

English 613

Methods for Teaching English to Speakers of Other Languages (TESOL)

Fall 2011

Instructor: Dr. Suzanne Panferov
Day/time: Mondays 3:30 - 6:00 p.m.
Place: MLB 505 (note any changes in course schedule)
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Course Description:

This course provides an overview of teaching English to speakers of other languages with an emphasis on methodology. The skills of listening, speaking, reading, and writing are treated integratively on a grammar-communication continuum. Discussions on teaching methods and skills in second or foreign language contexts will be facilitated by simulated teaching demonstrations, classroom observations, and guest presenters. Theories will be discussed only to an extent that the practical understanding of teaching methods is enhanced. Likewise, practical issues of teaching methods will be addressed whenever theories of language teaching and learning are introduced. (*Course is cross-listed as LRC 613 and SLAT 613*).

Course Objectives:

- To engage prospective teachers in reflective thinking about their attitudes, opinions, and beliefs concerning teaching modern languages, focusing on teaching English to speakers of other languages in both ESL and EFL contexts;
- To familiarize prospective teachers with the historical development of language teaching approaches, methods, and techniques from both theoretical and practical perspectives;
- To provide prospective teachers with opportunities to demonstrate their understanding of teaching methods and integrated skills in simulated teaching situations;
- To provide a range of tasks that guides prospective teachers through the process of observing, analyzing and reflecting, and develops the skills of observation;
- To cultivate opportunities for prospective teachers to interact and dialogue with professionals in the field of foreign/second language teaching;
- To help prospective teachers discuss and speculate on various language teaching theories, issues and trends in ESL, EFL, or FL contexts.

Required Texts:

- Richards, J., & Rodgers, T. S. (2001). (2nd. Ed.). *Approaches and methods in language teaching*. New York: Cambridge University Press. **(R&R)**
- Celce-Murcia, M. (2001). (Ed.) *Teaching English as a second or foreign language*. (3rd Ed.) Boston: Heinle & Heinle. **(CM)**
- Other readings will be required periodically. Available on course D2L page.

The first chapters of both books are on our D2L site to facilitate the beginning of the semester rush for textbooks.

CLASS FORMAT:

Since this course is meant to engage you in learning about and applying methods and theories of language learning, every attempt will be made to make each class session engaging and stimulating. Each session may involve a discussion of course readings, teaching demonstrations, online quizzes, and guest speakers. We will often use groups to facilitate in-class projects and discussions as well as interactive online assignments. The course D2L page will be used to share materials and encourage discussion outside of class. Students will print out handouts and other materials as required from D2L site. Students are expected to participate actively in all course meetings, whether face to face or online.

Frequently students will be required to complete reading assignments and answer potential both reading comprehension and discussion board or online quiz questions **prior** to class. Please stay up to date with these routine assignments.

If you have access to a personal laptop, you may find it useful to bring to class for in-class research and access to course readings.

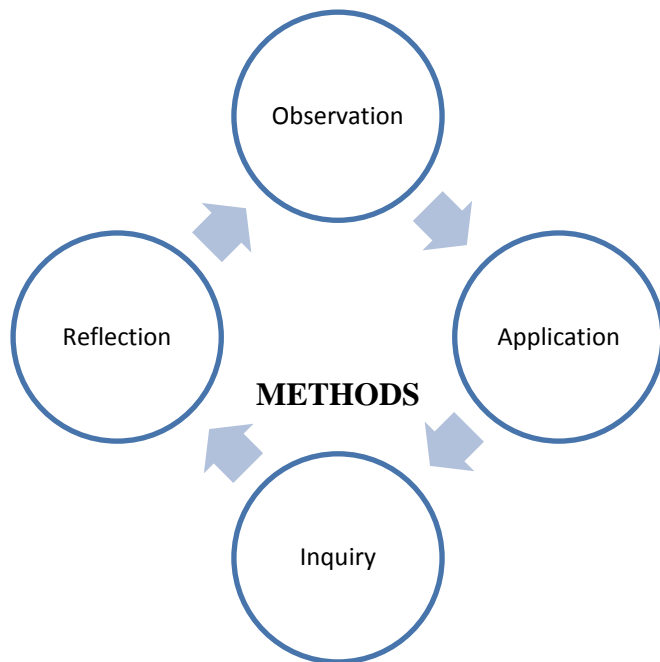
Requirements:

In addition to completing all course readings and actively participating in class and online discussions, the course will be graded on the basis of 100 points for assignments, which are described below. There are two possible extra credit assignments. Assignment deadlines are listed on the course schedule as well.

All assignments must be TYPED (double-spaced, font size 12, one-inch margins all around). Please submit any assignments prior to class start via the course D2L Dropbox as well as print out the assignment and submit this in class. Due dates listed month/date.

COURSE ASSIGNMENTS:

We will focus on four professional areas in this course: 1) Observation, 2) Application 3) Inquiry, and 4) Reflection.



OBSERVATION:

Class observations and reports

DUE 10/10, 10/24, 11/7

15 points

You are required to observe at least 3 SL/FL classes (either on-or off-campus) this semester and write an observation report (less than 2 pages, double-spaced, for each site) consisting of 1) settings; 2) descriptions of the class; and 3) reflections in terms of what you have learned from this observation experience about teaching, methods and lesson variables, and about yourself as an observer. You are encouraged to visit at least one second versus foreign language class as well as one adult versus one younger learner class. No more than two 613 classmates should visit one site at a time.

You are more than welcome to observe CESL classes and talk with the teachers/students provided you schedule observations at least **two weeks** in advance. Contact Steve Randall, IEP Coordinator (randall@u.arizona.edu) to schedule to visit an IEP class during the day. Contact Glen Piskula, Evening Program Coordinator (piskula@email.arizona.edu) to visit an Evening class. More information at <http://www.cesl.arizona.edu/research.html>.

A unique FL/younger learner local option is to visit the new foreign language immersion school, the International School of Tucson, located at 1730 N 1st Ave. Children from ages 3-13 attend all day classes immersed in either French, Spanish, Chinese, or German. More information at <http://www.internationalschooloftucson.com/>. To schedule a visit, at least 2 weeks in advance, email info@InternationalschoolofTucson.com to request through Mr. Robert Young, Head of School, a chance to visit. You will need to specify times that work for you (between 8:30 am and 4:00 pm) and age/language preference and how long you can spend at the school (debriefing and observing).

You are welcome to visit other school sites provided that permission is granted ahead of time. You might share these alternative site opportunities with your classmates.

APPLICATION:

Team Teaching Demonstration, Discussion, and Assessment by week 9 10 points

You are required to participate in a team project which includes a teaching demonstration in an L2 using a selected method, a brief assessment (rubric) of the L2 “performance” of your peers, and leading a discussion about the method and the related readings. Your demonstration will reflect the gist of the chosen method, as you will teach it in a language other than English to the class. Demonstration will last about 30 minutes followed by a 20-minute open discussion and evaluation about the topic. You are encouraged to prepare handouts, visuals, or realia to make your demonstration more authentic and effective.

Your team is also encouraged to post a copy of your lesson plan and evaluation rubric for the demonstration on D2L and lead a follow-up online discussion of the actual class presentation.

Review of ESL/EFL Teaching Materials* 12/5 20 points

Imagine you are selecting teaching materials for an L2 class. Choose a combination of three different kinds of textbooks, websites, or software for ESL or EFL learners at similar levels (e.g., elementary, junior or high school learners, adult learners, etc) appropriate for the class context. Compare the scope and sequence of each, similarities and differences, advantages and disadvantages. You should give an overall introduction to the selected materials, evaluate the strengths and weaknesses, and summarize how the materials could be (or not) used together to teach your imaginary class. The review of each item should be less than 2 pages, double-spaced. (Total assignment max is 7 pages).

[Extra credit (5 points, total): DUE 12/1 Submit a copy of your reviews to teachesl@email.arizona.edu for possible posting on the CESL Teacher Training website **OR** submit a lesson to the **TESOL Online Resource Center** for review at http://www.tesol.org/s_tesol/trc_genform.asp?CID=1253&DID=7561.]

Comparative Lesson Plan DUE 11/28 10 points

Select one area of language skill and/or content for a particular level and age and develop three 60-minute class lesson plans for this content using three different methods. The result will be three lesson plans demonstrating three different approaches. Each lesson plan should be less than one page long. Submit two copies of each lesson plan but remove the name of the method from one copy. One of these three “unidentified” lesson plans will be used in a class exercise to identify different methods in class. In addition, write a one page recommendation for which method you believe would be most suitable for your teaching context, proficiency, and age of students.

INQUIRY:

Teacher Interview Summary

DUE 10/24

15 points

You are required to interview the teacher whose classes you have observed, and write a 4-page reflective summary about the interview. The interview can be conducted via email or face-to-face depending on the interviewee's preference. In this interview, you are going to ask the teacher a number of questions, including but not limited to: 1) How does he/she prepare his/her lessons? 2) What methods does he/she believe are the most appropriate for the students in the current class? 3) What is most challenging in his/her current position as an ESL/EFL teacher? 4) What are the roles of culture, syllabi, professional development, testing and evaluation, and technology in teaching EFL or ESL classes? And 5) Is research important in teaching? Why or why not? *Summarize* the interview (do not transcribe) in a reflective essay incorporating the teacher's responses and incorporating at least three course articles in this assignment.

Student Case Study

DUE 11/21

15 points

You are expected to write a report (approximately 5 pages, double-spaced) of an EFL/ESL learner. You are also expected to describe your observation and comment on the learner's learning experience in relation to topics discussed in class. As such, you will identify a student (current or former) and interview this student by gathering the information below. Be sure to not interview the same student as a classmate. Reference at least three course articles in this assignment.

- 1) Settings in learning English
- 2) Years of learning English
- 3) Methods and styles of learning
- 4) Methods of teaching experienced
- 5) Difficulties encountered and solutions sought
- 6) Anecdotes of failure or success
- 7) Attitudes towards learning English
- 8) Perspectives of English use in his or her future/current job

Professional Activity Report

[Extra credit, 5 points total]

Attend the Arizona TESOL Fall Conference this semester and write a one page summary report of the experience, describing any sessions you attended and what you learned. Be ready to share the experience with your classmates too. **Due within one week after activity.**

Annotated bibliography

DUE 10/31

[Extra credit, 5 points total]

Select three articles from the attached extra readings bibliography on one methodology and find two additional articles on this method and write an annotated bibliography of this set. Include a short summary of each article and evaluative commentary. Each entry should not exceed 200 words and should be formatted according to APA style guidelines.

REFLECTION:

Teaching Positions Paper(s)

5 points

Part One:

DUE 8/29

Due by the second class meeting: in less than two (typed double-spaced) pages.

1. What is your philosophy about teaching foreign/second languages?
2. What experiences have you had personally learning a foreign/second language?
3. Where do you/hope to teach a foreign/second language?
4. What do you hope to learn from this course?

Part Two:

DUE 11/28

In less than three (typed double-spaced) pages, answer questions below. Reference at least three course articles in this assignment. Attach a copy of your part one position paper with instructor's feedback.

1. How has your perspective on language teaching changed this semester?
2. What do you still want to learn about teaching foreign/second languages?
3. What areas of inquiry related to teaching methodology will you continue to explore as you pursue additional courses in this field?

Observation Summary

DUE 11/21

5 points

In less than 2 pages, summarize what you learned about second/foreign language teaching methodology from your three class observation visits. Compare/contrast each visit and give suggestions as appropriate. Reference at least three course articles in this assignment.

In-class Justification Essay

Last Day of Class

5 points

Come to class today prepared to review all methods and issues covered in class. This will be a brief timed in-class summative writing assignment.

Tentative Course Schedule*

Week	Date	Topics/Speakers	Required readings	Due in class
1	8/22	Introduction to course Learner Issues	R&R Chapters 1 & 2, CM I (Celce-Murcia)	
2	8/29	Learner Issues (cont) Issues in materials selection <ul style="list-style-type: none"> • Skill/Integration • Age • L1 • Motivation • Mixed levels Tour of CESL Library (CESL 202a) and Lab Software (CESL 210). Learn about evaluating and checking out materials potentially helpful for materials review assignment. Guest: Speaker: Mike Lindsey	CM IV CM V (Byrd) R&R 10 D2L Materials and Learner Articles, Recent developments in technology and language learning. A literature review and meta-analysis' by Zhao, Yong. CALICO Journal, vol 21, no. 1. pp 7- 28. 2003 (on D2L)	Position Paper 1, Complete D2L Discussion questions (& responses) about Helpful Websites
3	9/5	Cultural issues in ESL/EFL teaching	CM V (Hinkel and Medgyes) D2L Culture Articles	<i>NO CLASS TODAY:</i> Complete D2L Discussion questions (& responses) instead.
4	9/12	Setting Goals: Assessing and Planning for Learning Guest: Speaker: Steve Randall	CM V, CM Unit I (Crookes and Chaudron), D2L Articles on Assessment	Complete D2L Discussion questions (& responses) about Lesson Planning and Teaching Tools Bring at least one SL/FL textbook to class.
5	9/19	Traditional Approaches: <ul style="list-style-type: none"> • Grammar Translation • The Audio-lingual Method 	R&R 3, 4, & 15	T Demos 1 & 2 <i>Online Quiz 1 (complete before class)</i>
6	9/26	Humanistic Approaches (I) <ul style="list-style-type: none"> • Total Physical Response & • The Silent Way 	R&R 5 & 6	T Demos 3 & 4 <i>Online Quiz 2 (complete before class)</i>
7	10/3	Humanistic Approaches (II) <ul style="list-style-type: none"> • Community Language Learning • Suggestopedia 	R & R 7 & 8	T Demo 5 & 6 <i>Online Quiz 3 (complete before class)</i> (NOTE: AZ TESOL is 10/7-8)
8	10/10	Communicative Approaches (I): <ul style="list-style-type: none"> • Task-Based Approach Teaching Communicatively Guest: Jon Noble	R&R 9, 13, 14, 18 CM I (Savignon) CM Unit II B	T Demo 7 & 8 <i>Online Quiz 4 (complete before class)</i> Observation 1
9	10/17	Communicative Approaches (II):	R&R 16, 19 CM Unit II A,	<i>Online Quiz 5 (complete before class)</i>

Week	Date	Topics/Speakers	Required readings	Due in class
		Teaching Listening thru music Guest: Chuck Phillips	D2L Communicative Teaching Articles	
10	10/24	Teaching Grammar Guest: Nick Ferdinandt 5- 6 PM: Panel of learners: CESL 205	CM Unit II D and E D2L Grammar Articles	Teacher Interview Summary, Observation 2
11	10/31	Teaching Speaking Guest: Ellen Shenkarow Teaching Pronunciation Guest: Brecht Welch	CM Unit II B	AB due (extra credit only): submit by email with pdfs of articles
12	11/7	Teaching Reading Guest: Bethyl Pearson	CM Unit II C CM Unit I (Johns & Price-Machado), Unit III (Snow, McKay), R&R 17	Observation 3
13	11/14	Teaching Writing	CM Unit II D and E	
14	11/21	Teaching Content/ ESP Guest: Sumayya Granger	CM Unit II C CM Unit I (Johns & Price-Machado), Unit III (Snow, McKay), R&R 17	Student Case Study, Observation Summary
15	11/28	Assessing Learning Guest: tba (Course review and eval)	D2L Articles on Assessment	Position Paper 2 Comparative lesson plans
16	12/5	MLB 510 (to be confirmed) In-class final essay, Professional Development and Professional Associations	CM V (Bailey, Murphy, and Crandall) D2L Applied Research Articles	Review of Teaching Materials

*Assignment deadlines may change to accommodate course pace. Please stay up to date!

Important UA Dates Fall Semester 2011

Classes begin	Monday, August 22, 2011
Labor Day - no classes	Monday, September 5, 2011
Veterans Day - no classes	Friday, November 11, 2011
Thanksgiving recess- no classes	Thursday-Sunday, November 24-27, 2011
Last day of classes and laboratory sessions	Wednesday, December 7, 2011

613 Course Policies:

- In order to be considered for an A in this course, you are expected to participate actively in all face to face class and on-line discussions and quizzes. Bring into class your own background in language learning and teaching. Interactive discussion, the key to the success of this course, largely depends on your active involvement and engagement.
- You are highly encouraged to make appointments with the instructors to discuss your teaching demonstration, your course projects, or any course-related issues throughout the semester.
- You are required to contact me (email preferably) ahead of time or immediately afterwards if you cannot make the class with a good reason. Any unexcused absence will result in a 5-point deduction. Excessive unexcused absences (2 or more) will result in the failure of the course.
- Course assignments/projects are due by the 4:00 pm start of class, whether submitted in person or online. Failure to turn in the assignment on the due date will result in a 3-point or 10% deduction (whichever is less) per day up to the total points of that particular assignment, so please make every effort to be on schedule. All submissions must be your original work and proper APA citation formatting should be used. No more than two extensions will be granted without penalty during the course.
- Tardiness should be avoided as much as possible. Habitual tardiness (more than twice in a row) will result in a 5-point deduction of your course grade.
- An incomplete will not be given for this course.
- No grade will be given higher than an A.
- All **extra credit** assignments are optional. You may earn up maximum 10 extra points total by completing any two of the extra credit assignments noted above. All extra credit assignments must be submitted by week 13 for them to be evaluated for inclusion with your final course grade. Extra credit points may not be used to make up for points lost due to absences, tardies, or late assignments without prior approval.
- No commercial course notes are permitted for this course. It is a violation of copyright law to sell or otherwise benefit from the further distribution of content from the course lectures, notes, or handouts.
- By registering for and attending this class, it is understood that you agree with these policies.
- Visiting scholars are welcome to join the class if space is available, with approval of the instructor. VSs are expected to participate in class activities but not submit assignments. VSs can access class documents through the course D2L site upon submitting UA netid to instructor.

An incomplete list of references of journal articles/books on language teaching by methods (available online only)

GRAMMAR TRANSLATION METHOD

- Blyth, C. (1997). A constructivist approach to grammar: Teaching teachers to teach aspect. *The Modern Language Journal*, 81, (i), 50-65.
- Celce-Murcia, M. (1985). Marking informed directions about the role of grammar in language teaching. *Foreign Language Annals*, 18(4), 179-301.
- Celce-Murcia M. (1991). Grammar Pedagogue in second and foreign language teaching. *TESOL Quarterly*. 25(3). 459-80.
- Decoo, W. (1996). The induction-deduction opposition: Ambiguities and complexities of the didactic reality. *IRAL*, 34, No. 2. 95-118.
- Ellis, R. (1995). Interpretation tasks for grammar teaching. *TESOL Quarterly*, 29, 87-101.
- Herman, R. and Flanigan, B. (1995). Adding grammar in a communicatively based ESL program for children: Theory in practice. *TESL Canada Journal/Revue TESL du Canada*, 13/1, Winter. 1-15.
- Jespersen, O. E. (1933). *Essentials of English grammar*. London: Allen and Unwin.
- Nunan, D. (1998). Teaching grammar in context. *ELT Journal* 52/2 101-109.
- Schulz, R. (1996). Focus on form in the foreign language classroom: students' and teachers' views on error correction and the role of grammar. *Foreign Language Annals*, 29, 343-353.
- Terrel, T. D. (1991). The role of grammar instruction in a communicative approach. *The Modern Language Journal*, 75, 32-63.
- Troike, R. (unpublished manuscript), *Reconsidering the value of grammar-translation in foreign language learning*.
- Winitz, H. (1996). Grammaticality judgment as a function of explicit and implicit instruction in Spanish. *The Modern Language Journal*, 80, 32-46.

THE DIRECT METHOD

- Aspinwall, W. B. (1906). The Direct Method of teaching modern languages. *Education*, 27, 45-48.
- Ballard, A. W. (1916). The Direct Method and its application to American schools. *Educational Review*, 51, 447-456.
- Cheydleur, F. D. (1925). Shall we employ the Direct Method in modern language instruction? *Education*, 45, 345-352.
- Coates, M. W. (1923). The indirect Direct Method in language teaching. *Educational Review*, 66, 154-157.
- Cooper, W. A. (1915). The Direct versus the Indirect Method of teaching modern languages. *Education*, 45, 345-352.
- Hornby, A. S. E. (1950). The situational approach in language teaching. A series of three articles in *English Language Teaching*, 4, 98-104, 121-8, 150-6.
- Kautzman, A. & Burg, C. (1997). Self-improvement via CD-ROM's: How to write a will, learn French, improve your cooking, and develop time management skills. *Searcher*, 51(4), 12-17.
- Palmer, H. E. (1923). *The Oral Method of teaching languages*. Cambridge: Heffer.
- Palmer, H. E. (1940). *The teaching of oral English*. London: Longman.

AUDIO-LINGUAL METHOD

- Amer, A. A. (1997) The Effect of the Teacher's Reading Aloud on the Reading Comprehension of the EFL Students *ELT-Journal*, v. 51 p 43-7.

Gary, J. O. (1979) Why Speak If You Don't Need To? The Case for a Listening Approach to Beginning Foreign Language Learning. *CATESOL Occasional Papers No. 5*

Jay, C. D. (1966) A Glance at Linguistics: Its relevance to the Audio-Lingual method in the Teaching of Foreign Languages. *Illinois Journal of Education v. 57, no. 6.*

THE NATURAL APPROACH

August, D. & Hakuta, K. (1997). *Improving schooling for language-minority children: A research agenda.* Washington, D.C.: National Academy Press.

Baltra, A. (1992). On breaking with tradition: The significance of Terrell's natural approach. *The Canadian Modern Language Review*, 48 (3), 565-587.

Berliner, D.C., & Biddle, B.J. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's public schools.* Reading, MA: Addison-Wesley.

Bosco F. J., and R. J. DiPietro (1970). Instructional Strategies: their psychological and linguistic bases. *International Review of Applied Linguistics* 8:1-7.

Cummins, J. (1994). Primary language instruction and the education of language minority students. In C.F. Leyba (Ed.), *Schooling and language minority students: A theoretical framework* (2nd Ed.) (pp. 3-47). California State University, Los Angeles: CA: Evaluation, Dissemination, and Assessment Center.

Evans, H., & Towner, J. (1975). Sustained silent reading: Does it increase skills? *Reading Teacher*, 29, 155-156.

Gregg, K. (1984). Krashen's monitor and Occam's razor. *Applied Linguistics* 5(2): 79-100.

Goldin, M. G., (1977). Who Wouldn't Want to Use the Natural Approach? *Modern Language Journal* 61: 337-9.

Jacobson, R. & Faltis, C. (1990). *Language Distribution Issues in Bilingual Schooling.* Philadelphia, PA: Multilingual Matters.

Koch, A.S. & Terrell, T.D. (1991). Affective reactions of foreign language students to natural approach activities and teaching techniques. In E.K. Horwitz & J. Young (Eds.), *Language Anxiety: From Theory and Research to Classroom Implications* (pp.109-126). Englewood Cliffs, NJ: Prentice Hall.

Krashen, S. (1996). *Under attack: The case against bilingual education.* Culver City, CA: Language Education Associates.

Krashen, S. (1985). *Inquiries & insights: Selected essays.* Englewood Cliffs, NJ: Alemany Press.

Krashen, S.D. & Terrell, T.D. (1982). *The Natural Approach: Language Acquisition in the Classroom.* Englewood Cliffs, NJ: Prentice Hall.

Krashen, S. (1979). A Response to McLaughlin, "The Monitor Model: Some Methodological Considerations". *Language Learning* 29(1): 151-67.

McLaughlin, B. (1978). The monitor model: Some methodological considerations. *Language Learning*, 28 (2), 309-332.

Newmark, L., and Reible, D. A. (1968). Necessity and sufficiency in language learning. *International Review of Applied Linguistics* 6(2): 145-64.

Oliver, M. (1976). The effect of high intensity practice on reading achievement. *Reading Improvement* 13, 226-228.

Oliver, M. (1973). The effect of high intensity practice on reading comprehension. *Reading Improvement*, 10, 16-18.

Ruiz, R. (1988). Orientations in language planning. In S. McKay & S. Wong (Eds.), *Language diversity: problem or resource?* (pp.158-171). New York: Newbury House.

Terrell, T.D. (1986). Acquisition in the natural approach: The binding/access framework. *The Modern Language Journal*, 70 (3), 213-225.

Terrell, T. D., (1977). A natural approach to second language acquisition and learning. *Modern Language Journal* 61: 325-36.

Terrell, T.D. (1985). The natural approach to language teaching: an update. *The Canadian Modern Language Review*, 41 (3), 459-479.

Terrell, T. D. (1982). The natural approach to language teaching: an update. *Modern Language Journal* 66: 121-32.

Terrell, T. D. and A. Koch, (1991). Affective Reactions of Foreign Language Students to Natural Approach Activities and Teaching Techniques. *Language Anxiety: From Theory to Research to Classroom Implications*, 109-126.

Thomas, W.P. & Collier, V. (1997). *School Effectiveness for Language Minority Students*. National Clearinghouse for Bilingual Education. Washington, D.C.

Thonis, E.W. (1994). Reading instruction for language minority students. In C.F. Leyba (Ed.), *Schooling and language minority students: A theoretical framework* (2nd Ed.) (Pp. 165-202). California State University, Los Angeles, CA: Education, Dissemination, and Assessment Center.

THE SILENT WAY

Gattegno, C. (1972). *Teaching foreign languages in schools: The Silent Way*. (2nd Ed.). New York: Educational Solutions.

Gattegno, C. (1976). *The common sense of teaching foreign languages*. New York: Educational Solutions.

Gattegno, C. (1983). The silent way. In J. W. Oller, Jr. & P. A. Richard-Amato (Eds.). *Methods That Work: A Smorgasbord of Ideas for Language Teachers* (pp. 72-88). Rowley, MA: Newbury House.

Harbon, L. (1997). Constructivism in the language classroom. *Babel*, 32 (3), 12-15.

Hines, M. (1979). Explorations of new trends in language learning: the Silent Way. In C.A. Yorio, K. Perkins & J. Schachter (Eds.), *On TESOL '79: The learner in Focus* (pp. 71-74). Washington, D.C.: Teachers of English to Speakers of Other Languages. (ERIC Document Reproduction Service No. ED 208 683)

Joy, G. T. (1976, Autumn). The Silent Way. *Cross Currents*, 28-47.

Kimball, J. (1997). *Constructing L2*. Paper presented at the twenty-third annual meeting of the Japan Association for Language Teaching, Japan. (ERIC Document Reproduction Service No. ED 416 679)

Making Silent Way materials: an invitation for teamwork. (1983, September). *Educational Solutions*, 8, (1), 3-20.

Rivers, W. (1979). An exploration of new trends in second language teaching: the Silent Way, Suggestopedia, Counseling Learning-Community Language Learning. In C.A. Yorio, K. Perkins & J. Schachter (Eds.), *On TESOL '79: The learner in Focus* (pp. 67-70). Washington, D.C.: Teachers of English to Speakers of Other Languages. (ERIC Document Reproduction Service No. ED 208 683).

Varvel, T. (1979). The Silent Way: panacea or pipedream? *TESOL Quarterly*, 13 (4), 483-494.

Young, R. (1984). The Silent Way. In W. Knibbeler & M. Bernards (Eds.), *New Approaches in Foreign Language Methodology. Colloquium of the International Association for the Research and Diffusion of Audio-Visual and Structuro-Global Methods* (pp. 99-105). Belgium. (ERIC Documentation Reproduction Service No. ED 279 209)

TOTAL PHYSICAL RESPONSE

Asher, J. (1965) The Strategy of the Total Physical Response: An Application to Learning Russian. *International Review of Applied Linguistics*, 3, 291-300.

Asher, J. (1966) The Learning Strategy of the Total Physical Responses: A Review. *Modern Language Journal*, 50, 79-84.

Asher, J. and Price, B. (1967). The Learning Strategy of the Total Physical Response: Some Age Differences. *Child Development*, 38, 1219-1227.

- Asher, J. (1969) The Total Physical Response Approach to Second Language Learning. *Modern Language Journal*, 53, 3-17.
- Asher, J. (1972). Children's First Language as a Model for Second Language Learning. *Modern Language Journal*, 56, 133-139.
- Asher, J. (1977). *Learning another language through actions: The complete teacher's guide book*. California: Sky Oaks Productions. (2nd Ed. 1982).
- Asher, J. (1981). The Total Physical Response: Theory and Practice. Native Language and Foreign Language Acquisition. *Annals of the New York Academy of Sciences*, 379, 324-331.
- Asher, J. (1982). *Learning Another Language through Actions*. Los Gatos: Sky Oaks Productions, Inc.
- Asher, J. (1985) The Total Physical Response: Some Guidelines for Evaluation. *Current Approaches to Second Language Acquisition: Proceedings of the 1984 University of Wisconsin-Milwaukee Linguistics Symposium*, 81-87.
- Asher, J., Kusudo, J. A., and de la Torre, R. (1974). Learning a Second Language through Commands: The Second Field Test. *Modern Language Journal*, 58, 24-32.
- Glisan, E. (1986). Total Physical Response: A technique for teaching all skills in Spanish. *Foreign Language Annals*, 19, 419-427.
- Sano, M. (1986). *How to incorporate Total Physical Response into the English Programme*. *ELT Journal*, 40, 270-277.
- Schneider, J. (1984). Teaching in Elementary Schools. PTA and TPR: A Comprehension Based Approach in a Public Elementary School. *Hispania*, 67, 620-625.
- Richard-Amato, P. A. (1996). *Making It Happen* (2nd ed.). White Plains: Longman.
- Tomscha, T. (1986). *Using TPR Communicatively*. Paper presented at the Annual Conference of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986). ED 273133.
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SUGGESTOPEDIA

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