

ULTRA Learning and the 4 Strands

A Holistic Approach to Language Acquisition

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The Problem of No Theory

- We may often lack a guiding theory and framework for teaching and learning.

The Problem of No Theory

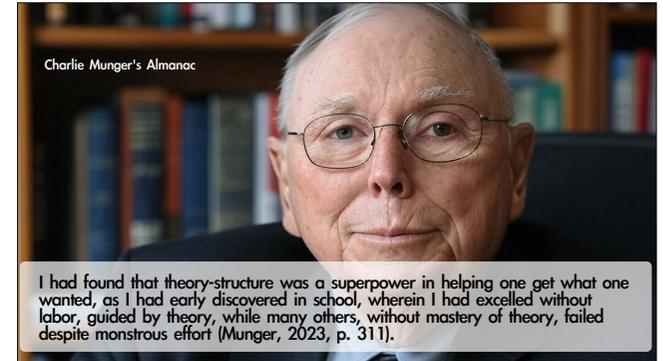
- If I want to waste time, lose energy, and lack effectiveness,
 - Then I should run away from theory!

The Power of Theory

- But if I want to use time well, save energy, and get results....

The Power of Theory

- I'd be wise to find the best theories and let them guide me.



ULTRA

- Language takes root in brains with
- Meaningful Input (I),
- Enriched by Story-logic (S),
- Addictive Learning (A),
- Interactive Negotiation (N),
- Conscious Noticing (C), while
- Amassing Big Linguistic Data (D)
- and Producing Output (O).
- Mastery emerges as learners refine
- Fluency (F),
- Focus on Language Form (L),
- Boost skills with Retrieval (R),
- Mixing (M),
- Spaced Practice (P),
- Generation (G), and
- Elaboration (E).

Language → {I,S,A,N,C,D,O}
→ {F,L,R,M,P,G,E} → Mastery

ULTRA ABSTRACTED

ULTRA - Details for Download

- I: Input Meaningful exposure to language (Krashen, 2013).
- S: Story-Logic narrative drives comprehension and retention (Poulshock et al, 2013).
- A: Addictive Learning Gamification, motivation, compelling input.
- N: Negotiation Interaction, clarification, and feedback (Long, 1996).
- C: Conscious Noticing Awareness of patterns and structures (Schmidt, 2010).
- D: Data Big linguistic data, high exposure, and frequency effects (Seidenberg, 2017).
- O: Output Speaking and writing to reinforce learning (Swain 1985).

ULTRA - Details for Download

- F: Fluency Speed and automaticity in reading, listening, speaking, writing (Nation, 2103).
- L: Language Focus Attention to form, grammar, phonology, and accuracy (Nation, 2103).
- R: Retrieval Active recall to strengthen memory and retention (Brown, Roediger, & McDaniel, 2014).
- M: Mixing Interleaving and flexible application across contexts (Brown et al., 2014).
- P: Spaced Practice Optimizing long-term retention and mastery (Brown et al., 2014).
- G: Generation Learning by trial and error, testing hypotheses, self-correction (Brown et al., 2014).
- E: Elaboration Connecting new knowledge to what we already know (Brown et al., 2014).

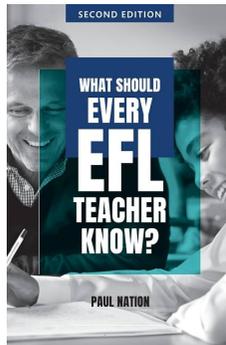
Balance

- In a word, ULTRA guides best practices.
— But how can we balance best practices?

The Four Strands

"a well-balanced course consists of four equal strands

- (1) meaning-focused input,
- (2) meaning-focused output,
- (3) language-focused learning,
- (4) and fluency development."



ULTRA + 4 Strands in Practice

- We want to give some novel examples.
— That you can use easily with minimal prep.

Meaningful Input

- Info-Gap Dictation
— Pairs -- Ken faces screen. Yuki faces Ken.
— Ken dictates text on screen. Yuki listens, writes.
— When finished, pairs check mistakes, etc.
• ULTRA: Input (I), Negotiation (N), etc.

Lesson Topic

The Seven Habits Made Easy (Part 1)

Mr. Man is coming late. He hurried out the door of his apartment holding a cup of coffee. There he saw his bus. "It's leaving!" he cried. How often has not the bus been over a rock and falls his coffee flies out of his hands and spills all over his white shirt.

To panic, he looks up. But the bus is gone. As Mr. Man gets up, he starts talking to himself. "I think the bus driver hates me. The next time by the way, I'll ask my coffee waiter to make my shirt brown. Anyway, the next bus doesn't come for an hour, so I guess I'll have to look for work, again."

As he walks, the sky begins to fill with dark clouds, and it starts to rain. Mr. Man reaches in his bag to get an umbrella, but it's not there. "Oh! I forgot my umbrella!" he sighs. "The agent! The walk on and the rain begins to fall fast. When he arrives at work, Mr. Man is all wet. He walks past his co-workers hoping that they will not see him. He feels sorry about his towel, and he starts to feel. There he sits at his desk, but on his computer, and he looks at his list of things to do. He keeps looking and looking, but does nothing.

"Impossible!" he says. "I can't do this. I don't even know where to start!" So instead of working on his most important tasks, he checks the email and he spends the rest of the morning doing things that have little value.

By the end of the day, he is all wet, at least a little. We all experience trouble at office work. Success people, teachers, students, mothers, fathers, young people, and old and trouble moves us as a simple question. How can we live a better, more successful life? Fortunately, there is good news. Success is possible. With good thinking and hard work, all of us can become more successful. Many writers and teachers have studied "success" that they show us why and how we can succeed.

Our famous teacher of success is Dr. Steven Covey (1912-2012). Covey wrote many books, including "The Seven Habits of Highly Effective People." They published in 1989. The

Seven Habits has been translated into over 40 languages, and it has sold over 25 million copies.

But the book is not just a best-seller. It is endorsed by many important leaders in business, sports, politics, and the arts. For example, marketing expert Seth Godin says that the Seven Habits is "a landmark achievement that has touched the lives of millions of people and has helped business, churches, and families worldwide."

Sumner Michael Phelps, winner of 22 Olympic medals says, "The lessons outlined in the [Seven Habits] are... [read more at read7.com]."

PAIRED READING FOR FLUENCY

When you practice fluency, you can improve your reading skills.

1. In pairs, Partner A reads aloud from "The Seven Habits of Highly Effective People."
2. While you hear the recorded reading, think of your partner as a role!
3. Partner A, read aloud 2-3 lines from the text and stop. Partner B, read the next line.
4. Partner B, read the next line.

WORD FOCUS: LIST NEW OR HARD WORDS

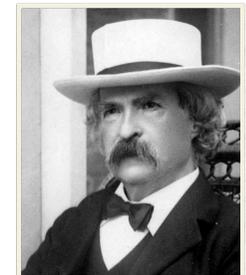
Dr. Steven Covey
Highly Effective
Seth Godin
Sumner Michael Phelps

Gap Position



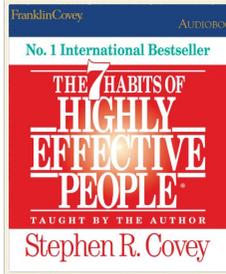
MARK TWAIN (TRY IT)

The best way to cheer yourself up is to try to cheer somebody else up.



STEPHEN COVEY (EXAMPLE)

Be a light, not a judge. Be a model, not a critic. Be part of the solution, not part of the problem.



Meaningful Input

- Walking Dictation (not running)
 - Teacher puts text x paces away from pairs.
 - Ken walks to text, reads and remembers part of it, and then returns to Yuki dictating the text.
 - When finished, students check mistakes, etc.
 - **ULTRA: Input (I), Negotiation (N), etc.**

Meaningful Output

- Picture Gap
 - Pairs -- Ken faces screen. Yuki faces Ken.
 - Ken describes picture(s). Yuki listens and draws.
 - When finished, students check. T gives feedback.
 - **Output (O), Negotiation (N), Story-Logic (S)**

Gap Position



Fluency

- Practice fluency with all skills -- two rules.
 - (1) Use easy and known language.
 - (2) Use a timer to measure speed.
 - **Speed up read aloud.**
 - **Input (I), Story-logic (S), Fluency (F)**

PAIRED READING FOR FLUENCY

When we practice fluency, we use language that we already know.

1. In pairs, Partner A reads out loud from "A" for 60 seconds. Partner B listens.
2. When you hear the alarm, stop reading. Mark the place where you stop!
3. Partner A, repeat steps 1-2. How many MORE words did you read the second time? Answer: _____.
4. Partner B do steps 1-3.

The All-Time Hit King - Page 5

The stars shine down on Safeco Field. The night air moves with energy. 50,000 fans stand on their feet.



Ichiro steps up and raises his bat. The pitcher throws the ball. "CRACK!" 50,000 voices reach the sky, "RAAAAAH!" Ichiro runs to first. "SAFE!" On TV, the announcer shouts, "There it is! He's the new all-time hit king in Major League History! Number 258! My Oh My!" The noise grows and grows. The judge stops the game. Ichiro waves his hands and smiles big.

On and on, the crowd cries out, "ICHIRO, ICHIRO, ICHIRO!"

And fans will forever remember Ichiro Suzuki. In Japan and the US, he got 4,367 hits. That's more than any other player. Ichiro won 10 Gold Gloves.

He was a 10 time All-Star. In the same year, he won MVP and Rookie of the Year. And he is the All-Time Hit King.



RESPOND TO THE STORY

1. Reader reads to Listener. Listener times Reader with stopwatch. Reader writes time. Time _____.
2. While Reader reads, Listener writes a check mark (✓) for mistakes. After reading, give feedback.
3. Reader reads again. Time #1 _____ Reader reads again. Time #2 _____ Then, Partner B reads!
4. Underline words in phrases you don't know. Get feedback from teacher.
5. On the back, write 3 questions about the story. Quiz another group!
6. Read the story to your partner in your own words.

Fluency + Output

- Story Relay
 - (1) Pairs create and tell stories using 6 pictures.
 - (2) Pairs join up (in fours) Retell and refine stories.
 - (3) Repeat step 2 with a different group of 4.
 - **Option - Groups tell story to class. T feedback.**



Language Focus Question Creation

- Students do a story; write 2-3 '?'s in groups.
- Writers put questions on board; T feedback.
- Groups quiz groups, led by chosen speakers.
 - **Input (I), Output (O), Story-logic (S), Language Focus (L), Interactive Negotiation (N), etc.**

The All-Time Hit King – Page 5

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RESPOND TO THE STORY

1. Reader reads to Listeners. Listeners listen. Reader asks impromptu questions. Reader writes time. Time _____

2. While Reader reads, Listeners write a short story of 2 to 3 minutes. After reading, give feedback.

3. Reader reads again. Time #2 _____ Reader reads again. Time #3 _____ Work Partner is useful!

A. Underline words or phrases you don't know. Get feedback from teacher.

B. On the back, write 2 questions about the story. Get feedback group.

C. Read the story to your partner. In your own words.

CONCLUSION

- We're lost without theory and frameworks.
 - **ULTRA** guides us to best practices.
 - **The 4 Strands** help us balance our practice.
 - **Download at <ilinguist.net>.**

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