

PR7, PR7.2, PR11, PR11.1

Write your responses to the queries embedded in the audio recordings. Use the reverse side of this page if you need more room to respond.

Pronunciation Recording (PR) _____

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PR _____

Good Language Learners Must Be Good Language Teachers

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International Teaching Assistants, Illini Instructor Series
Office of Instructional Management Services
1989, p. 4

"But," you say, "I'm not a language teacher at all, much less a *good* language teacher. I'm in ... (chemistry, agriculture, accountancy, engineering, physics, etc.) Do I really have to be a good language teacher to be a good language learner?"

Yes.

Never mind your academic field. If you can read these words, you have been a language teacher. Who did you teach? You taught yourself!

Many students have the mistaken idea that their English teachers taught them English. They did not. Our formal language teachers presented language material to us, explained it, gave us opportunities to practice it, tested us, and graded us. They may have encouraged us, chided us, and prodded us. But they did not bring about our learning. What we learned we taught ourselves: We talked to ourselves; we drilled ourselves; we monitored ourselves; we corrected ourselves. That's how we learned.

Researchers have identified many characteristics of good language learners. But one of the most important features distinguishing a good language learner from a poor language learner is the amount of self-guided practice the learner does when alone. Good language learners practice by themselves and do it a lot. They are active, energetic self-teachers.

This activity of private self-tutoring is what we call **covert rehearsal**. It is the time we spend by ourselves each day talking to ourselves in the target language, participating in made-up conversations, listening closely to our articulations, critiquing the accuracy and fluency of our language use, examining our speech to see if it follows language rules we know and language examples we have heard. Our time spent in covert rehearsal is language-teaching and language-learning time. How much time do you spend in covert rehearsal? In terms of covert rehearsal, are you a good language learner?

Let us summarize some of the marks of a good language learner.

1. Good language learners take personal responsibility for their own language learning. They do not assume that their instructor determines their success or that learning "just happens." Instead, they take the position: "I'm in charge of my own progress. If language learning happens, it will happen because **I** make it happen."
2. Good language learners have a clear understanding of the three language learning/teaching roles: The facilitator, the teacher, and the learner. The facilitator is the person you have always called the teacher, but this person is really only a helper who supplies you with teaching materials, opportunities to speak, correction of errors, evaluation of progress, and encouragement. The learner, of course, is you. And, as we have pointed out, the **real** teacher is you, too.
3. Good language learners talk out loud to themselves. They give themselves something

to hear. Language that passes through the mind, out of the mouth, and into the air can be evaluated better. And the mouth can be adjusted to give more accurate results. Even if you are embarrassed at first to speak aloud when alone, you can overcome your discomfort or taboo with practice. You, as your own language teacher, will be much more effective if you are vocal than if you are silent.

4. Good language learners are always on the job, teaching themselves at every opportunity. When you are walking to and from classes, while you are doing your laundry, before you doze off at night, you should talk to yourself in English, judge the quality of what you say, make improvements, and practice your repairs. When you are your own teacher, every private moment is class-time.

So, are you a good language learner? If not, become a good language teacher! Use your private occasions for covert rehearsal in which you talk out loud to yourself and seriously critique the things you say. Remember: It's up to you and no one else.

- ☛ EXERCISE 2. Mark all Neutral and Basic Endings on the following words.
- Work from the end of each word. E.g. *greetings* –
 - Cross off any Neutral Ending using a / mark. E.g. *greetings/*
 - Use an open parenthesis to separate a Basic Ending. E.g. *greet(ings/*
 - If there are no endings, do not mark the word. E.g. *obvious*

Remember: A word can have a Neutral **and** a Basic Ending, e.g. *creat(e)s*

- | | | |
|---------------------------|--------------------------|--------------------|
| E.g. neutral end(ings/ | 7. critically injured | 16. respectively |
| E.g. a hypothesis | 8. his colleagues | 17. simultaneous |
| E.g. quickly disappear(ed | 9. was including | 18. exceedingly |
| 1. appreciates | 10. homogenous group | 19. the antonyms |
| 2. measuring instruments | 11. the judge's decision | 20. to discuss |
| 3. several occasions | 12. to rally | 21. it annoyed us |
| 4. bring the fee | 13. he will succeed | 22. impinged on it |
| 5. decidedly | 14. studied biophysics | 23. stress rules |
| 6. costly decisions | 15. to heed the advice | 24. It's ringing. |

Dos and Don'ts: Quick Guide to Message Unit Boundaries

There are no hard and fast rules for segmenting utterances into message units. Instead there are some strong tendencies that recur. Furthermore, some of the guidelines below overlap.

1. Avoid message units longer than about 7 words. Break them up if you can.

“Whenever I get really homesick for rosemary sweet potatoes | I call Mother.”

☛ “Whenever I get really homesick | for rosemary sweet potatoes | I call Mother.”

We break up long strings like this by pausing at major grammatical units. But the guideline to pause at major grammatical units is too sweeping by itself to be of practical value. However, bad examples are usually helpful:

2. Don't pause to break apart: Examples: Keep parts together

☛ an article from the noun

☛ short modifiers from what is modified

 an adjective from the noun

 an adverb from an adjective or adverb

☛ a preposition from its object

☛ parts of a verb phrase

 auxiliary or modal from verb head

 verb head from particles

I don't have any cookies.

The three, blind mice ran away very quickly,

dashing under the furniture.

We should have asked him first.

I'm looking forward to the trip.

Specific instances of the general principle of pausing at grammatical boundaries are even more helpful:

3. Pause after a long subject.

“The horseman's long, dark cape | flowed behind him.”

But keep short subjects with their predicates.

“The ambassador made an unexpected trip | to consult with his staff.”

4. Separate a prepositional phrase of four or more words from a longer string.

“Our route took us to the coast | through a pass in the mountains.”

But keep a short prepositional phrase with the rest of the phrase.

“The boy with him (|) is my cousin.”

5. Pause before conjunctions (e.g. *and*, *but*) joining simple sentences.

“She took the package | but she looked at me strangely.”

But keep the same parts of speech together that are joined with conjunctions.

“All they wanted to do | was to run and play.”

“You’re comparing apples and oranges.”

4. Pause between dependent and independent clauses

“The price was so low | we decided to buy it | even though we couldn’t afford it.”

“I saw my sister | looking at herself in the mirror.”

“He’s always wanted | to be well respected.”

“I never knew | (that) you were a swimmer.”

“Since he invited us | we had to go.”

Punctuation can be helpful in some instances to suggest where to make a message unit boundary. This is because punctuation usually corresponds to major grammatical units. But there are two problems with punctuation. First, the examples, “the three, blind mice” and “the horseman’s long, dark cape” (examples from above), illustrate that punctuation is not always a good guide. In these cases, we keep together parts that are separated by commas. Second, as the majority of examples above illustrate, there is no punctuation where a message unit boundary goes.

- ☛ EXERCISE 2. In the following passage,
- Mark the message units with a bar (|).
 - Compare your marks with a partner's. Are they the same? Do they all contain grammatical phrases?
 - Read the passage aloud, following the message units. Try using the "read and look up" technique: Read a message unit silently to yourself, then look up and say it smoothly without looking at the page.

The term *rapport* refers to the relationship which you establish and maintain with your audience. In order to develop rapport during a lecture, you can use a number of strategies. Whenever possible, it's a good idea to learn something about your audience before you begin. That way, your lecture can become more personalized. For instance, the explanations and examples you use could be directly related to the participants' backgrounds. Another way to build rapport is through personal interaction with your audience. If you know their names, you can use them as frequently as possible. Before and after your lecture, casual conversation will make everyone more relaxed and help you and your audience get to know each other. During your lecture, good *eye contact, a sense of humor, and a genuine openness to your audience's questions and ideas will also help you develop a good relationship with them. In general, an enthusiastic and personal approach to both your audience and your *subject matter is the key to establishing and maintaining good rapport.

*compound noun