



Linguistics 191/291: Class 2.1

- Richards & Rodgers Framework
- Communicative language teaching
- Housekeeping: 291, CALL & Practicum
- Ellis's 12 Principles
- Syllabus and curriculum design (mostly syllabus)



ADP Framework

Richards & Rodgers framework: Method:
Approach, design, procedure (handout)

- Note that teachers (and texts sometimes) seem to be procedure-driven
- Their framework for describing teaching methods is adaptable for describing courses
- We'll use this as a foundation for all three projects



Foundations of the field

- Which two or three language teaching approaches do you find most compelling and why (not including post-methods)?
- Do the ideals in the “post-method era” seem realistic? Why or why not?



Duff on CLT

- Communicative component emphasized – What is “communicative”? Where did the approach come from?
- See Common European Framework at (pp. 24-27): <https://rm.coe.int/1680459f97>



Communicative Competence

- Grammatical competence
- Sociolinguistic competence
- Strategic competence
- Discourse competence
- A communicative activity involves
 - an information gap
 - that is motivated
 - and allows the speaker choice



Communicative exercise

Spot the difference. In five minutes, try to find as many of the 8 differences between your picture and your partner's as you can.

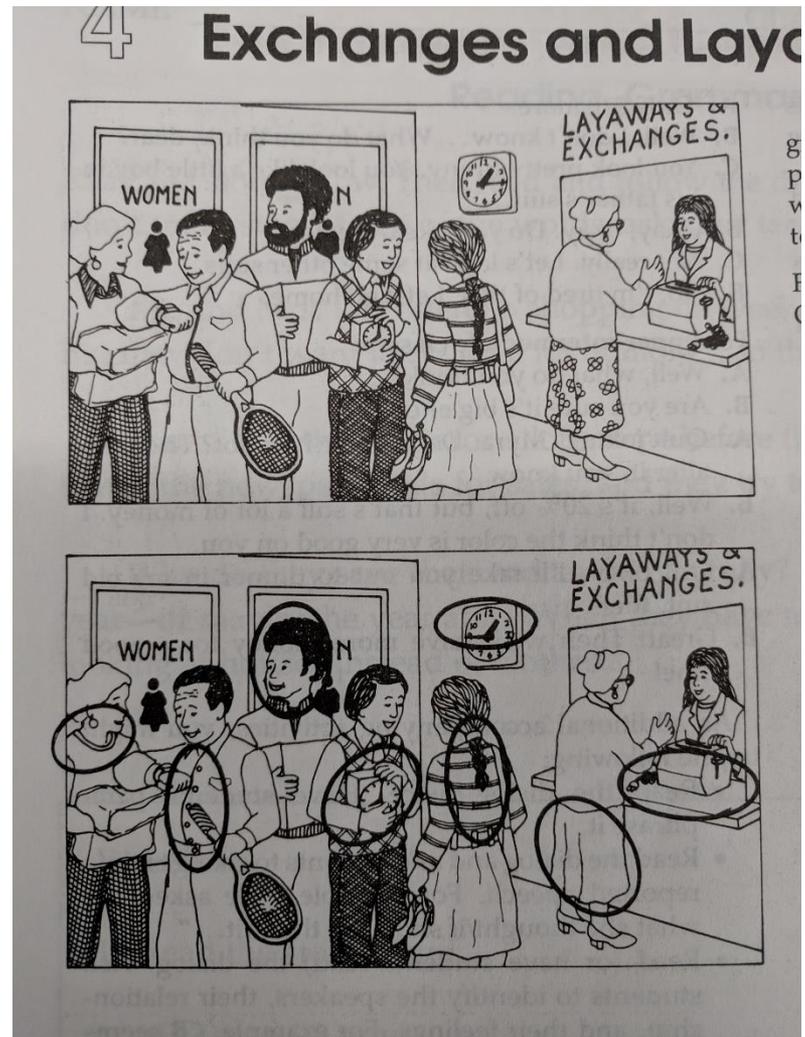
Why is this communicative? What were you practicing?



Communicative exercise

**Why is this
communicative?**

**What were you
practicing?**





Housekeeping

- Ling 291 presentation sources
 - Textbook—unassigned chapters
 - Google Scholar
 - Find a topic, author, or concept you're interested in (you can look ahead in the syllabus)
 - Search, then limit search to 2014-2020
 - Send the abstract or whole article to us by 1/22
- Practicum update?
- CALL course: Wednesday 5:30-6:45



Ellis: Principles--Discuss

- Which of the 12 principles (Ellis) seem to be the most critical at beginning stages?
- The most challenging for teachers?
- What is Ellis's bias in defining these principles?



Syllabus types (Graves)

- Types reviewed (see handout)
- Linking a textbook table of contents to a syllabus type.
 - What syllabus type do the authors seem to have in mind? (homework: we'll discuss in next class)



Homework

Important: be sure to read *before* class (even auditors)

Read *How Languages are Learned*

- Skim 5-34, especially if you have no background in child language acquisition
- Read 35-74 in detail and be prepared to discuss it



Questions for next class

- What are some ways in which first language acquisition seems to be similar to second language acquisition? Different?
- How might the notions of *interlanguage* and *developmental sequences* in SLA affect teaching?