So, You’re Gonna Teach a Language Class

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CTE TA Training
Language Workshop
Fall 2018
About me...
Outline

• Warm-Up
• Discussion
• Mini-Lecture
• Q&A
八月十四日
はちがつじゅうよっか
hachi-gatsu·juu-yokka
August 14th

火曜日
かようび
kayoobi
Tuesday
今日の諺
きょうのことわざ
kyoo no kotowaza
Today’s Proverb

「十人、十色」
じゅうにん、とおいろ
juu-nin, too-iro
“Ten people, ten colors”

or,
SMALL TALK!!
Warm-Up
Warm-Up

• Self-Introductions
  o Parts?
    ▪ Opening
    ▪ Name
    ▪ Hometown
    ▪ Area of Study (Department)
    ▪ Standing (MA / PhD) (Year)
    ▪ Hobbies
    ▪ Closing
Warm-Up (*Review*)

**Format/Sequence**

- **1) Brainstorm**
  - *L1–L2 comparison & Learner knowledge/experience*
  - *Class artifacts/repertoires*

- **2) Explicit Instruction**
  - *Social practice and pragmatics*
    - "*I do, we do, you do*"

- **3) Model**
  - *Model talk! (rhythm, expansion, resources, trouble-spaces, strategies, etc.)*
  - *> Class artifacts/repertoires*

- **4) Interactional Practice**
  - *Class layout + space (set <> fluid)  [e.g., walk-around, set/fluid pairs, groups]*

- **5) Review/Summarize**
  - *Points, perspectives, conclusions, remaining questions  [+mini-quizzes/hwk]*
Discussion
Discussion

• What is language learning?
• What is a language class(room)?
Discussion (**Review**)

**Format/Sequence**

- **1) Explicit Instruction** (=Set the Question/Task/Activity)
  - Allow additional materials (e.g., textbooks, smartphone)

- **2) Discussion/Task/Activity**
  - Class layout + space (set <> fluid)
  - Walk around, listen in, answer/ask questions, give feedback

- **3) Class Discussion**
  - Select pairs/groups to share/model
    - Ask follow-up questions + elaborate/expand
  - Ask if any questions (wait!) + answer

- **4) Review/Summarize**
  - Points, perspectives, conclusions, remaining questions
Mini-Lecture
• American Council on the Teaching of Foreign Languages


“Can-Do” Lists/Statements
Interactional Competence

• Communicative Competence
  https://jfstandard.jp/pdf/jfs2010_tree_3e.pdf
  o Linguistic competence
  o Sociolinguistic competence
  o Pragmatic competence

• Interactional Competence (IC)
  o skills and knowledge to bring about successful interaction
  o ability to mutually coordinate actions and to co-construct talk in context

Thoughts & Principles

Language Learning

• Language is alive!
• Learning is dialogic and collaborative
• Learning is experiential; participation precedes learning
• Learning is control
Thoughts & Principles

Community & Learners

• Create a class community and identity
• Create common ‘threats/challenges’ and common goals
• Create class routines, artifacts, and repertoires/inventories
• Learners comes in a rainbow of variety
• Learners are adults (more or less)
Thoughts & Principles

Classroom, Materials, and Activities
• Create an Active Classroom

Scott Freeman et al. PNAS 2014;111:8410-8415
Sousa, 2006
Thoughts & Principles

Classroom, Materials, and Activities

• Create an Active Classroom
• Try a ‘Flipped Classroom’
Thoughts & Principles

Classroom, Materials, and Activities

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• Use ‘Bloom’s Taxonomy’ as a guide
Thoughts & Principles

Classroom, Materials, and Activities

• Create an Active Classroom
• Try a ‘Flipped Classroom’
• Use ‘Bloom’s Taxonomy’ as a guide
• Balance transactional language and relational language
• Cater to different types and styles of learning
• Aim for multidimensionality and multimodality
• Allow for different roles
• Use a variety of genres and sources
• Think ‘appropriateness over authenticity’
• Make it interesting and/or meaningful
Thoughts & Principles

World, Contexts, and Methods

• Set up the world (an immersive environment)
• Set up (real/motivating) contexts and create buy-in
• Allow for exposure and observation
• Utilize explicit instruction & orient to ‘activity, action, resource’
• Model and practice!
• Include iterations and variations
• Provide appropriate assistance and feedback
• Maintain coherence and connection
Thoughts & Principles

Final Points

• Let research inform your teaching
• Use technology...wisely!
• Be organized and clear
• Maintain a rhythm in class
• Take notes
• Teach as a human being!

Other Resources

• Workshops and Talks
  o CTE (Center for Teaching Excellence)
  o CLT (Center for Language and Technology)
  o TASS (Teaching Assistant Survival Society)

• Each Other!
  o Share and discuss experiences and ideas
  o Share teaching philosophies
  o Observe other classes

  Google Sites / Weebly (website creators)
  Padlet (blogs, forums, learner-learner feedback)
  Quizlet (vocab study)
  Kahoot (quiz games)
  Thinglink (multimedia hyperlinks)
  Jubler (subtitle creator/editor)
  Jing (screencast creator)
  Voicethread (media-based conversations)
  Popplet / Bubbl (brainstorming and mind-mapping)
  Lingro (interactive dictionary for websites)

https://clear.msu.edu/featured/ria-alternatives/
Q&A
~Summarize~

What are some things you learned today, and what’s something you still want to learn about teaching a language?
Aloha and good luck!

Questions: sforte@hawaii.edu

PowerPoint Template from ‘SlidesCarnival’
www.slidescarnival.com
https://slidesppt.com