# Teaching Language and Culture: Assumptions and Generalizations

## Your Teaching Method[[1]](#footnote-1)

A method is a way of teaching that is influenced by what you believe about what language is, how people learn and how teaching helps people learn.

Based on these beliefs, you will then make methodological decisions about:

* The aims of a course;
* What to teach;
* Teaching techniques;
* Activity types;
* Ways of relating to students; and
* Ways of assessing.

Would you be able to name the teaching method(s) you use? What are the key features of it and what are its underlying principles?

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| --- | --- |
| Teaching Beliefs |  |
| What are the aims of your heritage language course? | * To teach spoken/written language, cultural information, folklore and dance * To teach content through language |
| How do you decide what to teach? | * The school council * The parent council * The administrator or the teachers decide |
| What teaching techniques do you use in your classroom? | * Audiolingual method * Stand and deliver * Communication strategies |
| What types of activities do you most commonly use? | * Role play, dance, singing * Written work, presentations, discussions * Play and interaction |
| How do you interact with your students? | * Teacher to whole class * Group work, pair work, individual work * Learning stations |
| How do you assess that your students are learning? | * Observation, interaction * Tests, quizzes, assignments * Student feedback |

# Teaching Fundamentals:

## Understanding Curriculum – Sample *Speaking & Listening* Syllabus and Curriculum Guide

|  |  |
| --- | --- |
|  | ***High-Beginner Speaking and Listening* (Level 1)** |
| **Instructor**: |  |
| **Course Textbook:**  Saslow, J. & Ascher, A. (2006). *Top notch 1*. White Plains, NY: Pearson Longman. | |

**Course Description**:

The Speaking and Listening class in the English Language Program focuses on improving listening and speaking skills that will help students communicate accurately and fluently in different English-speaking situations.

**Objectives:**

Students will learn to use the following speaking functions:

* **Exchange**, **clarify and confirm** information
* **Offer, accept and decline** invitations
* **Ask for** and **give** directions
* **Identify** family relationships and compare people
* Ask for and make suggestions
* **Express** frustration and offer sympathy
* **Order**, get the check and pay for a meal
* Ask a clerk for help
* Ask for and give advice
* **Discuss** travel plans
* Ask for and give a recommendation

Students will practice the following listening tasks:

* Listen for names, occupations and nationalities
* Identify events, times and ticket prices
* Listen for people’s marital status or relationship
* Determine similarities and differences
* Identify and problem and solution
* Classify items
* Determine the location of a conversation
* Choose the correct adjective
* Listen for products and prices

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| **Level One – High Beginner** | | | | |
|  | **TEXTBOOK UNITS** | **SPEAKING FUNCTIONS** | **LISTENING TASKS** | **CONVERSATIONAL WORD LIST** |
| **MANDATORY** | Unit 1 – Getting Acquainted  Unit 2 – Going Out  Unit 3 – The Extended Family  Unit 4 – Food and Restaurants  Unit 6 – Staying in Shape | Meet someone new  Identity and describe people  Provide personal information  Introduce someone to a group  Accept or decline an invitation  Express locations and give directions  Make plans to see an event  Talk about musical tastes  Report news about relationships | Listen for details  Infer information  Infer a speaker’s intention  Listen for main ideas  Listen for locations  Understand key details  Identify similarities and differences  Listen to take notes  Infer the location of a conversation  Listen to predict  Infer meaning  Apply and personalize information | *Let’s.*  *Sure.*  *Really?*  *Too bad.*  *Thanks, anyway.*  *Actually …*  *Congratulations!*  *I’m sorry to hear that.*  *Thanks for asking.*  *Well …*  *Could you…?*  *I’ll have …*  *Why don’t we …?* |
| **SUPPLEMENTARY** | Unit 7 – On Vacation |

## Planning is a Thinking Skill

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|  | What should I think about? | Considerations |
| 1 | **Atmosphere:**  Can you visualize the atmosphere?  Can you imagine the experience for the student? | (a) How many separate activities will there be?  **Teaching Procedures** |
| 2 | **Learners:**  How will the lesson engage the student?  Will the student benefit from the lesson? | (b) Where will I stand or sit?  **Atmosphere** |
| 3 | **Aims:**  What will the learner achieve?  What will the teacher achieve? | (c) What do learners need?  **Materials** |
| 4 | **Teaching Point:**  What is the subject matter, the skills and/or the language being taught? | (d) What skills will learners be working on?  **Teaching Point** |
| 5 | **Teaching Procedures:**  What activities will be used?  What sequence will the tasks or activities be in? | (e) How will I control timing?  **Classroom Management** |
| 6 | **Challenges:**  What in the lesson will challenge the student? | (f) What are some of the things that could cause difficulties or go wrong?  **Challenges** |
| 7 | **Materials:**  What text, recordings, pictures, exercises etc. will be used? | (g) How do the lesson aims fit in with longer-term goals?  **Aims** |
| 8 | **Classroom Management:**  What will the teacher say?  How will the seating be arranged?  How much time will each task take? | (h) What do they know already?  **Learners** |

Read each consideration in the right-hand column and decide which general area it belongs to in the left-hand column.

## Lesson Aims: Achievement or Procedural?

Read the aims below. Identify whether they are achievement aims or procedural aims and place each one in the correct box.

1. Students will be better able to ask and answer simple informal questions about a person’s life, likes and dislikes.
2. Students will have done a role play about meeting new friends.
3. Students will be better able to use the phone to call a taxi.
4. Present and practice the simple present tense.
5. Listen to a coursebook recording.
6. Students will be better able to assess different people’s attitudes when listening to a discussion on the radio.

## Lesson Phases and Lesson Designs

Being prepared is an essential element of being a good teacher. Part of the preparation is understanding and utilizing planning for classroom learning and teaching. Unit plans are frames for the beginning of long-range planning. Lesson plans are frames for more immediate individual lessons.

Lesson plans may be structured in a variety of ways, as appropriate to the students, content, and circumstances. Following is an indication of factors that should be taken into account in the planning, although the lesson may be written in various ways.

**Lesson Rationale**: why is this topic worthwhile for students to learn?

**Lesson Aim:** what are the students to learn through this lesson?

**Lesson Materials:** what materials are needed and are they prepared?

**Lesson Phases:**

***Anticipatory phase: helping students get ready to learn***

* How will you determine students’ prior knowledge and capture their interest?
* How will you help students to explore their own ideas, feelings and experiences in relation to the topic at hand?
* How will you set purposes and plan learning strategies to engage students with the topic?
* How will you use teacher demonstration to build upon students’ understanding and engagement with the topic?

***Realization phase: students actively learning***

* What is the step-by-step plan by which you intend the lesson to proceed?
* How will you engage students in active learning, interaction and collaboration when appropriate?
* How will students be encouraged to shape, form and revise what they know?

***Contemplative phase: students reflection upon, extending and evaluating their learning***

* How will you encourage personal reactions, critical judgments and negotiated interpretations?
* What provisions have you made to help students assess and evaluate experiences in terms of what they learned, what they can do now and/or what they still need to improve or learn?
* How will you encourage students to explore future possibilities or apply what has been learned to different contexts, problems, and/or situations?

**Lesson Assessment**

**Sample Lesson Plan 1**

|  |  |  |
| --- | --- | --- |
| **lesson plan #** |  | **date:**  **October 17, 2015** |
| **theme** | The Extended Family | **level:**  **high beginner** |
| **topic** | Names for Relatives | **time:**  **2:00 – 4:00 pm** |
| **aims** | **Students will be able to learn the names used for extended family. Students will be able to use these names in a conversation and draw pictures representing their family tree.** | |
| **skills** | 1. learn the words for the extended family | **what skills do i want my students to be able to do?**  **why do i want them to learn these skills?** |
| 2. identify family members |
| 3. talk about family members |
| **knowledge** | 1. specific words: grandparents, aunt, uncle… | **what knowledge do i want my students to know?**  **why is it important for them to know this?** |
| 2. pictures of their own family |
| 3. information gathered from parents |
| **attitude** | 1. understand what family means | **what do i want the students to feel about this lesson and this topic area?** |
| 2. identify who is part of their family |
| 3. represent what family means to them |
| **resources needed** | 1. word cards  2. family tree diagrams  3. family pictures from home  4. example of my family tree | **what resources do i require to make this lesson a success?** |

|  |  |  |
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| **introductory**  **activity** | Talk about my family tree and show pictures of my family. Answer questions from the students. | **how would i be able to “capture” the students in the beginning of this lesson?** |
| **developmental**  **strategies** | 1. play a word association game using my family tree | **what steps will i be taking to facilitate the learning?**  **why did i choose these strategies? what can i do to make my lesson interesting to the students?** |
| 2. draw a family tree using pictures that are available |
| 3. present the family tree in a gallery presentation format |
| **concluding**  **activity** | Students can give a short presentation about their family tree to a partner. Their partner can check the usage of the new words. | **what can i do to have the students demonstrate that they have achieved the objectives that i originally set out?**  **what criteria will i base my assessment on?** |
| **assigned**  **homework** | Students must go home and ask their parents to make a family tree of their own.  Students should go home and talk about what a family is. | **what homework can i assign that links the topic to the language learned?**  **what additional knowledge or skills do i want my students to acquire from the homework?** |
| **reflection** |  | **what have i learned from doing this lesson? what would i change for next time?** |

**Sample Lesson Plan 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title:** | | | |
| **Activity Summary:** | | **Materials:** | |
|  | |  | |
| **Lesson Overview:** | | | |
| This part of the plan should provide a road map of the lesson. Students should be told what the plan is for that particular class. | | | |
| **OBJECTIVES:** | | | |
| **Concepts:** | **Form:** | **Functions:** | **Strategies:** |
| these are the universal big ideas | the grammatical structures | what people try to do with language, the purpose for communicating | behaviour that helps learners to maximize their learning process |
| **OBJECTIVES:** | | | |
| **Vocabulary Recycled:** | | **Vocabulary New:** | |
|  | |  | |
| **TEACHING PHASE:** | | | |
| **Warm-Up:** | | | |
| This part of the lesson may have several functions such as: to activate prior knowledge, offer a review to previously learned material or getting students ready for learning new concepts, language and strategies. | | | |
| **Teaching new language, concepts and strategies:** | | | |
| In this area details will be given on what will be taught and the sequence of activities. | | | |
| **Practice/reinforcement and extension of new learning:** | | | |
| This area will focus on how new learning will be recycled for practice and reinforcement. How will the students apply what they have learned? What will this look like? In groups, pairs, independently. | | | |
| **Closure:** | | | |
| In this part the teacher will review the lesson objectives, discuss where the class go to and how they did it. Unfinished work will be dealt with and homework will be assigned. | | | |

# Learning Fundamentals

## Learner Styles and Motivation

**Multiple Intelligences and Learning Styles**

Complete each section by placing a ✓ next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total each section.

**Section 1 – Naturalist Intelligence [Nature Smart]**

\_\_\_\_ I enjoy categorizing things by common traits.

\_\_\_\_ Ecological issues are important to me.

\_\_\_\_Hiking and camping are enjoyable activities.

\_\_\_\_ I enjoy working on a garden.

\_\_\_\_ I believe preserving our national parks is important.

\_\_\_\_ Putting things in hierarchies makes sense to me.

\_\_\_\_ Animals are important in my life.

\_\_\_\_ My home has a recycling system in place.

\_\_\_\_ I enjoy studying biology, botany and/or zoology.

\_\_\_\_ I spend a great deal of time outdoors.

**Section 2 – Musical/Rhythmic Intelligence [Music Smart]**

\_\_\_\_ I easily pick up on patterns.

\_\_\_\_ I focus in on noise and sounds.

\_\_\_\_ Moving to a beat is easy for me.

\_\_\_\_ I’ve always been interested in playing an instrument.

\_\_\_\_ The cadence of poetry intrigues me.

\_\_\_\_ I remember things by putting them in rhyme.

\_\_\_\_ Concentration is difficult while listening to a radio or television.

\_\_\_\_ I enjoy many kinds of music.

\_\_\_\_ Musicals are more interesting than dramatic plays.

\_\_\_\_ Remembering song lyrics is easy for me.

**Section 3 – Logical/Mathematical Intelligence [Logic/Math Smart]**

\_\_\_\_ I keep my things neat and orderly.

\_\_\_\_ Step-by-step directions are a big help.

\_\_\_\_ Solving problems comes easily to me.

\_\_\_\_ I get easily frustrated with disorganized people.

\_\_\_\_ I can complete calculations quickly in my head.

\_\_\_\_ Puzzles requiring reasoning are fun.

\_\_\_\_ I can’t begin an assignment until all my questions are answered.

\_\_\_\_ Structure helps me be successful.

\_\_\_\_ I find working on a computer spreadsheet or database rewarding.

\_\_\_\_ Things have to make sense to me or I am dissatisfied.

**Section 4 – Interpersonal Intelligence [People Smart]**

\_\_\_\_ I learn best interacting with others.

\_\_\_\_ The more the merrier.

\_\_\_\_ Study groups are very productive for me.

\_\_\_\_ I enjoy internet chat rooms.

\_\_\_\_ Participating in politics is important.

\_\_\_\_ Television and radio talk shows are enjoyable.

\_\_\_\_ I am a team player.

\_\_\_\_ I dislike working alone.

\_\_\_\_ Clubs and extracurricular activities are fun.

\_\_\_\_ I pay attention to social issues and causes.

**Section 5 – Visual/Spatial Intelligence [Art/Space Smart]**

\_\_\_\_ I enjoy making things with my hands.

\_\_\_\_ Sitting still for long periods of time is difficult for me.

\_\_\_\_ I enjoy outdoor games and sports.

\_\_\_\_ I value non-verbal communication such as sign language.

\_\_\_\_ A fit body is important for a fit mind.

\_\_\_\_ Arts and crafts are enjoyable pastimes.

\_\_\_\_ Expression through dance is beautiful.

\_\_\_\_ I like working with tools.

\_\_\_\_ I live an active lifestyle.

\_\_\_\_ I learn by doing.

**Section 6 – Verbal/Linguistic Intelligence [Word Smart]**

\_\_\_\_ I enjoy reading all kinds of materials.

\_\_\_\_ Taking notes helps me remember and understand.

\_\_\_\_ I faithfully contact friends through letters and/or e-mails.

\_\_\_\_ It is easy for me to explain my ideas to others.

\_\_\_\_ I keep a journal.

\_\_\_\_ Word puzzles like crosswords and jumbles are fun.

\_\_\_\_ I write for pleasure.

\_\_\_\_ I enjoy playing with words like puns, anagrams and spoonerisms.

\_\_\_\_ Foreign languages interest me.

\_\_\_\_ Debates and public speaking are activities I like to participate in.

**Section 7 – Intrapersonal Intelligence [Self Smart]**

\_\_\_\_ I am keenly aware of my moral beliefs.

\_\_\_\_ I learn best when I have an emotional attachment to the subject.

\_\_\_\_ Fairness is important to me.

\_\_\_\_ My attitude affects how I learn.

\_\_\_\_ Social justice issues concern me.

\_\_\_\_ Working alone can be just as productive as working in a group.

\_\_\_\_ I need to know why I should do something before I agree to do it.

\_\_\_\_ When I believe in something I will give 100% effort to it.

\_\_\_\_ I like to be involved in causes that help others.

\_\_\_\_ I am willing to protest or sign a petition to right a wrong.

**Section 8 – Bodily/Kinaesthetic [Body Smart]**

\_\_\_\_ I can imagine ideas in my mind.

\_\_\_\_ Rearranging a room is fun for me.

\_\_\_\_ I enjoy creating art using varied media.

\_\_\_\_ I remember well using graphic organizers.

\_\_\_\_ Performance art can be very gratifying.

\_\_\_\_ Spreadsheets are great for making charts, graphs and tables.

\_\_\_\_ Three-dimensional puzzles bring me much enjoyment.

\_\_\_\_ Music videos are very stimulating.

\_\_\_\_ I can recall things in mental pictures.

\_\_\_\_ I am good at reading maps and blueprints.

**Discussion Questions:**

1. Which intelligence do you use the most? Could you attribute this to personal or cultural influences?
2. What intelligences do you find the most difficult to incorporate into your own teaching?
3. How does your strongest intelligence influence your lesson planning and lesson design?
4. How does this knowledge about multiple intelligences affect the way you communicate with others?

## How would you include *Multiple Intelligences* in your teaching?

|  |  |  |
| --- | --- | --- |
| **Musical/Rhythmic** | **Verbal/Linguistic** | **Logical/Mathematical** |
| Sing it  Create a beat  Rap it  Create a tune  Hum it  Identify sounds  React to sounds  Listen to sounds  Connect to music | Read it  Spell it  Write it  Listen to it  Tell it  Recall it  Apply it  Say it  Discuss it | Make a pattern  Chart it  Sequence it  Analyze it  Think abstractedly  Think critically  Use numbers  Prove it  Interpret it |
| **Visual/Spatial** | **Multiple**  **Intelligences Applications** | **Body/Kinaesthetic** |
| Mind maps  Graphic organizers  Video  Color code  Highlight  Shape a work=d  Interpret a graphic  Read a chart  Create a poster | Role play  Walkabout  Dance  Lip sync  Skits/charades  Construction  Sign language  Sports  Activity centers  Body language |
| **Interpersonal** | **Intrapersonal** | **Naturalist** |
| Think-pair-share  Jigsaw  Cooperative grouping  Drama  Debates  Class meetings  Role play  Collaborate  Shared journal writing  Giving feedback | Think about thinking  Work independently  Encourage yourself  Solve your own way  Understand self  Journal it  Rehearse it  Use prior knowledge  Connect it  Have ownership | Label it  Categorize it  Identify it  Form a hypothesis  Do an experiment  Adapt it  Construct it  Classify it  Investigate it  Discern patterns |

## Learner Strategies in Second Language Learning

### Action in Second Language Learning[[2]](#footnote-2)

|  |  |
| --- | --- |
| **Metacognitive** | *Strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed* |
| **Cognitive** | *Limited to specific learning tasks and involve more direct manipulation of the learning material itself* |
| **Socioaffective** | *Strategies that deal with social-mediating activity and interacting with others* |

**What is my role as a language teacher? How do I help second language learners use strategies?**

***Look at each picture and think about how you would use the thematic picture and incorporate the group of strategies below.***

[](http://images.google.com/imgres?imgurl=http://www.springcovemanor.com/images/wedding.jpg&imgrefurl=http://www.springcovemanor.com/weddings.htm&usg=__PwHM2FgwAsnM4Q11jsIbkeT1Z1k=&h=449&w=650&sz=27&hl=en&start=2&tbnid=wU8PE35LR772qM:&tbnh=95&tbnw=137&prev=/images?q%3Dwedding%26gbv%3D2%26ndsp%3D20%26hl%3Den%26sa%3DN)

|  |  |
| --- | --- |
| Socio-affective Strategies | |
| **Cooperation** | Working with one or more peers to obtain feedback, pool information, or model a language activity |
| **Question for Clarification** | Asking a teacher or other native speaker for repetition, paraphrasing, explanation and/or examples |

[](http://images.google.com/imgres?imgurl=http://www.papercraft4u.com.au/images/Set%204%20zoo%20animals.jpg&imgrefurl=http://www.papercraft4u.com.au/Cuttlebug%20dies%20-%202%20inchs%20.htm&usg=__iFl6-gz0a0G8bd2eMJMBtkYZwhA=&h=400&w=400&sz=20&hl=en&start=11&tbnid=Vxezze3JRhlOCM:&tbnh=124&tbnw=124&prev=/images?q%3Dzoo%2Banimals%26hl%3Den%26rlz%3D1T4SUNA_enCA311CA311)

|  |  |
| --- | --- |
| Metacognitive Strategies | |
| **Advance organizers** | Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity |
| **Directed**  **Attention** | Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors |
| **Selective Attention** | Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input |
| **Self-**  **Management** | Understanding the conditions that help one learn and arranging for the presence of those conditions |
| **Functional Planning** | Planning for and rehearsing linguistic components necessary to carry out an upcoming language task |
| **Self-**  **Monitoring** | Correcting one’s speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present |
| **Delayed Production** | Consciously deciding to postpone speaking in order to learn initially through listening comprehension |
| **Self-**  **Evaluation** | Checking the outcomes of one’s own language learning against an internal measure of completeness and accuracy |



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| Cognitive Strategies | |
| **Repetition** | Imitating a language model, including overt practice and silent rehearsal |
| **Resourcing** | Using target language reference materials |
| **Translation** | Using the first language as a base for understanding and/or producing the second language |
| **Grouping** | Reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes |
| **Note Taking** | Writing down the main idea, important points, outline, or summary of information presented orally or in writing |
| **Deduction** | Consciously applying rules to produce or understand the second language |
| **Recombination** | Constructing a meaningful sentence or larger language sequence by combining known elements in a new way |
| **Imagery** | Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases or locations |
| **Auditory**  **Representation** | Retention of the sound or a similar sound for a word, phrase or longer language sequence |
| **Keyword** | Remembering a new word in the second language a)identifying a familiar word in the first language that sounds like or resembles the new word, and b)generating easily recalled images of the new word |
| **Contextualization** | Placing a word or phrase in a meaningful language sequence |
| **Elaboration** | Relating new information to other concepts in memory |
| **Transfer** | Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task |
| **Inferencing** | Using available information to guess meanings of new items, predict outcomes, or fill in missing information |

## Learner Roles

## Appendix: Multiple Intelligence Application Sample

***The 16 Steps***

**Primary Task:**C:\Documents and Settings\ampetrun\Local Settings\Temporary Internet Files\Content.IE5\J0UISMC6\MC900355879[1].wmfLearn this line dance and be able to dance it to music

Step 1: Beginning with your right foot, touch your heel to the floor in front of you.

Step 2: Bring your right foot next to your left, touching your toe to the floor.

Step 3: Repeat step 1.

Step 4: Repeat step 2 but put your foot flat down to the floor.

Step 5: With your left foot, touch your heel to the floor in front of you.

Step 6: Bring your left foot next to your right flat down on the floor.

Step 7: With your right foot, touch your toe behind you.

Step 8: Bring your right foot next to your left foot flat down on the floor.

Step 9: With your left foot again, touch your heel to the floor in front of you.

Step 10: Bring your left foot next to your right flat down on the floor.

Step 11: Stomp your right foot once next to your left foot.

Step 12: Stomp your right foot again next to your left foot.

Step 13: With your right foot step forward (weight is forward on the right foot).

Step 14: ½ turn on the right foot to the left (weight in now on the left foot).

Step 15: Step forward again on the right foot (weight is forward).

Step 16: ½ turn on the right foot to the left (weight is on the left foot). Place right foot next to the left.

Finally, do 4 shuffle steps forward. The shuffle is three steps to two beats of music. Step forward with your right foot and quickly bring your left foot next to your right foot and step down. Quickly step forward with your left foot. The move is referred to as step-together-step or a polka step.

1. Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. New York: MacMillan. [↑](#footnote-ref-1)
2. Brown, D.H. (2007). *Principles of language learning and teaching (5th Ed.)* White Plains, NY: Pearson Education. [↑](#footnote-ref-2)