CENTER FOR TEACHING & LEARNING EXCELLENCE

“Faculty Excellence Equals Student Success”

TL3075: Teaching Workplace English for Speakers of Other Languages

Developed and Facilitated by
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Slide Presentation

CTLE is an organizational unit of the
Department of Teaching and Learning Resources

hccs.edu/tlr
Language Teaching Approaches and Methods

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Presentation Objectives
- History of Language Learning
- Approaches of Language Learning/teaching
- Introduce Underlying Theories of the I-BEST Model (Language Learning)
- Review of Workplace English Program
- Examine Workplace English Module

Just for fun...
http://www.youtube.com/watch?v=H3xj5wzc35Q&playnext=1&list=PL9D2720E9A910DD2D
Terminology

- **Approach**...‘describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.’ Harmer, (2001:78)

- **Behaviourism**

**Brief History of Language Learning**

- Early Centuries
  - Grammar
  - Translation Method
- (1940's) Audio-Lingu al Method
- (1970's) Direct Method
- (1970's) Natural Approach
  - Communicative Language Teaching
- (Mid-1970's) Total Physical Reponse
- (1980's) Silent Way
- (1990's) Facilitative Language Teaching (PPP)

**Terminology**

- **Method** ‘...a method is the practical realization of an approach’ Harmer (2001:78)

- **Procedure** ...an ordered sequence of techniques.
Underlying Theories and Beliefs

Language…
• is more than a formal system
• is a tool which people use to set and accomplish personal and social goals
• is acquired through understanding and use
• learning can take place in a classroom or natural setting

Underlying Theories and Beliefs (cont’d)

The end result…
• focusing on message is fluency
• focusing on form is the students’ ability to monitor the accuracy of their language
• students have control over their own learning
• and teachers serve as facilitators in the learning process

Grammar-Translation Method

The goal is to learn a language in order to read its literature or benefit from the intellectual development that results from foreign language study. Grammar is taught deductively, by presentation and study of grammar rules, which are then practiced through translation exercises.

http://www.youtube.com/watch?v=O14GvgOXKIM
Grammar-Translation Method (cont.)

- The student's native language is the medium of instruction.
- Focus on reading and writing.
- Vocabulary selection is based solely on the reading texts used.
- Accuracy was emphasized.

Audio-Lingual Method

http://www.youtube.com/watch?v=NKVkCKLmTfY&feature=related

- Grammar teaching is inductive rather than deductive.
- The meanings of words can be learned only in a linguistic and cultural context.
- Input is highly refined.
- It is teacher centered.
- Relies heavily on drills.
- Based on behaviorism.

Direct Method

http://www.youtube.com/watch?v=hzeGw4dLIM&feature=related

- Classroom instruction was conducted exclusively in the target language.
- Only everyday vocabulary and sentences were taught.
- Greater focus on oral communication: skills were built up around question-and-answer exchanges between teachers and students.
- Grammar taught inductively.
- Concrete vocabulary was taught through demonstration, objects, and pictures.
Activity

- Imagine a situation where you are marooned on an uninhabited Pacific island for two weeks, what 10 things would you want to have with you? There is enough water but you will have to catch / hunt your own food.
- You have 2 minutes for this activity.

Group Activity

- Activity
  - Now get together with two other people and out of your three lists, make a list of 5 items that the three of you would take and prioritize these.
  - You have 3 minutes for this activity.
- While you are carrying out the activity think about the language skills you need (and any other skills).
Marooned

Brainstorm vocabulary as a class
◦ Make a list of items individually.
◦ Present new language — expressing opinions (practiced language)
◦ Group list and discussion.
◦ Present to class.

Total Physical Response (TPR)
http://www.youtube.com/watch?v=QzG-oD59Ybw&feature=related

◦ Understanding the spoken language before developing the skills of speaking.
◦ Imperatives are the main structures to transfer or communicate information.
◦ The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak.
◦ Combines information and skills through the use of the kinesthetic sensory system.

Communicative Language Teaching
http://www.youtube.com/watch?v=AazPhAD-4Sw

CLT – Communicative Language Teaching
◦ CLT takes pedagogical ideas from a wide range of methodological approaches
◦ and it is therefore adaptable to a range of different learner needs and styles.
Communicative Language Teaching

• CLT starts from a theory of language as communication.
• CLT draws on Michael Halliday's (1970) account of language as ‘functional’ (e.g. instrumental function (using language to get things); representational function (using language to communicate information))

Principles of Communicative Language Teaching

• Learners learn a language through using it to communicate.
• Authentic and meaningful communication should be the goal of classroom activities.
• Fluency is an important dimension of communication.
• Communication involves the integration of different language skills.

Principles of CLT...

• Learning is a process of creative construction and involves trial and error.
• Contextualization is a basic premise.
• Language learning is learning to communicate - not learning about a language.
• Comprehensible pronunciation is sought - not a false ideal
• Drilling is used, but not to ensure memorization without context.
Principles of CLT...

- Translations may be used, if appropriate.
- Linguistic variation is a central concept in materials and methodology.
- Sequencing is not solely based on principle of linguistic complexity but also through consideration of function, meaning and content.
- Intrinsic motivation is maintained by what is being communicated.


Example of CLT

http://www.youtube.com/watch?v=FzyVVqbkhE&feature=related

Presentation, Practice, and Production (PPP)

- Begins with teacher presenting, or demonstrating language to be taught.
- Students then practice the language, often by repeating after the teacher in chorus.
- Finally, students produce the language, by answering questions orally and doing written exercises.
Pres. Pract Prod Byrne's alternative approach

A Substitution Activity

Audio-lingual/PPP
Change the following verbs to their "-ing" forms so you can say what you like doing.
Example: I like _____skiing___ (ski).
* 1. I like ________ (swim).
* 2. I like ________ (eat).
* 3. I like ________ (draw).
* 4. I like ________ (watch TV).

Facilitative Language Teaching

• recognizes the needs for both fluency and accuracy in a second language
• classes establish general guidelines;
• members apply these guidelines to specific teaching situations
• classes are task-based and project oriented
• people learn by doing
Lexical Approach

Based on the assertion that language consists of pre-fabricated chunks.

Focus on teaching phrases which show words in combination.

Valuable for developing a lexis/lexicon

What is I-BEST?

I-BEST (Integrated Basic Ed Skills Training) pairs adult education or ESL with workforce training. Students learn literacy and workplace skills at the same time.

Workplace English + Nursing Assistant

ESL + Welding

ESL + Cosmetology

ESL + Refrigeration & Air-conditioning

What is the goal of I-BEST?

• To meet the same rigorous academic standards and pass the same industry certifications as traditional workforce students

• To learn the English language specifically for workplace skills

• To provide students with motivation to learn the English Language for a specific purpose
Language instructors and technical instructors work together to develop and deliver instructions. Students demonstrate more skills gains and have clear pathways from entry level jobs to higher skilled and better paying jobs.

What is different about I-BEST?

I-BEST Video
Highline Community College

http://cg.highline.edu/ibest_index.php
http://www.youtube.com/watch?v=JG5MoVDT14Y&feature=related

What are the results?
The results…
• students earn 5 times more college credits
• students were 15 times more likely to complete a workforce education program than other ESL students with the same goals.
• some I-BEST students report higher rates of retention and completion and
• students earn higher grades than traditional ESL & Workforce students.
Instructional Design

Instructional Materials and Student Handbook
Rationale for instructional design for Workplace English for Nursing Assistants

Scans Skills and Competencies:
• Listening
• Writing
• Speaking
• Reading

High-Focus on Oral Skills to pass State Certification
(In order to speak with/to patient)

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Instructional Design

**SWBAT**, the acronym for “students will be able to” is at the heart of Facilitative Language Teaching.

Sequencing a Lesson, Module or Unit:

- **Anticipation**
- **Reception**
- **Production**
- **Extension**
- **Evaluation**

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**Anticipation**

- Instructor is doing many things (music, visuals, drama, etc.)
- Activating students’ prior knowledge (schema)
- Helping students anticipate and predict about the upcoming information
- Instructor is finding out what students know
### Instructional Design

#### Reception
- before requiring students to do much with new information or language, provide students with a lot of rich language exposure
- provide input through teacher-talk time, listening to tapes, watching videos, reading to students, having students read, etc.
- all new targeted language must be delivered/introduced during Reception

#### Production
- move from activities in which the instructor is in control to student-initiated and student-centered activities
- activities that include speaking and writing
- students producing with short answers or even non-verbally responses
- do group work, pair work, and task-centered teaching, etc.
- students with varying proficiencies can work with the language

#### Extension
- as realistic as the classroom can be; it cannot be real
- should be designed to let the student take new language from the classroom setting into the real world
- bring back new language and information to the classroom
- think of activities which will allow the student to use the language being practiced in the classroom
**Instructional Design**

**Evaluation**
- student-centered, task-oriented production activities and extension activities should have an end result
- something printable, post-able, presentable
- these products (tasks, assignments, etc.) are evaluated because they represent language in use

**Group Activity**

Using the ARPEE design
- Each group will be assigned one of the lesson sequencings (Anticipation, Reception, Production, Extension, Evaluation)
- Each group will develop a task or activity, etc. that will represent the ARPEE assigned to the group

**Workplace English For Nursing Assistants**

Unit 8: Intake and Output
- Vocabulary Development
- Reading Comprehension
- “What to Say” Scripts
- Evaluation
Implementation

Cohort Selection Process:
• ESL Assessment test; low-intermediate (high)
• Cohort of 8 to 12 students
• Enroll in both Workplace English for Nursing Assistants and the CNA Training

Scheduling Model:

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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>CNA Training</td>
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<td>CNA Training</td>
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</tr>
</tbody>
</table>

Workplace English Data
• 33 Workplace English & C.N.A. Training Students
• Out of 33, 1 dropped = 32;
• Out of 32 who completed the Training, 1 did not pass the course work
• Out of 31 sent for State Certification Testing, 1 needs to Re-Test
• 31 out of 33 completed and pass the training
• 30 out of 33 Certified as Nursing Assistants
Questions

Please take a moment to let me know...

What was the most helpful?
What was not helpful?

Thank you!