#### Discussion 1

- Q: Teacher's Language/ Teacher's & Learners Language/ Leaners' Language
  - A. Pens down and listen, please.
  - B. How do you spell it?
  - C. Please may I be excused?
  - D. Where's the dictionary?
  - E. That's not right. Try again.
  - F. Whose turn is it?
  - G. Sit down, please.
  - H. What does this mean?
  - I. Sit down, please.
  - J. Could you say that again?
  - K. Can I borrow your ruler?
  - L. Why did you write that?
  - M. You have five more minutes.
  - N. Shall I go first?

## Discussion 2

Activity	Procedural Language used by the teacher to set up the activity	Functional Language needed by the students to complete the activity	Target Language

## Discussion 3

When is using the mother tongue OK?

- 1. Explaining how to play a game to intermediate learners.
- 2. Intermediate learners comparing their answers to a gap-fill activity.
- 3. Explaining the meaning of a word to intermediate learners.
- 4. Comforting a learner who is upset. (Krashen's Affective Filter)
- 5. Elementary learners discussing a reading comprehension task.
- 6. Explaining a grammar point to elementary learners.
- 7. Talking to learners about their weekend.

(Krashen's Input Hypothesis)

- 8. Stopping two learners from fighting. (Krashen's Affective Filter)
- 9. Explaining how to do a pair work activity to elementary learners.
- 10. Explaining a grammar point to intermediate learners.

### Discussion 4-Pre-task/Task/Post-task

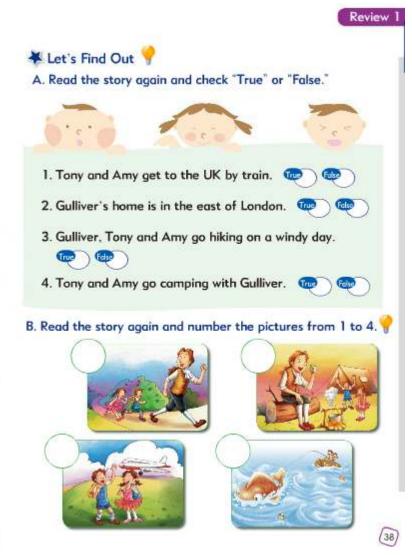


### Discussion 5-Differentiation in Teaching



Tony and Amy go to the UK. They get there by plane. Gulliver's home is in the north of London. Gulliver is happy to see them. On a sunny day, they go hiking, but Gulliver walks too fast. Then, they want to go fishing, but the fish is too big. They can't pull it up. Finally, they go camping with Gulliver. They have a good time.





# Discussion 6

Listening and Speaking—ranking from the most importance to the least

importance.

- We learn a language through listening.
- Hearing the teacher's voice is important for students.
- Don't feel tempted to slip into the students 'language when they are struggling to understand you.
- Your main advantage is your role as a listening and speech model for students
- We need to make our students want to listen.

Discussion 7

Head under water and you tell me

To breathe easy for awhile

The breathing gets harder, even I know that

Made room for me, but it's too soon to see

If I'm happy in your hands

I'm unusually hard to hold on to

Blank stares at blank pages

No easy way to say this

You mean well

But you make this hard on me

I'm not gonna write you a love song

'Cause you ask for it

'Cause you need one, you see

I'm not gonna write you a love song

'Cause you tell me it's make or break in this

If you're on your way

I'm not gonna write you to stay

All you have is leaving

I'mma need a better reason

To write you a love song today, today... yeah...

I learned the hard way that they all say

Things you wanna hear

My heavy heart sinks deep down under

You and your twisted words

Your help just hurts

You are not what I thought you were

Hello to high and dry

Convinced me to please you

Made me think that I need this too

I'm trying to let you hear me as I am

Discussion 7A

Head under and you tell me			
To easy for			
The gets harder, even I know that			
Made for me, but it's too soon to see			
If I'm in your hands			
I'm hard to hold on to			
stares at pages			
No easy way to say this			
You mean			
But you make this on me			
I'm not gonna you a love song			
'Cause you ask for it			
'Cause you one, you see			
I'm not gonna you a love song			
'Cause you tell me it's make or in this			
If you're on your way			

I'm not gonna you to stay				
All you have is				
I'mma need a better reason				
To you a love song today, today yeah				
I the hard way that they all say				
Things you wanna hear				
My heavy heart deep down under				
You and your words				
Your help just hurts				
You are not what I thought you were				
Hello to and				
Convinced me to please you				
Made me think that I this too				

Discussion 7

Head under \_\_\_\_\_ and you tell me

To breathe easy for awhile

The breathing gets harder, even I know that

Made \_\_\_\_\_ for me, but it's too soon to see

If I'm \_\_\_\_\_ in your hands

I'm unusually hard to hold on to

Blank stares at blank pages

No easy way to say this

You mean \_\_\_\_\_

But you make this \_\_\_\_\_ on me

I'm not gonna \_\_\_\_\_ you a love song

'Cause you ask for it

'Cause you need one, you see

I'm not gonna \_\_\_\_\_ you a love song

'Cause you tell me it's make or break in this

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