

Methodological Principles for Language Teaching And Senior High School English Classrooms: Looking back at Past Demonstration Lessons

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1. Outline

- Introduction to methodological principles
- Examples from past demonstration lessons
- Discussion

2. Methodological principles for language teaching

Methodological principles (MPs) are universally desirable instructional design features, motivated by theory and research findings in SLA [second language acquisition], educational psychology, general educational curriculum design, and elsewhere, which show them either to be necessary for SLA or facilitative of it. (Long, 2009, p. 376)

Table 1. Language Teaching Methodological Principles and Implementation

| | Principles | L2 Implementation |
|---------------------------|---|---|
| ACTIVITIES | | |
| MP1 | Use task, not text, as the unit of analysis. | task-based language teaching (TBLT; target tasks, pedagogical tasks, task sequencing) |
| MP2 | Promote learning by doing. | |
| INPUT | | |
| MP3 | Elaborate input (do not simplify; do not rely solely on “authentic” texts). | negotiation of meaning; interactional modification; elaboration |
| MP4 | Provide rich (not impoverished) input. | exposure to varied input sources |
| LEARNING PROCESSES | | |
| MP5 | Encourage inductive (“chunk”) learning. | implicit instruction |
| MP6 | Focus on form. | attention; form-function mapping |
| MP7 | Provide negative feedback. | feedback on error (e.g., recasts); error “correction” |
| MP8 | Respect “learner syllabuses”/ developmental processes. | timing of pedagogical intervention to developmental readiness |
| MP9 | Promote cooperative/ collaborative learning. | negotiation of meaning; interactional modification |
| LAERNERS | | |
| MP10 | Individualize instruction (psycholinguistically, and according to communicative needs). | needs analysis; consideration of individual differences (e.g., memory and aptitude) and learning strategies |

adapted from Doughty & Long (2003, p. 52) & Long (2009, pp. 386-387)

3. Excerpts from demonstration lessons

Excerpt (1): From Ms. Nagashima's lesson at Ueda Someya Senior High School (2005)
Scene: Reasons to learn English
Synopsis: Ms. Nagashima shows the main text (poem) for the first activity and tells students to think about their own reasons why they learn English.

Part One: 0'00"-4'50"

Transcript for 1'17"-2'16"

1. OK. So, from today, I would like to start learning a new lesson.
2. Lesson one, lesson one.
3. And first of all, I gave this handout. Please look at this one. OK.
4. You have XXXXX. OK.
5. First of all, I would like to introduce ... a poem, a poem that I wrote.
6. That is a poem that I wrote ... this is the poem I wrote.
7. The title is "the reason why I learn English."
8. And I once introduced this poem to you, but I have been thinking why I have been learning English for (a) long time.
9. And I changed some parts. OK?
10. So this is kind of revised, changed one. OK?
11. So please listen to my reading.
12. This is ... these are the reasons why I learn English. OK? Please listen.

Relevant MP: 3. Elaborate input.

Types of input modification

- *Simplification*: controlling the text targeted to L2 learners by replacing unfamiliar linguistic items (e.g., unknown grammatical constructions and lexis) with familiar ones.
- *Elaboration*: adding redundant information to the text through the use of repetition, paraphrases, and appositionals (Long, 1996, p. 422).

Effects of elaborated input

- *Genuine* ["authentic"] texts ... written by and for native speakers, are usually too complex for all but very advanced learners. As a result, they typically require explicit metalinguistic study to render them comprehensible, which leads, in turn, to the study of language as object rather than development of a functional ability to use language.
- While *simplified* texts are (in most cases) easier to understand than genuine texts, the improved comprehensibility comes at the cost of much of their value for language learning. How are learners to acquire items that have been removed from the input...?
- Simplified and *elaborated* texts ... achieve roughly comparable levels of comprehension ... and both achieve higher levels of comprehension than genuine texts. (Doughty & Long, 2003, p. 59)

Part Two: 8'38"-15'30"

Relevant MP: 9. Promote cooperative/collaborative learning.

- Research findings ... reveal a facilitative role in language development for collaborative, "scaffolded" discourse across utterances and speakers. Research in general education ... has documented the positive effects of co-operative, collaborative group work on attainment. Research on cooperative learning and small group work in second language learning provides similar findings (Doughty & Long, 2003, p. 67)

Excerpt (2): From Mr. Koyama's lesson at Ueda Senior High School (NELEC 2008)
Scene: Debate: Is the stone structure natural or manmade?
Synopsis: Students discuss possible reasons to support their positions.
28'00"-38'30"

Transcript for 32'35"-34'40"

13.T: OK, now I'd like to ... hear your opinions.
14.T: Please stand up, Group number 1, 2, 3.
15.T: First, I'd like to hear ... natural ...
16.T: the structure was the natural one.
17.T: はい, anybody who can ... はい Group 3.
18.S: We have two reason.
19.T: Oh.
20.S: First, it's hard [unclear pronunciation] to think ...
21.T: Hmm?
22.S: It ... it's hard ...
23.T: It is hard, hard [emphasis on hard].
24.S: ... to think that ... there was a civilization that was able to make.
25.T: え?最後は? (laughter)
26.S: ... that was able to make.
27.T: Ah, able to make. OK. はい, OK, very good.
28.S: Second ... (laughter)
29.T: What is the second reason? いいよ、いいよ、言って。
30.S: Stay.
31.T: え?
32.S: Second, urrr ... the purpose ...
33.T: Purpose.
34.S: ... of this structure is ... to defense ...
35.T: To defend, you mean?
36.S: defense from another ... enemy.
37.T: Defend [emphasis on /d/] from ... another enemy.
38.S: Enemy (laughter) ... だったら (laughter)
39.S: Another ... structure should ... err ... be ... somewhere.
40.T: Hmm. Hmm. Ah, should be!
41.T: Somewhere! Ah. OK! Very good! OK. Great! OK.

Relevant MP: 9. Promote cooperative/collaborative learning.

- See p. 2

Relevant MP: 6. Focus on form.

- ... during an otherwise meaning-focused lesson ..., learners' attention is briefly shifted to linguistic code features, in context, to induce "noticing" ..., when students experience problems as they work on communicative tasks. (Doughty & Long, 2003, p. 64)

Relevant MP: 7. Provide negative feedback.

- Negative feedback is the teacher's response to a learner error.
- Types of negative feedback (see Long, 2007, for more information)
 - clarification request
 - repetition of error
 - recast
 - explicit correction

4. Discussion

Good points

Room for improvement

5. References

- Doughty, C. J., & Long, M. H. (2003). Optimal psycholinguistic environments for distance foreign language learning. *Language Learning & Technology*, 7, 50-80. Retrieved from <http://llt.msu.edu/vol7num3/doughty/>
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