Activity 1 – Personal Experiences

1.1 – Sharing

You have learnt more than one language and your own experiences are valuable to you as a language teacher. You will share your experiences now. Your trainer will ask you to discuss the following questions with different partners:

1. How did you learn your mother tongue?

2. How did you learn English?

3. Have you learned any other foreign languages?

4. Is it easier for children, or adults, to learn a language?

5. How do bi-lingual people learn languages?

6. What are the differences between learning your mother tongue and learning a second/third language?

1.2 – Reflection
- Did you enjoy the discussion? Why/why not?
- Could you use an activity like this with your own learners? Why/why not?

Notes:

....

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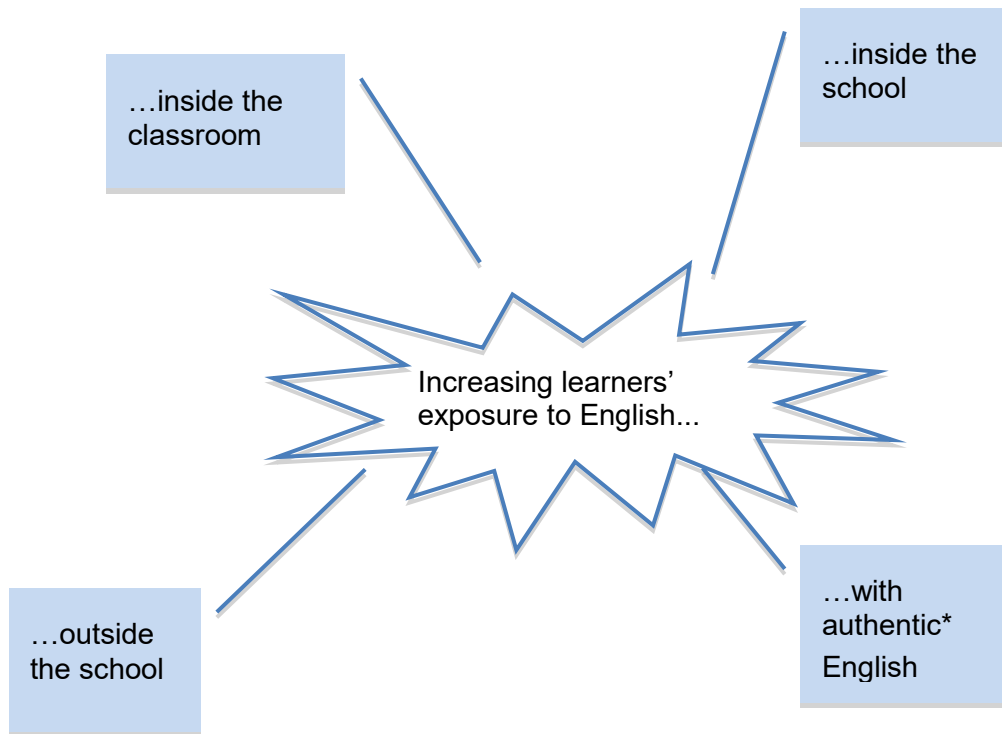## Activity 2 – Language Acquisition vs. Language Learning

Now complete this table by putting the features of language acquisition and language learning in the correct place. Your trainer will give you the missing information.

	Language acquisition (mother tongue/s)	Language learning (2nd or 3rd language)
When?	**a.** Begins at birth (or before)	
	b.	The learner encounters the target language for a few hours a week
	c. The process takes many years to complete	
Where?	**d.**	Mainly in the classroom
Who?	**e.** Parents, relatives, friends, often one-on-one	
Why?	**f.**	To pass exams
	g. To satisfy the basic human need for communication	
How?	**h.**	Learners often speak right from the beginning, in full sentences
	i. Learners do not explicitly learn language rules	
	j.	Learners make lots of vocabulary and grammar errors
	k. Learners get lots of praise for communicating meaning successfully and little feedback on grammatical errors	

Should teachers adopt any of these features of language acquisition in their classrooms?

Activity 3 – Increasing Learner Exposure to English

In language acquisition, learners are exposed to a huge amount of language. Work with your group to complete this mind map with your own ideas for increasing learners' exposure to English.

…inside the classroom

…inside the school

Increasing learners' exposure to English...

…outside the school

…with authentic* English

* See Krashen's *Input Hypothesis* in the Glossary for more information.

Activity 4 – Learner Errors

What are the differences in the making and treating of errors in language acquisition and language learning? Read the following statements and decide by yourself whether they are true (T) or false (F). If you think a statement is false, rephrase it to make it true.

	T or F?
1. Children make grammatical errors in their mother tongue until their teenage years.	
2. All language learners go through stages of inter-language development.	
3. Some errors are unavoidable, as learners figure out how language systems work.	
4. All learners' errors should be corrected, otherwise the errors will become fossilized.	
5. Learners can't correct errors themselves.	
6. Teachers should praise learners for communicating meaning successfully, even if they make grammatical errors*.	
7. Teachers should avoid giving their learners activities where they may make errors.	
8. Some errors show that learners are making progress.	

*See Krashen's Affective Filter Hypothesis in the Glossary to find out about the importance of boosting confidence.

Now choose two of the above statements that are new to you. Will you put them into practice in your classroom? How?

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Activity 5 – Learner Characteristics

5.1 – Comparing Age Groups

Your trainer will tell you how to complete the table below.

Children…	Teenagers…	Adults…
1. …learn by doing.	1.	1. …are able to learn in more abstract ways.
2. …are more interested in communicating meaning than accuracy of form.	2.	2. …are concerned about using accurate form to communicate meaning.
3. …are only interested in themselves and things in their own lives.	3. …become more aware of and interested in the wider world.	3. …are interested in the wider world.
4. …enjoy age-appropriate activities, such as colouring, singing, pretending, role playing, simple games, etc.	4.	4. …enjoy age-appropriate activities, such as reading newspapers, discussing current affairs, playing card games, etc.
5. …have short attention spans.	5. …are able to concentrate for longer time spans.	5. …are able to concentrate for a long time.
6. …need to move around regularly.	6.	6. …can sit still for a long time.
7. …need detailed guidelines about how to behave.	7. …need clear and enforced behaviour rules, but don't need reminding so often.	7. …can control their own behaviour.
8. …are not able to plan ahead.	8.	8. …are able to plan their own time.
9. …are not self-conscious.	9.	9. …are able to control their self-consciousness.
10. …are usually happy and respect adults.	10.	10. …are able to control their emotions and respect other adults.
11.	11.	11.

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5.2 – Classroom Activities to Suit Teenagers

Below are some classroom activities. Which ones are suitable for teenage learners in Palau? Think about the activity and the topic. Complete the table below using the letters, as shown in the example.

a) Producing a class magazine about famous people whom the learners' admire

b) A running dictation to get information about giant sea clams

c) A group project about dinosaurs

d) A weekly journal where learners record their thoughts and reflections

e) Re-ordering a text about small boat maintenance

f) Finding examples of past tenses in an article about a Palauan traditional story (Eg. The Legend of Chuab)

g) A dictation to practice past tense

h) A role play of a job interview

i) A fun activity where learners have to mime sports to classmates

j) Listening comprehension exercises based on a pop song that the learners' chose

Activities suitable for younger teenagers	Activities suitable for older teenagers	Unsuitable activities for teenagers
Eg. a)	Eg. a)	

- Can you change any of the unsuitable activities to make them more suitable?
- Can you add any activities to the 'suitable' boxes?
- Which activities would also be suitable for use in elementary schools?
- Do/will you use any of these activities with your learners?

Activity 6 – Background Music

Learner A

You will now work with a partner to do a pair dictation. You are **learner A**. You must not look at learner B's page. You should take turns to dictate the phrases below to your partner. S/he will dictate the missing phrases to you. You should start.

The benefits of background music

There is no doubt that music _____ _____ _____ ____ _____ , and we know that

we learn _____ _____ _____ _____ ____ _____ _____ . An

experiment held at a university ____ _____ _____ _____ _____. In 1993, a

group of college students _____ ____ _____ _____ ____ _____ _____

____ ____ _____ . They then performed better ____ ____ _____ _____

_____ than others who hadn't listened to that music. _____ ____ _____ _____

_____ _____ _____ .

_____ _____ _____ _____ classical music in the classroom? _____

_____ _____ _____ that any gentle instrumental music, _____ _____ ,

helps students to relax. _____ _____ _____ _____ _____ _____

_____ to create energy when needed, _____ _____ _____ _____ or when

doing a warmer. _____ _____ _____ _____ _____ to time an activity –

_____ _____ _____ _____ , the activity ends. _____ _____ _____

_____ _____ have in the language classroom?

- Have you ever used music in your classroom?
- Will you use music in your classroom in the future?
- Does using background music in the classroom fit Krashen's *Affective Filter Hypothesis* (see the Glossary for an explanation of this hypothesis)?

Activity 6 – Background Music

Learner B

You will now work with a partner to do a pair dictation. You are **learner B**. You must not look at learner A's page. You should take turns to dictate the phrases below to your partner. S/he will dictate the missing phrases to you. Learner A should start.

The benefits of background music

_____ ____ ____ _____ _____ _____ helps most people to relax, _____ ____ _____ _____ ____ _____ and think best when we feel relaxed. ____ _____ _____ ____ ____ _____ in California supports this idea. ____ _____ , ____ _____ ____ _____ _____ listened to Mozart's Sonata for Two Pianos in D Major. _____ _____ _____ _____ in a spatial reasoning test _____ _____ _____ _____ _____ ____ _____ _____ . This is now called the Mozart Effect.

Should language teachers use _____ _____ ____ _____ _____? Most experienced teachers say _____ _____ _____ _____ _____ , played quietly, _____ _____ ____ _____ . But they also use more upbeat music ____ _____ _____ _____ _____ , for example after lunch ____ _____ _____ ____ _____ . Some even use background music ____ _____ ____ _____ - when the music ends, _____ _____ _____ . What other uses does music _____ ____ _____ _____ _____ ?

- Have you ever used music in your classroom?
- Will you use music in your classroom in the future?
- Does using background music in the classroom fit Krashen's *Affective Filter Hypothesis* (see the Glossary, below, for an explanation of this hypothesis)?

Activity 7 – Theory into Practice

You have explored several theories about learning language. Now it's time to put theory into practice.

- Complete Activity 7.1 – Simple Lesson Plan.
- Think of a language point and choose appropriate activities to teach it.
- When choosing activities to teach your language point, think about: increasing learner exposure to English, the characteristics of your learners and the possible benefits of background music.
- After writing the short lesson plan, predict three/four language errors that you think your learners will make during the lesson. Complete Activity 7.2 – Dealing with Learner Errors.

7.1 – Simple Lesson Plan

Language point: _____

Activity/ies & Procedure	Aims

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7.2 – Dealing with Learner Errors

In the left-hand column, give examples of errors your learners may make in your lesson (7.1). When completing the middle column, think about what to do and who should do it. In the right-hand column, give reasons why you would deal with the errors in that way.

Description of the predicted error	How to deal with the predicted error	Reasons for your actions
Eg. Students not pronouncing final 't' and/or 'ed' consonant at end of words (as in fast, last, stopped, finished, breakfast etc.)	Correct at end of activity	We are aiming for fluency and meaning, not accuracy

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How Learners Learn Language Assignment (optional – for existing teachers and/or student teachers on practicum)

Your assignment is to try out a new idea/activity from this workshop with one of your classes. You should then reflect on your lesson. Use the following guidelines for your assignment.

1. Where appropriate, make up materials for the new idea/activity you will be trying out, focusing on the particular language points and learning outcomes you are aiming for.

2. Write your whole lesson plan, including your new idea/activity on the lesson plan document, then teach the lesson. After the lesson, write a reflection including: i. What went well? Why?; ii. What didn't go well? Why?; and iii. What changes will I make next time?

3. Attach your lesson plan (including list of materials used) and your reflection.

4. Submit your assignment by handing or emailing it to your trainer. The deadline for completion of this assignment is ……………………………………

Glossary

Concept	Definition
abstract	Less direct; more theoretical
accuracy of form	Accurate grammar and spelling
acquisition	The way people learn their mother tongue
Affective Filter Hypothesis	Part of Dr. Stephen Krashen's Second Language Acquisition Theory, published in 1981. He believed that learners can only accept language input if their affective filter is low, i.e. they are motivated, confident and relaxed. If they are unmotivated, lack confidence or feel anxious, the affective filter will be up and will block any input from being received
authentic text	Text (written or spoken) which is produced for native speakers, not learners
bi-lingual	Able to speak two languages fluently
bodily/kinaesthetic intelligence	This is one of Dr. Howard Gardner's Multiple Intelligences, and refers to the ability to understand, move and use one's body well. Dr. Gardner published his theory in 1983. He believes that everyone is born with several intelligences. Some people are stronger in some areas than others, but everyone has the potential to develop every intelligence. Dr. Gardner believes that each intelligence should be developed, as each will improve overall intelligence

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error	In this course, error refers to any mistake or slip the learner makes, irrespective of its cause
fossilized	An error that has become a habit for the learner, who has no motivation to correct it
Input Hypothesis	Part of Dr. Stephen Krashen's Second Language Acquisition Theory, published in 1981. He stated that **learners should be exposed to language, which is comprehensible +1, i.e. slightly above the language level they have reached**. He believed that learners will be able to understand such language by using the context and their world knowledge, and at the same time, acquire the new language
Inter-language	The learner's version of the target language, before s/he has learnt to use it correctly
language learning	The process of learning a 2nd/3rd language, usually at school
Mozart effect	Used to describe the positive impact classical music, particularly by Mozart, Handel or Bach (from the Baroque period) seems to have on learning and thinking
musical intelligence	This is one of Dr. Howard Gardner's Multiple Intelligences, and refers to one's ability to understand, appreciate and make music. Dr. Gardner published his theory in 1983. He believes that everyone is born with several intelligences. Some people are stronger in some areas than others, but everyone has the potential to develop every intelligence. Dr. Gardner believes that each intelligence should be developed, as each will improve overall intelligence
self-conscious	Very aware of what other people think of you
spatial reasoning test	A test requiring you to think about objects in relation to space
verbal/linguistic intelligence	This is one of Dr. Howard Gardner's Multiple Intelligences, and refers to one's ability to understand and use language well to communicate. Dr. Gardner published his theory in 1983. He believes that everyone is born with several intelligences. Some people are stronger in some areas than others, but everyone has the potential to develop every intelligence. Dr. Gardner believes that each intelligence should be developed, as each will improve overall intelligence

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Recommended Reading

- **The Practice of English Language Teaching**, Jeremy Harmer, Longman, 2001 – A book that puts theory into practice.
- **Dictation: New methods, New possibilities**, Paul Davis and Marion Rinvolucri, Cambridge University Press, 1988 – a practical book detailing many learner-centred variations on dictation. It also explains why the benefits of these activities.
- **Learner-based Teaching,** Colin Campbell and Hanna Kryszewska, Oxford, 1992
- **How to Teach English**, Jeremy Harmer, Pearson Longman, 2007
- http://www.languageimpact.com/articles/rw/krashenbk.htm – an article summarising Dr. Stephen Krashen's Second Language Acquisition Theory and related teaching methods, by Reid Wilson
- http://www.teachingenglish.org.uk/think/articles/using-dictation – an article giving a general overview of why different types of dictation can be effective activities in the language classroom, by Amy Lightfoot, 2005
- http://www.teachingenglish.org.uk/try/activities/stop-go-back-dictation – an easy-to-follow description of an effective dictation activity, by Marta J. Sabbadini, 2007
- http://www.teachingenglish.org.uk/talk/questions/dictation-activities – a discussion detailing various dictation activities that teachers have used
- http://www.teachingenglish.org.uk/talk/questions/using-music-classroom – a discussion about using background music in the English language classroom
- http://www.teachingenglish.org.uk/think/articles/multiple-intelligences – a clear and concise explanation of multiple intelligences theory, by Jo Budden, 2005. This article includes a good 'quiz' for the reader to find out her/his own dominant intelligences

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Additional Material

Activity 2 – Language Acquisition vs. Language Learning – Answer Sheet

	Language Acquisition (mother tongue/s)	**Language Learning** (2nd or 3rd language)
When?	a. *Begins at birth (or before)*	*Begins in childhood, or teens, or adulthood*
	b. *The learner is exposed to the target language constantly*	*The learner encounters the target language for a few hours a week*
	c. *The process takes many years to complete*	*The process is often never completed*
Where?	d. *At home and most other places*	*Mainly in the classroom*
Who?	e. *Parents, relatives, friends, often one-on-one*	*Mainly teachers, rarely one-on-one*
Why?	f. *To survive in their community*	*To pass exams*
	g. *To satisfy the basic human need for communication*	*To satisfy parents' / schools' requirements*
How?	h. *Gradually – learners just listen for about 2 years, then say words before attempting sentences*	*Learners often speak right from the beginning, in full sentences*
	i. *Learners do not explicitly learn language rules*	*Learners explicitly learn language rules*
	j. *Learners make lots of vocabulary and grammar errors*	*Learners make lots of vocabulary and grammar errors*
	k. *Learners get lots of praise for communicating meaning successfully and little feedback on grammatical errors*	*Learners get little praise for communicating meaning successfully and lots of feedback on grammatical errors*

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Activity 3 – Increasing Learner Exposure to English – Answer Sheet

Here are some suggestions for increasing your learners' exposure to English. You may have thought of different ideas that are suitable. Perhaps some of the suggestions below wouldn't work in your context? But we hope they will give you some ideas!

Suggestions for increasing learner exposure to English …

…inside the classroom: *hang English language texts/posters on the walls, label classroom features in English (e.g. desk, computer, window, etc), have a vocabulary box which contains new words on individual cards which the learners can play with whenever time allows, have English language newspapers available for learners to browse, invite English language native speakers to talk to the learners (about current school topics), have English language books about other subjects (geography, history, science, etc.) available for browsing.*

…inside the school: *organize English-speaking days (everyone speaks English for the whole day, including teachers. There may also be special lessons/games in English), invite English native speakers to perform/talk to whole school, hold competitions in English, e.g. quiz, poetry writing, debating, etc, label parts of the school in English (e.g. door, stairs, office, etc), ask the library to stock English language newspapers and books, and encourage learners to borrow them, organize an English Club which holds activities for members in English.*

…outside the school: *encourage learners to read English language books and watch English language movies/TV by having them write reviews about what they see for the benefit of fellow learners, take learners out to interview tourists in English about their visit, set homework tasks that involve looking at age-appropriate websites (with/out video).*

…with authentic English: *anything that is age-appropriate and available in your context. Think about TV, videos, movies, music, texts, newspapers, magazines, books, radio, the internet … Try to find texts that are at the right level for your learners, i.e. comprehensible +1. See Krashen's* Input Hypothesis *in the Glossary for more details.*

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Activity 5.1 – Comparing Age Groups – Answer Sheet

Children…	Teenagers…	Adults…
1. …learn by doing.	1. … begin to learn in more abstract ways.	1. …are able to learn in more abstract ways.
2. …are more interested in communicating meaning than accuracy of form.	2. …become more aware of accuracy of form and it's importance in language.	2. …are concerned about using accurate form to communicate meaning.
3. …are only interested in themselves and things in their own lives.	3. …become more aware of and interested in the wider world.	3. …are interested in the wider world.
4. … enjoy age-appropriate activities, such as colouring, singing, pretending, role playing, simple games, etc.	4. … enjoy age-appropriate activities, such as reading about pop-stars, writing text messages to friends, etc	4. …enjoy age-appropriate activities, such as reading newspapers, discussing current affairs, playing card games, etc.
5. …have short attention spans.	5. …are able to concentrate for longer time spans.	5. …are able to concentrate for a long time.
6. …need to move around regularly.	6. …can sit still for a while, but still need to move around sometimes.	6. …can sit still for a long time.
7. …need detailed guidelines about how to behave.	7. …need clear and enforced behaviour rules, but don't need reminding so often.	7. …can control their own behaviour.
8. …are not able to plan ahead.	8. …are sometimes able to plan ahead and manage their own time.	8. …are able to plan their own time.
9. …are not self-conscious.	9. …are sometimes self-conscious and concerned about what others think about them.	9. …are able to control their self-consciousness.
10. …are usually happy and respect adults.	10. …can be moody, and can question adults' authority.	10. …are able to control their emotions and respect other adults.
11.	11.	11.