**Small changes in teaching, big results in learning**

**Table of Contents**

**I note the number of the videos in which you can see the activities I describe in the chapters and listen to discussions about them. Videos 1 to 18 show students doing activities. Videos 19 to 26 show teachers doing some similar activities and discussing them.**

**While it is obviously important for teachers to see students doing activities, it is crucial that they experience the activities and discuss them as well. Observing students doing activities and experiencing them and reflecting on them are two different events.**

**In videos 27 to 29 you will see me discussing ways to analyze teaching.**

**In each video, I focus on one type of activity, but since all of the activities are related to the overall themes of the book, I have noted more than one video link at the beginning of each chapter.**

**I list the titles of the videos and show a freeze frame illustrating the theme of each video in the Appendix.**

**Forward ? vrthng**

**Video 1**

**Preface**

**Video 1, 8, 22, 29**

**Part 1 Making small changes to develop self-reliance in language learning and teaching**

**Part 1 Chapter 1**

**Mastering speaking, listening, writing and reading by starting to silently read materials in ways slightly different from the usual ways**

**Video 8, 12**

* 1. **“Albabka fur!”** *Making use of the positive feelings some have for the common activity “oral reading” and overcoming the dread other students have of engaging in the same activity*

**Video 2, 3, 4, 5, 6, 16, 23**

**1.2 “Albabka fur!” 2** *Reading/thinking/speaking-listening/writing in different ways*

**Video 5, 6**

* 1. **The sound of silence** *Taking a look at how altering time can hinder and/or help language production, practice, and, by implication, learning*

**Video 20, 22, 25**

**1.4 thesoundofsilence/t s n d** . . . *Discovering how novel formats and deletions hinder and/or help language production, practice, and, by implication, learning*

**Video 6, 7, 19, 25, 26**

**1.5 The origin of cloze tests*:*** *Providing incomplete versus complete information*

**Video 1.5, 7, 25, 26**

**Part 1 Chapter 2**

**Mastering speaking, listening, writing and reading by starting to listen to materials in ways a bit different from the usual ways**

**Video 22**

**2.1 “How’s that again? Easy keys?”***Exploring a word from the past and a word from the present: Dictations & Active Listening Activities*

**Video 8, 16, 19, 23, 27**

**2.2 Next steps to explore listening** *Rating multiple kinds of Active Listening Activities*

**Video 8**

**2.3 Twose key words other understand** *Transcribing in the 16th and 21st Centuries*

**Video 16, 25, 27**

**2.4 Talking about a *sign* in a commercial DVD demonstrating ESL technique*s*** *Noticing that the obvious can be difficult to see*

**Video 16**

**2.5 People hearing but not listening** *Teaching content in English to non-native speakers of English*

**Video 13, 16**

**Part 1 Chapter 3**

**Integrating vocabulary and grammar**

**3.1 Here is an important rule** *Looking at a few usual ways of teaching grammar*

**Video 14**

**3.2 Nveer epxalin gaammr relus or aks your sdutens to** *Discovering the richness of using sketches, images, and icons to direct and embolden students to speak and write accurately*

**Video 14, 21, 23**

**3.3 “I heard a tapping somewhat louder than before . . .”** *Enhancing the potential of sketches/images/icons for generating language*

**Video 14, 15**

**3.4 “I heard a tapping ever louder than before” revisited** *Matching beliefs about learning and activities*

**Video 14,15**

**3.5 It’s too damn tight** *Using language in the classroom in ways we use it outside the classroom*

**Video 13, 25, 27**

**3.6 AT & T** *Integrating language and actions, tasting and touching*

**Video 13, 27, 28**

**3.7 Lessons from dogs** *Mingling scents and sounds with language*

**Video 27, 28**

**3.8 “I don’t want to speak.”** *Encouraging reluctant speakers to speak through questioning*

**Video 20, 24**

**3.9 Fortunately, the copy machine is broken.** *Using alternative sources for materials*

**Video 29**

**3.10 Teaching errors and explanations for them or using language correctly?** *Highlighting the pernicious consequences of multiple choice language tests*

**Video 25**

**Part 1 Chapter 4**

**Learning ways to predict the meaning of what is heard, seen and read**

**4.1 “Is it a bird? Is it a plane? It’s Superman!”***Realizing how yes/no and either/or questions can enable us to discover meanings*

**Video 8, 12, 21**

**4.2 Is a germ positive or negative*?*** *Overcoming the limitations of understanding isolated words*

**Video 21, 32**

**4.3 Dismounted, Horses, Saddles, Reins** *Comparing school knowledge and world knowledge*

**Video 8, 12, 13, 21, 23, 24**

**4.4 Hold your horses!** *Teaching or testing words?*

**Video 14, 20, 22**

**4.5 Beyond definitions** *Comparing beliefs about the value of definitions*

**Video 14**

**4.6 The best place to hide a secret** *Questioning to tap the information in dictionaries*

**Video 20, 23**

4.7 Superman revisited *Going further into categorizing and grouping*

Video 9, 20

**4.8 “Use *horse* in a sentence.”** *Looking at a common but detrimental activity*

**Video 12**

**4.9 “position where putted into.”** *Exploring the defining of abstract words*

**Video 12, 13, 20**

**Part 1 Chapter 5**

**Understanding and gaining control of materials by discovering ways to produce a wide range of questions**

**5.1 Teacher or student questions?** *Exploring differences between questions students and teachers ask*

**Video 9, 15**

**5.2 Suggestions and reasons for students to engage in unusual practices for producing questions** *Exploring purposes for writing questions*

**Video 17, 24**

**5.3 “What did you do over the weekend?”** *Questioning broadly and narrowly*

**Video 13, 17, 24**

**5.4 Asking questions we know the answer to and do not know the answer to** *Wondering, “Is that dog meat?”*

**Video 10, 17, 18, 21**

**5.5 *Facts, Inferences, Life*** *Grouping Questions*

**Video 17, 18, 21, 22, 24**

**5.6 The frequency of different questions in different places** *Questioning in courtrooms, TV programs, etc.*

**Video 17, 18**

**5.7 Other groupings of questions** *Remembering Bloom’s taxonomy*

**Video 18**

**Part 1 Chapter 6**

**Emotion**

**6 Considering the emotional component of language learning: The 5th skill**

**Video 18**

**Part 1 Chapter 7**

**Getting it right by providing feedback and enabling students to develop inner criteria for what is correct and incorrect**

**Video 6, 17, 19, 22, 24**

**7.1 A blue fez wool** C*onsidering whether to point out and/or correct errors or not to; and if deciding to do so, how to and how not to*

**Video 17, 21**

**7.2 OK or NOT OK?** *Assisting students in the development of their abilities to evaluate the accuracy of what they write, read, say, and hear*

**Video 6, 17, 19, 22, 24**

**7.3 Tempting blind alleys** *Asking to what extent what we think is useful and effective is not and to what extent what we think is not beneficial is*

**Video 25**

**7.4 “Very good. Good job. Excellent.”** *Considering ways that so called positive feedback can be negative*

**Video 21, 23**

**Part 2 Chapter 8**

**Exploring and analyzing the results of small changes**

The only way to find out the value of any new activity I or anyone urges you to do is to compare, along with your students, the results of the alternatives with the results of what you usually do.

In the readings, I frequently remind you not to believe anything I say, or what anyone else says, for that matter. I want you to try alternatives I suggest a number of times. But, I do not want you to continue to use them if the results are not beneficial.

These readings illustrate ways you can explore the results of activities you presently use and small changes you make as you experiment with your teaching and question your preconceived notions about teaching.

**8.1 Small changes, resulting in big results** *Examining a poet, Toyota, and American Express conveying the same message*

**8.2 Some ways to make small changes** *Trying the opposite, breaking rules, asking how what you think is good might be bad and how what you think is bad might be good*

**Video 23, 24**

**8.3 The power of transcribing** *Watching three teachers making small changes and analysing the results*

**Video 16, 23, 24**

**8.4 Finding time to transcribe and analyse recordings** *Integrating lesson planning and transcribing*

**Video 21**

**Part 2 Chapter 9**

**Analyzing communications inside and outside of the classroom: Beyond *Rashomon***

**Video 27, 29**

When teachers, supervisors, employers, students, or salespeople discuss the same lessons, texts, methods, and schools of language teaching, they sound like the characters in Akira Kurosawa’s 1950 film *Rashomon.* In the film, six characters give contradictory and equivocal accounts of the same events.

In an attempt to move beyond *Rashomon* and give similar accounts of the same events, I developed a coding system called FOCUS, an acronym for Foci for Observing Communications Used in Settings.

The language of FOCUS is technical—composed of operationally defined terms that are descriptive in order to decrease the large number of judgments that usually are asserted in most discussions of teaching.

Just as we can focus a camera on different parts of a scene, take wide-angle shots, close ups, or distance shots, we can use FOCUS to notice and describe many different elements of communications.

In *The Silent Language,* Edward Hall describes three types of learning: formal, informal, and technical (1959). Formal instruction is prescriptive, outlining what should and should not be done and judging the degreeof approximation to a model. Informal instruction depends on models presented for imitation. Technical instruction depends on explication and description of what is to be learned, conveyed in a vocabulary of operationally defined terms; it is non-judgmental. Using FOCUS is an example of technical instruction.

**9.1 Using a technical language to note five characteristics of communications** *Analyzing what we do rather than judging or evaluating what we do*

**Video 27, 29**

**9.2 Classifying speech, gestures, pictures and other mediums and the content they communicate** *Going beyond visual aids*

**Video 7, 15, 23,26, 27**

**9.3 What content are we communicating?** *Learning about life, procedure, study of English, and study of other content*

**Video 27, 29**

**9.4 Taking in or producing mediums?** *Reading silently, tasting, listening, touching, etc. and showing engagement*

**Video 7, 28**

**9.5 Generating alternatives using the five characteristics of FOCUS** *Considering the Source & Target of communications, Purpose of communications, Mediums used, Ways mediums are used, and Content of the communications*

**Afterword**

**Our role and responsibilities as teachers**

**Video 8, 12, 29**