

In Other Words

*Laying the right foundation
for the beginning world
language student*

*By Steve Nesbitt
Author of The ULAT*

TABLE OF CONTENTS

Chapter 1: [The Great Disconnect](#) - *the dynamic potential inherent in language learning vs. students' classroom disenchantment*

Chapter 2: [Joy from the Ashes](#) - *foundational principles for working with beginning language students*

Chapter 3: [The ULAT](#) - *background to the creation of study materials that respect the natural language acquisition sequence*

Chapter 4: [Three-Step Speech](#) - *contrasting the thought process of native and non-native speakers*

Chapter 5: [Undoing the Damage Done](#) - *considering the damage done to the beginning language learner by premature exposure to the written language*

Chapter 6: [Linguistic Reflexes](#) - *enabling spontaneous speech in beginning language students*

Chapter 7: [The Teacher, the Time and the Task](#) - *the language teacher's most important distinctive, the student's most important year of language study and the language instructor's most important task*

Chapter 8: [Let 'Em Talk](#) - *the primacy of oral interaction*

Chapter 9: [You Can't Steer a Car Unless It's Moving](#) - refining students' speech while still building their confidence and desire to communicate

Chapter 10: [Classroom Layout](#) - principles for creating an environment that facilitates intensive oral interaction

Chapter 11: [Accountability](#) - holding students accountable for their use of class time and for the degree of their oral participation

Chapter 12: [The Oral Participation Evaluation Spreadsheet](#) - an objective tool for recording and evaluating oral participation

Chapter 13: [Saying It With Your Hands](#) – the use of gesturing and kinesthetic representations of structure

Chapter 14: [Measuring and Evaluating Oral Presentations](#) – learning the Speech Transcription and Evaluation Method

Chapter 15: [Oral Activities and Topics to Promote Oral Expression](#) – a list of topics and techniques for eliciting oral participation

Chapter 16: [The Four Pillars](#) – four emphases that a world language program needs to have to maintain student enthusiasm

Chapter 17: [Conclusion](#)