> In this lesson, students will learn about what teaching methods are and why it is important to know about them.	To the Teacher Educator  Ch1	Reflection Paper #1 due at the end of Week 2.
3	<b>Chapter 2: The Grammar-Translation Method</b> 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 primarily goal is to help students to read and appreciate foreign literature.	Ch2	–
4	<b>Chapter 3: The Direct Method</b> 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.	Ch3	–
5	<b>Chapter 4: The Audio-Lingual Method</b> 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.	Ch4  <a href="https://youtu.be/Pz0TPDUz3FU">https://youtu.be/Pz0TPDUz3FU</a>	–
6	<b>Chapter 5: The Silent Way</b> <b>Chapter 6: Desuggestopedia</b> In this lesson, students will learn about the Silent Way and Desuggestopedia. The Silent Way was develop 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 non-conscious influences that people experience in their lives. Music and drama are prominent features of Desuggestopedia.	Ch5  Ch6  <a href="https://youtu.be/xqLzbLCpack">https://youtu.be/xqLzbLCpack</a>  <a href="https://youtu.be/3rkrvRlty5M">https://youtu.be/3rkrvRlty5M</a>	–

Week	Topics & Content	Resources	Remarks
7	<p><b>Chapter 7: Community Language Learning</b>  <b>Chapter 8: Total Physical Response</b></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>	<p>Ch7</p> <p>Ch8</p> <p><a href="https://youtu.be/tx_we_P3Pic">https://youtu.be/tx_we_P3Pic</a></p> <p><a href="https://youtu.be/YuS3ku-PSL8">https://youtu.be/YuS3ku-PSL8</a></p>	–
8	<p><b>Chapter 9: Communicative Language Teaching</b></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>	<p>Ch9</p> <p><a href="https://youtu.be/3kRT-rsKxn4">https://youtu.be/3kRT-rsKxn4</a></p>	–
9	<p><b>Review of Methods</b></p> <p>In this lesson, students will review the methods studied so far in the course (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 as preparation for the Poster Session next week. (<i>Note.</i> The “What do you think?” questions in each chapter are also helpful review.)</p>	–	Image of your poster for the Poster Session due at the end of Week 9.
10	<p><b>Poster Session</b></p> <p>In this lesson, students will present their posters.</p>	–	–
11	<p><b>Chapter 10: Content-based Instruction</b></p> <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>	Ch10	–

Week	Topics & Content	Resources	Remarks
12	<p><b>Chapter 11: Task-based Language Teaching</b></p> <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 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.</p>	Ch11	–
13	<p><b>Chapter 13: Learning Strategy Training, Cooperative Learning, and Multiple Intelligences</b></p> <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>	Ch13	Micro-teaching Activity Plan due at the end of Week 13.
14 + 15	<p><b>Micro-teaching</b></p> <p>In these two lessons, students will micro-teach a 15-minute activity that demonstrates the technique or principle introduced in the Poster Session.</p>	–	Reflection Paper #2 due at the end of Week 15.
16	<p><b>Reflection Paper #2 Discussion</b></p> <p>In this lesson, students will discuss their answers to Reflection Paper #2. 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>	–	Bring your Reflection Paper #2 to class.



# Assignments

## Reflection Papers Preview

This assignment has two parts as follows:

Reflection Paper #1	→	Reflection Paper #2
<ul style="list-style-type: none"><li>• Due at the end of Week 2</li><li>• Automatic 10% of your final grade</li><li>• The purpose is to express your current thinking about language teaching methods, techniques, and principles</li></ul>		<ul style="list-style-type: none"><li>• Due at the end of Week 15</li><li>• Graded 20% of your final grade</li><li>• 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</li></ul>

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
<b>Total</b>	<b>20 points</b>

### 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	
<b>Understanding.</b> There is ample evidence of clear understanding of the methods, techniques, and principles studied in TESOL Methodology.	10 points
<b>Reflection.</b> 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
<b>Writing quality.</b> 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
<b>Total</b>	<b>40 points</b>

### 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.

## Template for Reflection Papers

*There is no word limit per question, but there is a two-page limit for all eight questions.  
Do not change the page margins or the font size.*

Name \_\_\_\_\_ Student Number \_\_\_\_\_ Class \_\_\_\_\_

1. What should language teachers be responsible for?
2. What should language learners be responsible for?
3. What are the most important characteristics of a good language lesson?
4. What kinds of interactions work best in a language lesson? (e.g., lecture, individual work, pair work, group work, whole class work)
5. Should a language teacher be concerned about students' feelings? Why or why not?
6. How should student errors be handled?
7. What are two questions you have about language teaching methods, techniques, or principles?
  - i.
  - ii.
8. Draw a picture of a language teacher teaching a lesson. (Draw directly on the page, or take a photo of your drawing and insert it into this document.)

## Poster Session

### Overview

You will create a poster (minimum size is A2 = 4 x A4) that introduces a technique or operationalizes a principle that interests you from one of the methods that we have studied so far (i.e., Ch2, 3, 4, 5, 6, 7, 8, 9). Your poster should be visually stimulating and include information that addresses the following questions:

- What is the technique or principle?
- How does the technique or principle work?
- Why is this technique or principle of interest to you?
- As a teacher, how might you use this technique or apply (i.e., operationalize) this principle in an instructional setting (e.g., classroom)?
- What questions or concerns do you have about this technique or principle?
- Is there anything else (e.g., something interesting or important) that you would like to say about this technique or principle?

### 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.

### Procedure

In the week before the Poster Session, you should submit an image (i.e., a photo) of your poster. Make sure that the image of your poster is clear and easy to read. See the following page for pictures of sample posters. On the day of the Poster Session, in class we will present our posters to each other. Depending on class size and time limitations, students will go to the front of the class one-by-one to introduce their poster to the class for roughly 10 minutes each. Presenters are expected to introduce their poster and also lead a brief discussion about it.

### Grade

This assignment is worth 30% of your final grade. It will be graded as follows:

Grading Criteria	
<b>Appearance.</b> The poster is visually stimulating and has a thoughtful design aesthetic (e.g., information is organized well, easy to read).	10 points
<b>Accuracy and Appropriateness.</b> The information is accurate, appropriate in amount, and represents the technique or principle concisely. The poster demonstrates thoughtful consideration of how the technique or principle could be used in an instructional setting (e.g., classroom).	20 points
<b>Presentation.</b> The poster was introduced and explained well.	20 points
<b>Discussion.</b> The student made an effort to have a discussion with classmates about the poster (i.e., asking and answering questions).	10 points
<b>Total</b>	<b>60 points</b>

### Note

The technique or principle that you choose for this Poster Session should be the same technique or principle that you eventually demonstrate during the Micro-teaching assignment. See information about the Micro-teaching assignment on the following pages.



Sample Posters

# Chain Drill

**Why do I like this ?**  
Remember easier  
T's opportunity Individual check  
Interactive  
Communicative  
Other students feel Bored  
Controlled practice  
Takes long time  
Tense

**How might I use this in the future ?**  
New dialog  
Practice difficult conversation  
Check each student  
Additional information ?  
Need to combine other drills  
Single-slot substitution drill  
Ice breaker  
SPEAK OUT!

## DIRECT METHOD

### Question and Answer Exercise

**No translation is allowed**  
**Learn to think in TL**  
**Visual Aid**

**HOW DOES IT WORK?**  
Ask and answer in full sentence  
↓  
Practice new words and grammatical structures

**Why do I like it?**

- Ss have the opportunity to ask questions as well as answer them
- Interactions
- Fluency of speaking would be developed
- Ss are encouraged to use L2

**How would I use it as a teacher?**

- Give a compliment
- Realistic topics or situations to increase students' interest  
i.e) at movie theater  
birthday party

**My concerns about it**

- Not suitable for weaker students
- Teachers must be fluent in speaking

## Recording Student Conversation

**Why do I like this?**

- Encourage initiative and independence atmosphere
- Counseling by showing understanding
- Cooperation instead of competition
- Respectful and nondefensive relationship

**Questions & Concerns**

- Students can be uncomfortable when teacher stands behind them.
- Students can feel they do not learn anything.
- Rate of native language usage

**How might I use this?**

- Grammar class by using their transcripts
- Assignment self correction

**Additional information:**

- Clear and warm voice
- CD, MP3 file
- Time limited

# ROLE PLAY

**How does role play work?**  
Students practice communicating in different social context & in different social roles.

**Why do I like role play?**

- Practice & Apply
- It can be adjusted from a very structured way to a free way

**How do I use role play?**

(E/I, at the beginning)	(F, at the end)
very structured way	Less structured way
T decides...	T decides...
✓ who they are	✓ who they are
✓ what situations it is	✓ what situations it is
✓ what to talk about	✓ what to talk about
✓ what to say	S decides...
	✓ what to say
T-Ss / S-Ss	Ss-Ss

**Concerns**

Ss might have hard time...

- Using TL in unfamiliar situation & context
- (If in the least controlled & free way)

Imagining what their role is, do, what they should talk

## Micro-teaching

### Overview

The Micro-teaching assignment gives you an opportunity to do a 10-minute teaching demonstration of the same technique or principle that you introduced during the Poster Session. See information about the Poster Session on the previous pages.

### Tip

Make sure that you come to class ready to demonstrate. Things that you can do to prepare include practicing giving explanations and instructions. Also make sure that your resources are , and creating enough resources (e.g., handouts, worksheets, flash cards) for everyone.

### Procedure

In the week before the Micro-teaching in class, you should submit a Micro-teaching Activity Plan, which you can find on the following page. Depending on class size and time limitations, students will demonstrate their technique or procedure for roughly 10 minutes.

### Grade

This assignment is worth 30% of your final grade. It will be graded as follows:

Grading Criteria	
<b>Preparation.</b> The teacher was well prepared before the micro-teaching demonstration by submitting a thoughtful and comprehensive description of the activity, plus images of resources and instructional materials, by the due date. There is evidence of thoughtful and comprehensive preparation. The description of the steps of the activity is complete, logical, and explained clearly. The technique or principle is the same as that introduced during the Poster Session.	20 points
<b>Demonstration.</b> The teacher demonstrates accurate understanding of the technique or principle; the activity of the technique or principle was well-paced, progressed smoothly, and was sequenced logically; instructions to students were clear and concise so that students were able to carry them out well; the teacher has good presence in the classroom (i.e., positive body language; instructional resources were appropriate for the technique or principle and were used appropriately. Instructional materials were distributed to the class appropriately (i.e., in a way that reflects the expected implementation of the technique or principle). The teacher was able to manage and direct the class through the activity efficiently and effectively.	40 points
<b>Total</b>	<b>60 points</b>

## Micro-teaching Activity Plan

Name \_\_\_\_\_ Student Number \_\_\_\_\_ Class \_\_\_\_\_

Which method does your technique or principle come from?	
What is the name of your technique or principle?	
Describe the steps you plan to follow.	
Step 1	
Step 2	
Step 3	
Step ...	<i>... add more steps if necessary</i>

Include images (i.e., photos) of the resources you plan to use (e.g., handouts, worksheets, flashcards)



## 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

- 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?

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## A Study of Methods

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

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-

## Criticisms of Methods

4. The textbook on page xxi points out several criticisms of methods such as:

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

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
- Conceptualization
- Operationalization
- Target language





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



10. Explain what's happening in your drawing.

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## 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?

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## 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

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- b) Three “inference” questions

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- c) Three “related experience” questions

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### **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](http://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?

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## 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:

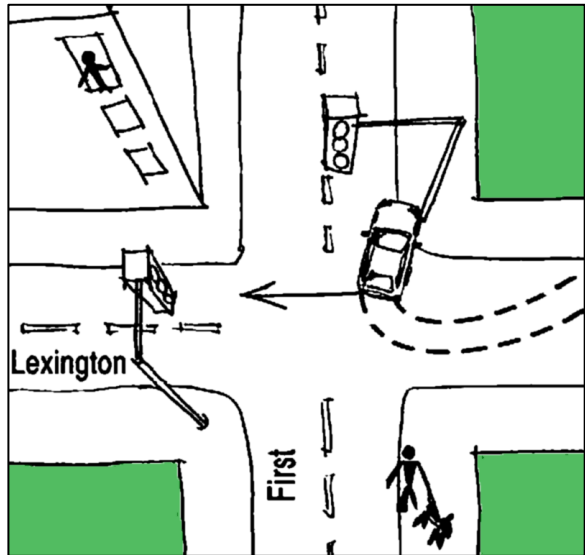
- Reading Aloud (p. 32)
- Question and Answer Exercise (p. 32)
- Fill-in-the-blanks Exercise (p. 32)
- Dictation (p. 33)
- Map Drawing (p. 33)

### 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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Text and image modified from: Richards, J. C., & Bohlke, D. (2012). *Four corners: Book 4*. Cambridge, England: Cambridge University Press.

## 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) What are the different types of drills used in the lesson? List them below and explain how they work.

Drill type	How does it work?

- 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.

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### 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?

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### 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 five lines that includes both of the following structures:

- **Want to**
- **Have to**

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

**Step 2:** Create two drills (backward build-up, repletion, chain, single-slot substitution, multiple-slot substitution, transformation, and 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. Look at the list of techniques on textbook pages 65-67. There are four key resources used in a Silent Way class. Describe what they are and how they are used:

Resource	What is it? How is it used?
Sound-Color Chart	
Cuisenaire Rods	
Word Chart	
Fidel Charts	

6. Look at the list of techniques on textbook pages 65-67. There are four key techniques used in a Silent Way class. Describe what they are and how they work:

Technique	How does it work?
Teacher's silence	
Peer correction	
Self-correction gestures	
Structured feedback	

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?
- 
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### In-Class Activity

7. 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).



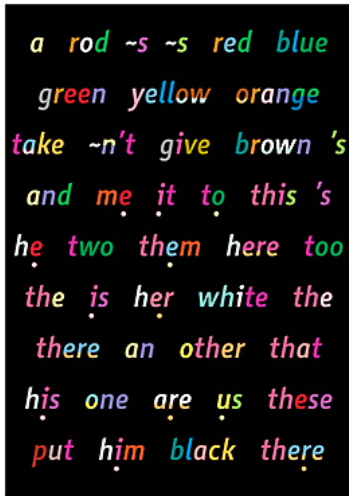
Your task is to prepare a follow-up lesson (keep the same topic) that uses the Silent Way resources on the following page and introduces one of the following grammar patterns (your choice):

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

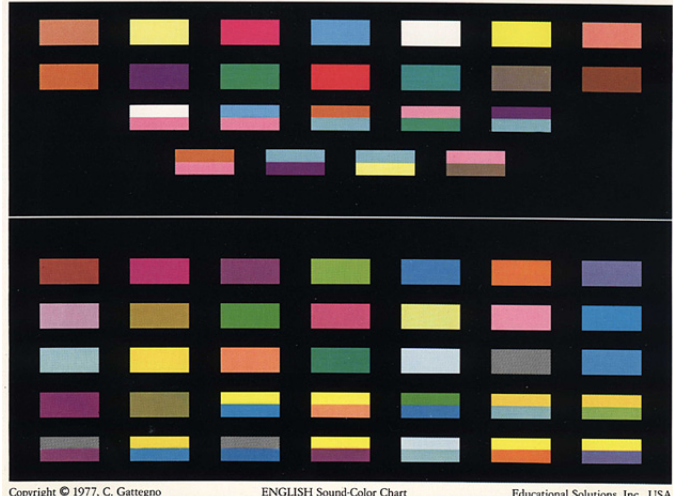
Remember, you (as the teacher) should remain mostly as silent as possible, so instead of you speaking, use the resources on the following page (i.e., Word Charts, Sound Charts, Fidel Charts, Cuisenaire Rods) to make meaning clear to the students.

# Silent Way Resources

## Word Charts



## Sound Charts



Copyright © 1977, C. Gattegno ENGLISH Sound-Color Chart Educational Solutions, Inc., USA

## Fidel Chart

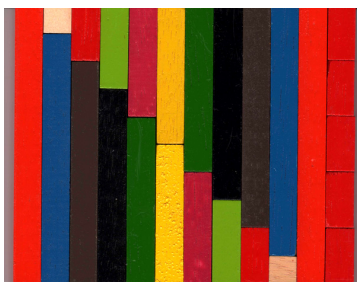


© C. Gattegno 1967

Words in Colour Mute + Fidel

Reduction C.1:9.63 linear

## Cuisenaire Rods



Source: [https://en.wikipedia.org/wiki/Silent\\_Way/](https://en.wikipedia.org/wiki/Silent_Way/)

## 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>







What do you think?

6. 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

7. In this question, you will apply what you have understood about Desuggestopedia. A typical Desuggestopedia lesson has four phases: presentation, first concert, second concert, and practice (i.e., activation-adaptation).

Create a sequence of activities that includes a **dialogue of 5-6 lines** and the **four phases** for a **high school intermediate** language class.

<b>Presentation</b>	The main aim is to help students relax and move into a positive frame of mind, with the feeling that learning is going to be easy and fun.
<b>First Concert</b>	This involves the active presentation of the leaning material by the use of dialogues, vocabulary lists, and grammar points. These dialogues are read aloud to the students with background classical music. The teacher exaggerates the rhythm and intonation of the reading in order to match the rhythm of the music.
<b>Second Concert</b>	The students are now guided to relax and listen to some more classical music. After the readings of these long dialogues to the accompaniment of music, the teacher makes use of the dialogues for more conventional language work.
<b>Practice</b>	The use of a range of role-plays, games, puzzles, and so on to review and consolidate the learning. Homework is limited to re-reading the dialogue once before going to bed and again before getting up in the morning.

## 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<sup>TM</sup> (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](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 counseling – 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?

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## 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 Computer™

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

1. What is the goal of Total Physical Response?
  
2. 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

3. 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

- 4. 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.

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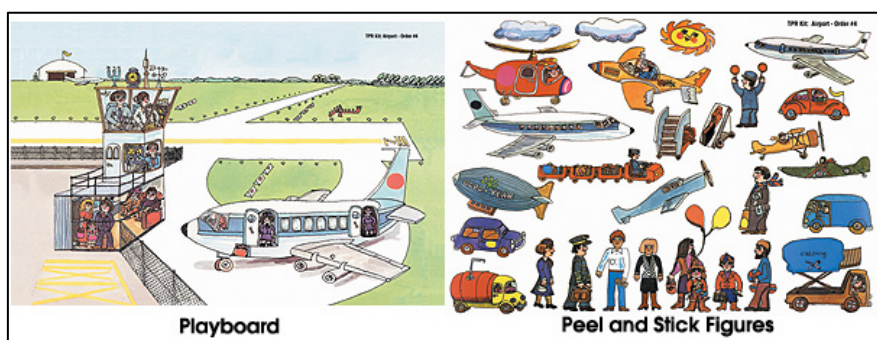
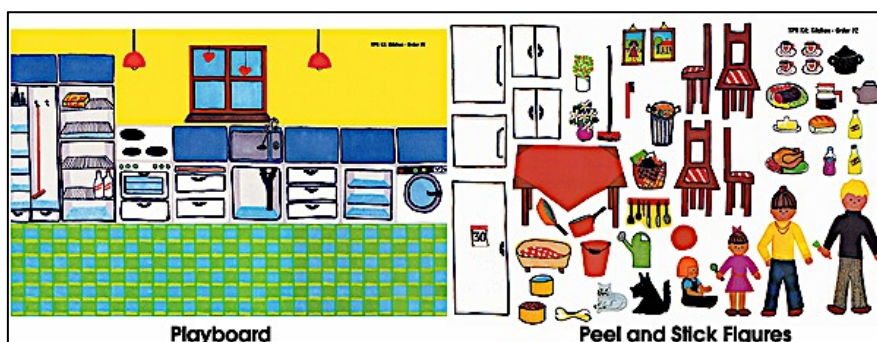
What do you think?

5. 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?
- 
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### In-Class Activity

6. 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>



## Reviewing the Techniques

5. Communicative language teaching uses tasks, games, and authentic materials extensively. Look at the list of techniques on textbook pages 126-128.

Technique	How does it work?
Authentic Materials	
Scrambled Sentences	
Language Games	
Picture Strip Story	
Role Play	

## 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.
- Is achieving communicative competence a goal for which you should prepare your students?
  - Would you adopt a functional syllabus?
  - Should a variety of language forms be presented at one time?
  - Are there times when you would emphasize fluency over accuracy?
  - Do these or any other principles of Communicative Language Teaching make sense to you?
  - Would you ever use language games, problem-solving tasks, or role-plays? When?
  - Should all your activities include the three features of communication?
  - Should authentic language be used?
  - Why do we say that communication is a process?
  - What does it mean to say that the linguistic forms speaker uses it should be appropriate to the social context?

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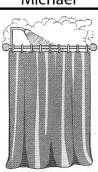






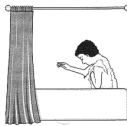

### In-Class Activity #1 (Information Gap)

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						
7:25						
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.

## 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)





## 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?

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### 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.

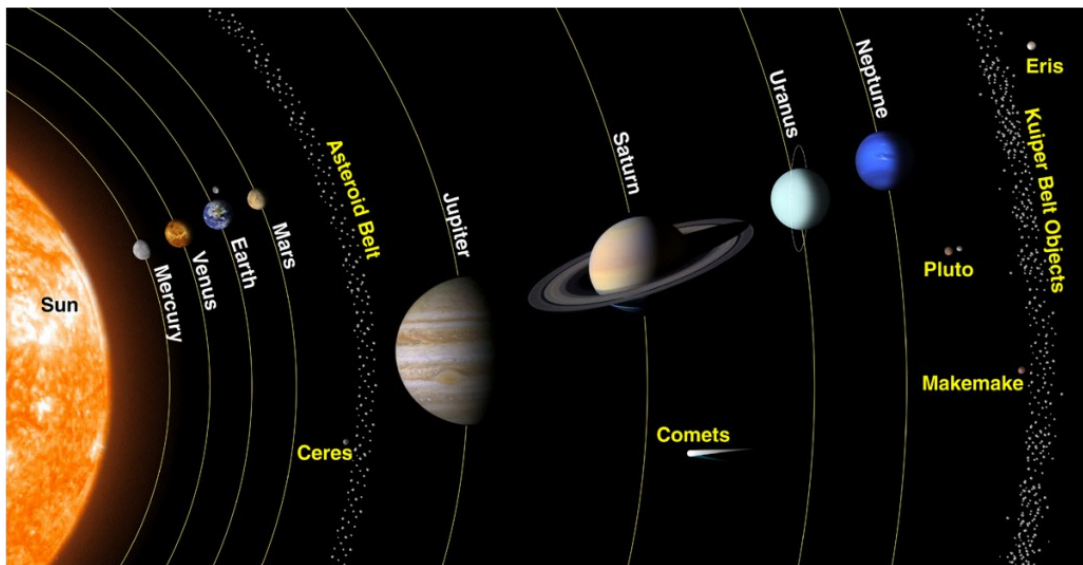
Using the graphic organizer below:

**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 the definitions above match the description of “task” given in the textbook?

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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. Describe each of the techniques on textbook pages 158-160.

Task type	How does it work?
Information-gap	
Opinion-gap	
Reasoning-gap	
Unfocused	
Focused	
Input-providing	
Output-prompting	

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?

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**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.

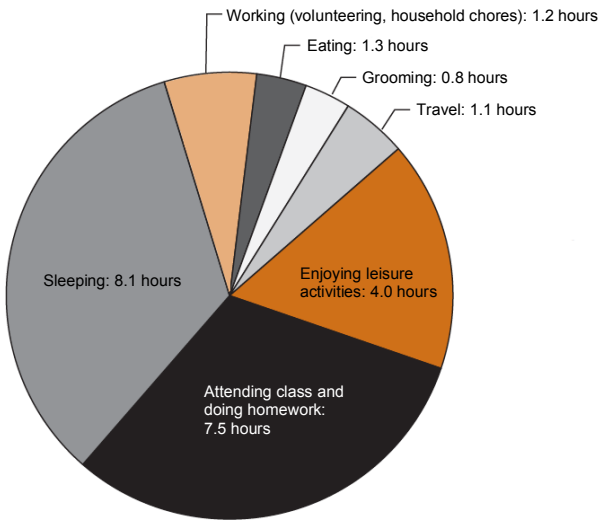
<b>Instructions:</b> Find out how your classmates spend their time on a typical school day.																	
<p><b>How much time do you spend...?</b></p> <p>attending class and doing homework _____ hours</p> <p>sleeping _____ hours</p> <p>enjoying leisure activities _____ hours</p> <p>travelling _____ hours</p> <p>grooming _____ hours</p> <p>eating _____ hours</p> <p>working _____ hours</p>	<p style="text-align: center;"><b>An American High School Student's Typical Day</b></p>  <table border="1" style="margin-top: 10px; font-size: small;"> <caption>Data from Pie Chart: An American High School Student's Typical Day</caption> <thead> <tr> <th>Activity</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Sleeping</td> <td>8.1</td> </tr> <tr> <td>Attending class and doing homework</td> <td>7.5</td> </tr> <tr> <td>Enjoying leisure activities</td> <td>4.0</td> </tr> <tr> <td>Working (volunteering, household chores)</td> <td>1.2</td> </tr> <tr> <td>Eating</td> <td>1.3</td> </tr> <tr> <td>Grooming</td> <td>0.8</td> </tr> <tr> <td>Travel</td> <td>1.1</td> </tr> </tbody> </table>	Activity	Hours	Sleeping	8.1	Attending class and doing homework	7.5	Enjoying leisure activities	4.0	Working (volunteering, household chores)	1.2	Eating	1.3	Grooming	0.8	Travel	1.1
Activity	Hours																
Sleeping	8.1																
Attending class and doing homework	7.5																
Enjoying leisure activities	4.0																
Working (volunteering, household chores)	1.2																
Eating	1.3																
Grooming	0.8																
Travel	1.1																

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?



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.



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.



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.



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.

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

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

## 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 through its long history. In ancient times, olive oil 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**. It is great for protecting the freshness of fish and cheese. There are even olive oil lamps and olive oil soaps.



One important study showed that Mediterranean people have the lowest rate of heart disease among Western nations. This is partly associated with their frequent use of olive oil. Other studies have 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 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](https://commons.wikimedia.org/wiki/File:Mediterranean_Sea_location_map.svg)  
Olive oil image source: <https://openclipart.org/>

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

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## 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 \_\_\_\_\_

8. How does this activity reflect positive interdependence and individual accountability?

## Multiple Intelligences

9. Complete the chart below with information about intelligence types and their characteristics.

Gardner's Eight Intelligences	Example Activities (textbook page 192)
1. Logical/mathematical	
2. Visual/spatial	
3. Body/kinaesthetic	
4. Musical/rhythmic	
5. Interpersonal	
6. Intrapersonal	
7. Verbal/linguistic	
8. Naturalistic	

10. Put the following eight activity types into the chart above according to the type of intelligence it likely taps. There is one intelligence for each:

- 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

11. Look at Gardner’s **five minds** on textbook page 194. Which minds do you focus on when you teach?

12. Make a list of your most commonly used language teaching activities. Try to determine which intelligences or which of Gardner’s five minds they work on.

What do you think?

13. 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?

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## In-Class Activity #1

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 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

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

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



In-Class Activity #2

15. 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.

**A** Dictate:  
r-h-x-i-f-e-c-o-t-y-s-d-w-a-b-m-j-g-l-z-p-u-k-n-v-r

Listen and draw.

It's \_\_\_\_\_

**B** Dictate:  
p-f-g-l-m-j-o-b-n-w-h-y-c-t-v-d-a-u-r-e-k-i-s-x-z-p

Listen and draw.

It's \_\_\_\_\_

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 their 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)

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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.