



# TEACHING ENGLISH AND YOU

A Very Brief Intro to ESL Theory and Methods  
Fulbright ETA PDO 2016

# INTRODUCTIONS

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# FIND SOMEONE WHO

Ice breaker

# THINK PAIR SHARE

Would you use this activity (Find Someone Who) in your African classroom ?

If no, why not?

If yes, for what purpose?

# THEORY

Second Language Acquisition, Bloom's Taxonomy, Learner Differences

# Second Language Acquisition

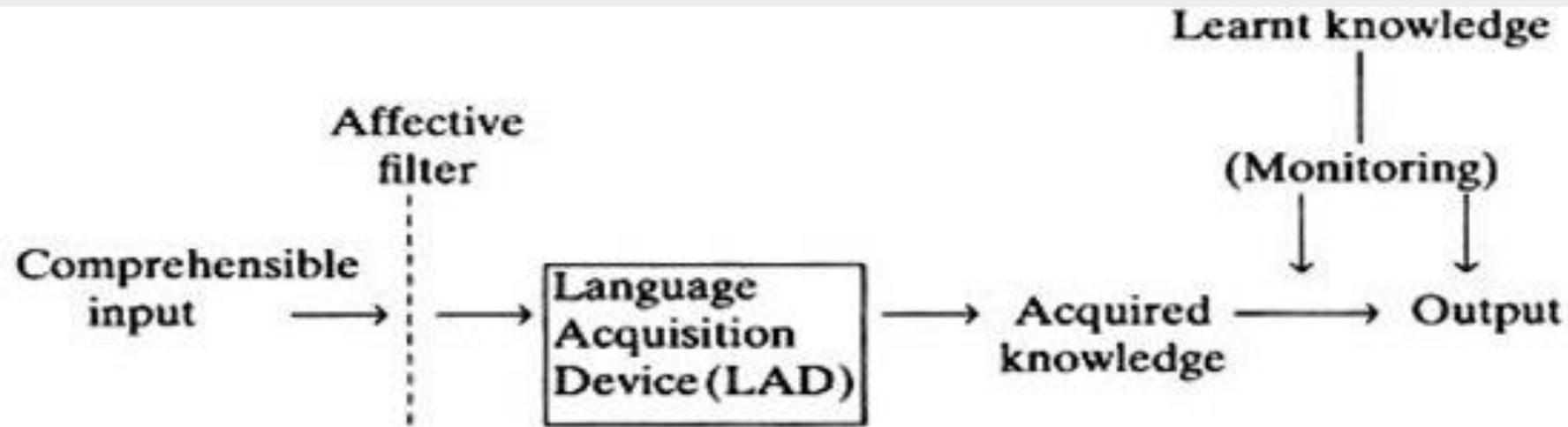
## Dr. Stephen Krashen

- Language is...
  - ...an innate ability.*
  - ...learned through natural communication.*
    - Foreign languages (L2) are acquired in the same way as a baby learns a mother tongue (L1)
    - Not simply a learned response to environmental factors (Skinner)
    - Aligned with Chomsky and his idea of Universal Grammar
- Contested and challenged but most widely accepted

# Second Language Acquisition

## Dr. Stephen Krashen

- “The Monitor Model” - combination of 5 theories
  - *The Acquisition Learning Hypothesis*
    - We acquire language naturally but learning is a conscious process. Natural communication is required to fully acquire a language.
  - *The Monitor Hypothesis*
    - We use what we learn to self-correct our own language.
  - *The Natural Order Hypothesis*
    - Structures are learned in a predictable order for all learners (but not based on complexity.)
  - *The Input Hypothesis*
    - Learners need input that they can understand and use to build further knowledge (i+1)
  - *The Affective Filter Hypothesis*
    - Processing input can be blocked by anxiety, poor self-esteem or low motivation.



*The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)*



"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."

*Stephen Krashen on language acquisition.* (2012, October). Retrieved from <http://adultesljobs.com/dr-stephen-krashen-on-language-acquisition/>

# THINK PAIR SHARE

What would you do as a teacher to make this happen in the classroom?  
How does this activity (Think Pair Share) contribute to that?

# THINK

# PAIR

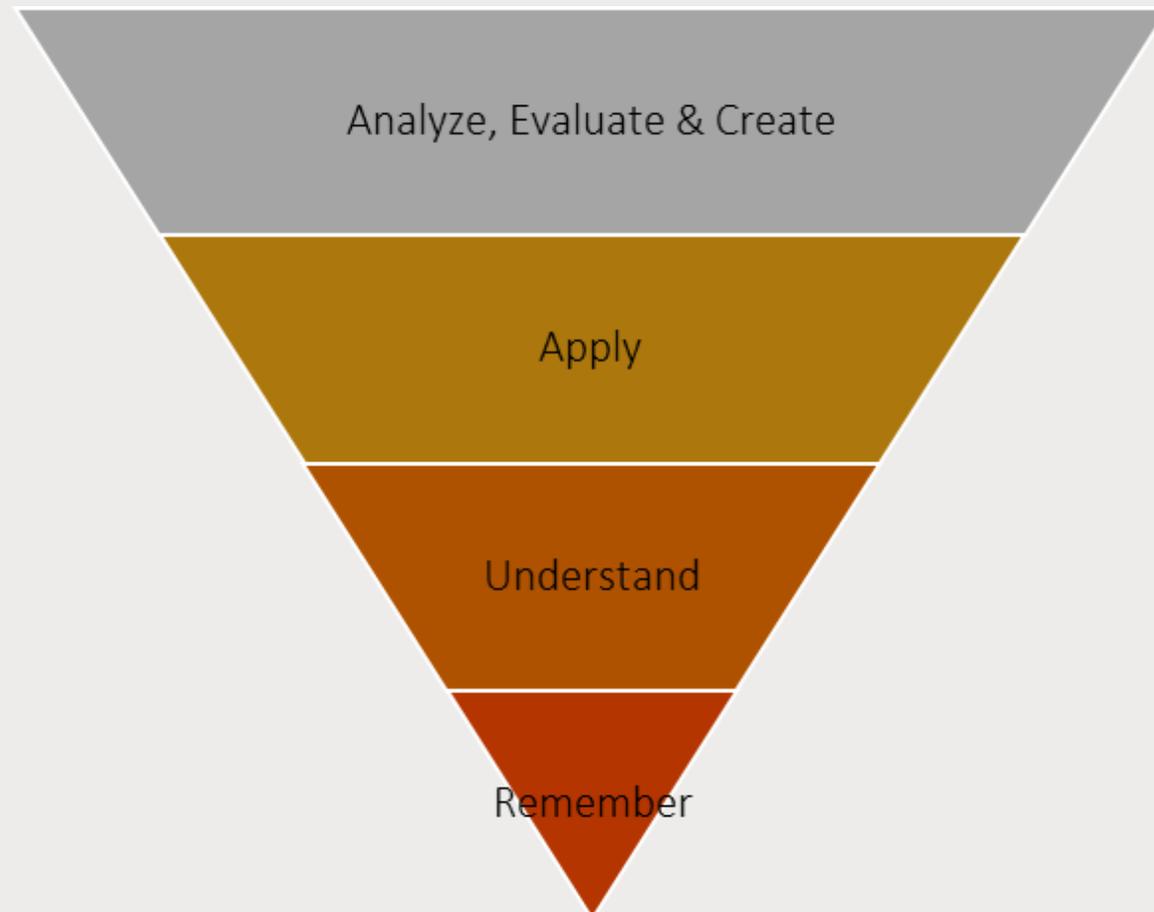
# SHARE

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- What would you do as a teacher to make this happen in the classroom?
- How does this activity (Think Pair Share) contribute to that?

# Bloom's (Revised) Taxonomy

Benjamin Bloom and Anderson & Krathwohl (2001)



# Individual Differences in Language Learners: Multiple Intelligences (Gardener)



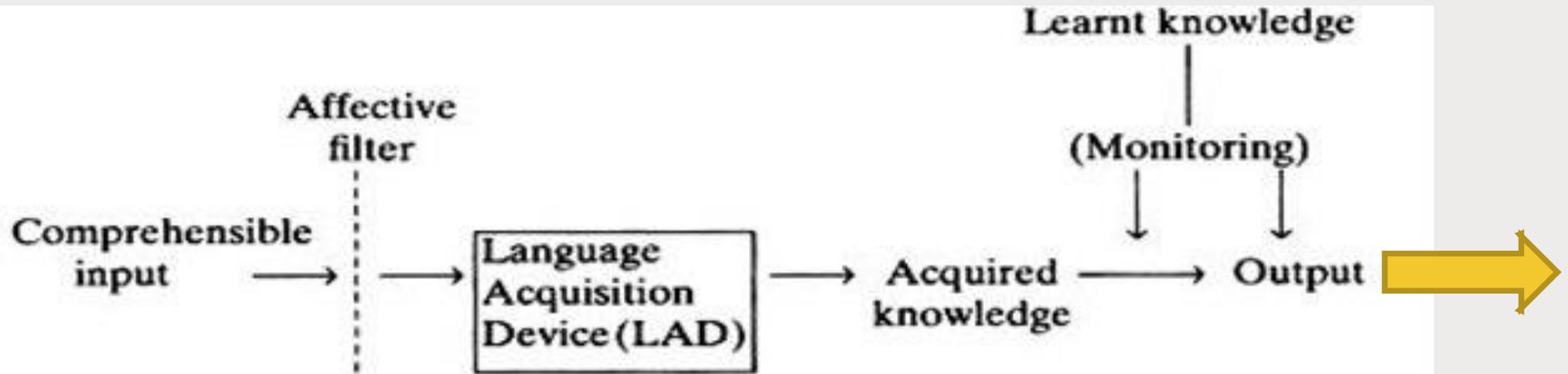
# Individual Differences in Language Learners: Lightbown & Spada (2006)

- Learning Style: learner's "natural, habitual, preferred way of absorbing, processing, and retaining new information and skills"
- Intelligence
- Aptitude - in speaking, writing, reading, etc.
- Personality
- Motivation and Attitude
- Identity: ethnic affiliations, social dynamics, and power relationships
- Learner beliefs about learning
- Age of acquisition: Critical Period Hypothesis (disputed)

# METHODS

Communicative Language Teaching, Learner-Centered Methodology

# Communicative Language Teaching (CLT)



*The Monitor Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)*

# Communicative Language Teaching (CLT)

- Successful language learning involves...

*...meaningful interaction.*

- vs. manipulation of grammatical forms in isolation
- Errors are natural and valuable
- Corrective feedback through negotiating meaning with others

*... knowledge of structures and forms.*

*... knowledge of functions and purposes.*

- Ability to notice and adapt to different communicative settings

→ *Exposure to comprehensible input AND direct instruction*

# Teacher Centered vs. Learner Centered Knowledge



# Teacher Centered vs. Learner Centered Teacher

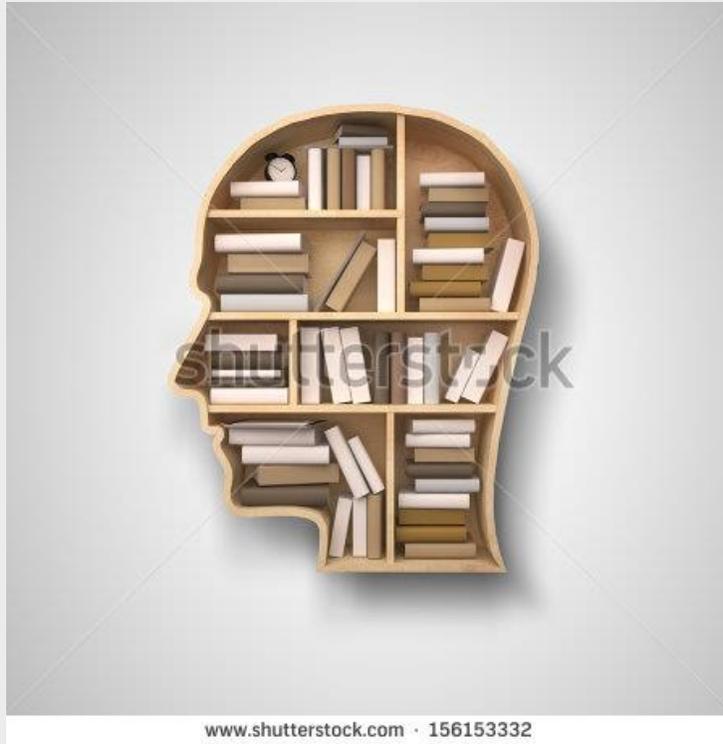


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# Teacher Centered vs. Learner Centered Activities



# Key Principles to be Explored

- Scaffolding
- “The Four Skills” = Reading, Writing, Listening, Speaking
  - And Grammar. And Vocabulary. And Pronunciation.
  - Receptive and Productive Skills – Integrated
- Content or theme-based learning
  - English for Academic Purposes (EAP)
  - English for Specific Purposes (ESP)
- Authentic materials and assessment
  - “Real-life”
  - Task-based assessment
  - Meaningful and relevant to learners

# FOUR CORNERS

Classroom Activity

I'm ready for a coffee break.

This activity (Four Corners)  
is learner-centered and communicative.

I would use this activity (Four Corners)  
in my African classroom.

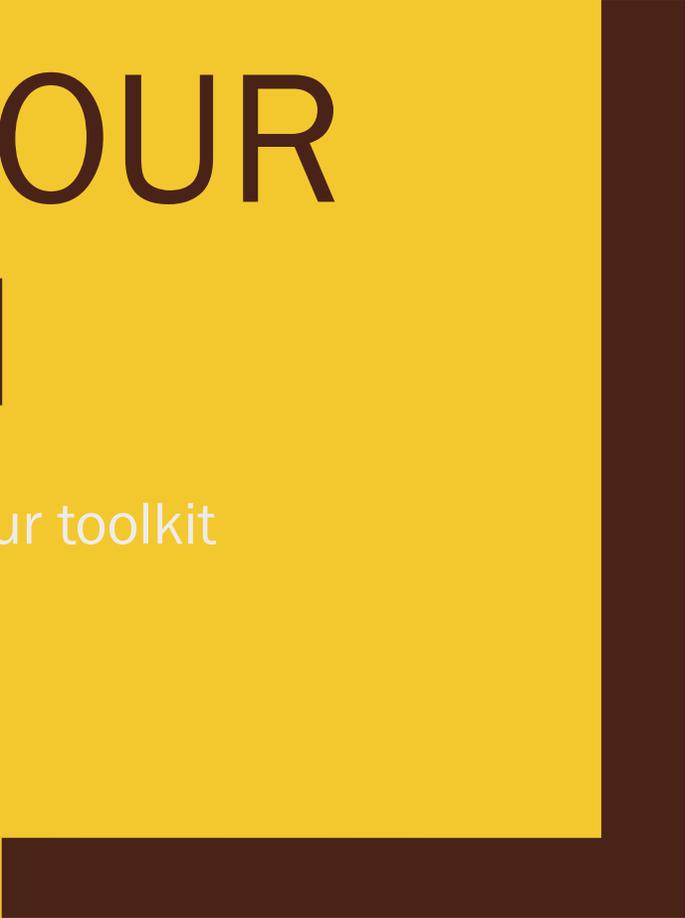
# Belief in theories and uptake of methods are dependent on:

- Historical period
- Culture
  - *Social norms*
  - *Beliefs about teaching and learning*
- Resources available
  - *Classroom: Books, electricity, lab equipment, etc.*
  - *Community of practice*
    - Models
- Personal experience
  - *Personal tastes*
  - *Learning experience*
- Others?



# THANKS FOR YOUR ATTENTION

Check out supplementary resources in your toolkit



# REFERENCES

Lightbown, P. & Spada, N. (2006.) *How languages are learned*, 3<sup>rd</sup> ed. Oxford University Press.

Shoebottom, P. (2009) *An introduction to the work of Stephen Krashen*. Retrieved from <http://esl.fis.edu/teachers/support/krashen.htm>

(Images from Pixabay.com unless otherwise noted)