



## Teaching / Teacher 1 Conversation

**AJ:** Hello.

*whatcha doin'?: what are you doing?*

**Kristin:** Hey, AJ, *whatcha doin'?*

**AJ:** Hey. Oh, not much, just, um, workin' on a blog post actually. I'm gonna write like a little blog article about our teaching method.

**Kristin:** What are you writing, exactly?

*to cover: to discuss*

*hypothesis: theory*

**AJ:** Um, I just kind of wanna... I don't know. I want **to cover** a few things. I think the, the main idea is to get a-, across the... Y'know, like, Stephen Krashen's, um, y'know, input **hypothesis**. His, y'know, all his research about, uh, y'know, the fact that, y'know, that people learn languages best through input. Y'know, meaning lots and lots of listening... Lots and lots of reading... Uh, much more effectively than trying to make them practice speaking or practice writing.

**Kristin:** Right.

*the foundation of: the basis for, the core, the root*

*assumption: a belief without support or evidence*

**AJ:** Y'know, and that's, that's kind of the biggest, I think, the biggest, uh, principle. It's sort of the, the, **the foundation of**, of, y'know, our, our teaching method, is that research. Um, because, y'know, most, most schools have the opposite idea. And most books really, even though they don't necessarily state it, y'know, they... I think most of them have this **assumption** that, uh, y'know, that practicing speech and practicing writing and then correcting errors... that's supposed to be the best way, y'know, to teach or learn. That's what most students think. That's what most teachers think. And of course it's completely wrong. The research shows that it's totally wrong.

**Kristin:** Right. Yeah, it was really great learning about learning, th-, y'know, this technique in general, or methodology I guess I should say, during our masters program. And then not only learning about it but getting to experience it when we were living in Bangkok and going to **AUA**. Y'know, their whole listen first approach...

*AUA: American University Alumni (School in Bangkok)*

*hardcore: very strict, very serious (about something)*

**AJ:** Yeah right, which, y'know, and of course, y'know the, uh, uh, Dr. Brown, uh, started that program because of Krashen's research. And, uh, it was really interesting, y'know. I, I agree just, y'know... That idea of just listening for a whole year [laugh] without real, attempting to speak at all... And they're really **hardcore**, y'know, they're...



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**Kristin:** [laugh] yeah...

**AJ:** ...they're like, y'know, no speaking [laugh] for one year.

**Kristin:** Yep.

**AJ:** Um, y'know, like other people like, uh, y'know, like the **TPRS**, the TPR storytelling. Y'know, they're not so tough about, y'know, no speaking. But they still emphasize listening and, and, and input, of course.

**Kristin:** Um-hm. Yeah, you know in all honesty, when I had been, been teaching before starting the masters program, I just felt like my methods were **all over the place**. So it was, I don't know, it was like, um, it was like a breath of fresh air to, to start the masters and be able to start **piecing together** methodologies and techniques that really seem **to click with** me. And, I thought, it, it would just, it just made sense, just...

**AJ:** Oh yeah, I was the same before, before, uh, y'know, learning about this research. Before doing the masters program, y'know, my methods were totally like **scattershot**. I would just "Oh, pick something from this book, pick something from this book. Oh the school says to use this textbook. Okay." Y'know, but, but not really with any research or any reason... Just, it's just, and that's what most teachers do, I think, most...

**Kristin:** Right.

**AJ:** ...schools, most textbooks, they just **throw together** a bunch of stuff...

**Kristin:** Yeah.

**AJ:** ...and, "this looks good," y'know. But there, there's no... they don't know if, any research, whether it actually works or not...

**Kristin:** Um-hm.

**AJ:** ...and I know I'm embarrassed. I think back about my classes in the past and I realize, man, the students didn't learn very much, y'know. I, I was giving 'em all that grammar and the grammar rules and the vocabulary list. Just all the typical stuff... And, oh, I feel terrible because now I realize they, they didn't learn very much. And I knew at the time even, I knew then that. Wow, this just isn't working very well.

**TPRS:** Teaching Proficiency through Reading and Storytelling

**all over the place:** unorganized, almost random

**piecing together:** putting together; creating

**to click with:** to fit with, to be appropriate for

**scattershot:** unorganized, almost random

**throw together:** put together in a random way, create in a random way



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They're learning so slowly.

**Kristin:** Yep. I know, I, I totally agree. And that's why, too, um, y'know, Joe and I now doing our lessons, why we're taking a listen approach, fir-, listen first approach, um, by, by these conversations.

**AJ:** Yeah, yeah. And then using, y'know, using the, the listen and answer storytelling method which is so powerful. I mean when I started using that, and, and some of the other methods, y'know that, that we use that go with, go along with this research... I mean just to see the results with so many of the students and how much faster they learn. How much more fun they have. How their speaking...

**Kristin:** Um-hm.

**AJ:** ...improves. It was like, wow. It was just amazing. It was so motivating for me as a teacher. I'm sure for you, too.

**Kristin:** Yes.

**AJ:** Because it's like, oh my god, something, it, uh, actually works.

**Kristin:** Yep.

**AJ:** This is great.

**Kristin:** Yeah, and obviously it's kind of a **no-brainer** to continue on that path.

**AJ:** Yeah, yeah, yeah. Exactly. It makes me wonder, too, why, yeah, other teachers in schools just keep doing the same **crap** [laugh], y'know.

**Kristin:** I know.

**AJ:** Ever-, at every school I've ever taught at, every one I've ever seen, every textbook I've ever looked at... same crap.

**Kristin:** Yep.

**AJ:** It's just amazing. It's kind of sad actually. But, hey, we got something better so that's good.

**a no-brainer:** an obvious truth, an obvious idea

**crap:** shit, something worthless or bad



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***I gotta get going:*** *I have to leave, I need to go*

***what you were up to:*** *what you were doing*

**Kristin:** Right. Well, hey, um, ***I gotta get going*** here. I just wanted to call and see ***what you were up to***.

**AJ:** Sure.

**Kristin:** You want me to give you a call back in just a few minutes, or....

**AJ:** Yeah, yeah, sure go ahead, yeah I've got time...

**Kristin:** Okay.

**AJ:** ...I'm free...

**Kristin:** Alright...bye.

**AJ:** ...talk to you soon...bye.

**Kristin:** ...okay, bye.