

Simulation Review

2012.4.2

Audiolingual Method

- Language used in the classroom?
- Treatment of student errors?
- Techniques - Dialogue memorization, Backward build-up drill, Repetition drill, Chain drill, Single-slot substitution drill, multiple-slot substitution drill, transformation drill

Community Language Learning

- Relationship building
- Five stages (Stage I → Stage V)
- Non-defensive learning: security, aggression, attention, reflection, retention, discrimination
- Error correction?
- Human Computer

Desuggestopedia

- The use of fine arts to 'de-suggest' limitations
- A new identity
- Infantilization (e.g., children's song)
- Vocabulary
- Peripheral learning
- The two concerts (receptive)
- Activation (Reading out loud, dramatization..)

The Silent Way

- Building blocks of language: sounds (sound-color chart, rod)
- Teacher is silent but 'aware'
- Learning takes place naturally (no h/w)
- Errors are inevitable
- Techniques: Sound-color chart, Word chart, Fidel chart, Self-correction gestures, structures feedback

Total Physical Response

- Comprehension approach
- Right brain activity, modeling
- Vocabulary and grammatical structures are taught through imperatives
- Techniques: Using commands (three connected commands), Role reversal, Action sequence (e.g. mailing a letter)

Communicative Language Learning

- Teaching functions at the discourse or supra-sentential level
- Building tasks that will promote communication (information gap, choice, feedback) - cf. display questions
- Student errors?
- Techniques: authentic materials, scrambled sentences, language games, picture strip story, role play

Content-based Instruction

- Strong version of the communicative approach
- Content may be “theme”, “academic subject matter”
- A note of caution for young learners
- Techniques: Dictogloss, Graphic organizers, Language experience approach, Process writing, Dialogue journals

Task-based Language Teaching

- Communicative Tasks & Focused Tasks
- Class activities have a clear purpose and outcome
- Techniques: Information-gap task, opinion-gap task, reasoning-gap task, unfocused tasks, focused tasks, input-providing tasks, output-prompting tasks

Learner-centered instruction

- To promote intrinsic motivation and learner empowerment
- learning to learn skills (for future learning)
- Techniques: solve real-world problems, inquiry, self-assessment

Cooperative learning

- Students are explicitly taught social skills
- Positive interdependence
- Learner-ship is distributed b/w teacher and students (e.g., taskmaster, timekeeper, recorder, checker, reporter)
- Evaluation

Multiple Intelligences

- Mode of instruction makes a difference in learner success - 8 intelligences
- Lesson plan should represent different intelligences (e.g., riddle, guided imagery, acting out, find things that differ in a picture, identifying a tree, reflection)
- Five minds (Gardner, 2007): Intellectual development, character development

Types of Teacher Error Treatment

Recast

S: I lost my road.

T: Oh, yeah, I see, you lost your way. And then what happened?

Clarification Request

S: I want practice today, today.

T: I'm sorry?

Metalinguistic Feedback

S: I am here since January.

T: Well, okay, but remember we talked about the present perfect tense?

Elicitation

S: What means this word? (to another S)

T: Uh Luis, how do we say that in English? What does...?

S: Ah, what does this word mean?

Explicit Correction

S: When I have 12 years old...

T: No, not **have**. You mean, “when I **was** 12 years old...”

Repetition

S: What I have 12 years old...

T: When I **wa:::s** 12 years old.