From Roman to Möbius Bridges and Back: where are we taking ELT next?

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Part 2
P/P/U lesson plan model

- Presentation
- Practice
- Use
Whole – Part (focus-of-form) – Whole Model
Whole – Part (Focus-on-Form) – Whole Learning Model

“noticing the gap”
To help students learn to use grammar naturally, our activities need to be psychologically authentic, i.e. the conditions of learning need to match the conditions of use and recall.

This is necessary in order for students to overcome the “inert knowledge problem” that they often experience.

Gatbonton and Segalowitz, 1988
Grammaring: unpacking the concept

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Past Virtual Seminars – TESOL April 11, 2012

www.tesol.org/attend-and-learn/...seminars/past-virtual-seminars
learning centered focus tapping all the tips of the triangle
control & initiative

E. Stevick (1980) Teaching Languages: A way and Ways
CATRA MODEL

- copying
- applying
- theorizing
- reflecting
- acting

Julian Edge. The Reflexive Teacher Educator in TESOL: Roots and Wings. Taylor and Francis, 2010
CATRA MODEL
  copying
  applying
  theorizing
  reflecting
  acting

reflection-in-action // reflection-on-action

D.A. Schön (1985)

- reflection-in-action
  (thinking on your feet)
- reflection-on-action
  (retrospective thinking).
researchers/mentors

the teacher

the true context/student knower
If only we (had) listened to one another a little better ...

across languages and

across frontiers, both internal and external
The functional and humanistic leitmotif of the Prague Linguistic School was that language is an open, flexible, adaptive system that is used by human beings to communicate.

BASIC FUNCTIONS OF LANGUAGE

REFERENTIAL
INTERPERSONAL
EMOTIVE
PHATIC
POETIC
METALINGUISTIC

Roman Jakobson ➔ M. Halliday

the porous classroom
plurilinguistic pedagogy
Mediated Learning Experience (MLE)

Mediated Learning Experience refers to the way in which stimuli experienced in the environment are transformed by a mediating agent, usually a parent, teacher, sibling, or other intentioned person in the life of the learner. This mediating agent, guided by intention, culture, and emotional investment, selects, enhances, focuses, and otherwise organizes the world of stimuli for the learner, according to a clear intention and goals for that learner’s enhanced and effective functioning.
Some key parameters of mediated learning:

Mediation of meaning (the form: meaning mapping)
Mediation of a feeling of competence
Mediation of goal seeking, goal setting, goal achieving, and goal monitoring behavior
Mediation of challenge—the search for novelty and complexity
Mediation of a feeling of belonging
The brain gets a kick out of novelty and surprises

… affect is central to the understanding of SLA. This is because SLA is emotionally driven and emotion underlies most, if not all, cognition.

OUR BRAINS DO CONSTANT STIMULUS APPRAISAL

- novelty
- pleasantness
- goal or need significance
- coping potential
- self and social image
Holy grail of teaching

total attention
engaged
feeling good
deep learning
hunger for more

M. Helgensen, R. Murphy, C. Kelly, TESOL 2017
Success depends less on materials, techniques, and linguistic analysis, and more on what goes on inside and between the people in the classroom

COMMUNICATIVE COMPETENCE

**grammatical competence**: morphological & syntactic rules

**sociolinguistic competence**: appropriateness

**discourse competence**: cohesion and coherence

**strategic competence**: referring to people’s use of communication strategies when they notice a gap in their abilities to say something in the target language

Canale & Swain (1980)
From Communicative Competence to Symbolic Competence
Claire Kramsch (2006)
PERFORMATIVE COMPETENCE

S. Canagarajah. Translingual Practice: Global Englishes and Cosmopolitan Relations, Routledge 2013
accommodation

communication

social theory
situated learning

ecological approaches to teaching

more realistic representation in our teaching materials

real corpora based language
AN EXAMPLE OF SITUATED LEARNING

Starting Monday ... these are the meds I need to take
You cannot be serious! :(  

Omg, --. I thought I took a lot of pills every day! You poor thing.

That's unreal. Good luck :) I wish you well.

WT? That picture puts things in perspective. WOW.

Are you kidding me!!

Oh sweetie ... that's crazy!
Oh my! So sorry - thinking of you.

Holy mackerel! That's unbelievable!

That's insane!

Wow.

oh my gosh ... is that even safe?

Holy pharmacy, Batman! Hang in there.
• Language as a problem
• Language as a right
• Language as a resource

Orientations in language planning, Richard Ruiz (1984)
Welcome to the Demand High website
The IATEFL Fair List

erasing the native / non-native speaker divide