

Keynote Speech “Learn like a teacher: Teach like a learner”

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Outline

- Look at language learning
as a learner and as a teacher
- Look at language teaching
as a teacher and as a learner
*Will look at teaching in more detail at the workshop
- Get some hints from Second Language Acquisition



Topics to look at today



Input

Output / Interaction

Fluency

Meaning-focused input (1)

- Input hypothesis (Krashen, 1985)
- Learning through listening and reading
- Learners' main focus and interests:
understanding & gaining knowledge, enjoyment
- Examples
extensive reading, listening to stories, watching TV or films



Meaning-focused input (2)

- Already familiar materials
- Interesting & something you want to understand
- Comprehensible ($i + 1$)
- Guessing to be possible:
context clue & background knowledge
Unknown = very small portion (95-98% coverage)
- Large quantities: very small gain at one time, yet cumulative



Let's talk about input

- What kind of input can we get?
- Any good materials or resources?
- How much input?



Input Hypothesis can't explain... (Sachs, Bard, & Johnson, 1981)

Hearing-impaired parents



Non-impaired Children

Spoken language:
TV as the only resource



3 years old 9 months
Speech Development Disorder

Importance of output / interaction



Interaction



3 years old & 9 months
Speech Development Disorder

Interaction



4 years old & 2 months
Overcoming the disorder

Interaction



No particular speech
development disorder

Comprehensible input & Comprehensible output

Meaning-focused output

- Output hypothesis (Swain, 1985)
- Learning through speaking and writing
- Learners' main focus and interests sharing & communicating knowledge, information
- Examples
 - talking in conversations, giving a speech or lecture, writing a letter, writing a note to someone, keeping a diary, telling a story, telling someone how to do something



Meaning-focused Interaction

- Interaction hypothesis (Long, 1983)
- Negotiation of meanings: Comprehensible input and output
- Feedback
 - Noticing
 - Modification
 - Accuracy



Meaning-focused output / interaction

- Already familiar materials
- Main goal: convey message to someone else
- Unknown or not familiar: very small portion



Let's talk about output / interaction

- What kind of output can we produce?
- What kind of interaction can we have?
- Any good means or tools or opportunities?
- How much output / interaction?



Fluency development (1)

- Involve all the four skills : reading, listening, writing, & speaking
- Meaning-focused
- Example activities
 - Speed reading, skimming and scanning, repeated reading, 4/3/2, repeated retelling, ten-minute writing, listening to easy stories





Fluency development (2)

- Largely familiar contents
- Focus: Receiving and conveying meaning
- Some pressure / encouragement to perform faster

Time out from learning new items
→ Good at using what is already known



Let's talk about learning and teaching languages

- How can we apply these to our language learning & teaching?
- How can we get enough input?
- How can we produce enough output?
- How can we get opportunities for interaction?
- How can we develop fluency?



Ideas for language learning

- Large amount of comprehensible input
 - Extensive reading and listening
- Opportunity for output
 - Even a small amount but regularly produced output
 - Journal or diary, self-talk, memorize monologue or dialogue, practice of speaking with friends





That's all.
Good luck on your learning & teaching!
Let us be a good language learner & teacher

Any Questions?



References

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