

TESOL

#ACTA2014 Meeting the Challenge
International TESOL Conference

vicTESOL



30 September - 3 October 2014
Melbourne Convention & Exhibition Centre
www.tesol.org.au/ACTA-Conference

**‘DOING SCHOOL’:
CROSS CULTURAL ENCOUNTERS**



BORN ON THE 8TH OF DECEMBER



TRAVELLING ON PARALLEL TRACKS?





LISTEN AND REPEAT

Sibling

The postman

It was Tum's birthday

Ram made

him a birthday card

Child

The postman

was ... birthday

Ram made

him a birthday card

CHAINED READING

Sibling

It's

Mog

caught

cooked

and

looked out

Child

It's a whobber. Meg...

Mog caught a fish

caught a fish. They cook

cooked a fish

and Owl had a rest. Meg
was looking



COMMUNICATIVE LANGUAGE TEACHING (CLT)

- Learners need to use the target language for meaningful purposes
- Errors are a normal part of language learning, and constant correction is unnecessary, and even counterproductive;
- Language analysis and grammar explanation may help some learners, but extensive experience of target language use helps everyone!
- Effective language teaching is responsive to the needs and interests of the individual learner;
- Effective language learning is an active process, in which the learner takes increasing responsibility for his or her progress;
- The effective teacher aims to facilitate, not control, the language learning process.

“To be honest, it’s really hard to start anything meaningful. It’s also extremely time consuming. In addition, we receive very poor treatment here. The school regulations are very strict and we’re badly treated. So, the teachers have poor motivation. It affects teachers’ motivation.”

“Some advanced pedagogical ideas cannot yet be fully implemented with the current educational situation in China. ... This is because of the constraints of ... our national examination system, the actual needs of the parents and students and the utilitarian value attached to student progression and the university entrance examination”.

“Some of the things I learned ... I felt I could not directly apply them in my classroom really. So I now adapted them a bit, [explaining to my colleagues] why I adapted them this way or that way, what were the levels of my students, what were the characteristics of the textbook, and what my actual teaching situation was like.”

“During revision, I can ask the students to form groups ... If students do not understand any aspect of the grammar, they can learn from the stronger students, who can offer help to them. After the students have a better understanding by learning from each other, the teacher can then follow up.”



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GRATUITOUS CONCURRENCE (1)

Defence Counsel: David let me try to summarise if I can – what you – what you’ve told us, you told us yesterday that the *real* problem wasn’t anything that happened getting into the car or *in* the car – but the fact that you were left at Pinkenba – that right?

David: Mm

Defence Counsel: Mm – That’s the truth isn’t it?

David: Mm

Defence Counsel: You see you weren’t deprived of your liberty at all – in going out there – it was the fact you were left there that you thought was wrong?

David: Yeh

Defence Counsel: Eh?

David: Yeh

Defence Counsel: You got *in* the car without being forced – you went *out* there without being forced – the problem began when you were left there?

David: Mm

GRATUITOUS CONCURRENCE (2)

- **Prosecutor:** With respect your Worship – there are three elements to that question and I ask my friend to break them down.
- **Magistrate:** Yes – just break it up one by one Mr Humphrey.
- **Defence Counsel:** You got in the car without being forced David didn't you?
- **David:** No
- **Defence Counsel:** You told us – you've told us a (laughs) number of time today you did.
- **David:** They forced me.