



...the natural language learning approach.

## Day 1

8:00 a.m. – 9:00 a.m.

Teach one of the teachers the opposite language.

1. [5 most common verbs](#) (1.2)
2. Personal pronouns (1.3)
3. Present simple verb conjugation (1.4)
4. Question formation 1 and negation (1.5) 5. Q & A over 5 verbs in all three persons \*\*\*\*\*

9:00 a.m. – 9:30 a.m.

Discussion: Becoming familiar with the teachers' experience and motivations

1. From where did your own enthusiasm for learning a second language come? Was it the product of your language teachers' own enthusiasm and effective methodology or was it because of some cross-cultural experience you enjoyed early in life? ([DUPRE](#))
2. **Why did you decide to pursue world language instruction as a career?**
3. Outside of the classroom, what practical use have you had for the language you are teaching? ([PRACTICAL USE IN FRANCE](#))
4. What do you see as the level of your students' enthusiasm for language learning at this time? What might explain this level of interest?
5. **Which of the three instructors mentioned in the first chapter did your own first and second year language teachers most resemble? Was it Mr. Carson, who emphasized the memorization of conjugation charts and grammar rules to facilitate written expression? How about Miss Majors, who felt that memorization of dialogues in printed form and vocabulary lists, with translations provided, would lead to fluent oral expression, Mr.**

**Kaprinoff with his prioritization of literature and cultural topics, a combination of the three or some entirely different approach?**

6. Based on the techniques your beginning level language teachers employed, what do you perceive were their objectives for their students? Were they successful?

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9:30 a.m. – 10:00 a.m.

Discussion: Gauging the teachers' openness to a natural language acquisition approach

- 1. If the ULAT represents a radical departure in methodology from that you have thus far employed in the classroom, or which you yourself experienced as a language student, why might you be willing to try it out at this point?**
2. How would you answer the question, "How do people learn their first language?"
3. Do you believe their second language learning will succeed as well by a manner that differs from what you described in question number 2?
- 4. How would you describe the approach to language instruction currently employed by your colleagues in the school where you are employed or, if there is a complete turnover in foreign language faculty in your school, that which preceded your arrival in your new school?  
(Keep a copy of the most recent curriculum at hand for reference in the coming section.)**
- 5. Reread the eleven foundational principles and practices of the ULAT program. Express your perspective on each one, as well as any lack of clarity as to what they are suggesting. ([PRINCIPLES](#))**

Demonstration: Mr. Nesbitt provides an overview of the [ULAT website and navigation](#) through the site

Simulation: Teachers are given [scenarios](#) requiring them to navigate through the ULAT site and to point students to areas that correspond to their needs.

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10:00 a.m. – 10:15 a.m.: Break

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10:15 a.m. – 11:15 a.m.

Discussion: Detecting inconsistencies between a natural language acquisition approach and the teachers' current curriculum and methodology

1. What inconsistencies do you see between what you say are your objectives for your students and the form of curriculum (textbooks, DVD's, grammar packets, online exercises, etc.) you are currently using with them?
2. In what ways is your school's curriculum obliging you to compromise when it comes to your mode of delivering content in a way that will lead to authentic fluency?
3. **Why might teachers opt for a text-based approach to language instruction with beginning (first and second year) students? ([LINK](#))**
4. What technology exists, of which you are not making use, which could enhance your students' language learning?

Demonstration: Mr. Nesbitt presents the ULAT's methods of conveying meaning without recourse to the printed word and its [progression](#) through the skills of listening, speaking, reading and writing. (See e-mail exchanged with Mr. Johnson about Spanish II.)

Activity: Mr. Nesbitt and the teacher analyze the approach used in the school's most recent curriculum and consider its impact on AP scores and college placement results.

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11:15 a.m. – 12:15 p.m.

Discussion: Analyzing our thought process when speaking our native language and a second language

1. Does the form of your testing measure your students' ability to actually use the new language in practical ways or rather their ability to explain its structure?
2. Try to slow down your thought process enough to be conscious of the mental steps through which you pass before you actually verbalize your thoughts in English. For example, tell me your daily routine. As you think of the first thing you do each day, what are you seeing in your mind – printed words, yourself performing an action, nothing at all?
3. Now, do the same thing in the language you are teaching. Does your thought process differ at all from when you speak your native language? Why or why not? (Try to tie this answer to the means by which you learned the language or to cross-cultural experiences you have had.)
4. **Based upon what you hear from and observe in most students, what is their thought process before they speak the language they are learning?**
5. Though it may be unintentional, what techniques are you using in class which may push students toward inner translation?
6. What changes may you have to make in your curriculum or methods to enable your students' thought process to resemble that of a native speaker's?

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12:15 p.m. – 1:30 p.m.: Lunch

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1:30 p.m. – 4:00 p.m.

Discussion: Considering the damage done to the beginning language learner by premature exposure to the written language

1. When did you first become aware that you were thinking in your second language and what were the signs?
2. What brought about your ability to think in that language?
3. How does your current methodology in teaching your students differ from the process by which second language thought became possible in your life?
4. Did you need to overcome any obstacles erected by your own training in grade school or college to become fluent in your second language?
5. **According to the author, what constitutes “premature exposure to the written language”? Do you agree?**
6. Explain what the author means by “symbolization”.
7. What evidence does he suggest demonstrates that symbolization is a reality?
8. The formula “fluency = clarity of symbol + experience with a word + intellectual make-up” deals with the rapidity with which we can recall and employ vocabulary. Why is it so important to allow the symbolization process to take place, rather than to short-circuit it via introducing vocabulary in written form?
9. **The author refers to written text as being “frozen in time”. What does this mean and in what three ways does a premature exposure handicap the beginning language student’s pursuit of fluency?**
10. Do you think there comes a point in a student’s studies when introducing vocabulary merely in writing is sufficient? If so, when would that point be?
11. **Contrast the thought process of second language learners trained by means of the written word with the process used by native speakers.**
12. How do you introduce new vocabulary to your beginning students?
13. How might you do it otherwise, if need be, and what will be required of you?

Demonstration: Mr. Nesbitt demonstrates how meaning can be accurately conveyed through mime, without the need for text or the students’ native language.

Simulation: Teachers use mime to wordlessly convey random statements to one another.

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## Day 2

8:00 a.m. – 9:00 a.m.

Simulated class with all elements. (Use their own languages.)

1. [Introduce family](#)
2. Text family
3. Present present progressive in [2.19](#)
4. Divide : 2.19, section 4 with me / [2.20](#) on computer
5. Reverse roles
6. Drill [2.20](#), section 4 for oral participation credit
7. Open-ended discussion regarding their families
8. [Video excerpt](#)
9. [Test me](#)
10. Arianna

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9:00 a.m. – 9:30 a.m.

Discussion: Developing linguistic reflexes to enable spontaneous speech in beginning language students

1. Once again, what is symbolization?
2. How do you know that it must take place in natural native language learning?
3. How, therefore, does the selection of a key still image from a video clip resemble symbolization?
4. Why does a two-year-old speak more haltingly than an adult?
5. Is symbolization an instantaneous event or an on-going process?
6. How does the use of an accelerated exposure to symbolic images approximate the natural process by which fluency is attained?
7. What benefits are derived from accelerating a student's exposure to symbolic images? (Be more specific than merely saying, "It increases fluency." Explain how it accomplishes this.)

Demonstration: Mr. Nesbitt leads the teachers in an accelerating oral review sequence of the eleven gestures learned in yesterday's session, shows them one of the ULAT's [accelerating PowerPoints](#) aimed at cultivating linguistic reflexes and demonstrates how one conducts one of the [ULAT's oral tests](#).

Simulation: The teachers conduct an accelerating oral review sequence in English and conduct and evaluate a mock test with Mr. Nesbitt.

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9:30 a.m. – 10:00 a.m.

Discussion: Considering the language teacher's most important distinctive, the student's most important year of language study and the language instructor's most important *task*

1. How you ever been assigned a task for which you felt entirely ill-equipped? If so, what was it?
2. If you had to choose between having a thorough mastery of language teaching pedagogy, albeit a minimal knowledge of the language you were teaching, and a profound knowledge of the language, but a poor idea as to how to teach it, which would you choose and why?
3. According to the author, which year of language study is the most important when it comes to the hope of attaining fluency? Do you agree and why or why not?
4. Contrast the profile of the typical first year language teacher with that of the one teaching at the AP level?
5. Why does the author believe that the most experienced and competent instructors are more necessary at the first year level than in advanced courses?
6. What role can untrained native speaking graduate assistants perform and why is it safe for them to do so?
7. Were you to ask most Spanish teachers, for example, what content they teach their first-year students, what do you think they would likely respond?
8. What does the author suggest should be the beginning language teacher's primary task?
9. There is a motivational reason that is likely overlooked when one weighs the relative importance of students making significant progress in the spoken language during the first year. What is it?

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10:00 a.m. – 10:15 a.m.: Break

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10:15 a.m. – 11:15 a.m.

Discussion: Emphasizing the primacy of oral skill development and demonstrating the feasibility of total immersion

1. While serving as a classroom teacher, how long does the author say that he would wait before exposing his students to the printed word?

2. Realistically, what challenge does such an approach pose to the teacher?
3. What benefits are derived when a teacher eschews the use of the students' native language in class at all times?
4. What resulting obligations does this place on the teacher?
5. According to one of the author's former students, why does an exclusive focus on the spoken language initially actually enhance rather than discourage competent writing?

Demonstration: Mr. Nesbitt uses the "opposite language" (French to the Spanish teacher and Spanish to the French teacher), and accompanying mime and gestures, to communicate to them a variety of instructions.

Simulation: The teachers are given random, but typical [classroom instructions](#) to give to their colleague using their own second language.

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11:15 a.m. – 12:15 p.m.

Discussion: Refining students' speech while still building their confidence and desire to communicate

1. If training students in how to think, as they begin speaking their new language, is the language teacher's primary task, what is the second most important goal?
2. What inappropriate approach to instruction will discourage students from oral participation?
3. What danger exists in abstaining from providing students with analytical grammar explanations in their native language?
4. Consequently, how can the truth of the proverb "You can't steer a car until it's moving" be applied to the foreign language classroom and why is lively interaction between the teacher and the students so critical?
5. Describe an interaction between teacher and student that represents "praise and modeling".
6. What is "[first person curriculum](#)", as opposed to "third person curriculum", and why is it useful in stimulating oral interaction?
7. What does "first person curriculum" require of the instructor?
8. What tool is most useful in motivating grade-conscious students to participate?

Demonstration 1: Mr. Nesbitt demonstrates the "praise and modeling" approach while asking questions of the teachers, who intentionally make elementary mistakes in responding.

Simulation 1: The teachers interrogate Mr. Nesbitt regarding his [daily routine](#) and use the "praise and modeling" approach in correcting his intentional mistakes.

Demonstration 2: Mr. Nesbitt models “first person curriculum and sharing” by showing the teachers a PowerPoint self-presentation and draws information out of them in response to what he has revealed about his life.

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12:15 p.m. – 1:30 p.m.: Lunch

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1:30 p.m. – 3:00 p.m.

Discussion: Creating an environment that facilitates intensive oral interaction

- 1 Why does the author encourage the use of clipboards for writing activities rather than seating students in desks?
- 2 Why is maximum proximity desirable in a language class?
- 3 Why not seat students at tables, facing one another, to facilitate oral interaction?
- 4 What techniques do you already use to augment “time on task”?
- 5 How did the author use his website to increase “time on task”?
- 6 What did the author do to intensify his students’ sense of responsibility to talk?
- 7 To what does “instructional multiplication” refer?
- 8 What benefits are derived from accelerating a student’s exposure to symbolic images? (Be more specific than merely saying, “It increases fluency.” Explain how it accomplishes this.)
- 9 What techniques did the author use to augment the stimuli used to convey meaning to his students?

Activity: Mr. Nesbitt and the teacher verify the proper functioning of the ULAT program on the classroom computers, the best layout of chairs and learning areas and consider the optimum lighting set-up to enable a clear image of the ULAT lesson on the classroom screen.

Demonstration: Mr. Nesbitt shows how the use of a [class web page](#) can facilitate time on task and demonstrates rapid transitions to maximize skill repetition.

Simulation 1: The teachers will build the [lesson plan](#) page that Mr. Nesbitt will describe to them.

Simulation 2: The teachers simulate smooth transitions in teaching an abbreviated lesson plan Mr. Nesbitt will provide them.

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3:00 p.m. – 4:00 p.m.

Discussion: Holding students accountable for their use of class time and for the degree of their oral participation

1. What intrinsic motivations can encourage your students to participate regularly in class discussion?
2. Of what extrinsic one does the author encourage the teacher to make use?
3. In your opinion, is the use of a student's desire to achieve a good grade in your class a worthy tool for the teacher to employ?
4. What things could render ineffective the use of grades as a motivation to participate in class discussion?
5. What hope is there for language students, who are not concerned about their grades, to achieve fluency?
6. Describe the author's methods of objectively and accurately gathering data on class participation.
7. What two general types of oral participation activities did the author use and what differing expectations did he have for each kind?
8. What type of participation was discouraged and how?
9. How did the author give all his students an equal and fair chance to participate in class discussion?
10. What technique did he use to keep all of his students engaged in the conversation or exercises at all times?
11. Why is an intense competition to participate in class a desirable thing when it comes to learning to speak a new language?
12. Why should instructors keep the pace of instruction rapid and the duration of transitions as short as possible?
13. What attitude must the language instructor convey to ensure rapid transitions?

Demonstration 1: Mr. Nesbitt shows the teachers a movie excerpt from a DVD and then demonstrates how to conduct an oral participation session based on its content.

Demonstration 2: Mr. Nesbitt provides the teachers with a "[Seating Chart and Record-Keeping Spreadsheet](#)" and show them how student data can be collected throughout the class period without interrupting the teachers' need to provide instruction and feedback.

Simulation: The teachers pick another excerpt from the same DVD, show it and then lead an oral participation session on its content.

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## Day 3

8:00 a.m. – 9:00 a.m.

Discussion: Using the Oral Participation Evaluation Spreadsheet

1. What is the Oral Participation Evaluate Spreadsheet (OPES)?
2. Why is objectivity so important when it comes to recording and evaluating students' oral participation?
3. How can you obtain a copy of the OPES?
4. Simpler to use than it looks, what are the three bits of information a teacher adds to set up the OPES at the beginning of the school year?
5. What are the two activities a teacher must do daily to update the OPES?
6. How can teachers ensure that they never have to answer their own questions due to student lethargy?
7. If the grades attributed to students by the OPES seem either too low or too high, how can the OPES be adjusted?

Demonstration: Mr. Nesbitt shows the teachers how to set up the "[Oral Participation Evaluation Spreadsheet](#)" at the beginning of the school year as well as how to use it on a daily basis.

Simulation: The teachers set up the OPES with [fictional class members](#), record data (attendance, departures from class, disruptions, absences, tardies and oral participation) on their "Seating Chart and Record-Keeping Spreadsheet" and transfer the data to the OPES.

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9:00 p.m. – 10:00 p.m.

Discussion: Using gestures and kinesthetic representations of structure (KRS)

1. What advantages to the use of gestures does the author mention?
2. What is a kinesthetic representation of structure (KRS)?
3. Gestures are used to symbolize the meaning of vocabulary. What is the purpose of a KRS?
4. Thinking of some challenging structural element of the language you teach, create a KRS that you could show your students or have them perform to help them envision the structure in a memorable way.

Demonstration: Mr. Nesbitt shares his [most common KRS](#) and show how they could even be used to teach the subjunctive mood to first year students.

Simulation: Mr. Nesbitt gives the teachers the example of a certain syntactical element they are to teach and the teachers create their own KRS to facilitate its retention.

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10:00 a.m. – 10:15 a.m.: Break

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10:15 a.m. – 11:15 a.m.

Discussion: Learning the Speech Transcription and Evaluation Method

1. Why is it so difficult to measure an oral presentation in a precise and objective fashion?
2. Why is it important to do so?
3. How do rubrics fall short?
4. How does the author perform [speech transcription](#)?
5. How does he consider both fluency and structural accuracy in assigning students a grade for their extended discourse?
6. What do you see as the most difficult aspect of his system to master?
7. Until teachers can get up to speed in transcribing the symbols representing their students' speech in real time, when can they do to make this mode of evaluation practicable?

Demonstration: Mr. Nesbitt has the teachers describe their daily routine and demonstrates speech transcription in real time, followed by its evaluation.

Simulation: Mr. Nesbitt and the teachers change roles and repeat the same activity.

Demonstration: Briefly show [evaluation of written content](#) and a sample writing assignment.

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11:15 a.m. – 12:15 p.m.

Discussion: Considering a list of 22 activities to facilitate oral discussion. Teachers read and ask for input regarding how certain ones are carried out.)

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12:15 p.m. – 1:30 p.m.: Lunch

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1:30 p.m. – 3:00 p.m.

Discussion: Considering the four emphases that a world language program needs to have to maintain student enthusiasm

1. What does the author say are the four essential pillars of a successful world language program?
2. The first pillar involves using a curriculum that is consistent with sound language learning pedagogy? Explain what the “natural language acquisition sequence” is and then try to recall and state as many of the principles of sound language teaching to which the author has referred in this book.
3. List as many feasible ways of which you can think to enable your students to enter into [relationship](#) with native speakers of the language you are teaching.
4. Why is “first person learning” both necessary and very attractive to young learners?
5. Recalling some of the activities listed in the last chapter, and coming up with others of your own invention, in what ways can you use storytelling in your classroom to promote oral interaction?

Demonstration: Mr. Nesbitt takes the teachers to the [website of an organization](#) that helps classrooms connect around the world and leads them in a time of reaching out by e-mail to perspective teachers and classrooms where the target language is spoken as the native language.