



# Linguistics 191/291: Class 1.1

- Course introduction 1
- Language learning experiences
- Language learning shortcuts
- Course introduction 2



# Course introduction 1

- A few acronyms: L1/L2; ESL/EFL/ESOL; SLA/FLA; NNS/NNEST; ELL/ELD/LEP...  
<https://sites.google.com/a/avusd.org/mrs-scheetz/eld-file-cabinet>
- Our backgrounds & biases
- Student introductions



# Language learning experiences

Divide into groups. Discuss the following questions (10 minutes):

What do you think is the best method for learning a second language and why?

How can you teach in a way that supports that method?



# Course introduction 2

- Syllabus overview/division of labor
- CALL mini-course option



# Some background

- What is English?
  - <https://www.youtube.com/watch?v=YEaSxhcns7Y>; for a slightly longer version, see also <https://www.youtube.com/watch?v=H3r9bOkYW9s>
- What do you learn when you learn a second language?



# Language learning shortcuts

- <http://fourhourworkweek.com/2007/11/07/how-to-learn-but-not-master-any-language-in-1-hour-plus-a-favor/>
- <http://www.fourhourworkweek.com/blog/2009/01/20/learning-language/>
- <https://www.youtube.com/watch?v=eFpzeGoP-Kg> – what elements of this do you agree/disagree with? Why?
- <https://www.youtube.com/watch?v=G1RRbupCxi0&t=438s> (start @ 5:00)
- What can we learn from these?
- Critical distinctions
  - Formal vs. informal learning (+/- structured)
  - Intentional vs. incidental learning



# Course Assumptions

- Most people do better when they are taught or at least guided through learning a language.
- Language teaching is not just about language—it involves an understanding of learning processes, learners, and the context in which the teaching takes place.
- You can become a better teacher if you by developing both a knowledge base and the skill to employ it—we'll work on both in this course.
- Notion of **pedagogical content knowledge**



# Final notes

- Read TESFL 2-14; 15-30. These will provide the background for teaching approaches/methods and communicative language teaching (CLT)
- Questions?
- Notes will be on the website under Announcements



# For next class

- Which two or three language teaching approaches do you find most compelling and why (not including post-methods)?
- Do the ideals in the “post-method era” seem realistic? Why or why not?
- What are some core concepts of CLT? Have you taken language courses that seem consistent with those principles?