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| **Communicative Method**  **Speaking and Listening in L2 only.** |

**By Peter Wickham 2012**

# Rationale

Despite its appearance of being a lesson on learning Tok Pisin, this lesson in two parts is designed to demonstrate Communicative Method in teaching and learning English. Tok Pisin was chosen simply on the basis that this is a language apart from English and Bahasa Melayu in which I am reasonably fluent, and can therefore be used to demonstrate to Malaysians what it is like to be on the receiving end of a Communicative Method language learning lesson. Any other language unfamiliar to the audience can be used with these materials, since the majority of PowerPoint slides deliberately contain no writing whatsoever. Only the title page and notes need be altered to accommodate another language.

Much has been reported on research that indicates that learning a language through aural exposure and oral mimicry is the most effective means of learning a language, unencumbered by grammar rules and pronunciation guides and reading skills. These lessons aim to demonstrate just that.

At the end of these lessons the audience will have not only learnt some basic vocabulary, but will have learnt some grammar rules without even noticing or being required to memorize or drill. Teachers who take part in these lessons as students will be impressed by the low-anxiety, high-fun way they have learnt a language; they will most likely be encourages to teach English to their Malaysian students using the same method.

The two PowerPoint slide shows can be used initially in each lesson, followed by the (almost) identical booklets. Print each booklet from its corresponding PDF file, choosing the “booklet printing” option under “Page Scaling” in the Print menu. This option will print a booklet that can be used in the second part of each lesson that calls for pair or group practice. Each page will be printed in its correct order to make a booklet.

Remember: the key is TOK PISIN ONLY!

# Lesson 1 – vocabulary (1 HOUR)

1. Introduce the “guest speaker” who will soon appear. Explain (in whatever local language you are using) that this guest speaks only Tok Pisin from new Guinea. They will respond only to Tok Pisin, and that no other language can be used during the lesson. Explain that nothing may be written during the lesson.

2. Leave the room to “find” your guest then come back in wearing over your clothes a sarong, laplap, baju Melayu of something that denotes you as a New Guinean. You are now the guest speaker who has no common language with your audience.

3. Introduce yourself in Tok Pisin (or your other language) Do not worry that nobody can understand all of your words. Use Silent Method body language to demonstrate directions, body parts, members of the audience, etc. Repeat instructions often for the benefit of those who do not understand, with extra body language and pointing to slide pictures.

4. Following the notes written under each slide, introduce each article (aus, pikinini, bebe etc) followed each time with instructions to repeat the word. DO NOT WRITE THE WORDS, OR ALLOW PARTICIPANTS TO WRITE ANYTHING IN ANY LANGUAGE.

Introduce each article with the question, “Wanem samting i stap?” or “hasat i stap?”

5. Invite participants volunteer to name items in response to the signature question.

6. Invite individual participants to come to the front and ask the questions and evoke responses from the audience.

7. Introduce one booklet of “Leson Wan” per group of 2-4 depending on the number of participants. Invite each member of each group to grill other members on correct responses. Circulate to remind any group of correct responses.

8. Re-convene the whole class to once again view the slideshow, inviting choral and/or individual responses to the questions.

# Lesson 2 – Possessives

Same operational procedure as Lesson 1. NO WRITING.

1. Revise Lesson 1

2. Introduce PowerPoint slideshow 2 beginning with pic of George Clooney, who is “mi”. By body language and explanation in TP show that we are all “mi”. Go around the room and ask, “Hudas i stap? In each case the answer is “mi”. We have now established that every person in the room identifies with the picture as “mi”.

3. Introduce the expression “bilong” by asking on page 3 “Hasat I stap”. Give the answer as “mama”, then “mama bilong mi”. Asking individuals around the room at random to respond with this answer. Progress on through the slideshow in this manner. The possessed item is represented in the large picture while the possessor appears in the smaller picture.

4. Invite individual participants to come to the front and ask the questions and evoke responses from the audience.

5. Introduce one booklet of “Leson Tu” per group of 2-4 depending on the number of participants. Invite each member of each group to grill other members on correct responses. Circulate to remind any group of correct responses.

6. Re-convene the whole class to once again view the slideshow, inviting choral and/or individual responses to the questions.

7. At a later date in the day or next day, have a short revision time to reinforce the learning for both lessons.

**These lessons lead into:**

# Lesson 3 – Different ESL Teaching Methods

* Exploration of Lessons 1 & 2: what methods were used?
* How effective was the learning?
* How else could the content and processes have been taught? Sample lesson plans

# Lesson 4 – Advantages and Disadvantages of Different ESL Teaching Methods

* Going through the Sample Lesson Plans and listing pros and cons of using that method.