



# Linguistics 191/291: Class 5.1

- Observing second language teaching
- Practicum discussion
- Reflective Teaching
- Second Language Learning in the Classroom (Part 1)
  - Get it right from the beginning
  - Just listen...and read



# Observing SLA

- Using Questions
  - Display vs. “genuine” questions
  - Importance of wait time, rephrasing, clarifying, etc.
- Error correction
  - What should be corrected? Why?
  - When?
  - By whom?
  - How?



# Error Correction Options

1. Explicit correction: *I study 8 hours in day* “You should say 8 hours **a** day. Repeat”
2. Recasts (repetition or embedding) “*I study 8 hours in day*”

Recast: “8 hours a day, wow.” “That’s a lot. How many hours a day to you sleep?” [note—what are some key variables in recasts?]

3. Clarification requests (How often do you study?  
*Eight. Eight what?*)



# Error Correction Options

4. Metalinguistic feedback ('We need an article here instead of a preposition')
5. Elicitation (What's wrong here? What should go before 'day'?)
6. Repetition (*I study 8 hours in day* → 8 hours **in** day....?) (form of elicitation)

<https://www.youtube.com/watch?v=VFVSQTNUxtc>



# Summary of Observing SLA

- What happens in a classroom is different from the ideals offered by theories—group language learning is chaotic.
- As a teacher, there are some factors you can control, some you can influence, and some you can only adapt to.



# Discussion of Practicum

- What did you do last week?
- What is the most interesting thing you've observed/noticed so far? Try to connect it to some of the readings.



# Reflective Teaching

- Summary (intro = good model for project)
  - Teaching reflectively vs. teaching innocently (Brookfield 1995)
  - Reflection in-action, on-action, for-action
  - Communication patterns; participant interactions & teacher decision making
  - Gathering information for reflection—how and how much?
- Link to Action Research (+ TESFL Ch. 38)



# HLL - Six Teaching Proposals

- Get it right from the beginning
- Just listen...and read
- Let's talk
- Two for one
- Teach what is teachable
- Get it right in the end





# Get it right from the beginning

- Repetition without understanding...
- Fossilization occurs without correction
- Structural practice can temporarily block natural order
- Grammar/drill + communication practice better than grammar/drill alone
- **Conclusion: communicative practice helps; not clear about drill/formal learning at early stages**



# Just listen...and read

- Link to Krashen
- Using comprehension only, kids starting in g3 were as good or better than other methods by g5. Were worse in some areas by g8 (French ESL, 30 min/day)
- 6-week graded reading course—vocabulary developed (cf. old reading approach; )
- Input flood: helped learn new things but not lose old errors



# Just listen...and read

- Input enhancement (Bf. Possessive forms) in text: no effect.
- **Conclusion: comprehension approaches are good in beginning but lead to fluency w/o accuracy. Input processing/enhancement adds some form focus**
- Question: What's the value of this for vocabulary vs. grammar?



# Next class

- Read "Second Language Learning in the Classroom" (HLL 171-200)
- Come prepared to discuss your first assignment, especially with respect to the six teaching proposals in HLL that overlap with language teaching approach.