



# Linguistics 191/291: Class 5.2

- Six Teaching Proposals
- Discussion of Assignment 1
- Hannah and Summer Presentations
- Six Teaching Proposals - continued



# 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



# 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?



# Let's Talk

- Factors: Communicative motivation is key; *modified* input + output;
- Value of paired & group activities (Long & Porter)
- Yule: watch roles for lower level learners (have them produce)



# Let's Talk

- Mackey: interaction/negotiation more valuable for participants than observers and real is better than scripted
- McDonough-Thailand: in pair work, when negotiation, feedback, and modified output was present, success was greater; but students didn't *believe* it helped
- **Conclusion: Favorable results, but don't overgeneralize; long-term not studied; note recency effect in testing**



# Assignment 1 Discussion

- Briefly describe your class setting
- What are the class objectives?
- What approach will you take (may be a combination)?
- What will the roles of teachers & students be?
- What are you most unsure about? (set up meetings with Connie or me if you want)



# 291 Presentations

## Summer

Ortega, L. (2013). Ways forward for a bi/multilingual turn in SLA. In S. May (Ed.) *The multilingual turn...* (pp. 42-63). Routledge.

## Hannah

Kibler, A.K. and Valdés, G. (2016), Conceptualizing Language Learners: Socioinstitutional Mechanisms and their Consequences. *The Modern Language Journal*, 100: 96-116.





## 2 for 1

- Failure to achieve high grammar levels in academic French immersion settings (due to little production; rarity of certain lg. features)
- Same problem in Hong Kong: teacher use of 'mix'
- Inuits in Canada—again failed to achieve due to a lack of age-appropriate French.
- **Conclusion: immersion even in a content class across years does not guarantee continued development—fossilization occurs. We need to mix language objectives with content objectives (CLIL).**
- **See also difference between BICS and CALP (Cummins: <https://www.clilmedia.com/four-differences-between-bics-and-calp-and-why/>)**



# Teach what is teachable

- Pienemann: German w.o-Stage 2 can learn Stage 3 but not Stage 4 stuff
- In Q-production tasks “readies” gained from recasts; others didn’t
- Ellis: 3 hours not enough to develop Q-inversion.
- Spada & Lightbown: L1 effect can influence natural order (French/English)
- **Conclusion: explicit instruction + exposure helps more than either; learner readiness is an influence but complicated by other factors. We don't know natural order for most of ESL.**



# Get it right in the end

- Schmidt's noticing hypothesis
- L & S adverb placement: form focus showed immediate & short term gains, not long-term; Q's showed long-term
- Several other studies: past, conditional, sociolinguistics, verb forms...
- Transfer appropriate processing (TAP): both isolated and communication-integrated form-focused instruction for passives worked with *intermediates*. General trend supported TAP.



# Get it right in the end

- **Conclusion: all form-focused studies cited showed either an advantage or no disadvantage over communication or comprehension-based classes**
- Suggested form-focus points
  - Differ in non-obvious ways from L1
  - Are irregular, infrequent, or not perceptually salient
  - Don't carry a heavy communicative load



# Some plausible principles

- You need pay attention to both form and meaning, but not both intensively at the same time (cognitive overload)
- When you're paying attention/engaged more fully, you learn better
- You pay attention to get the job done or experience pleasure/satisfaction (as you define it)



# Some plausible principles

- When you're ready, you learn better
- You're ready when you have automated some parts of the learning task so that you can concentrate attention on others that are cognitively reasonable to concentrate on (i.e., not too far beyond your "level").



# Next class

- Read Listening (TESFL 72-89)
- Start working on your first projects (if you haven't yet)
- Assignment 1 due by email or through Canvas 11:59pm 2/14. 1/3 point grade reduction for late papers (e.g., A→A-)