Making Core Practices Real: Moving from Concept to Implementation

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Set your goals more from intentions and less from habits . . . .

Design Lessons and tasks that have functional goals & objectives

Language Functions:

Read the text below. As you read, underline the 3 most important sentences. In the column to the right, comment, connect, or pose a question based on what you read. From The Best of Bilash: Improving Second Language Education

What is *communicative language teaching*?

The concept of *communicative language teaching* has grown out of the notion that solely teaching grammar is not enough to prepare students for using the language independently. This method of teaching proposes that students need to understand the meaning and the communicative function of a language in order to learn the language.   David Wilkins, a theorist closely linked with *communicative language teaching*, suggests that language teaching should be organized into *notional* (relating to meaning) and *functional* (relating to communication) syllabi. He suggests that the concept of communicative functions (to which he credits Holladay) may be the most important aspect of this framework. Other contributors to this theory, such as Jan van Ek, build on Wilkins' terms and ideas, but interpret them somewhat differently. In place of *communicative function*, they substitute *language function*, referring to what people *do* through language.

What are *language functions*?

A lot of what we say is for a specific purpose. Whether we are apologizing, expressing a wish or asking permission, we use language in order to fulfill that purpose. Each purpose can be known as a *language function*. Sandra Savignon describes a language function as "the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes" (Savignon, 1983). By using this idea to structure teaching, the instructional focus becomes less about form and more about the meaning of an utterance. In this way, students use the language in order to fulfill a specific purpose, therefore making their speech more meaningful. If we think about a function of language as one that serves a purpose, we can see that much of what we see can be considered to be functional.

How can we teach *functions of language*?

Krashen and Terrell (1983) suggest that basic communication goals can be expressed in terms of situations, functions and topics. It is up to the teacher to plan the situations within which students will be able to use their language for a purpose in the classroom context. For instance, if the topic being learned is family and relatives then the situation may be introductions or visiting relatives. By creating a situation, the teacher is providing the necessary context students need to use the language for a function. In addition to creating situations, teachers must also be prepared to explain that there may be a large number of possible ways to fulfill each function of language. For instance, greeting an elderly lady on the street would differ from greeting a peer in their home. Choosing the appropriate way in which to say something will partly depend on:

1. your social standing relative to the person you are talking to;
2. how well you know the person;
3. who is listening; and
4. the circumstances under which the communication occurs.

Which communicative tasks match these functions?

_____	1. Extending invitations	**A.**	Expressing Feelings & Emotions
_____	2. Speculating about a career	**B.**	Explaining, Narrating, Describing People, Situations, Events
_____	3. Reporting about someone's actions		
_____	4. Agreeing or disagreeing	**C.**	Expressing hopes, dreams, future plans
_____	5. Indicating relationships between people		
_____	6. Giving a compliment	**D.**	Asking and responding to questions
_____	7. Seeking information or revealing Information	**E.**	Expressing preferences & opinions

Know Your Learning Target

Say Something!

1. Make a Comment	
2. Make a Connection	
3. Ask a Question	
4. Make a Connection	
5. Make a Comment	
6. Give a Summary Statement	

Make the Can-Dos more _Function-y!_   **Intermediate Low Interpersonal Mode**

I can talk with someone about family or household tasks.
I can talk with someone about hobbies and interests.
I can talk with someone about school or work.
I can ask and answer questions about . . .
I can ask for help at school.
I can ask for help at work.
I can ask for help in the community.
I can make a reservation.
I can arrange for transportation.
I can ask for a ride with friends.

Learning Targets . . .	
Unit Can-Dos . . .	
Lesson Can-Dos . . .	
Checks for Learning . . .	

Sub Unit: Let me Introduce Myself	Learning Target: I can exchange some personal information with others. Check for Learning:
Sub-Unit: This is What I'm Like!	Learning Target: I can describe my own physical and personality characteristics and also those of others. Check for Learning:
Sub-Unit: What We Do for Fun!	Learning Target: I can ask and answer questions about what I an others like to do for free time activities. Check for Learning:

Key Ideas from the morning: Brainstorm with group, create windowpane on chartpaper: visual + phrase illustrating key idea in each window.
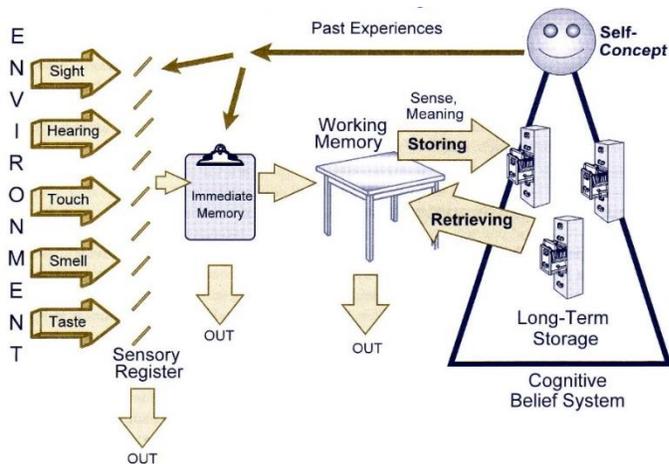
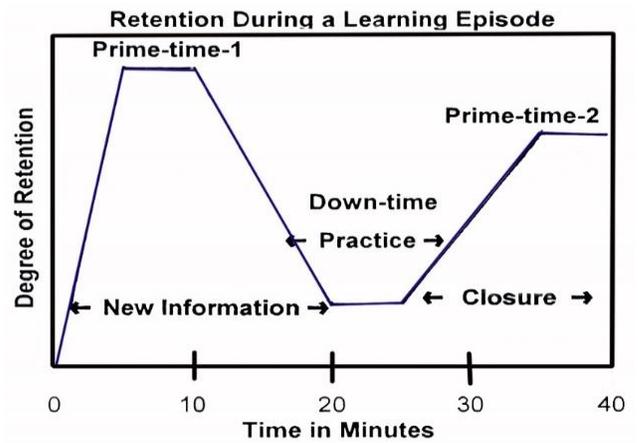| Functional Goals	Making Can-Dos more Function-y
Moving from Unit to Lesson Can-Dos	Developing a Check for Learning

Teach Grammar as a concept and use it in context

How does the Brain learn?

What's the connection? Brain Research, Linguistics, Language Learning

Information Processing Models

Retention During a Learning Episode

Psycholinguistics of Language Learning

Approaches to Grammar Instruction

Inductive	Guided	Explicit

Discovery Learning Model	**Concept Attainment Model**

Input Processing Model of Grammar Acquisition

Points from Research	**Guidelines**

ACTIVITY A: Read each statement about the future and decide whether each is probable or improbable for the year 2030.

Probable	Improbable	In the year 2030 ...
____	____	...they will invent a flying car.
____	____	...I will be married with kids.
____	____	...we will have more political issues.
____	____	...the president will be a woman.

ACTIVITY B: Circle all the –ing verb forms in the following paragraph.

Daria is sitting in a world languages teaching methods course at Notre Dame. She is thinking to herself "Are these guys selling me snake oil? Or am I just not hearing them correctly?" The presenter is talking about new ways to focus on grammar. Daria is not sure that she's buying it...

ACTIVITY C: Bill Clinton: Before and After
A recent article discussed Bill Clinton's presidency & his retirement. Decide whether each excerpt taken from the article refers to Bill Clinton's life during his presidency or now, during his retirement.

As President	Now	Bill Clinton ...
_____	____	... speaks at universities.
_____	____	... had many meetings everyday
_____	____	... met with world leaders.
_____	____	... eats healthy foods regularly.
_____	____	... plays with his granddaughter.
_____	____	... had many assistants & helpers.
_____	____	... spoke often to Congressmen.

Step 2: What else does Bill do now and did he do then? What other activities can you and a partner come up with?

ACTIVITY D: My Summer Vacation: Two Perspectives
Step 1: Are teachers' lives really that different from their students? Read about your instructor's plans for this summer & decide whether each activity would be fun for you.

Fun	Not Fun	I ...
_____	_____	...will spend two weeks in Europe.
_____	_____	...will take a road trip with my family.
_____	_____	...will get a head start on fall classes.
_____	_____	...will work part-time at a bookstore.

Step 2: One of these statements made by the instructor is not true. Can you guess which one your instructor is not actually planning to do? Together with a partner, see if you can agree on which one is false and be ready to support your guess with a reason why.

ACTIVITY E: The Model Student.
Step 1: Do you consider yourself an organized, responsible student? Are you a sterling role model for others to follow? Let's find out! See how many characteristics of a responsible student match you.

A responsible student ...
___ wakes up early & has a healthy breakfast
___ lays out the clothes they are going to wear the night
___ arrives at school early to review for class discussions
___ tries to get all their homework done before dinner.
___ goes to bed early so they can get eight hours of sleep
___ falls asleep quickly and easily because they have
    worked so hard.

Step 2: Are any of the actions in Step 1 overly responsible, bordering on obsessive? Which ones? Be ready to share your thoughts.

ACTIVITY E *MULLIGAN:* The Model Student.
Step 1: Do you consider yourself an organized, responsible student? Are you a sterling role model for others to follow? Let's find out! See how many characteristics of a responsible student match you.

A responsible student ...
_____ 1. ... wakes up early.
_____ 2. ... eats breakfast.
_____ 3. ... arrives early to class.
_____ 4. ... finishes homework before class.
_____ 5. ... goes to bed early.
_____ 6. ... falls asleep quickly.

Step 2: Are any of the actions in Step 1 overly responsible, bordering on obsessive? Which ones? Be ready to share your thoughts.

ACTIVITY F: Pop Culture Icons
A recent article in a pop culture magazine summarized the lives and contributions of major figures in the rock-n-roll industry. Below are just a few excerpts from the article. For each excerpt, decide whether the author of the article was referring to Rhianna or to Bono and the Edge.

	RiRi	Bono & the Edge
...travels all over the world	____	____
...play the guitar.	____	____
...sings before thousands.	____	____
...writes a lot of songs.	____	____
...make music videos.	____	____
...raise money for charities.	____	____

Step 2: ??????

In preparation:		
Think Application: What elements of these practices are you already applying?	**Think Growth:** What are your goals around these practices? What will you implement this semester? What are you planning for next year?	**Think Collaboration:** What experiences can you share? What additional questions can you pose?

Apply: What can I share or offer? What do I need?	Grow: What can I share or offer? What do I need?	Collaborate: What can I share or offer? What do I need?

Reflection:	My Next Steps:

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