

WEEK 12: Moodle Content

<p>Topic</p>	<p>Humanistic Techniques</p> <p>During this week you will learn about three humanistic approaches that are or have been popular for language learning: The Silent Way, Desuggestopedia, and Total Physical Response (TPR). Think critically about the techniques as you learn about them. Which elements of the techniques do you consider useful? How do the techniques integrate student-centred learning?</p>
<p>Before Class Work</p>	<p>PREPARATION FOR CLASS</p> <ol style="list-style-type: none"> 1. Complete the readings. When finished, you should be able to: <ul style="list-style-type: none"> • Define TPR, Desuggestopedia, and The Silent Way • Describe a typical TPR lesson • Recognize the ways teachers can promote mutual respect in the classroom • Describe a successful morning meeting 2. View the video clips. 3. Complete the quiz. 4. Prepare for the panel discussion. <ol style="list-style-type: none"> a. Print out a copy of these panel discussion questions. b. Read one of these three chapters. <ul style="list-style-type: none"> • If you are going to be on the The Silent Way panel, read: Chapter 5 of <i>Techniques and Principles in Language Teaching</i> by Diane Larsen-Freeman • If you are going to be on the Desuggestopedia panel, read: Chapter 6 of <i>Techniques and Principles in Language Teaching</i> by Diane Larsen-Freeman • If you are going to be on the TPR panel, read: Chapter 8 of <i>Techniques and Principles in Language Teaching</i> by Diane Larsen-Freeman c. Jot down answers to the questions and be prepared to present the answers as part of a panel discussion on your topic. d. Bring your answers to class! Also bring your Larsen-Freeman book.

Week 12 READINGS

Text book:

Section A6, pages 88-90 of *The Practice of English Language Teaching* by Jeremy Harmer. Read the sections titled *Four Methods*, *The Silent Way*, *Suggestopaedia*, and *Total Physical Response*. You are not required to read the section on Community Language Learning.

Online article:

[**Total Physical Response**](#) by Richard Frost, British Council

PDF file:

Page 2 of the [**Principles Matrix**](#), *Promote Mutual Respect*

Week 12 VIDEO

Watch Video_A, which shows a short segment from an English lesson. Determine whether the lesson segment illustrates The Silent Way, TPR, or Desuggestopedia.

 [**Week_12_Video_A**](#)

Watch these videos of a second grade morning meeting. Notice how the teacher incorporates English into the meeting and engages children in an activity in which they must be attentive to their classmates.

 [**Week_12_Video_B**](#)

 [**Week_12_Video_C**](#)

Week 12 QUIZ

1. Match the definition with the technique or method.

A teaching technique whereby a student responds to language input with body motions.

- TPR**
- The Silent Way
- Desuggestopedia

An approach that seeks to remove the psychological barriers that interfere with learning so that students are more able to tap into their mental reserve capabilities.

- TPR
- The Silent Way
- Desuggestopedia**

A method whereby the teacher gives very few verbal cues, which necessitates students helping each other and solving their own problems.

- TPR
- The Silent Way**
- Desuggestopedia

2. At the earliest stage of beginning language instruction, a TPR lesson provides experience in which language skill?
 - Producing written words
 - Producing spoken words
 - Understanding written words
 - Understanding spoken words**

3. How might a teacher of a student-centred classroom promote respect for and among the students?
 - Conduct daily morning meetings**
 - Lead the class in a discussion about rules**
 - Praise students who show respect to others**
 - Purposefully embarrass students in front of their peers

4. Which of these are signs of a successful morning meeting?
 - The students are attentive.**
 - The teacher stands on the outside of the circle.
 - Only a few students participate in the discussion.
 - Students feel free to share feelings and opinions.**
 - The topic of morning meeting is the same every day.
 - Students direct their comments to fellow students, not just the teacher.**

5. Are you prepared to discuss your chosen topic (TPR, Desuggestopedia, or The Silent Way) in front of the class?
 - Yes
 - Not yet, but I will be.

WEEK 2: Classroom Session

Objectives	<p>Trainees will be able to:</p> <ul style="list-style-type: none"> • Define the three approaches: TPR, Desuggestopedia, and The Silent Way. • Describe a typical lesson in a given approach and explain the principles that are demonstrated in the lesson. • Identify the ways in which the approaches are similar to student-centred learning. • Show awareness of morning meeting as a means for promoting respect in the classroom.
Overview	<p>Last week, each trainee selected an area for focused reading: TPR, Desuggestopedia, or The Silent Way. As part of their homework, they were asked to read a chapter from the Larsen-Freeman book and come to class prepared to speak in front of the class about the technique.</p> <p>During class, trainees will meet for 25 minutes with others who read about the same technique. They will prepare for a rotating panel discussion (Suggested Task 1). In turn, each of the three groups presents about their technique. After each of the presentations, trainees pair up to discuss their reactions to the technique and decide which elements of the technique are student-centred.</p> <p>At the end of class, trainees reflect on morning meeting as a means for promoting respect. Trainees meet in Wiki teams to decide which of the three techniques is most congruous with morning meeting.</p>
Key Content	<ol style="list-style-type: none"> 1. TPR: definition, rationale, typical lesson, underlying principles Background Info: See assigned reading, Section A6, pages 88-90 of <i>The Practice of English Language Teaching</i> by Jeremy Harmer Background Info: See assigned online reading, <i>Total Physical Response</i> by Richard Frost, British Council Background Info: See assigned reading, Chapter 8 of <i>Techniques and Principles in Language Teaching</i> by Diane Larsen-Freeman Resource: Suggested Task 1 2. The Silent Way: definition, rationale, typical lesson, underlying principles Background Info: See assigned reading, Section A6, pages 88-90 of <i>The Practice of English Language Teaching</i> by Jeremy Harmer

	<p>Background Info: See assigned reading, Chapter 5 of <i>Techniques and Principles in Language Teaching</i> by Diane Larsen-Freeman</p> <p>Resource: Suggested Task 1</p> <p>3. Desuggestopedia: definition, rationale, typical lesson, underlying principles</p> <p>Background Info: See assigned reading, Section A6, pages 88-90 of <i>The Practice of English Language Teaching</i> by Jeremy Harmer</p> <p>Background Info: See assigned reading, Chapter 6 of <i>Techniques and Principles in Language Teaching</i> by Diane Larsen-Freeman</p> <p>Resource: Suggested Task 1</p> <p>4. Culminating Questions:</p> <ol style="list-style-type: none"> a. How are TPR, Desuggestopedia, and The Silent Way student-centred? b. If the creators of the three techniques had a discussion, who would argue most strongly for the importance of morning meeting? Why? Background Info: See assigned reading, Page 2 of Principles Matrix, <i>Promote Mutual Respect</i>
Materials	<ul style="list-style-type: none"> • Panel Discussion Questions handout (download from the Moodle site, under "Week 12 Assignment") • Reflections handout (See Week 12 Handout)
"Coming In" Activity	<p><i>Have the following text on the board as trainees come in:</i></p> <p>Today you will be on a panel for your selected topic: TPR, Desuggestopedia, or The Silent Way. Take out the answers to your panel discussion questions and review what you have written. You may also want to skim through your assigned chapter in the Larsen-Freeman book.</p> <ul style="list-style-type: none"> • The Silent Way: Chapter 5 • Desuggestopedia: Chapter 6 • TPR: Chapter 8
Announcements	<p><i>Remind trainees of any upcoming events and assignments.</i></p>
WIKI Notes Review	<p><i>Choose one team (unannounced) to review /explain their WIKI entry. Connect to Moodle and use the classroom computer projection system to display to the class.</i></p> <ul style="list-style-type: none"> • Answer trainee questions • Emphasize key points

Suggested Task 1

NAME	Rotating Panel Discussion and Pair Share
OBJECTIVE(s)	<ul style="list-style-type: none"> Define the three approaches: TPR, Desuggestopedia, and The Silent Way. Describe a typical lesson in a given approach and explain the principles that are manifested in the lesson. Identify the ways in which the approaches are similar to student-centred learning.
SET-UP	<ol style="list-style-type: none"> Direct the trainees to gather in their groups of eight (TPR, Desuggestopedia, or The Silent Way). Give trainees 25 minutes to prepare for their presentation in which they present the answers to the panel discussion questions.
GIVENS	Panel discussion questions
PROCEDURE – INSTRUCTIONS TO TRAINEES	<p><i>Give these instructions to the trainees:</i></p> <ol style="list-style-type: none"> Decide on a group leader who will keep the group on task. Come to some consensus about your answers to the four questions, and decide who will present the information. All of the group members should participate in the presentation in some way.
OUTCOME	Presentation
FOLLOW-UP	<ol style="list-style-type: none"> Call each group to the front or centre of the room to do their presentation. Remind the other trainees to take notes, since this will be their only exposure to the material. When the group is finished, invite trainees to ask questions of the panel. Ask all trainees to indicate their opinion of the technique. They will indicate their opinion non-verbally with hand signals (Note: they are rating the technique, not the presentation). Five fingers = they really liked the technique and would implement most or all elements in their classroom. Three fingers = they would use some elements of the technique. Closed fist = they would use none of the technique.

FOLLOW-UP (cont.)	<ol style="list-style-type: none">4. Direct trainees to turn to a partner and discuss these questions:<ol style="list-style-type: none">a. How is this technique/approach student-centred?b. How is it not student-centred?c. How did you rate the technique (5, 3, 0)? Why? If you rated it a 3, which elements would you use in a classroom?5. Have the other two groups present. Follow each presentation with the actions described in Steps 4-6.
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Reflection	<p><i>Pass out the Reflections handout at the end of this lesson (Appendix – Week 12).</i></p> <p><i>Direct trainees to think about their answer individually and then discuss it with their Wiki team.</i></p>
Review Assignments	<p>Course & Micro Teaching</p> <p>Remind the trainees that next week is a review class. They should review the readings and Wiki notes from the course and come to class with questions.</p>
Teams Plan WIKI Notes	<p><i>Teams meet to begin synthesizing their reflection responses and planning their WIKI entry.</i></p> <p>The Wiki should include:</p> <ol style="list-style-type: none"> a. Notes about each of the approaches b. Group conclusion about morning meeting

HANDOUT: Reflection for Week 12

In preparation for today's class, you read about morning meetings as a means for promoting mutual respect in the classroom.

Morning Meeting

Start every day with a morning meeting. The purpose of morning meeting is to help students understand that the classroom is a democratic space in which everyone's experience is valued. Everyone should feel comfortable to express their feelings, ideas and opinions.

To reinforce the idea of the classroom as a democratic space, you should sit in the circle with the students. Do not stand or sit at the front of the room. Every day try to sit in a different place and beside different students. Encourage students to talk to the whole circle, not just to you.

Imagine that the creators of the three techniques came together for a panel discussion.

- TPR: James Asher
- Desuggestopedia: Georgi Lozanov
- The Silent Way: Caleb Gattegno

Who would argue most strongly for the importance of morning meetings? Why?

Take a minute or two to think on your own about the answer to this question. Then meet with your Wiki team to come to a conclusion.