

Goal: Communicative Competence
 (I understand them, they understand me)
 The professional sets the standards/bar
 and creates the assessment tools + determines
 the learning resources

Warmup activity: ^{is}
 Language learning should be like -----

A language class ^{is} should be like a ----- class

Usual expected classroom behaviors:
 be there, ready to learn, etc.

Specific behaviors:
 talking about learning/about language
 (about German, about English) instead
 of doing

0051
 Grammar
 G₀ The deep language -
 universals (if they
 actually exist)

G₁ the totality of a
 specific language

G₂ The systematic description
 of the language, work
 and wrinkles and all

G₃ "prescriptive/proscriptive"
 grammar ("ain't"/he don't)

But how do these relate to what
 goes on in the course/classroom

6 Teaching for Proficiency, the Organizing Principle

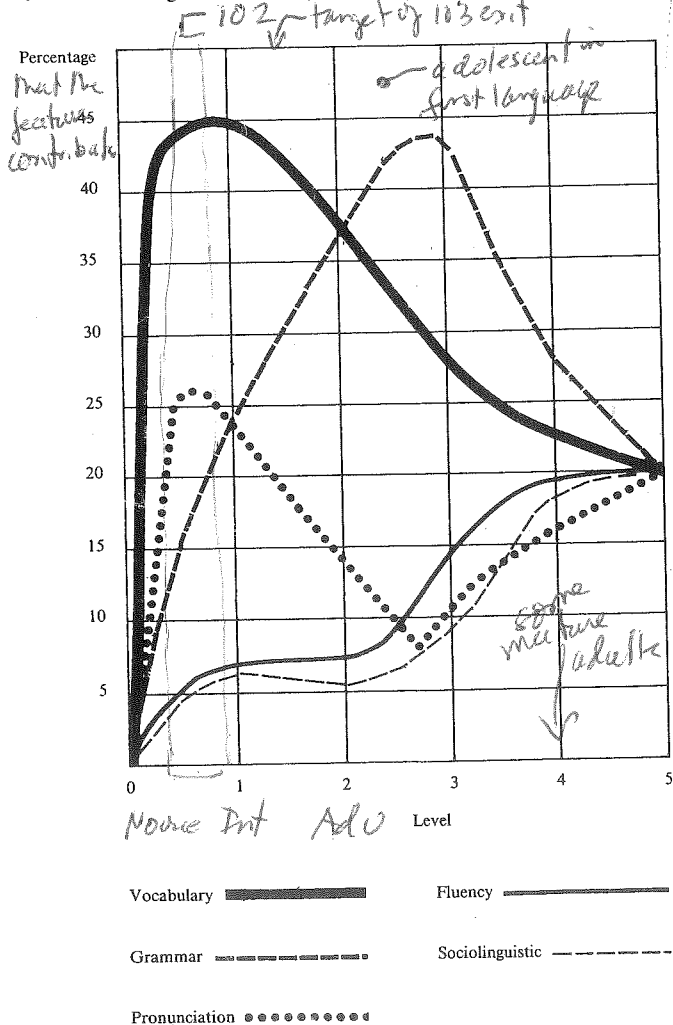


Figure 1. Hypothesized Relative Contribution Model

negotiating meaning instead of assuming
 that this is a classroom with students
 and a teacher (though of course it is
 side by side vs face to face
 student in class vs human being
 (specific ex: unless it's clear that
 I am modeling language, assume
 that I'm communicating/
 negotiating meaning)
 Some of you do this naturally / some by
 conscious decision
 Some find it very unnatural - for
 anyone / for yourselves
 Some are trying to learn something else
 that they have chosen as their target:
 - because they don't know any better
 - because they think they know better
 Some just don't care
 So what's getting in the way:
 1) specific problems of heritage learners
 and the pre-loaded grammar people
 2) I've had this stuff before and
 a) know it (so move on); b) really don't know it