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1: Communicative language teaching - Wikipedia

HipHopEd is an approach to teaching and learning that focuses on the use of hip-hop culture and its elements in teaching and learning both within and outside of traditional schools.

Morphological Awareness The Power of Morphology Morphological awareness is the recognition, understanding, and use of word parts that carry significance, but it is often overlooked in the learning process. Learn activities that help integrate morphological awareness for students learning to read and write. For example, root words, prefixes, suffixes, and grammatical inflections e. Morphology is one of the often-overlooked building blocks for reading fluency, reading comprehension, and spelling. Students with strong morphological skills possess a distinct advantage over students who use a "whole word approach" to decode words. With strong morphological skills, students can approach a novel multisyllabic word and break it into parts in order to predict the meaning. This skill helps in all areas of literacy: Many times struggling readers are unable to identify a word they encounter in the text, even though they know it in their oral language. As a result, their expressive vocabulary remains quite limited compared with proficient readers who incorporate novel vocabulary from their reading into their oral language. Strong readers accomplish this because they recognize the word, infer its meaning, and are able to pronounce it. They efficiently map the vocabulary from their reading with previously known oral vocabulary as well. As previously mentioned, children seem to simultaneously learn and integrate their phonological, orthographic, and morphological knowledge as they learn to read and write. Early learners may not always do so efficiently or completely, but they do show evidence of emerging awareness. Therefore, instruction and intervention might also be most efficient when these skills are explicitly taught in parallel. There are many ways in which this can be done. Several types of activities will be outlined with specific examples following in the appendix: Word sorts with self-discovery to aid in recognition of word families based on morphology or orthography. Explicit instruction of syllable types to recognize orthographical patterns. Scaffolding to turn patterns into "rules" about meaning and spelling. Word manipulation through blending and segmenting morphemes to further solidify patterns. Flashcards, syllabication, Word analysis while reading, letter tiles, etc. Practicing both decoding and encoding activities in tandem is like strengthening both tricep and bicep muscles to maximize the outcome. They are held in tension and the knowledge of one supports the other. In sum, morphological awareness is an integral part of reading instruction and is especially so for struggling readers. Explicit instruction that integrates morphological awareness with orthographical knowledge e. Students who learn how to attach meaning to parts of words will be empowered to be better readers and spellers. Teach the concept of root words to your students. Ask your students to highlight the root words in following complex words.

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2: Morphological Awareness | Dyslexia Help at the University of Michigan

Approaches to teaching and learning in the International Baccalaureate (IB) Diploma Programme What are the approaches to learning (ATL)? â€¢ ATL are deliberate strategies, skills and attitudes that permeate.

August 4, at This skill is covered in All About Spelling 1, and he would master words like twin, next, and bend in that level. He needs to start at the beginning of spelling to ensure he gets the foundation necessary, but you will move through the levels as quickly as he can so that he gets to higher level spelling as soon as he can. He may have gaps in phonogram knowledge. This results in students being unable to sound words out. He may have fluency issues. He may be a word guesser. Students may rely on word-guessing strategies , and incorrect guesses lead to a lack of comprehension. Some also skip small words. He may be reading too fast. Sometimes the opposite of fluency issues is the case. Students who do this tend not to have time to think about the meaning of text. See our blog post on reading too fast for more information. Vocabulary issues may be the problem. Lack of life experience can result in poor comprehension. Again usually because of young age. Lastly, students do understand but feel overwhelmed when asked to put what they know into words. Do you have your son read aloud to you daily? If he is guessing at words or struggling to sound them out, you will hear that. So, you might assess whether that is happening. Materials need to be easy enough for students to focus on reading to learn, instead of focusing on the act of reading. You may consider looking into All About Reading as well. You might take a look at some of the sample All About Reading lessons for ideas too. So, look at several levels to see the progression. We have placement tests to help you decide which level to start with. I hope this helps. Please let us know if you have further questions.

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3: Approach | Definition of Approach by Merriam-Webster

What is the Present Progressive "-ing" The present progressive "-ing" grammatical marker is the one we tack on the end of a verb to say that the action is currently happening.

When I retire, I would like to teach math, which is why I started tutoring high school students in my spare time three years ago. My first student was a 9th grader having difficulty with geometry. He stated his problem succinctly: For 12th grade, U. I looked through his textbook, one of whose authors was a recent president of NCTM, and I was surprised to find very few proofs of anything. More troubling, most theorems in the book were stated as postulatesâ€”that is, propositions stated without proofâ€”and students were told to memorize them. The problems at the end of the chapter required students to do only a few simple proofs. Proofs in geometry class have been a mainstay of mathematics. In fact, proofs were always considered an essential part of high school geometry, not only because of their importance in higher math, but because learning the rules of logical argument and reasoning has applications in science, law, political science, and writing. To see proofs being shortchanged in a geometry textbook was shocking. Algebra texts were in no better condition, in terms of presentation and contentâ€”or, rather, their lack of content. Even if you accept the argument that geometry in general, and proofs in particular, are unnecessary for students to learn, at least algebra should be taught properly, since algebra is the common language of, and gateway to, all of higher math. The absence of clear explanation and logical development left students I later tutored in algebra as lost as my geometry student. Their textbooks and, probably, their teachers too encouraged them to use a graphing calculator. Instead, the quadratic formula is presented for the students to memorize and applyâ€”if it is even mentioned at all. At the time I started tutoring, my daughter was in 2nd grade. I was concerned that she was not learning her addition and subtraction facts. Other parents we knew were saying the same thing. In fact, EM does not cover the traditional method of multiplying two-digit numbers until the 5th grade; 4th grade is spent mastering the alternatives. Here is how EM explains its approach to the long-division algorithm, according to the Teachers Reference Manual: It is simply counterproductive to invest hours of precious class time on such algorithms. The math payoff is not worth the cost, particularly because quotients can be found quickly and accurately with a calculator. It also plays an important role in uncovering another significant math concept: A Japanese study found that only 56 percent of 3rd graders and 74 percent of 5th graders achieved mastery of this algorithm. What test was used? Were all schools tested? Were any follow-up studies conducted? And similar questions about Japan. I remarked that a generation of adults appears to have mastered the traditional algorithms just fine. She asked if I were a reporter, and how I planned to use the information. I have received no further communications from Ms. I work for the federal government, which has a program that gives employees a chance to work on Capitol Hill to gain experience and knowledge of legislative and congressional procedures, which is valuable information when working in government. Since I thought a likely place to start would be math education, the staffers working the education issue asked me to see what I could come up with. I compiled a list of questions that I sent by e-mail to various mathematicians involved with the math education issue. The questions focused on the quality of textbooks and teaching, with emphasis on algebra and geometry. I also wanted to know whether K-6 texts taught arithmetic well enough to prepare students to learn algebra. The nice thing about working on the Hill is that you almost always get responses to e-mails and phone calls. Fifteen minutes after I sent an e-mail to Harvard mathematics professor Wilfried Schmid, he called. I found out that his initiation into the world of K math education was similar to mineâ€”through his daughter. He explained how she was not being taught her multiplication tables. He was shocked at the math instruction she was receiving in the 3rd grade. Hell hath no fury like a mathematician whose child has been scorned by an education system that refuses to know better. They believe that students must master basic skills the number facts, standard algorithms for adding, subtracting, multiplying, and dividing in tandem with larger concepts about mathematics. On the other side of the debate are the followers of an education theory that promotes discovery learning, minimization of both teacher instruction and repetitive drills, and a disdain for standard procedures algorithms. The math being protestedâ€”by the mathematics communityâ€”is called a variety of

things: Early Skirmishes The math wars revolve around a four-part problem: The education theory at the heart of the dispute can be traced to John Dewey, an early proponent of learning through discovery. But for all practical purposes, the story begins on October 4, , when the Soviet Union launched Sputnik. The curriculum, designed primarily by mathematicians, had problems, but it introduced to algebra, geometry, and trigonometry a long-missing formalism, logic, and consistency, and it resulted in calculus being taught in high school. The problem, however, was that a similar formalism was introduced into K-6 texts and curricula, with the result that students and elementary school teachers, who were caught totally off guard were exposed to number bases, set theory, and axioms long before they were ready for them. And soon enough the new math was being blamed for not teaching basic arithmetic: Mathematicians have agreed for years that emphasizing sets and number bases in math programs designed for the lower grades was a horrendous mistake. Notwithstanding these errors, however, the difference between the current slew of textbooks and those from the new-math days of the s is definitely worth noting: Accomplished mathematicians wrote many of the texts used in that earlier era , and the mathâ€”though misguided and inappropriate for the lower grades and too formal for the high school gradesâ€”was at least mathematically correct. They usually use them on the sly, since most teachers are required to use the books that the schools have adopted. During the new-math era, which spanned the period between Sputnik to the early s, mathematicians dominated the design of math texts and curricula for the first, and almost last, time. Up to that point mathematicians had been kept out of the math education picture, and K mathematics tended not to include any examination of the logical structure of mathematics itself, with the single exception of Euclidean geometry. Students in the first half of the 20th century had instruction in practical matters: Significantly, the new-math era was one of the only times that mathematicians were given an opportunity to make proper math education available to the masses. Not until the past few years, working with several state education departments, would they be allowed back into math education decisions. And some believe that had certain prominent mathematicians who had started working with the development of the new-math programs managed to maintain their influence on those programs, the math education that would have emerged from new mathâ€”both lower grades and high schoolâ€”would have been on par with the best of the math programs overseas. Eventually, however, the problems with K-6 formalism and the logic and formalism of the program in general doomed new math. The general public, the education community, and even mathematicians themselves judged the new-math programs a failure. Mathematicians were assigned the blame, and the education establishment took back the reins. The report sounded another alarm about student math performance, and the NCTM, increasingly dominated by educationists, took advantage of this new education crisis to write revised math standards. The Curriculum and Evaluation Standards for School Mathematics, published in , purported to put the country back on the math track. But because it was, in part, a reaction to the new math and those believed responsible for it, NCTM did not, as mathematicians point out, promote a lively public debate, as had the creators of the new math, but suppressed it. Some Secrets about Discovery Learning The NCTM standards were a brew of progressivismâ€”a nod to the s when math was supposed to be practicalâ€—and constructivism, which was progressivism that adapted research from cognitive psychology to the task of teaching and called it discovery learning. The standards were based on theories of learning that assumed that children had an innate ability to understand math. The standards also expanded their reach to include, in addition to basic arithmetic, algebra, geometry, and trigonometry. It emphasized the use of calculators in all grades. But constructivists take it a step beyond mere tool, believing that only knowledge that one discovers for oneself is truly learned. There is little argument that learning is ultimately a discovery. Additionally, by working in groups and talking with other students which is promoted by the educationists , one student may indeed discover something, while the others come along for the ride. Thus students are presented with real-life problems in the belief that they will learn what is needed to solve them. The Standards were revised in , due in large part to the complaints and criticisms expressed about them. Mathematicians felt that the revised standards, called The Principles and Standards for School Mathematics PSSM , were an improvement over the version, but they had reservations. The revised standards still emphasize learning strategies over mathematical facts, for example, and discovery over drill and kill. Concept still trumps memorization. Textbooks often make sure students understand what multiplication means rather

than offering exercises for learning multiplication facts. Some texts ask students to write down the addition that a problem like 4 x 3 represents. Most students do not have a difficult time understanding what multiplication means. But the necessity of memorizing the facts is still there. Rather than drill the facts, the texts have the students drill the concepts, and the student misses out on the basics of what she must ultimately know in order to do the problems. Mathematicians tend to see that as a waste of time. Another case in point was illustrated in an article that appeared last fall in the New York Times. It described a 4th-grade class in Ossining, New York, that used a constructivist approach to teaching math and spent one entire class period circling the even numbers on a sheet containing the numbers 1 to When a boy who had transferred from a Catholic school told the teacher that he knew his multiplication tables, she quizzed him by asking him what 23 x 16 equaled. Using the old-fashioned methodâ€”one that is held in disdain because it uses rote memorization and is not discovered by the studentâ€”the boy delivered the correct answer. He knew how to multiply while the rest of the class was still discovering what multiples of 2 were. Meanwhile, NSF continues to fund revisions to some of those texts. With well-articulated essays in leading media, Cheney took out after the educationists and won the respect of mathematicians and scientists as she helped raise awareness among a wider audience across the United States. Isolated math revolts began to occur. Two other states, Minnesota and Michigan Milgram and Wu went to the Wolverine State as well , also just recently revised their math standards. Larry Gray, chair of the mathematics department at the University of Minnesota, and of concerned and outraged parents. But the education bureaucracy did not roll over, and in the fall of the U. The reaction was swift. More than two hundred university professorsâ€”including Milgram and Wu, Schmid, and several winners of the Fields Medal, the highest international award in mathematicsâ€”wrote an open letter to Secretary of Education Richard Riley, calling on the Department of Education to withdraw the recommendations. The open letter was also published as a full-page ad in the Washington Post, paid for by the Packard Humanities Institute, long a critic of constructivist education.

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4: An A-Maze-ing Approach To Math - Education Next : Education Next

Teaching&Learning ety of methodologies and approaches to teaching advocated in the curriculum. ing)withtheirlearning.

The Next Frontier This cycle of dysfunction is a reality for educators across the country, and is part of the reason why achievement gaps exist, dropout rates remain high, and teacher retention is a perpetual issue. I describe five approaches that have a proven record of being successful in the many schools. To meet these goals, I was provided with a curriculum, a school rulebook, test prep materials, and was wished good luck. The curriculum I was given consisted of a set of lessons that were organized like a script. The formula was simple: Teacher asks this, students say that. Write this on the blackboard, students will write that. On any given day, there was a document I could reference that detailed exactly what I was going to be teaching, and when I was going to teach it. The document was complimented by a margin on the left side of my teachers manual that told me what assignments to give, when to give them, and what responses I should expect from students. In addition to the curriculum, I was given the school rulebook. This small manual documented what was appropriate for student behavior, and what punishment would be given when the school "code of conduct" was violated. There were two warnings for small infractions, calls home for others, and an elaborate protocol for "major infractions. Technically, all I had to do was follow the instructions, and my class would run perfectly. The final set of tools I was armed with were a set of test prep materials. They consisted of slim booklets that looked just like the ones students would receive at the end of the year when they took their standardized exams. I also received thick books that consisted of past standardized tests questions, and a schedule for when to assign test prep. Students were to be given mock exams once a week. These exams would prepare them for another set of sporadic exams that would be given throughout the year. At the end of the year, they would all sit for a final standardized exam. For anyone on the outside looking in, all the materials I was given meant that I was well-prepared. Technically, I was given all that I needed to succeed. Unfortunately, none of the tools I was given considered the complexities of teaching that I faced once I entered the classroom. The curriculum was so scripted that it allowed little to no time or space for me to be creative in teaching. For students who asked a lot of questions, thought deeply, and wanted to create a true connection to what was being taught, my classroom did not work. The script I was given was so structured that it forced me to ignore students who were asking brilliant questions. These students quickly grew frustrated, and before long, became increasingly disengaged. As they grew more disengaged, they began to feel disconnected from the classroom. Before long, their frustration turned into either behavior problems or complete disinterest or behavior problems. As behavior problems rose, I was forced to pull out the school rulebook. They would talk to each other in class just to get their voices heard, and I would follow the rulebook and call their parents to report inappropriate behavior. I ended up spending so much time during and after class punishing students for breaking small infractions that it was virtually impossible to stay on the schedule of the curriculum. My school administrators would then come into my class to see how close I was to script, and reprimand me for being behind. In just a few weeks, teaching became a battle to stick to the curriculum, a constant fight with students who no longer liked school, practice for weekly mock exams, and anticipation for weekends and days off. This cycle of dysfunction is a reality for educators across the country, and is part of the reason why achievement gaps exist because classes who follow this model are overwhelmingly present inn urban schools populated by youth of color , dropout rates remain high, and teacher retention is a perpetual issue. In response, I describe five approaches to teaching that engage and motivate students and teachers, and have a proven record of being successful in the many schools that I have worked with across the country. Hip-Hop Education HipHopEd HipHopEd is an approach to teaching and learning that focuses on the use of hip-hop culture and its elements in teaching and learning both within and outside of traditional schools. HipHopEd is also a Twitter chat where educators convene every Tuesday night at 9 p. EST to discuss this approach to teaching. HipHopEd involves the use of hip-hop music, art and culture to create philosophies for teaching. It also uses hip-hop to develop and implement teaching tools and helps to create contexts for teaching and learning that youth are comfortable in. In its simplest form, HipHopEd involves the use of rap

lyrics as text to be used in the classroom. In a more complex form, it involves raps created by students as classroom assignments that are used to measure knowledge. Most recently, the use of hip-hop in education has included elements of hip-hop culture like the rap battle to enhance learning and create competitions that spur on learning. This approach has been used to increase student attendance, motivation and content knowledge. In other words, it focuses on using the real life experiences of the learner to create knowledge and considers how students relates to the environment where they are taught. In this process, the teacher has to fight the urge to give students any answers or facts to memorize. Their main role is to pose questions that provoke the students to look more deeply at the text they are given. In a POGIL classroom, students develop conclusions about the text they are interrogating that will increase their knowledge. As students answer questions, teachers "guide the inquiry" by asking supplemental questions that will eventually move the students towards thinking deeply and drawing more complex conclusions. This approach has resulted in increased student interest in the subject being taught and increased mastery of content in the science classes where it is mostly used. Project Based Learning PBL Project-based learning is an approach to teaching that focuses primarily on having students engage in explorations of real-world problems and challenges. Through these explorations, they develop their content knowledge, but also develop solutions to problems. This approach to teaching functions to engage students that may be disinterested in traditional content because it allows them to identify problems in their community or the world at large that they want to solve. It also provides teachers and students with opportunities to be creative. In schools that commit to project based learning, students can engage in a project, and learn all subjects as they complete their project. In this process, the teacher looks for ways to connect the subject to the project. In turn, students look to the teacher for content knowledge so they can complete their project. Reality Pedagogy Reality Pedagogy is an approach to teaching and learning that focuses on teachers gaining an understanding of student realities, and then using this information as the starting point for instruction. It begins with the fundamental premise that students are the experts on how to teach, and students are the experts on content. Where teachers and students discuss the classroom and both suggest ways to improve it. Where students get opportunities to learn content and then teach the class. Where students have a role in how the class operates and in what is taught. Where the neighborhood and community of the school is seen as part of the classroom. Flipped Classroom One of the most popular new approaches to teaching is the flipped classroom. This approach involves a process where the typical lecture that happens in the classroom occurs at home. Students watch lectures on video, and then return to school to engage in the exercises they would traditionally have for homework, and to ask questions based on the lecture they watched on their own at home. When students watch videos at home, they can stop and go and at their own pace, and take notes a their leisure. In this process, students create, collaborate and learn at their own pace, and apply what they have learned at home in the classroom. In all of these approaches, the most powerful thing to recognize is that they focus explicitly on engaging both the student and the teacher. When teachers are treated like the intelligent professionals that they are, and given the flexibility to engage in approaches to teaching and learning that go beyond archaic models that they are often bound to, students respond differently, and education is improved.

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5: Tableau with Teachers: An Arts Integration

KIRK AND MacPHAIL TGfU AND SITUATED LEARNING approach to games teaching and coaching that helped players to learn the tactics and strategies of game play in tandem with technique development.

Societal influences[edit] Language teaching was originally considered a cognitive matter, mainly involving memorization. It was later thought, instead, to be socio-cognitive, meaning that language can be learned through the process of social interaction. Today, however, the dominant technique in teaching any language is communicative language teaching CLT. In Europe, the advent of the European Common Market , an economic predecessor to the European Union, led to migration in Europe and an increased population of people who needed to learn a foreign language for work or for personal reasons. At the same time, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. In Britain, the introduction of comprehensive schools , which offered foreign-language study to all children rather than to the select few in the elite grammar schools , greatly increased the demand for language learning. These methods assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners, who were busy with work, and some schoolchildren, who were less academically gifted, and thus could not devote years to learning before being able to use the language. Educators realized that to motivate these students an approach with a more immediate reward was necessary, [5] and they began to use CLT, an approach that emphasizes communicative ability and yielded better results. Progressivism holds that active learning is more effective than passive learning; [5] consequently, as this idea gained traction, in schools there was a general shift towards using techniques where students were more actively involved, such as group work. Foreign-language education was no exception to this trend, and teachers sought to find new methods, such as CLT, that could better embody this shift in thinking. Before the growth of communicative language teaching, the primary method of language teaching was situational language teaching. This method was much more clinical in nature and relied less on direct communication. In Britain, applied linguists began to doubt the efficacy of situational language teaching. Chomsky had shown that the structural theories of language prevalent at the time could not explain the variety found in real communication. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structures. Communicative competence redefined what it meant to "know" a language; in addition to speakers having mastery over the structural elements of language, they must also be able to use those structural elements appropriately in a variety of speech domains. Canale refined the model by adding discourse competence, which contains the concepts of cohesion and coherence. When communicative language teaching had effectively replaced situational language teaching as the standard by leading linguists, the Council of Europe made an effort to once again bolster the growth of the new method. This led to the Council of Europe creating a new language syllabus. Education was a high priority for the Council of Europe, and they set out to provide a syllabus that would meet the needs of European immigrants. Wilkins, that defined language using "notions" and "functions", rather than more traditional categories of grammar and vocabulary. The new syllabus reinforced the idea that language could not be adequately explained by grammar and syntax, and instead relied on real interaction. This proposed that published materials stifle the communicative approach. As such, the aim of the Dogme approach to language teaching is to focus on real conversations about practical subjects, where communication is the engine of learning. The idea behind the Dogme approach is that communication can lead to explanation, which will lead to further learning. This approach is the antithesis of situational language teaching, which emphasizes learning through text and prioritizes grammar over communication. Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort

in the TL. The six activities listed and explained below are commonly used in CLT classrooms. The instructor sets the scene: The students converse in pairs for a designated amount of time. This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills. The instructor gives each student the same set of questions to ask a partner. Students take turns asking and answering the questions in pairs. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. Students are assigned a group of no more than six people. Students are assigned a specific role within the group. The instructor gives each group the same task to complete. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned. The members of the group discuss the information they have found, with each other and put it all together to complete the task. Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity. The class is paired up. One partner in each pair is Partner A, and the other is Partner B. All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty. All the students that are Partner B are given a sheet of paper with a time-table on it. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information. They need to know certain vocabulary words, certain structures of grammar, etc. If the students have not been well prepared for the task at hand, then they will not communicate effectively. The instructor introduces a topic and asks students to contemplate their opinions about it. Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share. If a student does not feel like their opinion is respected by the instructor or their peers, then they will not feel comfortable sharing, and they will not receive the communicative benefits of this activity. The instructor gives students a sheet with instructions on it. Find someone who has a birthday in the same month as yours. Students go around the classroom asking and answering questions about each other. The students wish to find all of the answers they need to complete the scavenger hunt. In doing this activity, students have the opportunity to speak with a number of classmates, while still being in a low-pressure situation, and talking to only one person at a time. After learning more about each other, and getting to share about themselves, students will feel more comfortable talking and sharing during other communicative activities. In his critique, he mentions that CLT is not an altogether cohesive subject, but one in which theoretical understandings by linguists and practical understandings by language teachers differ greatly. Critique of the theory of CLT includes that it makes broad claims regarding the usefulness of CLT while citing little data, that it uses a large amount of confusing vocabulary, and that it assumes knowledge that is predominately language non-specific ex. Swan suggests that CLT techniques often suggest prioritizing the "function" of a language what one can do with the language knowledge one has over the "structure" of a language the grammatical systems of the language. Swan also suggests that, in CLT techniques, whatever languages a student might already know are not valued or employed in instructional techniques. One of her critiques of CLT is that it implies that there is a generally agreed upon consensus regarding the definition of "communicative competence", which CLT claims to facilitate, when in fact there is not. Because there is not such agreement, students may be seen to be in possession of "communicative competence" without being able to make full, or even adequate, use of the language. This critique is largely to do with the fact that CLT is often highly praised and is popular, when it may not necessarily be the best method of language teaching. Some critics of CLT suggest that the method does not put enough emphasis on the teaching of grammar and instead allows students to produce utterances which are grammatically incorrect

as long as the interlocutor can get some meaning from them. Bax asserts that many researchers associate the use of CLT techniques with modernity and, therefore, the lack of CLT techniques as a lack of modernism.

6: 4 Spelling Strategies You Won't Want to Miss

Although not an approach to music teaching in and of itself, this popular educational method is worth exploring in its relation to music education. The basic approach utilizes discovery in terms of music learning, and also is synchronous with many of the 21st-century learning approaches discussed in Chapter 1.

How should spelling be taught? Upon completion of this section, you will: Have an understanding of the rules and complexity of the English orthography Have a starting point for effective treatment ideas to teach spelling Understand the importance of reading and exposure to sophisticated vocabulary Have tools and resources to treat spelling Phonological awareness affects learning to spell Given that many dyslexics have difficulty hearing the individual sounds in our languageâ€"a skill that underlies spellingâ€"many dyslexics have difficulty learning to spell. The English orthography is derived from many other languages: Greek, Latin, and French to name a few. As a result, many English sounds are spelled more than one way. This makes learning to spell in English more difficult than in other alphabetic orthographies where one sound is represented by only one letter. Yet, English spelling is rule-governed. Yes, there are exceptions to those rules, but there are rules and patterns to teach spelling. That said, teaching spelling can be challenging. It is helpful to become familiar with morphological structures, roots, affixes, prefixes, and suffixes. Take a look at this Wikipedia page for a great look at the complex nature of English orthography. The first step is an assessment of spelling to determine where the breakdown is -- at the syllable level, the phonemic level, or the orthorgraphis level. Explain that through teaching he or she will gain a better insight into spelling rules, combinations, and exceptions. Spelling instruction follows a logical progression that starts with phonemic awareness. If the error analysis demonstrates intact phonological awareness skills, skip right to teaching letter and letter combinations that represent the sounds in our language. In the English language, 44 sounds phonemes are represented by 26 letters graphemes or letter combinations. It is important to teach your client that when we spell we manipulate the word i. There is a lot to think about when teaching spelling: The following is a list of guidelines for teaching spelling: As with all therapy or teaching, sessions need to be structured, sequential, and have a logical progression from one target to the next. Lessons should be cumulative, ensuring that new information is introduced only when previously taught material has been fully absorbed. In the first or early treatment sessions, make sure the client has a secure understanding of sound-symbol correspondence and letter name knowledge. You may need to begin with phonological awareness tasks â€" taking words apart at the syllable and sound level. Dividing words into syllables can help students identify spelling patterns at the morphological level. Limit the introduction of new information to reduce confusion. An awareness of morphology should be incorporated into the teaching of spelling from the earliest stages. Teaching should encompass the integration of spoken and written language word, sentence, and text-level learning reading and writing skills. Do not teach too many spelling patterns within a lesson. For example, you might decide to contrast â€"tion versus â€"sion in a lesson. One way we learn exceptions to spellings is by being exposed to these words when reading. Given that reading is difficult, the dyslexic will have less exposure to words through the printed form. Therefore, it behooves us to expose the dyslexic to as much sophisticated written text as possible. Text-to-speech programs are an excellent way for the dyslexic to follow along and have the text read out loud. When using books on tape, the individual should always read along with the text. This will give more exposure to spelling patterns, particularly important for learning those exceptions to the rule. Additionally, seeing the word in print also helps one use Spellcheck. For some dyslexics with more severe spelling problems, the goal may be to become proficient enough that Spellcheck will pick up their errors. But, they still need to know which word from the choices is the one they want. Exposure to the word in print will facilitate this skill. As noted above, we need to take a systematic approach to teaching spelling. We have provided a list of some programs, tools, and therapy ideas on this site to help you get started. Although learning to spell and teaching spelling may be challenging, it helps to keep in mind that just as with any task e. With a systematic approach, the rules, patterns, and anomalies of English spelling can be learned.

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ing on the theoretical traditions earlier identified by Sunny Hyon. These three main traditions of genre teaching (which we examine in detail in Chapters 3, 4, 5, and 6) are as follows.

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