

Improving the Process of Teaching

Lecture 10

Main Points

To promote meaningful language learning, we can (1) encourage natural interactions that focus on real messages; we can (2) create real life situations that require meaningful communication, (i.e., communicative language learning); we can (3) observe these interactions and situations in order to increase meaningfulness, and we can (4) understand the nature of mistakes and feedback in order to improve meaningful communication.

Outline

- (1) Interactions
- (2) Communicative Language Teaching (CLT)
 - Communicative Orientation of Language Teaching
 - CLT/COLT
- (3) Feedback (on Mistakes)

Key Words

- elicit: to cause a response
- elicitation
- recast
- uptake
- explicit correction
- Communicative Language Teaching (CLT)
- Communicative Orientation of Language Teaching (COLT)

(1) Interactions

- Natural interaction
 - Socially
 - Work
 - School
 - directed at native speakers
 - or in content-based classes

(1) Interactions

- Instructional interaction
 - We often focus on the language.
 - We often don't focus on the message.

(1) Interactions

- Compare
 - natural acquisition
 - structural instruction
 - communicative teaching (CLT)

(1) Interactions

- In class, a combination is good.
 - Balance structure
 - CLT,
 - and natural communication

(2) CLT

- What is communicative language teaching?
 - "The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.
 - BBC Learning English

(2) CLT













- Communicative Language Teaching
 - Teaching grammar is not enough.
 - The teacher creates real-life situations.
 - The situations require students to use language for real communication.

“I never teach my pupils. I only attempt to provide the conditions in which they can learn.”

— Albert Einstein

(2) CLT: COLT

- How can we observe CLT to improve it?
 - Communication Orientation of Language Teaching (COLT)
 - COLT is an observation technique.
 - Look at the relationship between
 - Teacher - Student Interactions
 - Student - Student Interactions

Are there...?	Speaker	Listener
Errors		
Feedback on Errors		
Genuine Questions		
Display Questions (like test questions)		
Negotiation of Meaning		
Metalinguistic Comments		

(2) CLT: COLT

- Errors
 - Are there errors by the student or teacher?
- Feedback
 - When an error is made, is feedback given?
- Genuine questions
 - Questions to which students don't know the answers.

COLT

- Display questions
 - Questions to get students to display knowledge.
- Negotiation of meaning
 - Partners work to understand what the other says.
- Metalinguistic comments
 - Talk about language, grammar, words, phonology...

COLT

- We are going to work on the present continuous. Do you know what that is?
 - e-n-g.
 - i-n-g.
 - Yes.
- Steve, please close the door. Now, what's he doing?
 - Close the door.
- He's closing the door.

Your best teacher is your last mistake.

— Ralph Nader

Feedback

- Do you like to have your mistakes corrected?
 - Why or why not?
 - What's the best way to correct mistakes?

Feedback (MR. E. CURE)

- **M**etalinguistic Feedback
- **R**ecasts
- **E**xplicit Correction
- **C**larification
- **U**ptake
- **R**epetition
- **E**licitation

Feedback (MR. E. CURE)

- **M**etalinguistic Feedback
 - **C**omment on form without providing the form.
 - **C**an you find the error?
 - **S**: We watch movie yesterday?
 - **T**: How do we end verbs in the past?
 - **S**: e-d.

Feedback (MR. E. CURE)

- **R**ecasts
 - **R**epet what the student says
 - **B**ut without the error.
 - **S1**: Why you don't like snakes?
 - **T**: Why don't you like snakes?

Feedback (MR. E. CURE)

- **E**xplicit correction
 - **T**eacher corrects the mistake.
 - **S**: Bolt runs fastly.
 - **T**: "Fastly" is wrong. He runs fast.

Feedback (MR. E. CURE)

- **C**larification requests.
 - **T**he teacher can't understand.
 - **O**r the teacher hears a mistake.
 - **S**: I saw Titanic ten.
 - **T**: Pardon?
 - **S**: I saw Titanic ten.
 - **T**: Ten what?

Feedback (MR. E. CURE)

- **U**ptake
 - **T**he learner notices the mistake after feedback.
 - **T**he learner actually learns after feedback.

Feedback (MR. E. CURE)

- **R**epetition
 - **T**he teacher repeats the learner's mistake.
 - **S**: I was in television.
 - **T**: In television? "You were on television."

Feedback (MR. E. CURE)

- **E**licitation
 - **T**eachers elicit the correct form from learners.
 - **G**et the student to fix the grammar with hints.
 - **S**: I was in television.
 - **T**: In television? "You were *** television."

Feedback Summary

- **R**ecasts are most common.
 - **R**epet without the error.
- **S**tudents can notice recasts, but sometimes don't.
 - **O**ther students may notice more than the target student.

Feedback Summary

- These also work (according to research)
 - Clarification requests
 - Pardon?
 - Metalinguistic Feedback
 - Comment on form. Don't give the answer. Ss find the mistake.
 - Repetition
 - Repeat the mistake. Help the Ss see it by repeating it.

Feedback Summary

- Be aware of how you correct students.
 - Which question types are you using?
- Be aware of how teachers correct you.
 - What techniques are they using?
 - How do you feel after correction?
 - How do you feel based on the kind of correction?

Summary

- (1) Interactions: combination is good.
 - Balance structure, CLT, natural communication
- (2) CLT: Ss communicate meaningful messages in class.
 - COLT helps you evaluate that process.
- (3) Feedback: Be aware of the different ways to give it.
 - Best: recasts, clarification requests, repetition of the mistake.