

## Discussion questions: Language skills

Discuss the following, in particular, those areas of interest to your group. For one of these areas, sketch out a possible lesson plan and objectives.

### A. General questions

1. What is the role of rehearsal and repetition in language learning?
2. What is automaticity? How can learners improve automaticity in a second language (L2)? How can they develop it in the following areas?
3. The university's EMI (English mediated instruction) or EMC (English mediated courses) policy is a sort of CBI experiment. New professors since 2005 in most departments are required to teach in English. What problems do you see, and how could the EMI policy be improved?

### B. Grammar

1. What is a rule? How do you teach it, especially when explaining rules explicitly, in a way that students can learn meaningfully?

### C. Pronunciation

1. What are the main pronunciation problems that Koreans have in English? How can these be addressed?
2. We have discussed ALM/PPP methods for teaching segmentals (vowels and consonants). Can you think of methods that would be more interactive or communicative for teaching segmentals?
3. There are several pronunciation teaching videos on the website showing ways of teaching suprasegmentals. What do you think of these videos? Can you think of other creative, interactive, and even communicative methods for teaching stress, intonation, and other aspects of English rhythm or prosody?
4. How might you incorporate short pronunciation lessons into a lesson on grammar, or a listening/speaking lesson?

### D. Reading and vocabulary

1. Many L2 learners get stuck looking up all unfamiliar words in a text. Is this a good strategy? How can you wean them off this habit?
2. How can students learn new vocabulary more effectively?
3. How does intensive reading work?

4. What is extensive reading? What is the psycholinguistic rationale for it? How do you make use of it as a teacher?
5. Read the handout on reading psychology. If eye movements and the intake of information are physiologically constrained, is it a good idea to take a speed reading course?

## E. Listening and speaking

1. How might the distinction between intensive and extensive reading apply to teaching listening?
2. How might you incorporate pronunciation into a listening/speaking curriculum?
3. What are areas of pragmatic competence that Koreans need for English? How do address these in a L/S curriculum?
4. Students doing a dictation task might make the following mistakes (from Celce-Murcia, Brinton & Goodwin, 1996:224). What problems does this reveal? As a teacher, then, what can you do?<sup>1</sup>

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### Dictation: “Mean dogs”

We all sooner or later encounter mean dogs. There is no set way for handling the situation. Each dog is different. But all dogs tend to conform to certain predictable rules of behavior. When you find yourself face to face with an aggressive animal, knowing these rules can help you avoid trouble. Never stare at a dog. Never run or walk quickly past – or away from – a strange dog. Try to avoid showing your fear. Keep calm.

### Student’s writing

We all sooner or later in counter mean dogs. There is no sat way for handling situation. Each dog is different, but all dogs ten a conform to certen prudectuble rools to behave you. When you fain yourself face to face with an aggressive animal no in this rools can halp you avoid a troble. Never stare to the dog, never run or walk quqly past or away from a strange dog. Try to avoid show your fire. Keep call.

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## F. Writing

The genre approach emphasizes instruction in various or certain types, forms, or styles of writing. At the lower level, this might be paragraph styles like contrast, comparison, process, analysis, example, and other paragraph styles; at higher levels, this might be academic essays, and even writing in different fields. The process approach emphasizes learning and practicing the steps of the writing process, e.g., brainstorming and outlining, rough drafts, peer editing drafts in class, and revision; the specific features of academic writing are also taught, often inductively.

1. What kind of writing might you teach? Would you use genre or process methods, or both?
2. What aspects of writing (other than grammar issues) are problematic for Koreans learning to write in English? How do you address some of these?
3. Let’s say you’re a writing teacher, teaching lessosn on paragraph forms. The textbook exercise contains an exercise on writing comparison paragraphs about world religions, but provides information that is overly general or not correct, potentially upsetting some students. What do you do?
4. Frankly, many writing textbooks are boring (and even prescriptive). What kinds of materials can you bring into your writing class to make it more interesting and practical?

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1 As discussed in class, dictation is often a mechanical exercise, made unnecessarily popular by ALM. It seems only useful for teaching spelling and maybe segmentals, and it should be used sparingly.

## Lesson plan

Sketch out a sample lesson plan below for one of the skill areas that we've discussed. A good lesson plan should be detailed and informative enough for a teacher to teach from, but without unnecessary detail. For example, you should summarize instructions to be given to students, but you shouldn't try to script out everything, including what students ought to say or will say (a common mistake among beginners). It should be clear enough that you or someone else should be able to teach from it easily (e.g., if you are absent and someone else has to teach your class).

You should define a clear objective and a learning outcome – what students will be able to do that they could not do before. This should be something specific that you can actually measure (e.g., on an assignment or quiz) or observe (e.g., in their productions during group tasks). Thus, you should avoid vague terms like “students will learn / understand / feel more comfortable with X.” Instead you want something like “students will freely produce sentences with the past progressive in an activity” or “students can explain supply and demand in English.”

The outline should have reasonable time estimates. It is helpful to define a goal, objective or outcome for each section, but it should be concise and clear<sup>2</sup>. If necessary, use the back side of this page to sketch out your time outline.

1. **Type of class**
2. **Type of students – age, language level, etc.**
3. **Lesson objective / goal**
4. **Learning outcome**
5. **Materials**
6. **Outline**

<b>Time</b>	<b>Activity</b>	<b>Goal / other notes</b>
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<sup>2</sup> Teachers, especially newer teachers, should have backup plans. Sometimes parts of a lesson will go too long (e.g. if students have particular difficulty with something), so teachers should decide beforehand what is essential, and what can be omitted or covered more quickly. It can also be helpful to have a backup activity in case they finish early.