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13th International Conference on TESOL
Breakthroughs in English Language Teaching
in the Post-Pandemic

SEAMEO RETRAC, November 17-18, 2022

Staying steady: how teachers can find balance in language learning and teaching

Kitty Purgason

Professor Emerita, Biola University, California, U.S.

SEAMEO RETRAC Conference

Ho Chi Minh City, Vietnam

November 2022



U.S. DEPARTMENT OF STATE

ENGLISH 
LANGUAGE 
PROGRAMS 

The World is Your Classroom

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in language learning and teaching**

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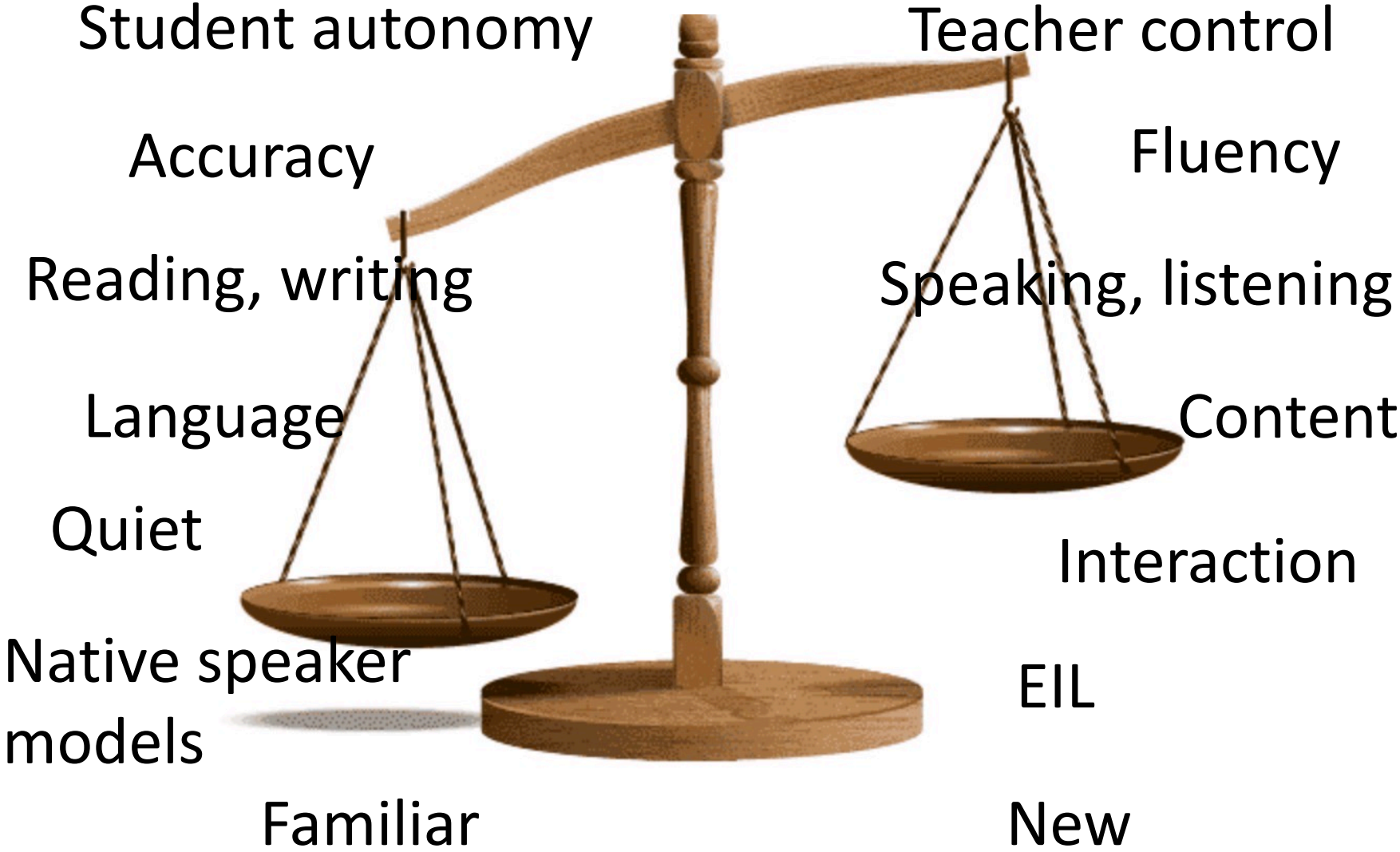


U.S. DEPARTMENT OF STATE

**ENGLISH
LANGUAGE
PROGRAMS** | *The World is
Your Classroom*



Balance



Balance:
student autonomy & teacher responsibility



student autonomy & teacher responsibility

Teacher Control - Pro

- Well-organized lessons
- Well-managed classes

Student Autonomy - Con

- Potential chaos

Teacher Control - Con

- Students take no responsibility for learning

Student Autonomy - Pro

Students gain

- motivation
- agency
- self-efficacy
- potential to be life-long learners

Increasing student initiative

Classroom Management

Teacher sets rules → class has a stake in behavior that leads to successful language acquisition

involving students in classroom management issues

Give students a role in setting classroom rules and consequences – “coming to a consensus” activity

Our classroom rules:

1. Respect others.
2. Use English whenever possible.
3. Come to class prepared.
4. ...
5. ...
6. ...
7. **Students' choice**
8. **Students' choice**

Discuss in your groups two rules that you think we should add to this list. Meet with another group to compare your rules. Come to a consensus.

involving students in classroom management issues

Give students a role in solving problems –
“coming to a consensus” activity

Professor Tran is frustrated because his students are always 10 to 15 minutes late to class. There is so much to cover and he doesn't have time for everything if he waits for latecomers before starting class. What is the best solution?

- a. Do nothing. It is the students' choice if they are late or not.
- b. Start the class even if all students are not present. Latecomers will just miss out on instruction.
- c. Give a quiz during the first two minutes of class. Late students will get a zero.
- d. Play a game during the first five minutes of class. Late students will miss the fun

involving students in classroom management issues

Give students a choice in deciding class activities

Exit cards for immediate feedback

Today's activity jigsaw reading was:

a. Very enjoyable

b. So so

c. Not at all enjoyable

a. Very useful for my English

b. So so

c. A waste of time

involving students in classroom management issues

Give students a choice in deciding class activities

Voting on negotiable elements of class

- Shall we do our vocabulary review with “quizlet” “categories” or “bingo”?
- Do you want to choose your breakout room or let Zoom decide?
- Shall we skip checking homework so we have more time for the project?
- Our topic is sports. Shall we talk about (a) spectator behavior at sporting events, (b) the value of sports for children, or (c) sports + fashion?

Increasing student initiative

Preferences or actual learning autonomy?

Vocabulary instruction

Teacher explains all → students present



student vocabulary presentations

Gradually build student capacity

Model what you expect students to do

Present to peers in small group → present to whole class from up front

Present with a group → present alone

Present meaning only → present more

Use textbook → use other resources



student vocabulary presentations

Remind = nhắc nhở ,
to make someone
remember something

*Remind someone to
do something* is
different from
remind someone of...

Here's an
example: *Remind me
to buy eggs before I go
home.*



student vocabulary presentations

“While we teach, we learn.”

– Seneca, Roman philosopher



Balance: student autonomy & teacher responsibility

In your class

- Managing the classroom
- Learning activities



Balance: accuracy and fluency



Balance: accuracy and fluency

Accurate Students

- Produce correct language
- Often need time to think about correct forms
- Know and apply rules

Fluent Students

- Produce language easily and flowingly
- Speak and write automatically and freely in real time
- Have a mental bank of memorized chunks

Balance: accuracy and fluency

Accuracy Activities

- Goal: development of language accuracy
- Include a good **model** of the target language
- Often focus on one target language point
- Include accuracy-focused feedback
- Examples: gap-fill sentences, Q-A, drills

Fluency Activities

- Goal: communication of ideas
- Language should be **familiar**
- Usually include a range of language
- Feedback is related to content
- Examples: information gaps, find-someone-who

Accuracy and fluency priorities

Beginners

More accuracy = strong foundation

More fluency = able to survive

EFL context: $\frac{3}{4}$ accuracy and $\frac{1}{4}$ fluency?

Intermediates

Half and half?

Advanced

If already fluent, add accuracy

If strong in accuracy, add fluency

EFL context: $\frac{1}{4}$ accuracy and $\frac{3}{4}$ fluency?

Adding a focus on accuracy

1. Include language models



Talk in groups about your new year's resolutions.

- *I resolve to stop smoking.*
- *I resolve to be a good listener to my friends.*
- *My resolution is to listen to English podcasts weekly.*
- *I made a resolution to lose two kilos.*
- *to keep a resolution...*
- *to break a resolution...*

Adding a focus on accuracy

2. Add accuracy-focused feedback

- a. Designate one **student** in each small group to be the **language monitor**



Adding a focus on accuracy

2. Add **accuracy-focused feedback**

- a. Designate one student in each small group to be the language monitor
- b. **Teacher** roams the room and listens for recurring errors.



Adding a focus on fluency

1. Include meaningful repetition

a. Conversation or Question cards – speak to different people

(walk-and-talk or front/back/left/right)



Question cards or conversation cards

What time/get up

How/get to school

Who/admire

Who cooks the most
in your family?

How often do you eat out?

What is your favorite
meal of the day?



Adding a focus on fluency

1. Include meaningful repetition
 - a. **Conversation cards** – speak to different people (walk and talk or front/back/left/right)
 - b. **Wall circuit or gallery**

Half the class

at stations

(e.g., with pictures, quotes, etc), half the class visiting stations



Adding a focus on fluency

2. Decrease time

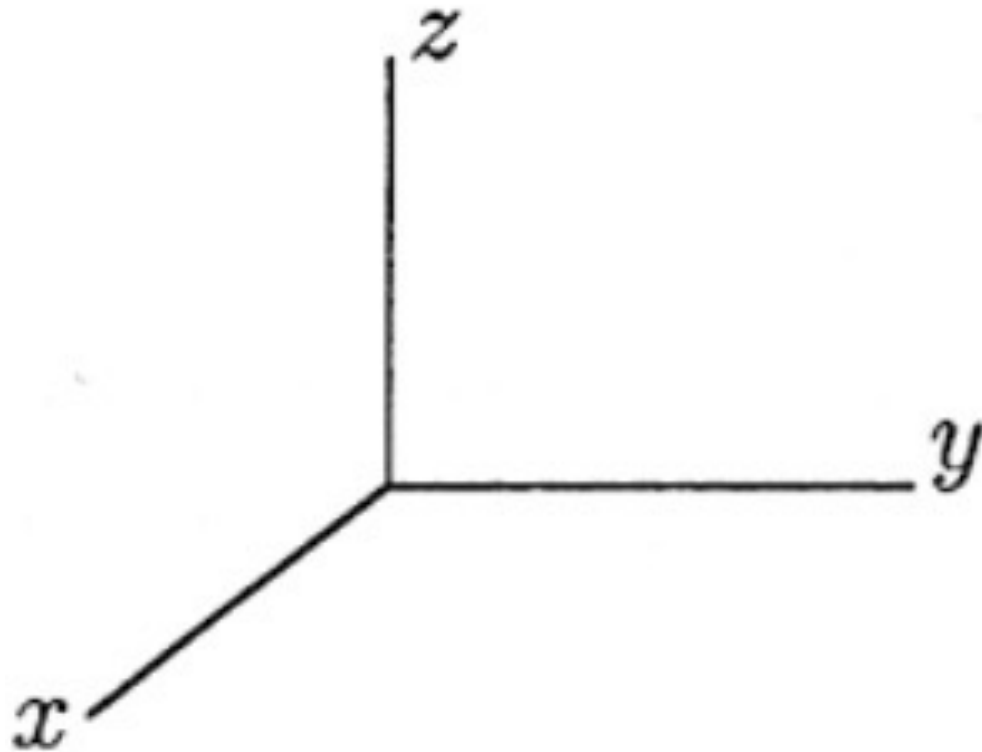
Tell a story three times:
in 3 minutes, 2.5 minutes,
2 minutes



3. Decrease support

Give a short talk from a notecard:
with 25 words, 15 words, 5 words

+ Complexity



Complexity

1. Extensive reading and listening in new content areas



Complexity

2. Grammar interpretation tasks

Are the following true or false in the U.S.? Correct the false statements.

1. You have to vote when you are 18.
2. You don't have to marry until you are 16.
3. You should pay for a seat on an airplane once you are 5.
4. You can't buy cigarettes until you are 16 or older.
5. You don't have to do military service.

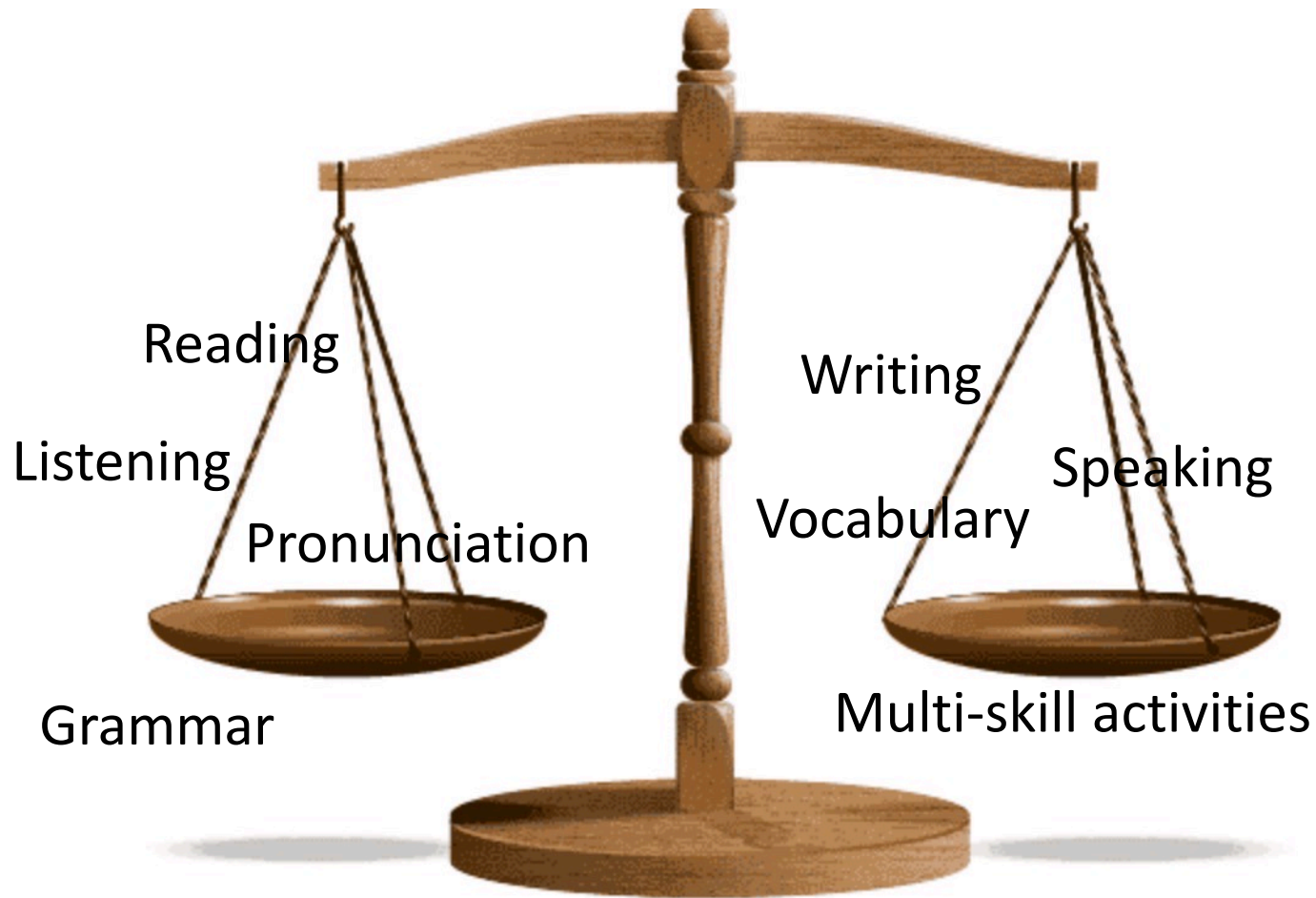
Complexity

2. Grammar interpretation tasks

Are the following true or false in the U.S.? Correct the false statements.

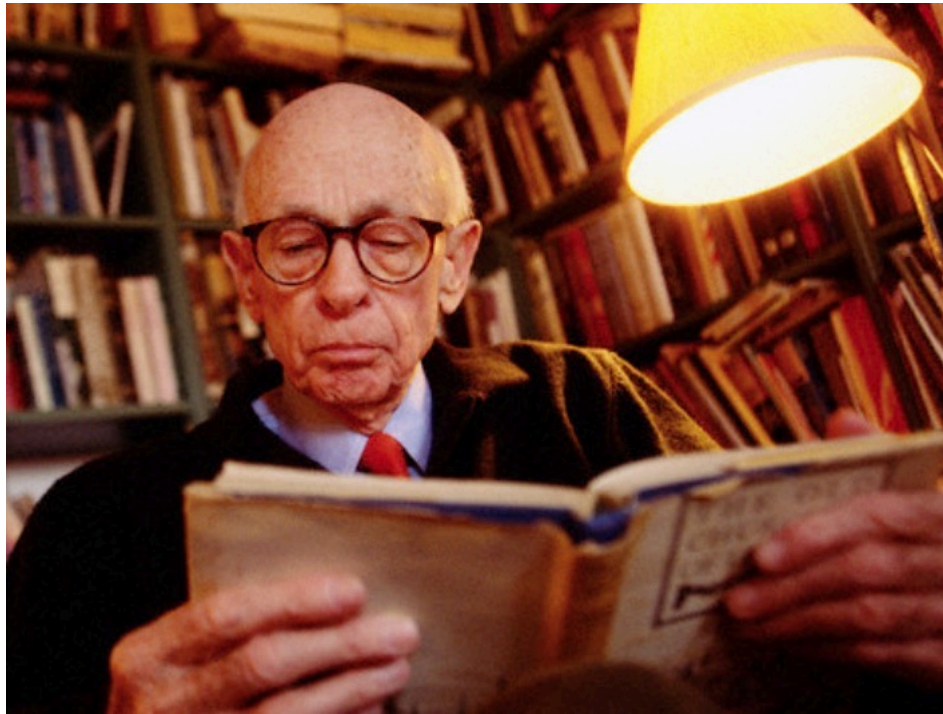
1. You ~~have to~~ **may** vote when you are 18.
2. You ~~don't have to~~ **can't** marry until you are 18.
[with some exceptions]
3. You should pay for a seat on an airplane once you are ~~5~~ **2** years old.
4. You can't buy cigarettes until you are ~~16~~ **21** or older. **[in California]**
5. You don't have to do military service. **True**

Balance: skills and subskills



Balance: skills and subskills

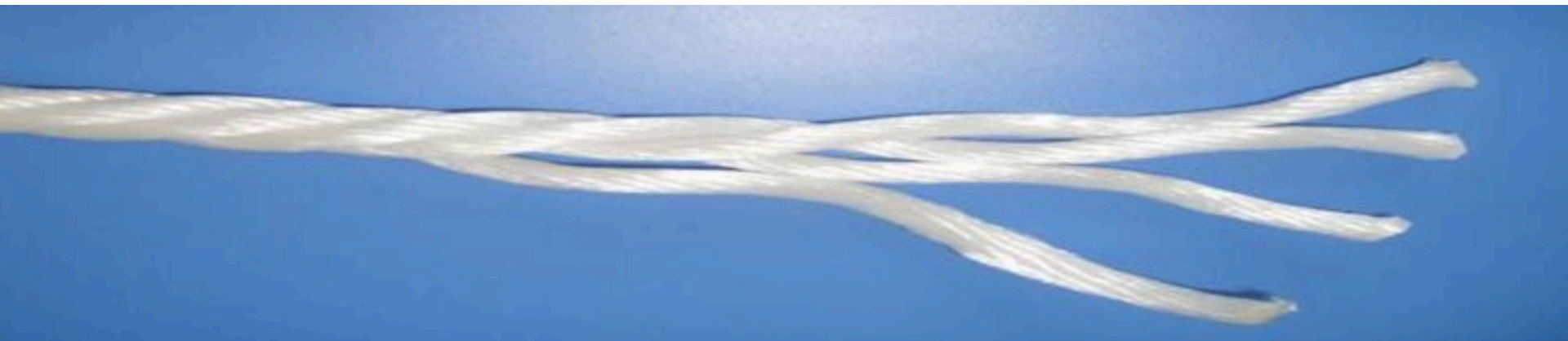
What do students need?



Balance: skills and subskills

Nation's four strands

- Meaning-focused input (reading, listening)
- Meaning-focused output (speaking, writing)
- Language-focused learning
- Fluency development



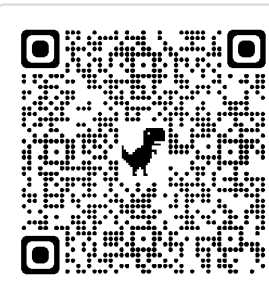
Nation's four strands

- Meaning-focused input (reading, listening)
 - Incidental learning while attention is on meaning
 - Learners understand 95-98% of the text
- Meaning-focused output (speaking, writing)
- Language-focused learning
 - Deliberate attention to pronunciation, vocabulary, grammar, and discourse
- Fluency development
 - Make use of what is already known

Time on task: if you want to learn to speak, you must spend time speaking, etc.

| Strand | Skill | Activity |
|---------------------------|--------------|--|
| Meaning-focused input | Listening | Reading while listening |
| | Reading | Extensive reading Narrow reading |
| Meaning-focused output | Speaking | Role play Prepared talks |
| | Writing | Read and write |
| Language-focused learning | Listening | Dictation |
| | Reading | Intensive reading |
| | Speaking | Memorized dialogues |
| | Writing | Delayed copying |
| Fluency development | Listening | Repeated listening |
| | Speaking | 4/3/2 (talk on a topic 4, 3, 2 minutes) |
| | Reading | Repeated reading Speed reading |
| | Writing | Repeated writing 10-minute free writing |

https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/paul-nations-publications/publications/documents/foreign-language_1125.pdf



Multi-skill units based on authentic materials

TED Ideas worth spreading



Deepika Kurup
A young scientist's quest for clean water
Posted Jan 2017



Khulan Batkhuyag
The ancient, earth-friendly wisdom of Mongolian nomads
Posted Sep 2020

O BEING
WITH KRISTA TIPPETT

SEARCH

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On Being with Krista Tippett

Roshi Joan Halifax
Finding Buoyancy Amidst Despair

[Listen](#) [Download](#) [Transcript](#)

On Being with Krista Tippett

Anand Girdharadas + Whitney Kimball Coe
The Call to Community in a Changed World

[Listen](#) [Download](#) [Transcript](#)

No challenge before us is more important — and more potentially life-giving — than that we come to see and know our fellow citizens, our neighbors, who have become strangers. Journalist Anand Girdharadas and Whitney Kimball Coe of the Rural Assembly have two very different histories and places in our life together. But they are both stitching relationship across the ruptures that have made politics thin veneers over human dramas of power and frailty, fear and hope. We spoke at the Obama Foundation's inaugural summit in Chicago.

FREAKONOMICS RADIO NETWORK

FREAKONOMICS RADIO

STEPHEN J. DUBNER

EPISODE 379

How to Change Your Mind (Update)

Mar 16, 2022
By [Stephen J. Dubner](#)
Produced by [Matt Hickey](#)

[Comments](#)

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There are a lot of barriers to changing your mind: ego, overconfidence, inertia — and cost. Politicians who flip-flop get mocked; family and friends who cross tribal borders are shunned. But shouldn't we be *encouraging* people to change their minds? And how can we get better at it ourselves?

00:00 51:11

EPISODE 472

This Is Your Brain on Pollution

Aug 11, 2021
By [Stephen J. Dubner](#)
Produced by [Zack Lapinski](#)

[Comments](#)

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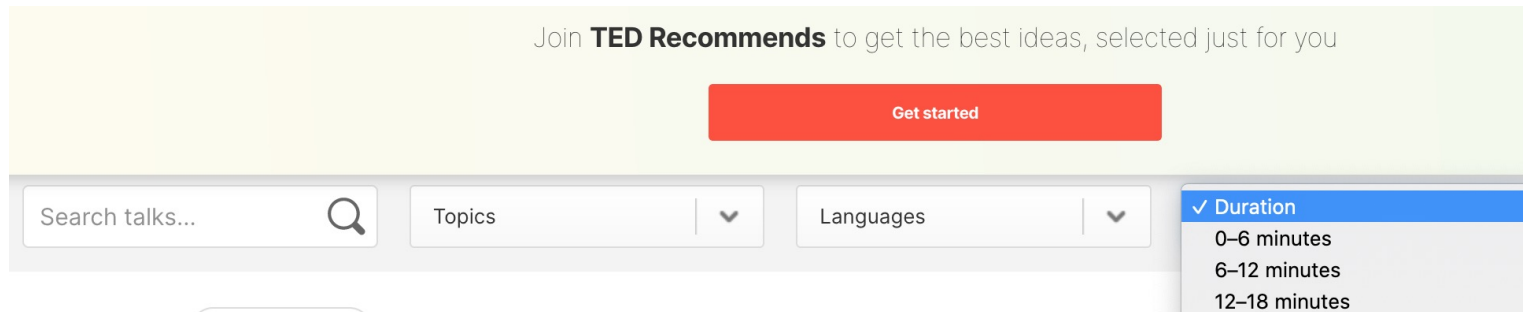
Air pollution is estimated to cause 7 million deaths a year and cost the global economy nearly \$3 trillion. But is the true cost even higher? Stephen Dubner explores the links between pollution and cognitive function, and enlists two fellow Freakonomics Radio Network hosts in a homegrown experiment.

00:00 46:01

Multi-skill units based on authentic materials

Choose a short piece with audio and transcript

Example: TED Talks



See also:

<https://www.ieltsadvantage.com/2015/04/26/ted-talks-english-students/>

<https://www.fluentu.com/blog/educator-english/easy-ted-talks-for-esl/>

Multi-skill units based on authentic materials

Choose a short piece with audio and transcript

Example: TED Talks

1. Listen
2. Listen and read along
3. Choose some sentences to imitate
4. Choose some vocabulary to learn
5. Listen again
6. Summarize – tell someone
7. Summarize in writing
8. Listen again

Multi-skill units based on authentic materials



14,402,922 views | Matt Cutts • TED2011

Like (432K)

Share

Add

Try something new for 30 days

[Read transcript](#)

Is there something you've always meant to do, wanted to do, but just ... haven't? Matt Cutts suggests: Try it for 30 days. This short, lighthearted talk offers a neat way to think about setting and achieving goals.

Multi-skill units based on authentic materials

Subtitles and Transcript

Select language

English



Richard St. John

8 secrets of success

Posted Dec 2006

Rated Inspiring, Funny



- 0:11 This is really a two-hour presentation I give to high school students, cut down to three minutes. And it all started one day on a plane, on my way to TED, seven years ago. And in the seat next to me was a high school student, a teenager, and she came from a really poor family. And she wanted to make something of her life, and she asked me a simple little question. She said, "What leads to success?" And I felt really badly, because I couldn't give her a good answer.
- 0:36 So I get off the plane, and I come to TED. And I think, jeez, I'm in the middle of a room of successful people! So why don't I ask them what helped them succeed, and pass it on to kids? So here we are, seven years, 500 interviews later, and I'm going to tell you what really leads to success and makes TEDsters tick.
- 0:56 And the first thing is passion. Freeman Thomas says, "I'm driven by my passion." TEDsters do it for love; they don't do it for money.
- 1:04 Carol Coletta says, "I would pay someone to do what I do." And the interesting thing is: if you do it for love, the money comes anyway.
- 1:11 Work! Rupert Murdoch said to me, "It's all hard work. Nothing comes easily. But I have a lot of fun." Did he say fun? Rupert? Yes!
- 1:21 (Laughter)
- 1:22 TEDsters do have fun working. And they work hard. I figured, they're not workaholics. They're workafrolics.

Multi-skill units based on authentic materials

Choose a short piece with audio and transcript

Example: TED Talks

1. Listen
2. Listen and read along
3. Choose some sentences to imitate
4. Choose some vocabulary to learn
5. Listen again
6. Summarize – tell someone
7. Summarize in writing
8. Listen again

- Do you have time to create one unit each year?
- Can a group of teachers share their units?
- What about getting students to work on their own?

Balance: quiet and interaction



Balance: quiet and interaction

VAKT Learning Styles



Visual

This Learner prefers:

- reading
- visual materials—
pictures, symbols,
colours, shapes,
videos, etc.

Help this learner by:

- providing time for
writing down words
or sentences
- using pictures, maps,
charts, etc. when
appropriate



Auditory

This Learner prefers:

- listening
(This learner will be
able to perform a new
task after listening to
instructions.)

Help this learner by:

- having him or her
read aloud
- providing many
opportunities
for conversation



Kinaesthetic-Tactile

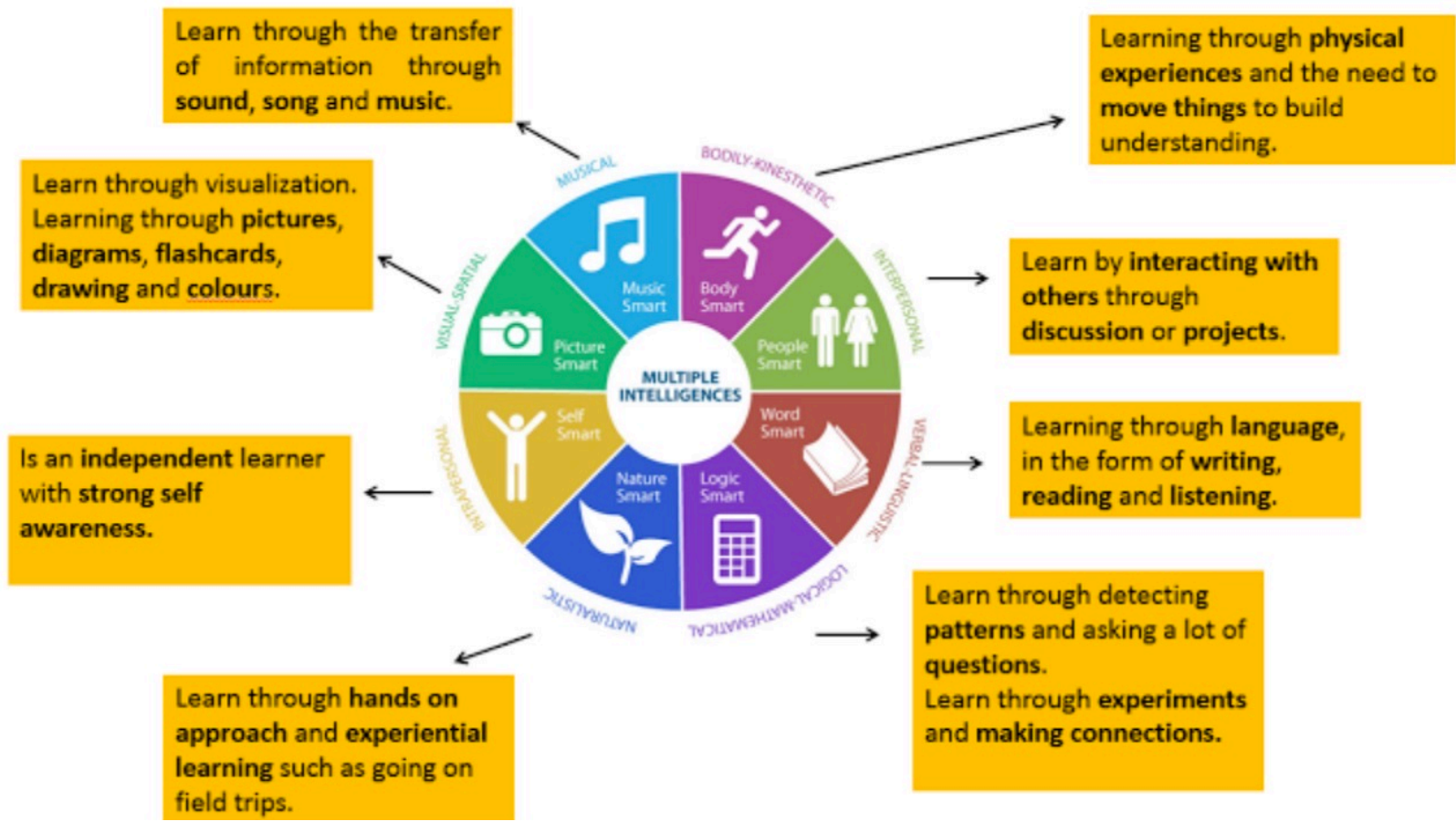
This Learner prefers:

- physical movement
and hands-on
activities

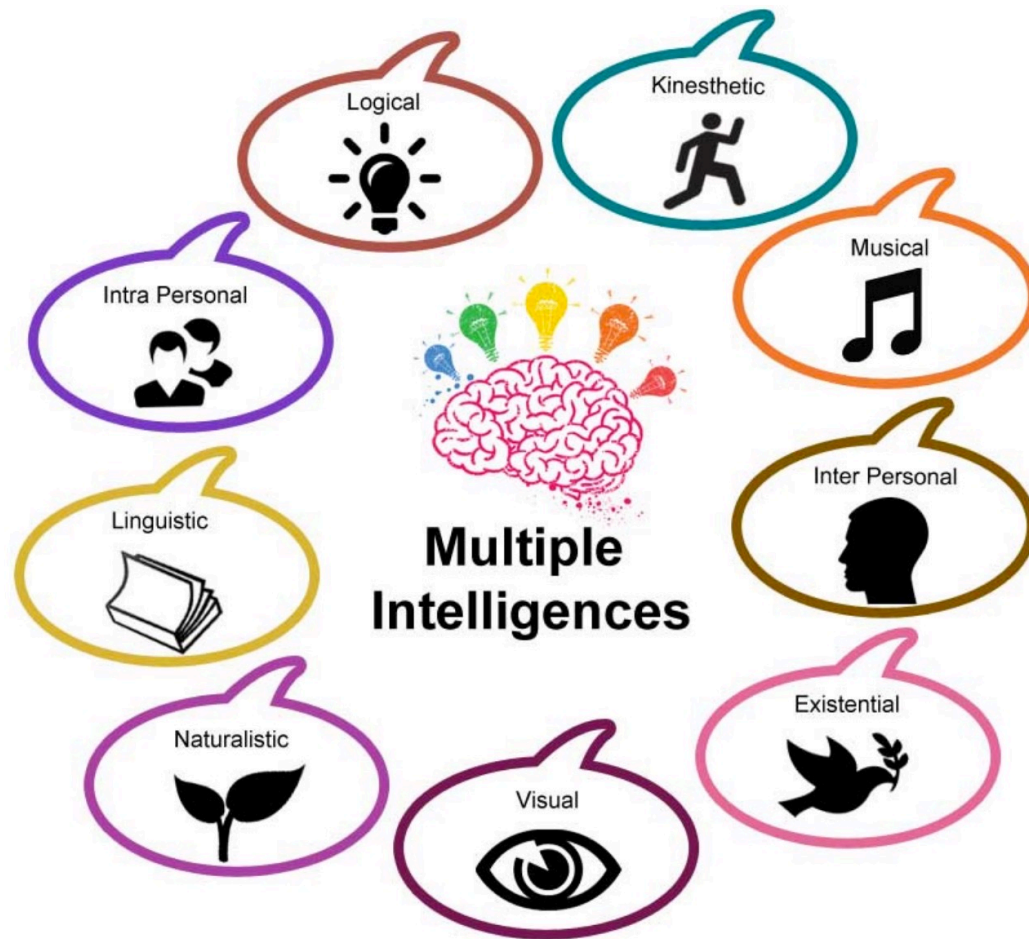
Help this learner by:

- providing tangible
objects to work with
such as flashcards

Balance: quiet and interaction



Balance: quiet and interaction



Balance: quiet and interaction



Balance: quiet and interaction



Balance: quiet and interaction



Balance: quiet and interaction



Balance: quiet and interaction



- Important for language acquisition
- Important for students' personal styles

Making a textbook activity more interactive

EXERCISE 1—ORAL: Make sentences from the given words. Use **can** or **can't**.

Example: A bird/sing

Response: A bird can sing.

Example: A horse/sing

Response: A horse can't sing.

1. A bird/fly

2. A pig/fly

3. A dog/drive a car

4. A newborn baby/walk

5. A cat/climb trees

6. A fish/breathe air

7. A fish/swim

8. A deaf person/hear

9. A blind person/see

10. A doctor/prescribe medicine

11. A banker/lend money

12. A boat/float on water

13. A rock/float on water

→ Pair Quiz

Making a textbook activity more interactive

EXERCISE 6—ORAL: Ask a classmate a question. Use *know how to* in your question.

Example: swim

Student A: Do you know how to swim?

Student B: Yes, I do. OR: No, I don't.

1. cook
2. dance
3. play the piano
4. play the guitar
5. fix a flat tire
6. drive a stick-shift car
7. eat with chopsticks
8. sew
9. get to the post office from here
10. get to the airport from here
11. get to (*name of a store*) from here
12. use a hammer
13. use a screwdriver
14. count to five in (*name of language*)
15. add, subtract, multiply, and divide
16. find the square root of 9

→ Chart

Chart

Do you know how to...

EXERCISE 6—ORAL: Ask a classmate a question. Use *know how to* in your question.

Example: swim

Student A: Do you know how to swim?

Student B: Yes, I do. OR: No, I don't.

- | | |
|----------------------------|--|
| 1. cook | 9. get to the post office from here |
| 2. dance | 10. get to the airport from here |
| 3. play the piano | 11. get to (<i>name of a store</i>) from here |
| 4. play the guitar | 12. use a hammer |
| 5. fix a flat tire | 13. use a screwdriver |
| 6. drive a stick-shift car | 14. count to five in (<i>name of language</i>) |
| 7. eat with chopsticks | 15. add, subtract, multiply, and divide |
| 8. sew | 16. find the square root of 9 |

| | #4 Play the guitar | #5 Fix a flat tire | Count to 5 in Japanese |
|------|--------------------|--------------------|------------------------|
| Binh | | | |
| Tan | | | |
| Thuy | | | |

Chart

Do you know how to...

| | Play the guitar | Fix a flat tire | Count to 5 in Japanese |
|------|-----------------|-----------------|------------------------|
| Binh | <i>yes</i> | <i>?</i> | <i>yes</i> |
| Tan | <i>no</i> | <i>no</i> | <i>yes</i> |
| Thuy | <i>yes</i> | <i>no</i> | <i>no</i> |

Making a textbook activity more interactive

EXERCISE 18: Complete the sentences. Use your own words.

1. I can't _____ because I don't have enough money.
2. I can't _____ because I don't have enough time.
3. I couldn't _____ because I didn't have enough money.
4. I couldn't _____ because I didn't have enough time.
5. I don't want to _____ because I don't have enough time.
6. I would like to _____, but I can't because I don't have enough money.

→ Statement + Response

Adding a quiet component to an interactive activity



- First just listen > immediate repeat
- 10-second thinking time before an answer

Adding a quiet component to an interactive activity



- First just listen > immediate repeat
- 10-second thinking time
- **Think pair share**
 - 1st – individuals think of a response
 - 2nd – students compare ideas in pairs
 - 3rd – two pairs share in a group of four

Think – Pair - Share

1st – individuals think of a response

2nd – students compare ideas in pairs

3rd – two pairs share in a group of four

Or use breakout rooms






How many of your students are naturally quiet?
How many are naturally talkative? How do you know? Are your class activities already pretty balanced for these two types of students or do you naturally favor quiet ones / interactive ones?

Balance: quiet and interaction








Balance: quiet and interaction

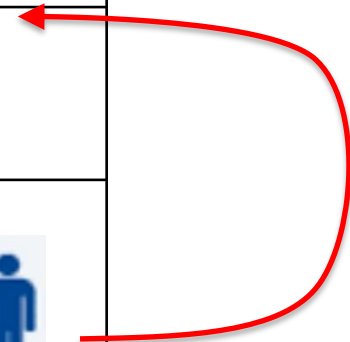


| | | |
|------|--------------------------------------|---|
| | | |
| 9:00 | Warm up: Vocabulary review team quiz |  |
| 9:10 | Intro new language |  |
| 9:20 | Textbook page 24 |  |
| 9:40 | Listening |  |
| 9:50 | Writing |  |
| | | |

Balance: quiet and interaction



| | | |
|------|--|---|
| | | |
| 9:00 | Warm up: Vocabulary review team quiz |  |
| 9:10 | Intro new language |  |
| 9:20 | Textbook page 24 |  |
| 9:40 | Listening |  |
| 9:50 | Walk and talk with conversation cards |  |



Balance: language and content



Content and Language Integrated Learning (CLIL) ,
English as a Medium of Instruction (EMI)

Balance: language and content

- New content to learn? Use familiar language.
- New language to learn? Use familiar content.



True/False Dictation

T says sentences related to the target content. Ss write. Ss identify which are true and correct the false ones.

1. Blood carries oxygen to the body.
2. The pancreas controls growth.
3. One of the functions of the brain is to store glycogen.



True/False Dictation

T says sentences related to the target content. Ss write. Ss identify which are true and correct the false ones.



1. Blood carries oxygen to the body. **True**
2. The pancreas controls growth. **False: pituitary = growth**
3. One of the functions of the brain is to store glycogen.
False: liver stores glycogen

True/False Dictation - Variations

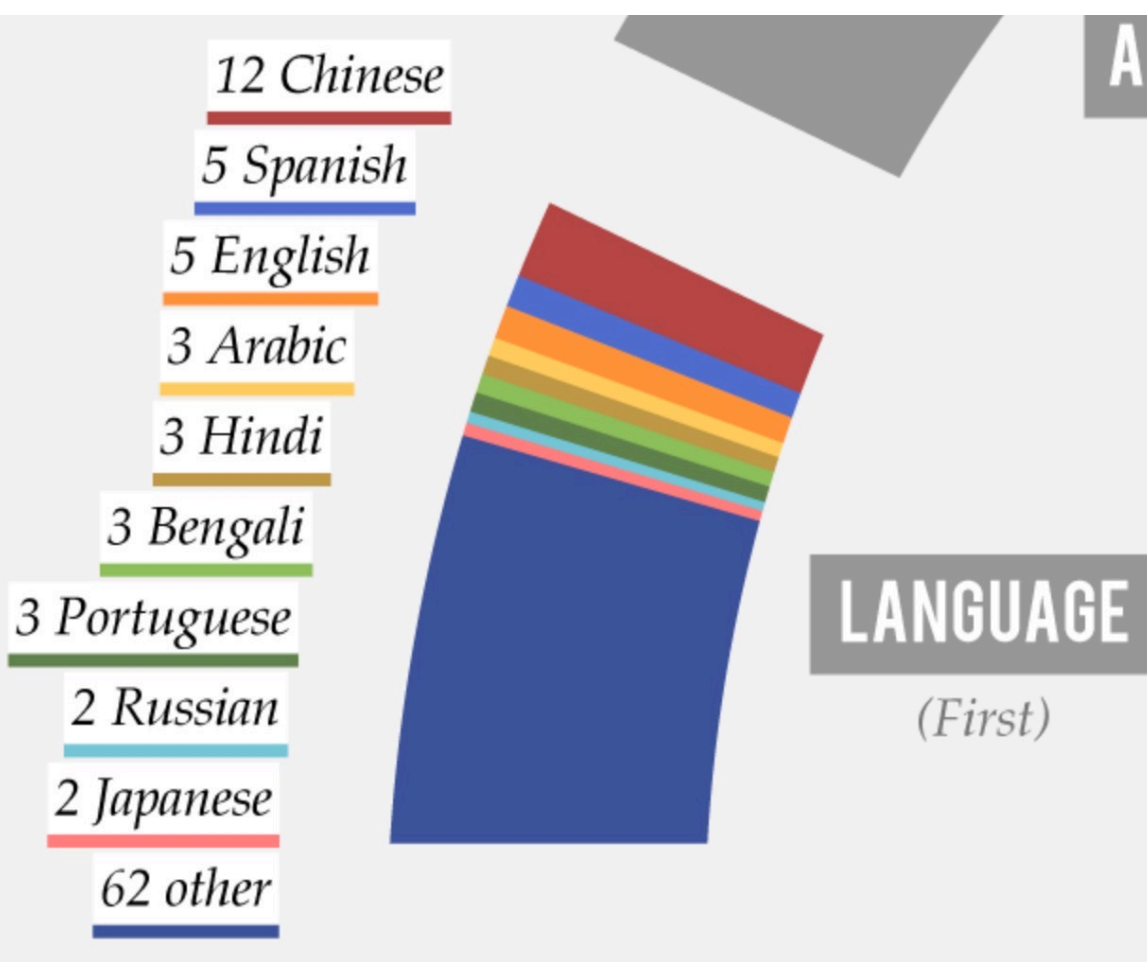


- *Students* write the T/F statements in advance. (content review, writing)
- A student gives the dictation. (+ speaking practice)
- Class listens to five statements, remembers them, and writes down only the true ones. (memory, writing)

Language and content

Information transfer: graph to sentence or paragraph





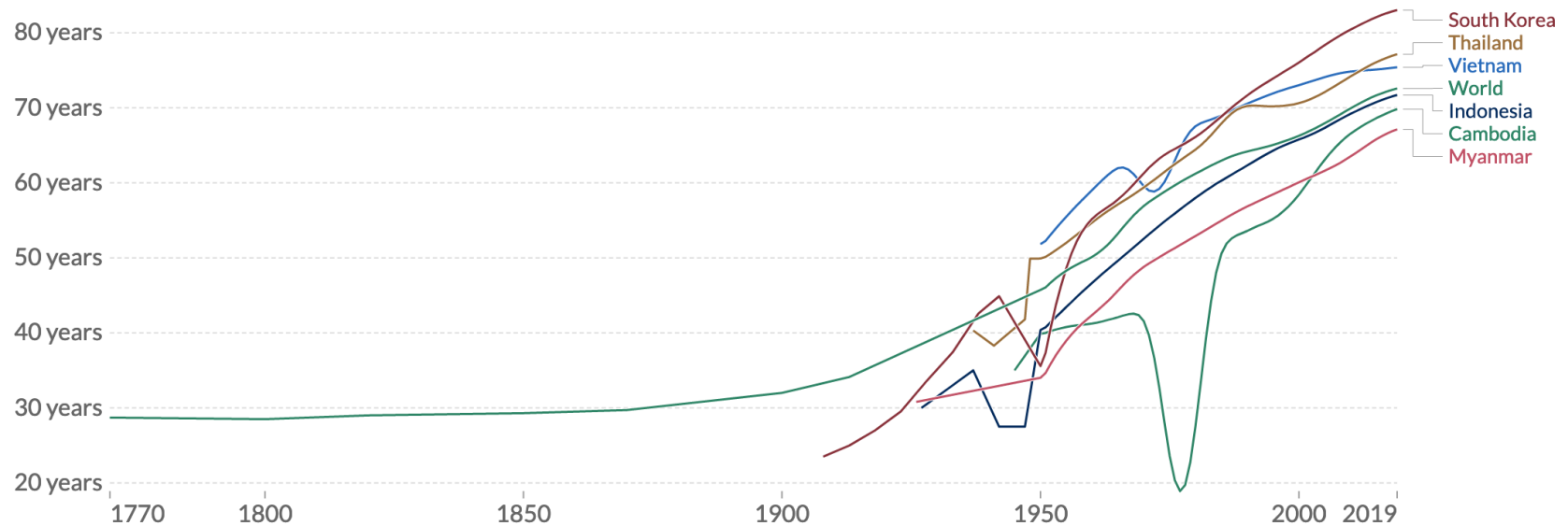
Make sentences such as:

- More people speak Arabic than Japanese.
- Fewer people speak Hindi than English.
- Chinese is spoken by 12% of the population.
- 5% of the population speaks Spanish.

Life expectancy, 1770 to 2019

Our World
in Data

LINEAR LOG + Add country



Source: Riley (2005), Clio Infra (2015), and UN Population Division (2019)

OurWorldInData.org/life-expectancy • CC BY

Note: Shown is period life expectancy at birth, the average number of years a newborn would live if the pattern of mortality in the given year were to stay the same throughout its life.

▶ 1770 ◯ 2019

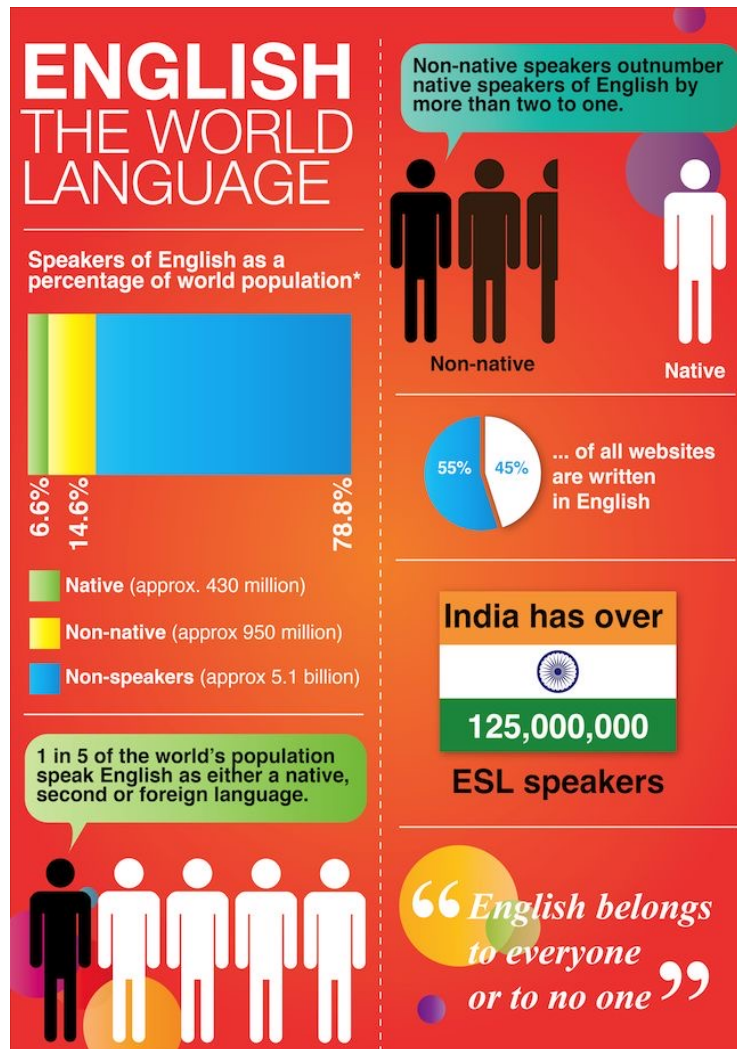
Make sentences such as the following:

- In South Korea the average person lives to be over 80 years old.
- Life expectancy in Vietnam is a bit higher than in Indonesia.
- Life expectancy in Vietnam rose from 67 in 1980 to 75 in 2019.

Balance: models of English



Balance: models of English



Non-native speakers of English greatly outnumber native English speakers

*Figures based on 2006 estimates | Sources: Saville-Troika, Muriel. *Introducing Second Language Acquisition*. Cambridge, UK: Cambridge UP, 2006. <http://unesdoc.unesco.org/images/0018/001870/187016e.pdf> | http://en.wikipedia.org/wiki/English_language | Wardhaugh, Ronald. *Languages in Competition: Dominance, Diversity, and Decline*. Oxford, UK: B. Blackwell, 1987. This infographic ©Paul Raine 2012.

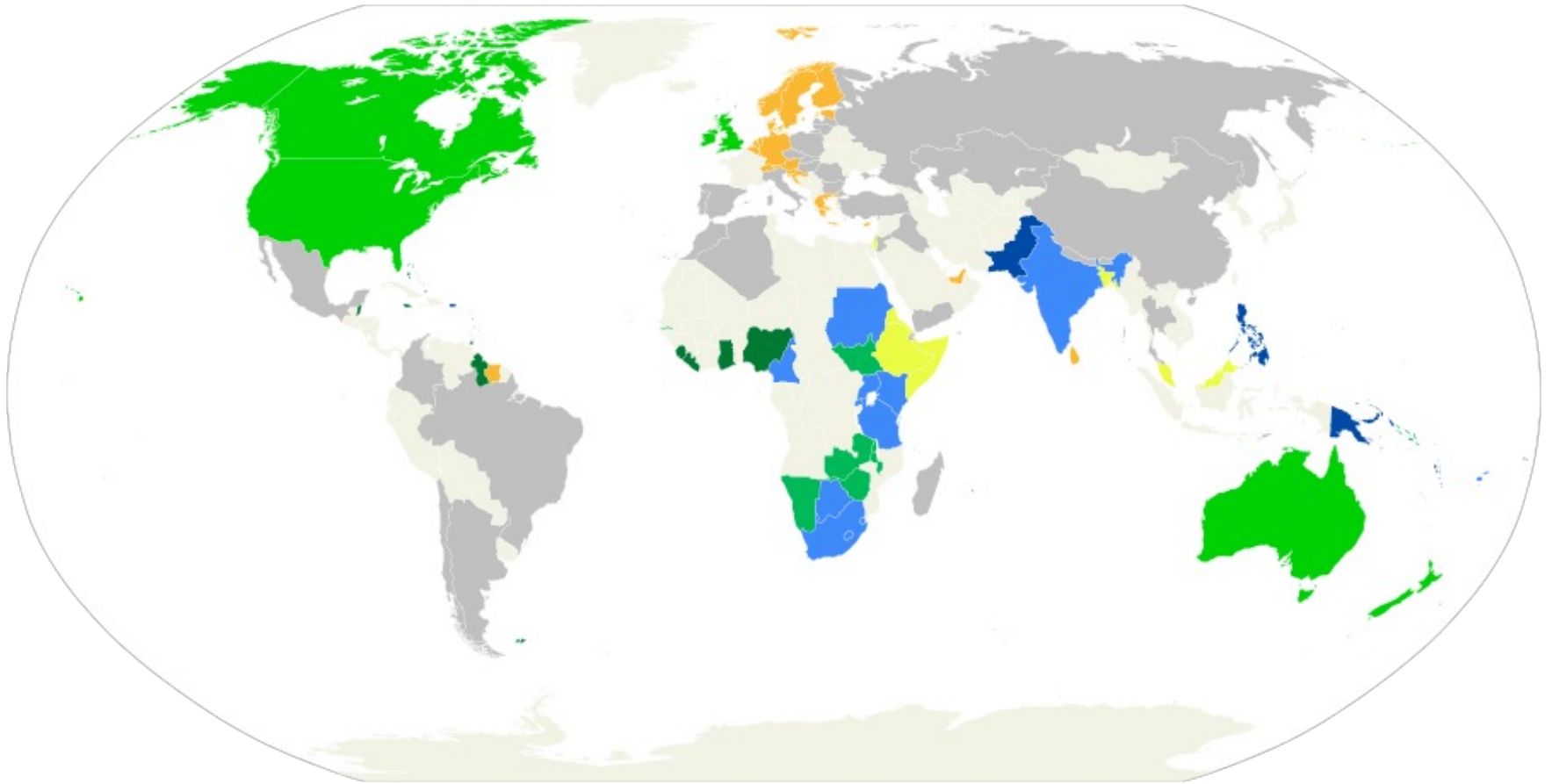
Balance: models of English



Balance: models of English



Balance: models of English



Nations in which English is an official language

Balance: models of English

Ban Ki-Moon,
Secretary
General of the
United Nations
2007-2016



Balance: models of English

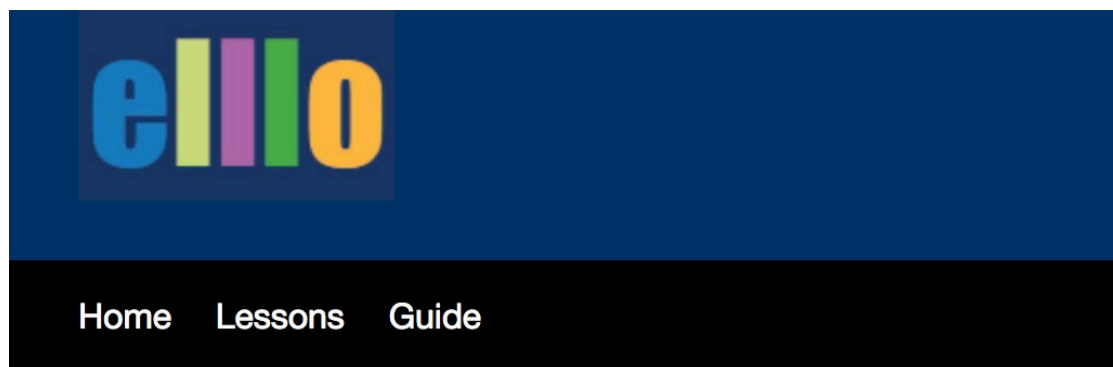
Christiano
Ronaldo,
Portuguese
football player



Balance: models of English

Websites for learners with speakers from around the world, for example:

Ello.org - Mixer



123 Studying alone or in groups

Listen to six people share if they like to study alone or in groups.

Katia / Mexico

I prefer studying alone, because if I have to work on one particular issue, I stay as long as I need to, studying that part. So, I'd rather study by myself.



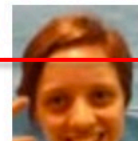
Sunny / Korea

I think I prefer studying in groups, because I can *find out* many things that I haven't thought about, and then we can do some little chit-chats after studying.



Dani / England

Alone, definitely. I kind of like to be in control of my own learning. I feel like with groups, it's too easy to get *distracted*.



Shiloh / United States

I definitely prefer studying alone. Like I said before about team sports, I am an *individualist*. I like working in teams theoretically, but a lot of times, it doesn't work. My problem is that a lot of the



Phoebe / China

Do you like to study alone or in a group? My answer will be in a group. Definitely. Because when you study alone, you need to



Gareth / England

I prefer studying alone, but I like to *collaborate* with other people and to discuss ideas. I think collaboration can help you to develop your own ideas and see things from a different point of view.



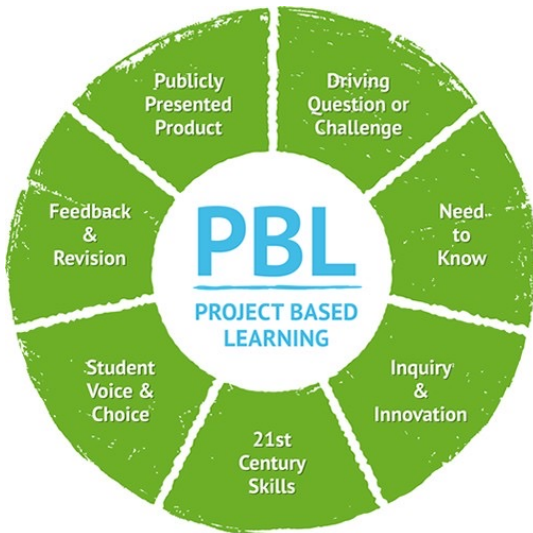
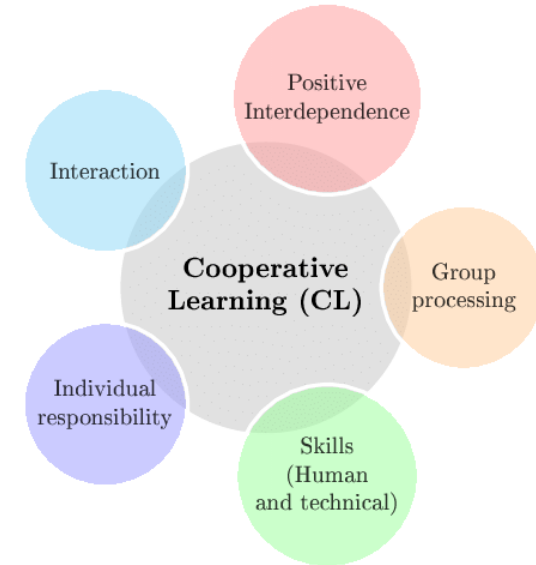
Balance: familiar and new

GT, ALM, CLT,
etc



TBL, PBL, SEL,
etc

Balance: old and new methods



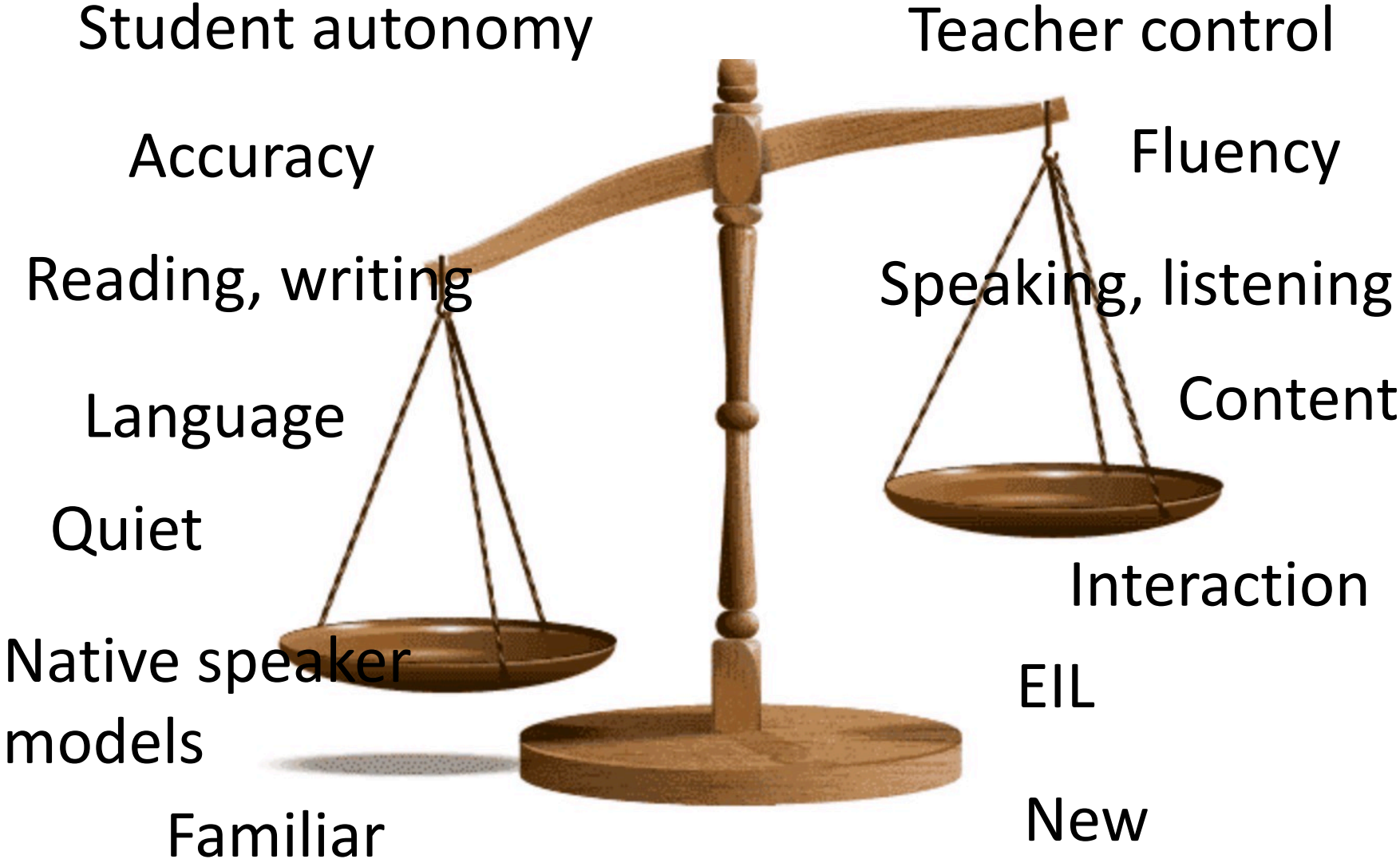




Make new friends,
But keep the old;
One is silver
And the other gold.



Balance





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