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Use the previous editions of Teaching by Principles. Times have changed. New findings and new approaches demand reconceptualizations. So, in this edition, not only will you find the number of principles reduced to eight, but you will also see some new concepts that must now be included in a comprehensive framework for teaching additional languages. All of our research and many other research findings are now included in our new concept of the Principle of Interaction. This new concept is a response to the research on the effects of interaction on second language acquisition, and it is a response to the research on the effects of interaction on first language acquisition. Of course, no single principle is discretely contained in a "box," unaffected by one or more of the principles. All eight categories have areas of overlap with their counterparts. A further note: It may be helpful to you as you read, to check frequently sections of PLIT (Brown, 2014) to refer to your memory of certain ideas and background information. AUTOMATICITY John Heschl is an accomplished pianist. He has played in night clubs and orchestras, and most recently accompanied a 120-voice chorus. When he looks at a musical score and prepares to play it, he doesn't have the cognitive or physical time to cogitate on every note and marking. He as an takes in multiple bits of musical information simultaneously, but he also "translates" that information into movement of fingers across the keyboard. The result? Beautiful, harmonic sounds of pinning strings. But when John was first learning to play the piano, all that instantaneous input and output was by no means automatic. That complex ability developed over time with hours of daily practice. Learning music and learning language have much in common, not the least of which is that both require the development of automaticity for successful learning. Children learning additional languages are classic examples M04 BROW5852\_04 SE C04.indd Page 68 01/12/14 /203/PH01779/9780133925852 BROWN/BROWN TEACHING BY PRINCIPLE504 SE 9780133925852 12:16 PM F403 ... 68 CHAPTER 4 Teaching by Principles of developing automatic skills "naturally," in untutored contexts (see PLIT, Chapter 3) with little or no analysis of the forms (e.g., grammar, phonology, vocabulary) of language. Through an inductive process of exposure to language input and opportunity to experiment interactively with output, they appear to learn languages without overtly noticing language forms. They do, however, focus very effectively on the function (meaning) of their linguistic input and output. For adults, automaticity is sometimes impeded by overanalysis of the form of the target language. This is especially true for those who are learning a second language. For example, a pianist John Heschl, his remarkable ability was the result of, in his words, "not thinking about the music so much, and just playing the piano for fun." For L2 learning, the Principle of Automaticity highlights the importance of meaningful use of the new language through communicative interaction; efficient movement away from a capacity-limited context (McLaughlin, 1990) of a few bits and pieces to a relatively unlimited automatic mode of processing language, often referred to as fluency, and an optimal degree of focusing on forms of language that encourages learners to notice errors in their output, utilize a teacher's feedback, and, when appropriate, to respond in some way (Leow, 2013; Schmidt, 1990). The Principle of Automaticity may be summarized as follows: Efficient second language learning involves a timely progression from control of a few language forms to fluid and error-free automatic processing (in both production and comprehension) of a relatively unlimited number of language forms. Development of fluency—usually through extensive long-term practice—is aided by a primary focus on meaning, purpose, and interaction, and a secondary but optimal amount of attention to language forms. Notice that this principle does not say that the road to automaticity is paved with unceasing, relentless communicative activities in which form-focus is a "no-no." In fact, adults can especially benefit greatly from a modicum of focal processing of rules, definitions, and guided practice (DeKeyser & Criado, 2013). The other side of the coin is that adults might take a lesson from children by spendingly overcoming our propensity to pay too much focal attention to the bits and pieces of language and by effectively moving language forms to the periphery, using language in authentic contexts for meaningful purposes. In so doing, automaticity is built more efficiently. M04 BROW5852\_04 SE C04.indd Page 69 01/12/14 /203/PH01779/9780133925852 BROWN/BROWN TEACHING BY PRINCIPLE504 SE 9780133925852 12:16 PM F403 ... CHAPTER 4 Teaching by Principles 69

2. To maximize the principle of automaticity, group and pair work, and involvement in topics that are relevant to students' lives. 2. Practice exercises and explanations dealing with grammar, vocabulary, phonology, discourse, and other forms have a place in the adult classroom, but don't overwhelm your students with a focus on form. Short, five-minute grammar-focus exercises, for example, may be more helpful than long explanations or "lectures" from you. 3. When you focus your students on form, your goal is to help them to notice forms, to modify or correct errors when appropriate, and ultimately to incorporate that information into their language use. Error correction, for example, is more effective if students are made aware of an error and/or are encouraged to self-correct. 4. Fluency activities, in which you deliberately do not focus on forms, may help students to attend to meaning or to accomplishing a task, and to "unlock" their overattention to form. A classic writing exercise is freewriting, in which students are asked to write about a topic of interest with virtually no attention, at this stage, to correctness. 5. Automaticity is a slow and sometimes tedious process; therefore, you need to exercise patience with students as you slowly help them to achieve fluency. Don't expect your students to become chatterboxes overnight in their new language! TRANSFER Doug had been a tennis player for over two decades when one of his friends invited him to play racquetball. "It should be an easy sport for you," suggested his buddy, reasoning that both are racquet sports. In the first few games, Doug found that indeed certain abilities transferred relatively quickly: meeting the ball squarely, following through, positioning feet correctly, being ready for your opponent's next play. Even some of the strategic aspects of the game, figuring out the other guy's weaknesses and playing to one's own strengths, transferred positively. But there was a more useful transfer: the side wall kept getting in the way, the ball bounced quite differently, and playing off three and sometimes four walls was not only a new experience, but also a new challenge. Doug's transfer of skills from tennis to racquetball was not only a transfer of skills, but also a transfer of knowledge. The Principle of Transfer plays a dominant role in additional language. A historical look at research on language learning in the middle of the twentieth century reveals an obsession with transfer; especially from the first to the second language, known as interlingual transfer or interference. Some went so far as to claim that any difficulty in learning an L2 could be equated to the differences between a learner's first and second languages (Banathy, Trager, & Waddle, 1966). It was not long before evidence mounted against the predictability of interference (Whitman & Jackson, 1972). Learner language manifested enough variation to dispute such claims of certainty, and further, when three or four or more languages were in question, the task of predicting became impossible. More recently, partly because transfer can work both ways, the SLA field has been using cross-linguistic influence as a more appropriate term to capture the relationship of two or more languages in contact (Jarvis & Pavlenko, 2008; Jarvis, 2013). The difference between today's emphasis on influence, rather than prediction, is important (Oostendorp, 2012) to capture the range of syntactic, lexical, discourse, and pragmatic interference that can occur. In the 1960s and 1970s, intralingual transfer (within the L2), also known as overgeneralization, became a hot topic, especially in analyzing sources of error in learners' output, and in describing interlanguage of learners. These basic tenets of human learning undergirded a massive stockpile of research and helped propel SLA research into new unexplored territory. (See PLIT, Chapter 9.) But strictly linguistic transfer is, in some ways, only a small piece of the psychology of learning an L2. Transfer is an all-encompassing principle that reaches across physical, cognitive, affective, and sociocultural domains. Virtually all learning is the product of transfer. We can define the term simply as the application of knowledge, skill, or emotion acquired in one situation to new situations. And transfer can be positive (advancing toward an objective) or negative (interfering with such advancement). Closely related to the principle of transfer is a recent concept, the Principle of Investment. This principle, which was developed by Ryan and Deci (2000), is a response to the research on the effects of investment on second language acquisition. It is a response to the research on the effects of investment on first language acquisition, and it is a response to the research on the effects of investment on second language acquisition. But our physical interactions with the world—our motor systems—are large determiners of the extent and diversity of our cognitive and linguistic competence. Embodied cognition offers an enlightening re-focus on the physical abilities that so preoccupied behavioral psychologists back at the turn of the twentieth century. James (2006, 2010, 2012) demonstrated the importance of transfer in a number of academic contexts: general language skills to subskills (e.g., writing in general to writing for research purposes); certain skills (e.g., reading) to others (e.g., writing); earlier language courses to specific subject matter areas M04 BROW5852\_04 SE C04.indd Page 71 01/12/14 /203/PH01779/9780133925852 BROWN/BROWN TEACHING BY PRINCIPLE504 SE 9780133925852 12:16 PM F403 ... 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... Language (4th ed., pp. 222-237). Boston, MA: National Geographic Learning. Both sources offer classroom-based practicalities such as syllabus and task design while also providing surveys of research on second language writing. Hedge, T. (2005). *Writing*. Oxford, UK: Oxford University Press. Over fifty different writing activities are described—categorized into sections on communication, composing, crafting, and improving—in this practical, teacher-friendly book. Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). White Plains, NY: Pearson Education. See Chapter 10 for a detailed description of classroom assessment of writing, including how to design and score assessment tasks. ...

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... CHA P T E R 19 TEACHING GRAMMAR AND VOCABULARY

Questions for Reflection • What is grammar? • Why is it important to consider discourse in teaching and learning grammar? • What are some of the approaches to teaching grammar and vocabulary? • How can learners' errors be treated effectively? • What are some classroom techniques for promoting students' language awareness? • What are some strategies for strengthening vocabulary and lexicogrammar? I read [Hong's autobiography] when I was in high school back in Korea. [In the book] he said, on the first day of his new school [in the United States], he said to the class, "Hello, I'm Hong J. W. from Korea. It's nice to meet you." Then his classmates were laughing at him because of his pronunciation. He said he used to memorize more than 100 English words per day. I was so impressed. I tried to do like him. I tried to memorize 100 English words every day, and seriously, I did it! I put my watch right in front of me on the desk, and checked frequently if it was getting one word per three seconds. One word per three seconds! ... I still have the book with me in my room here in Canada. I am still studying like him. In this interview excerpt, Seong-jin, a student in an intensive English program at a Canadian university, talks about how he has been studying English since he went to Canada to improve his English skills. According to Seong-jin, Hong's autobiography illustrates how rigorously Hong studied in order to overcome the barrier of language when he arrived in the United States as a teenager, and how he was finally able to enter Harvard University and become one of the top graduates. What's interesting here is that Seong-jin adopted a very traditional approach to studying English—form-focused memorization and individual study—even though he had traveled all the way to Canada to enroll in an intensive English program. Why would he still continue to believe that is the best way to "master" grammar and vocabulary? What did English grammar and vocabulary mean to him? 462. Created from ybp-ebookcentral on 2018-10-26 00:41:53.

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... CHAPTER 19 Teaching Grammar and Vocabulary 463 GRAMMAR Whether you are a language learner or teacher, grammar may mean many different things. One common idea to all of us may be that it is something significant we need to tackle by exerting a great deal of time and effort in order to "master" the language. Nevertheless, many learners and teachers often struggle with grammar, figuring out how to just "pick it up" or how best to instruct it. Michael Halliday (1978) says, "Language is as it is because of what it does." This is a useful perspective. Language is not just a set of rules to be memorized; it is a system of communication that is used to express meaning. The way we use language is shaped by the social context in which we use it. Language is a complex and dynamic entity that we use "to say things, do things, and be things" (Gee, 2011, p. 3). This view of language has complex consequences for teaching grammar. Let's look at some of those complexities. Three Dimensions of Grammar Diane Larsen-Freeman (2003, 2014) argues that in order to help language learners use language accurately, meaningfully, and appropriately, we need to explain the three interconnected and nonhierarchical dimensions of grammar: form, meaning, and use. • The form dimension refers to observable structural components such as phonemes, graphemes, inflectional morphemes, and syntactic patterns. • Meaning refers to the semantic level of the structural items including lexical and grammatical meaning. • The use dimension accounts for meanings of utterances across different contexts and cohesion in discourse. Consider this example: The modal must is placed in front of a verb to mean obligation or necessity. However, if an English learner tells an American friend, "I must take my baby to the doctor," the friend might find the sentence awkward, as it sounds too formal in the context (Savage, 2010, p. 8). Thus, in order to fully understand how to use the language correctly and appropriately, learners need to be aware of the use dimension of the target structure. Let's look at another example: "That is enough." In regard to form, the utterance consists of three single morphemes, where the verb be is inflected for the third person singular form is. The pronunciation would be [ət ɪz ɪn ˈf]. Though a common variation in speech would contract the first two words and it would be pronounced as [əts ɪn ˈf]. In the meaning dimension, that is a demonstrative pronoun referring to a preceding word. The copula is has the meaning of "having a particular state or quality" and shows the relationship between that and enough. The third word in the utterance, enough, is a ... Created from ybp-ebookcentral on 2018-10-26 00:41:53. M19\_BROW5852\_04\_SE\_C19.indd Page 464 20/01/15 /203/PH01779/9780133925852\_BROWN/BROWN TEACHING BY PRINCIPLE504 SE 9780133925852/9:38 PM F403 ...

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