Theory and Practice for "Charlie Zemi" August 31, 2018
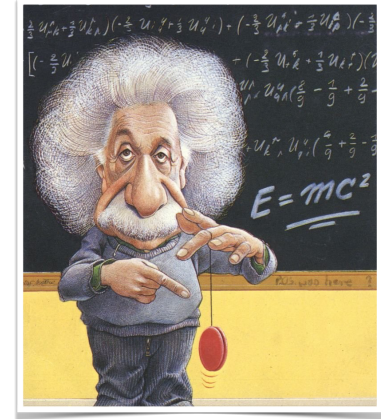
Unified Theory of Second Language Acquisition

By Joseph Poulshock, PhD
Professor of English
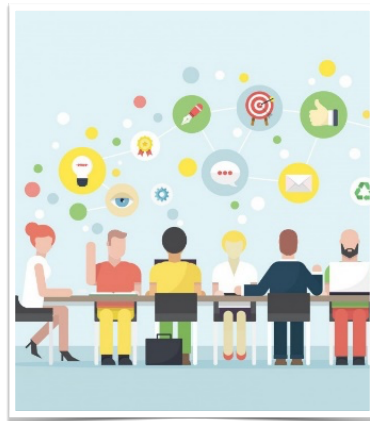Linguistics, Senshu University

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Theory and Practice

X + Y + Z = SLA?

What are the best ways to teach and learn languages?
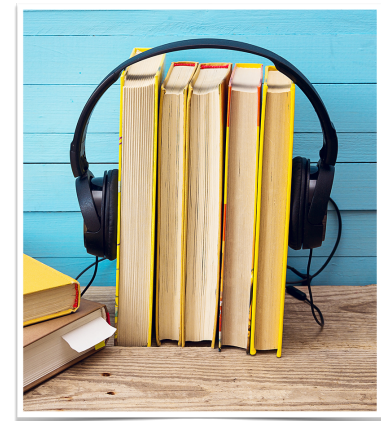

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1 – Communication Theory

We acquire language by communicating meaningful messages

– with spoken and written input and output.

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2 – Input Theory

We acquire language by understanding messages.

(Krashen, 2001)

Practice

- ❖ **What language lessons can you use or create that follow communication and input theory?**
  - ❖ **I suggest "algorithmic activities."**

Algorithmic Activities

- ❖ **Using communication theory (CT) and input theory (IT), we can do "algorithmic activities."**
  - ❖ **www. elemental-linguistics.com/algo/**
- ❖ **An algorithm is a recipe, but we can produce many variations of an algorithmic activity.**
  - ❖ **For example, we can vary the grammar point or the content theme.**

Algorithmic Activities

- ❖ **Bingo Talk is algorithmic.**
- ❖ **Why? We can change the grammar point and content theme while using the same template, so we can create many, many variations.**
- ❖ **In Bingo Talk, students experience CT and IT.**
- ❖ **It's a game, so they experience flow theory (FT).**

Bingo Talk: Present Continuous

| **BINGO TALK!** Theme: Health Grammar: Present Continuous	**PATTERN:** ～ is eating a lot of vegetables almost every day. Q: Are you eating vegetables almost every day? A: Yes, I am. FQ: What kind of vegetables?		**DIRECTIONS: First practice the grammar. Then…** (1) Ask. (2) Answer. (3) Follow up. (4) Sign. (5) Shuffle and repeat.	
～ is getting enough sleep these days.	～ is eating fruit regularly.	～ is regularly walking to school from the station.	～ is eating rice balls regularly.	～ is reading about health or fashion these days.
～ is taking a break from time to time.	～ is studying too much these days.	～ is working late these days.	～ is drinking green tea every day	～ is taking time to breathe now and then.
～ is working too hard nowadays.	～ is generally eating a balanced diet.	Are you eating vegetables almost everyday?	～ is going to the gym every week.	～ is eating a lot of fast food.
～ is taking a nap from time to time.	～ is drinking a lot of water every day.	～ is sitting down all day long.	～ is doing yoga from time to time.	～ is eating a lot of tofu.
～ is getting some exercise theses days.	～ is playing a sport about once a week.	～ is riding a bicycle from time to time?	～ is eating yogurt regularly.	～ is trying to quit smoking.

If you get bingo, say "Bingo." Then try for double-bingo!

Dictation

- ❖ With dictation, we can apply input theory.

- ❖ Create a database of dictations based on themes. I use the Keynote app for my DB.

- ❖ Vary with paired or running dictation.

  - ❖ www.elemental-linguistics.com/dictation/

Dictation Database

If you don't like to read, you haven't found the right book. — J.K. Rowling
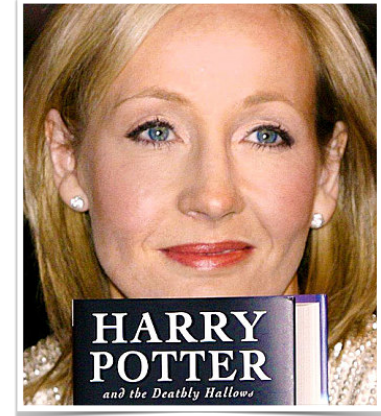
3 – Big Data Theory

- ❖ We statistically acquire language by exposure to big linguistic data.

  - ❖ (See Seidenberg, 2017)

3 – Big Data Theory

- ❖ How can our students get big data?

  - ❖ Study abroad

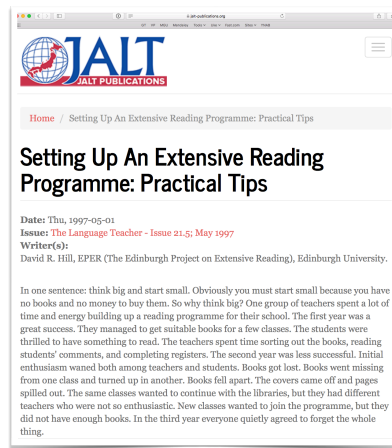 - ❖ Big reading – When does reading get big?

4 – Output Theory

❖ **We acquire language as we produce comprehensible output.**

   ❖ **(Swain, 1985)**

Practice

❖ **What language lessons can you use or create that follow big data and output theory?**

Goal: Start an ER Program

GOAL: Start an ER program at your school.

JALT
JALT PUBLICATIONS

Home / Setting Up An Extensive Reading Programme: Practical Tips

Setting Up An Extensive Reading Programme: Practical Tips

Date: Thu, 1997-05-01
Issue: The Language Teacher - Issue 21.5; May 1997
Writer(s):
David R. Hill, EPER (The Edinburgh Project on Extensive Reading), Edinburgh University.

In one sentence: think big and start small. Obviously you must start small because you have no books and no money to buy them. So why think big? One group of teachers spent a lot of time and energy building up a reading programme for their school. The first year was a great success. They managed to get suitable books for a few classes. The students were thrilled to have something to read. The teachers spent time sorting out the books, reading students' comments, and completing registers. The second year was less successful. Initial enthusiasm waned both among teachers and students. Books got lost. Books went missing from one class and turned up in another. Books fell apart. The covers came off and pages spilled out. The same classes wanted to continue with the libraries, but they had different teachers who were not so enthusiastic. New classes wanted to join the programme, but they did not have enough books. In the third year everyone quietly agreed to forget the whole thing.

Output: Self-Guided Interview

Self-Guided Interviews

Write down 5 questions you want to **ANSWER**. When ready, give your questions to your partner. Your **PARTNER** will **ASK** you the questions.

Example: What is your favorite color?

1.
2.
3.
4.
5.

(Ur & Wright, 1992)

5 – Retrieval Theory

❖ **We acquire language when we receptively and productively retrieve it.**

  ❖ **(See Brown and McDaniel, 2014)**

6 – Spacing Theory

❖ **We acquire language when we repeatedly retrieve it in spaced intervals.**

 ❖ **(See Brown and McDaniel, 2014)**

7 – Interleaving Theory

❖ **We acquire language when we interleave its retrieval.**

  ❖ **(See Brown and McDaniel, 2014)**

Practice

❖ **How can we apply the theories of retrieval, spacing, and interleaving with our teaching?**

  ❖ **Recycle lessons, grammar points, etc.**

  ❖ **Teach RSI for vocabulary study.**

8 – Flow Theory

- We acquire language by understanding compelling messages that foster flow.
  - Flow: (Csikszentmihalyi, 1991).
  - Compelling Input: (Krashen & Bland, 2014).
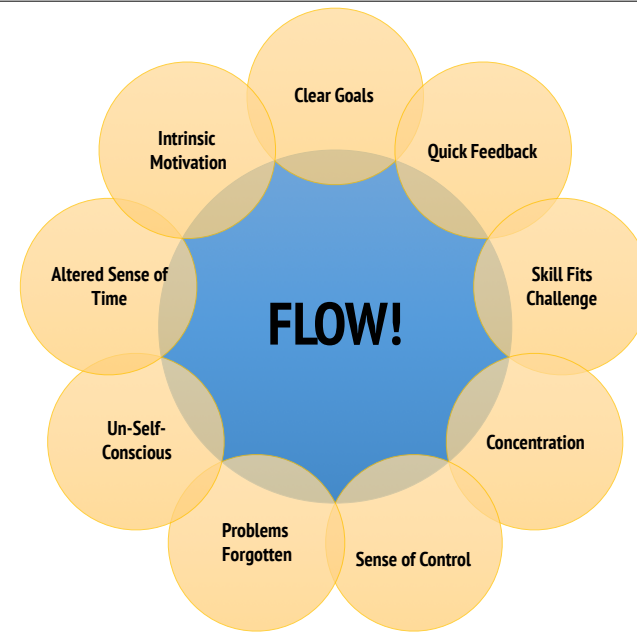
Practice

- How can we promote flow in our classes?

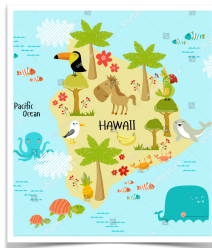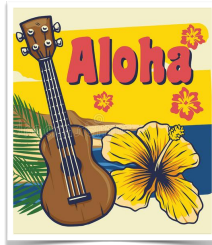## Flow with Games, Stories, Songs

Games, stories, and songs can bring flow.

Songs and Flow

Aloha Forevermore, by Joseph Paul

Give me a home, me a home in the islands

Down by the sea, down by the sea you and me

The sun will rise; the light will dance with the music

In harmony with paradise, aloha forever, forevermore

9 – Noticing Theory

❖ **We acquire language as we consciously notice linguistic data in comprehensible input.**

  ❖ **(Schmidt, 2001)**

10 – Interaction Theory

❖ **We acquire language by interaction, causing feedback, making input more comprehensible.**

  ❖ **(Long, 1983)**

Practice

❖ **How can we promote noticing and interaction in our language lessons?**

  ❖ **I like "Story Gap" activities.**

  ❖ **www.elemental-linguistics.com/story-gap/**

The Dog and the Rooster Preview

A dog and a rooster

Farm

Into the woods

Story (Part 1)

❖ A Dog and a Rooster were best friends. They wanted to see the world, so they decided to leave the farm. They set out on their trip. And they went down the road into the woods.

Q/A (Part 1)

❖ Why did they leave the farm?

   ❖ Hint: They wanted to see ***.

❖ Where did the road go?

   ❖ Hint: The road went ***.

Practice – The Four Strands

❖ What are the Nation's Four Strands of a language course, and what are they for?

   ❖ (Nation, 2013)

The Four Strands
of a Balanced Language Course
(Paul Nation, 2013)

Language Focus

Fluency Development

Meaning Focused Output

Meaning Focused Input

Sum

❖ **The Four Strands guide and balance planning.**

❖ **The 10 Theories guide us to use and create effective and communicative activities.**

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