

Chapter 22 – Tools and Techniques of Effective Second/Foreign Language Teaching

- Beginning in the 1970s, applied linguists began L2 *classroom research* to focus on the level of procedure, or day-to-day classroom processes.
- **Conceptual Underpinnings**
 - **Pairing and grouping of students:**
 - Surest way to foster second language acquisition in the classroom setting.
 - Time on task is significantly increased.
 - Develops a class where students have bonded.
 - **Teacher classroom discourse:**
 - Lesson warm-up: Sets a positive atmosphere, aids concentration, establishes routines, reduces anxiety.
 - Error correction and feedback: Which feedback method preferable to use differs on types of errors and role of the instructional context (eg. focus on language vs. focus on content)
 - Teacher-student interaction patterns: Most common discourse sequence is the initiation-response-evaluation (IRE), where the student's response is evaluated by the teacher. Allowing for more communicative classroom exchanges is the initiation-response-feedback (IRF), where the conversation can continue for multiple turns.
 - Inductive versus deductive presentation: Deductive approaches involve the teacher presenting the rules first, and then providing examples that show the rules. Inductive approaches involve the teacher first presenting examples and allowing the students to figure out the rules.
 - Teacher questions: Need to distinguish between display questions, that allow for just one possible answer, and referential questions, that allow a original, creative response. A balance between both is important in the classroom.
 - Wait time: When more wait time is allowed, learner failures to respond decrease, the length of learner responses increases, and students participate more.
 - **Use of visuals:**
 - Lends authenticity to the language lesson and can be an important contextualizing device.
 - Allow users to develop an understanding that words can't convey
 - Clarify complex concepts into a simple display
- **Classroom Applications**
 - **Pairing and grouping of students:**
 - Issues to keep in mind for pairing and grouping students:
 - Interpersonal dynamics: important to recognize that grouping students doesn't automatically lead to cooperation.

- Learner autonomy: Delegating authority to a group leader and assigning roles to others in the group can assist in getting to students to work autonomously.
- Use of the target language: Making clear to students that the goal is to maximize the use of the target language.
- Role of the teacher: The teacher may feel it appropriate to assume the role of participant, or as a resource for the groups, depending on the situation.
- Differences in proficiency level: The decision on how to group students based on proficiency levels depends on a variety of factors, such as type of task or the personalities of students involved.
- Attitudes toward pair and group work: Important for teachers to explain the rationale behind group work and define what they hope to achieve with it.
- **Teacher classroom discourse:**
 - Warm ups: Allows students time to transition from the outside world to the classroom world. Also allows students to bond as a social unit and gives time for latecomers to get settled in.
 - Error correction and feedback:
 - When the focus of the class is on accuracy, feedback is called for. When the focus is on fluency, it's best not to interrupt.
 - Correction is appropriate when the error is of competence, and not as appropriate when the error is of performance.
 - Correction is appropriate when there are major errors in sentence structure (global error), and not as appropriate when there are errors of one element of the sentence structure that don't cause problems in comprehension (local error).
 - Different forms of feedback are appropriate for slips, errors, and attempts.
 - Teacher-student interaction patterns: IRF sequences or collaborative dialogue should be used over IRE sequences whenever possible.
 - Inductive versus deductive presentation: While the inductive approach may be the favoured one, there are advantages in using the deductive approach.
 - Teacher questions: Teachers should develop a wide variety of questioning strategies, ideally using display questions with referential questions wherever possible.
- **Use of visuals:**
 - Visuals should be used to involve more students and to facilitate language learning.
 - One form of visual that is particularly suited for the ESL classroom is the graphic organizer (eg. K-W-L chart).

Tools and Techniques of Effective Second/Foreign Language Teaching doesn't follow any specific teaching format that we have come across so far in our readings, but it does show a general trend of moving away from intolerance to error, such as in the audiolingual approach.

Chapter 29 – Task-Based Teaching and Learning

- In 1949, Ralph Tyler presented his study on curriculum. It has 4 essential elements:
 1. Aim and objectives
 2. Content
 3. Learning experiences
 4. Learning outcomes
- These 4 elements compare with:
 - Syllabus design – specifying content and making it clear through goals and objectives.
 - Methodology – identifies, organizes, and sequences learning experiences.
 - Assessment/evaluation – means to see if goals and objectives were met.
- Task-Based Language Teaching (TBLT):
 - Is an analytical approach to language pedagogy.
 - The focus is process-orientated; not product-orientated.
 - Pedagogical tasks – what learners do in the classroom to learn language. Needs to link to real world experiences.
 - TBLT draws strength from the following six principles:
 - Development of what a learner needs, not an inventory of phonological, lexical, or grammatical items.
 - Development of language by using the language, not by studying the linguistic system.
 - Learners own experiences are important.
 - Focus on learning processes and strategies and language content.
 - Classroom language learning is linked to real life language needs.
 - Learners are exposed to authentic discourse in the classroom.
 - Task authenticity – the closer the link between the classroom and real life languages, the greater the task authenticity.
 - Text authenticity – the use of spoken and written material has been made to encourage communication, not for language teaching.
- Other analytical approaches are project-based language teaching, network-based, and content-based instruction.
 - These approaches begin with the learner, not the language.
 - Develop curriculums based on what learners need to do with the language.
- “There is no point in focusing on linguistic form because communicative engagement provides the necessary and sufficient condition for language acquisition (Krashen, 1981, 1982).
- CALL – Computer-Assisted Language Learning
 - The use of technology in education acts as a carrier of content.
 - Gives access to sources of authentic discourse.

TBLT is connected to Content-Based Instruction. The content is provided by subject classes students are enrolled in, while the TBLT are the principles and methodology within that class. It is also a branch of Communicative Language Teaching, as language is the focus. Evaluation is based on task outcome, rather than language forms.

Chapter 30 – English for Specific Purposes: International in Scope, Specific in Purpose

- English for specific purposes (ESP)
 - A field in applied linguistics, ESP is devoted to creating research-based English Language materials and instruction, usually for adults, with specific language learning goals that are directly related to their current or future professional lives.
 - ESP Practitioners must develop, contextualize, evaluate, and/or revise ESL/ELL language curricula, classroom pedagogies, and assessments, making them appropriate for a specific group of students in a specific language learning environments by administering thorough and ongoing needs assessments and target situation analysis of the language, discourses, and contexts in which students will be using the language (Johns & Price, 2014).
 - Absolute Characteristics:
 - Designed to meet the specified needs of the learner.
 - Related in content to particular professions.
 - Centered on language that is suitable to those professions.
 - Variable Characteristics:
 - Restricted as to the language skills to be learned (ie. reading only)
 - Not taught according to any predetermined methodology
- The early years of ESP can be divided into at least 5 stages:
 - Register analysis – in the 1960s and 1970s, the aim was to identify grammatical and lexical features of the target discipline
 - Discourse analysis – a move to textual patterns in the targeted discipline
 - Target situation analysis – a focus on learners needs and wants
 - Skills and strategies – new materials developed to assist learners
 - Learning-centered approach – a broader focus on understanding the processes of language learning.
- ESP can be classified in two categories, English for academic purposes (EAP) and English for occupational purposes (EOP). These can be divided further depending on each specific purpose.
 - EAP classes can be taught as stand-alone courses, adjunct courses, or by team teaching.
 - Vocational ESL (VESL) classes can be further divided into 5 major classifications. They can be narrow-angled courses, focusing on one type of job, or they can be wide-angled, with a more general and comprehensive curriculum.

ESP does not follow any specific teaching format that we have come across so far in the readings. The focus is just on learning the specific language for a specific profession. The professor must still follow the general outline of lesson planning. They should plan ahead, looking at language and content objectives.
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References

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