

7 things beginning with M

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method

motivation

meaning

memory

management

mediation

methodology

“A language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning.”

Nunan, D. 2003 *Practical English Language Teaching*. New York: McGraw-Hill, p. 5.

“The concept of method has not been replaced by the concept of postmethod but rather by an era of textbook-defined practice. What the majority of teachers teach and how they teach ... are now determined by textbooks.”

Akbari, R. 2008. Postmethod discourse and practice. *TESOL Quarterly*, 42/4, p. 647.

“Let us say that, *given motivation*, it is inevitable that a human being will learn a second language if he is exposed to the language data.”

Corder, S.P. 1967, ‘The significance of learners’ errors’, *International Review of Applied Linguistics*, vol 5:4. p. 164.

Ten commandments for Motivating Language Learners

1. Set a personal example with your own behaviour
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learner's linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalise the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarise learners with the target language culture.

from Dörnyei, Z., and Csizér, K. (1999) Ten commandments for motivating language learners: results of an empirical study. *Language Teaching Research*

What is... the most fundamental guiding principle [to conversational proficiency]? It is this:

Memorize perfectly the largest number of common and useful word-groups.

Palmer, H. (1925) Conversation. Re-printed in Smith, R. (1999) *The Writings of Harold E. Palmer: An Overview*. Tokyo: Hon-no-Tomosha, p. 187)

Ding, Y. 2007. Text memorization and imitation: The practices of successful Chinese learners of English. *System* 35: 271-80.

“This paper reports interviews with three university English majors who had won prizes in nationwide English speaking competitions and debate tournaments in China. The interviewees regarded text memorization and imitation as the most effective methods of learning English. They had been initially forced to use these methods but gradually came to appreciate them.”

“The practice enabled them to attend to and learn many collocations and sequences, especially the function words, inflectors and other minute features of language that are contained in these collocations and sequences but tend to be ignored by learners when they engage in listening and reading.

As Z reported, through reciting those lessons, he gained mastery of many collocations, phrases, sentence patterns and other language points.”

“By *managing learning* I mean the perfectly normal process whereby people (teachers and learners in this case) do the sorts of things that they believe are likely to lead to learning.”

Allwright, D. 2005. From teaching points to learning opportunities and beyond. *TESOL Quarterly*, 39/1, 9-30.

“The importance of interaction is not simply that it creates learning opportunities, it is that it constitutes learning itself”.

Allwright, R. L. (1984) The importance of interaction in classroom language learning. *Applied Linguistics*, 5.

A methodology (rather than a single method) that motivates learners by making the content of lessons meaningful, hence more memorable, through the management of interactivity, which is mediated in order to maximise learning opportunities.



The A-Z of ELT

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Macmillan Books for Teachers