

Techniques, Materials and Technology

Week 10

- Chapter 11.
Techniques and
Materials
- Chapter 12.
Technology in
the Classroom
- Micro-teaching





CH 11. TECHNIQUES AND MATERIALS

Techniques Redefined

- Technique: any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives (Chapter 2)
- Clarification of terms is in order: task, activity, procedure, practice, behavior, exercise, strategy...?

1. **Task:** technique(s) closely allied with communicative curricula - focus on the authentic use of language for meaningful communicative purposes beyond the language classroom
2. **Activity:** a reasonably unified set of student behaviors, limited in time, preceded by some direction from the teacher, with a particular objective * does NOT include teacher behaviors
3. **Procedure:** Richards and Rogers (2001) - catchall term, encompasses actual moment-to-moment techniques, practices, and behaviors

4. **Practice, behavior, exercise, strategy:**
= technique

5. **Technique:** a superordinate term to refer to various activities that teachers or learners perform in the classroom, includes all tasks and activities

- almost always planned and deliberate
- pedagogical units or components of a classroom session
- teacher-centered/learner centered, production-oriented/comprehension-oriented

Categorizing Techniques: History

I. From manipulation to communication

Manipulative techniques

- teacher controlled
- predicted responses
- choral repetition
- substitution drills

Communicative techniques

- less teacher control
- unpredictable responses
- storytelling
- brainstorming, role-plays

- Not to be confused with beginning-through-advanced proficiency continuum
- Communicative techniques may be used for beginners!

2. Mechanical, meaningful & communicative drills

- 🕒 Drill: a technique that focuses on a minimal number of language forms through some type of repetition

T: I went to the store yesterday.

Ss: I went to the store yesterday.

T: Bank

Ss: I went to the bank yesterday.

T: Hospital.

Ss: I went to the hospital yesterday.

T: I went to the store yesterday.

Ss: I went to the store yesterday.

T: Bank

Ss: I went to the bank yesterday.

T: He.

Ss: He went to the bank yesterday.

T: In the morning.

Ss: He went to the bank in the morning.

- Paulston and Broder (1976): Mechanical drills, Repetition drills, Meaningful drill, Communicative drill
- Communicative drill is an oxymoron - Instead we may call it a “form-focused communicative practice” (e.g., practicing the past tense through meaningful replies - ‘what did you do last weekend?’)
- A communicative approach to language teaching should use only a moderate amount of drilling techniques

3. Controlled to Free Techniques

Controlled
techniques

Free
techniques

- Teacher centered
- Manipulative
- Structured
- Predicted student responses
- Preplanned objectives
- Set curriculum

- Student centered
- Communicative
- Open-ended
- Unpredicted responses
- Negotiated objectives
- Cooperative curriculum

- 🍌 controlled techniques may have communicative elements (e.g. form-focused communicative techniques)

A Taxonomy of Techniques

- Crookes and Chaudron's taxonomy (1991): 38 techniques categorized into “Controlled”, “semi-controlled”, and “free”
- The goal of the taxonomy is to help you to “raise awareness of the wide variety of available techniques”, “indicates how techniques differ according to a continuum ranging from controlled to free”, and acts as “a resource for your own personal brainstorming process”

Table 11.1 (p. 185)

- Warm-up
- Setting
- Organizational
- Content explanation
- Role-play, demonstration
- Dialogue/Narrative presentation
- Dialogue/Narrative recitation
- Reading aloud
- Checking
- Question-answer, display
- Drill
- Translation
- Dictation
- Copying
- Identification
- Recognition
- Review
- Testing
- Meaningful drill

- Brainstorming
- Storytelling
- Question-answer, referential
- Cued narrative/Dialogue
- Information transfer
- Information exchange
- Wrap-up
- Narration/Exposition
- Preparation
- Role play
- Games
- Report
- Problem solving
- Drama
- Simulation
- Interview
- Discussion
- Composition
- A propos

Textbooks

- Textbook adaptation
 - Unit 13 Book 1 word view - techniques used in the exercises (Brown p. 189)

GETTING STARTED

I. PAIRS. Match the photos with the words in the box.

bread _____ butter _____ cake _____ candy _____
A. B. C. D. ...



LISTENING

4. PAIRS. Do you know what the following word and phrase mean: *chocoholic* and *to have a sweet tooth*?
5. Listen to the interview and check the words from Exercise #1 that you hear.

READING

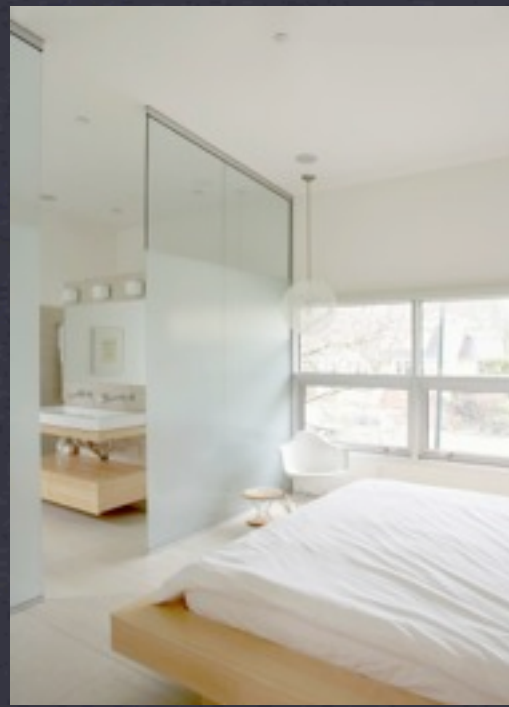
7. PAIRS. Do you think sweet foods are healthy or unhealthy for you? Read the article and compare your answers.

< Short and Sweet: The truth about sweets >

- 🌟 Adapting the textbook according to your objectives

Other texts and visual aids

- Teacher resource books
- Other student textbooks
- Realia: objects add reality to the classroom (especially useful for teaching children)
- Self-made paper-based visual aids: e.g., magazine pictures, advertisements
- Commercially available visual aids



CH 12. TECHNOLOGY IN THE CLASSROOM

Non-computer-based Technology

- Commercially produced audiotapes and CDs
- Commercially produced videotapes and DVDs
- Self-made audiotapes and CDs
- Self-made videotapes and DVDs
- Overhead projection

Computer-assisted Language Learning (CALL)

- CALL, CMC, TMML, or what?
 - Is the term CALL viable? : problematizing the term ‘assisted’, ‘computer’ & the prevalence of online communication
 - We should “refer broadly to information and communication technologies rather than specifically to computers” (Kern, 2006) -> CMC, TMML
 - Chappelle (2005): CALL as associated with “the broad range of activities associated with technology and language learning” (p. 745)

Principles & Benefits of CALL

- Don't design instruction to fit the technology - technology is a tool
- Make the technology accessible to all learners
- Use technology effectively and efficiently
- Have a backup plan in case the technology fails
- Benefits include: opportunity for learners to *notice* language forms, a means for providing optimal modified *input*, multimodal, immediate, personalized feedback, individualization, fun ...

Use of CALL in the Language Classroom

1. Collaborative projects
2. Peer-editing of composition
3. E-mail
4. Blogs
5. Web-based bulletin board communication
6. Web page design
7. Videoconferencing

8. Reinforcement of classroom material

9. Podcasting

10. Games and simulations

11. Computer-adaptive testing

12. Speech recognition software

13. Concordancing

14. Multimedia presentations

Some useful web resources (pp. 206-209)

- Dave's ESL cafe web links: www.eslcafe.com
- Conversation questions: <http://iteslj.org/questions/>
- Interesting things for ESL/EFL students: www.manythings.org
- Listening: www.esl-lab.com
- Pronunciation: www.englishcentral.com
- Book review: www.revish.com
- Online writing: <http://owl.english.purdue.edu>



**And many
more!!**

Group work

- In your group, **brainstorm other uses of CALL, beyond the 14 that were listed and described in this chapter.** These could be from your own experience learning or teaching, or from your reading and discussion in other courses such as this one.

