Chapters 4 and 5 Review Discussion Questions

Chapter 4

1. "twelve principles of second language learning that interact with sound practice and on which your teaching can be based" were presented. Do you agree with these principles?

2. Can you think of any other "principles" that are important in learning a second language?

3. Put the 12 principles in order of importance, first is most important, second is second most important, and so on. Compare and explain your choices with a partner.

4. Which of these principles would be easy/hard to teach to students? Why?

5. Work with a partner and think of an activity that you would use to address each of the twelve principles. For example, you might say for the principle of automaticity, I would have students engage in free-talking activities. To satisfy the principle of meaningful learning, I would have students do writing and speaking activities related to their lives and personal interests.

6. For question five, you named an activity to address each of the twelve principles. Now, be specific and talk about how would you design one of these activities?

Chapter 5

7. Explain the difference between intrinsic and extrinsic motivation.

8. Three general theories of motivation were presented: behavioral, cognitive and constructivist. Describe them.

9. Look at the checklist of questions on page 92. What is the purpose of these questions? Do you think it is effective in the Korean context?

10. Here are Browns guidelines for teachers to help students develop their own intrinsic motivation (pages 94-95). Briefly explain each point.

   1) Teachers are enablers, not rewarders;
   2) Learners need to develop autonomy, not dependence;
   3) Help learners to take charge of their own learning through setting some personal goals and utilizing learning strategies;
   4) Learner-centered, cooperative teaching is intrinsically motivating;
   5) Content-based activities and courses are intrinsically motivating;
   6) Tests, with some special attention from the teacher, can be intrinsically motivating.