

Introducing SLE:

*Scaffolded Language Emergence
in the Classroom*

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- Do we need yet another “innovative” language teaching method?
- Scaflem sounds like an “immersion method” – haven’t we been there and tried that enough already?

- Why SLE,
 - where did it come from,
 - and why now

... in the midst of the post-method period?

- Isn't "communicative" language teaching sufficient?

SLE: Fountains of inspiration

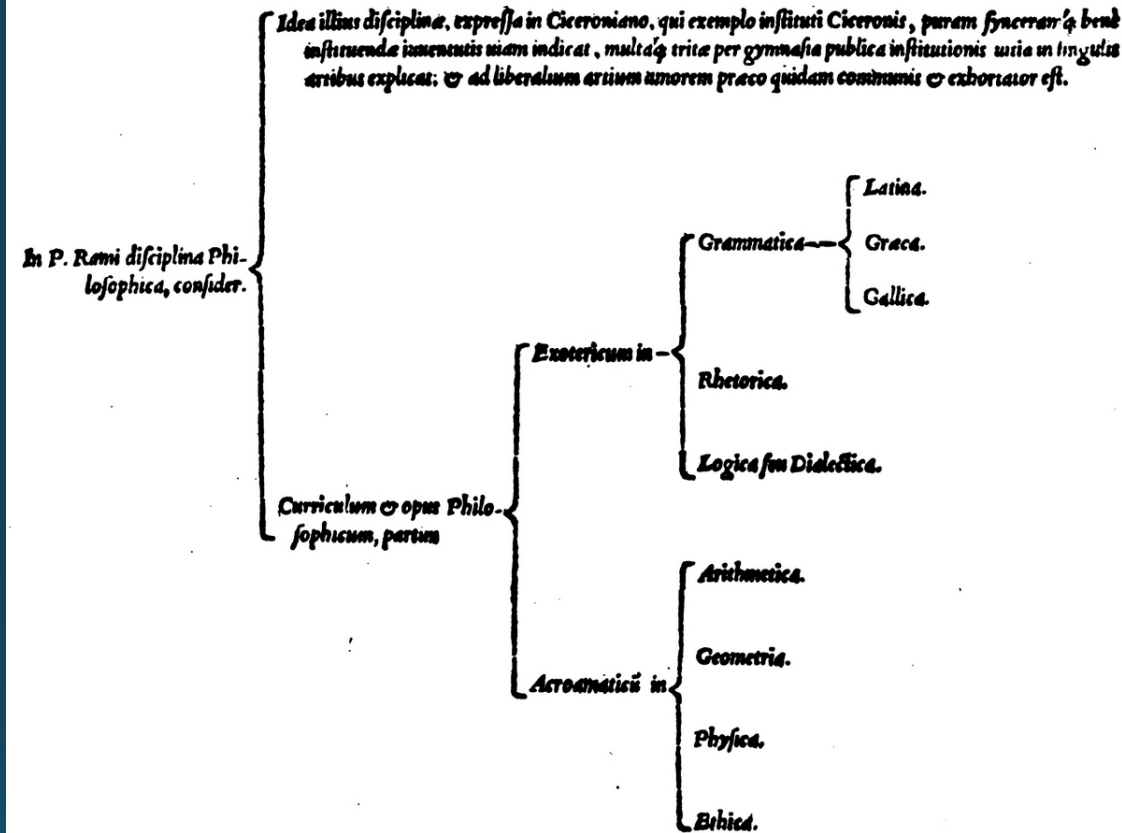
- - Language Teaching Methods and Methodologies
- SGAV methodology (structuro-global, audio-visual) Crédif
- SGAV teacher training
- Communicative language teaching (European / American)
- The Natural Approach (Krashen & Terrell)
- Total Physical Response (Asher)
- Ex post facto connection to Dogme mindset (Thornbury, Medding)

SLE: Fountains of inspiration

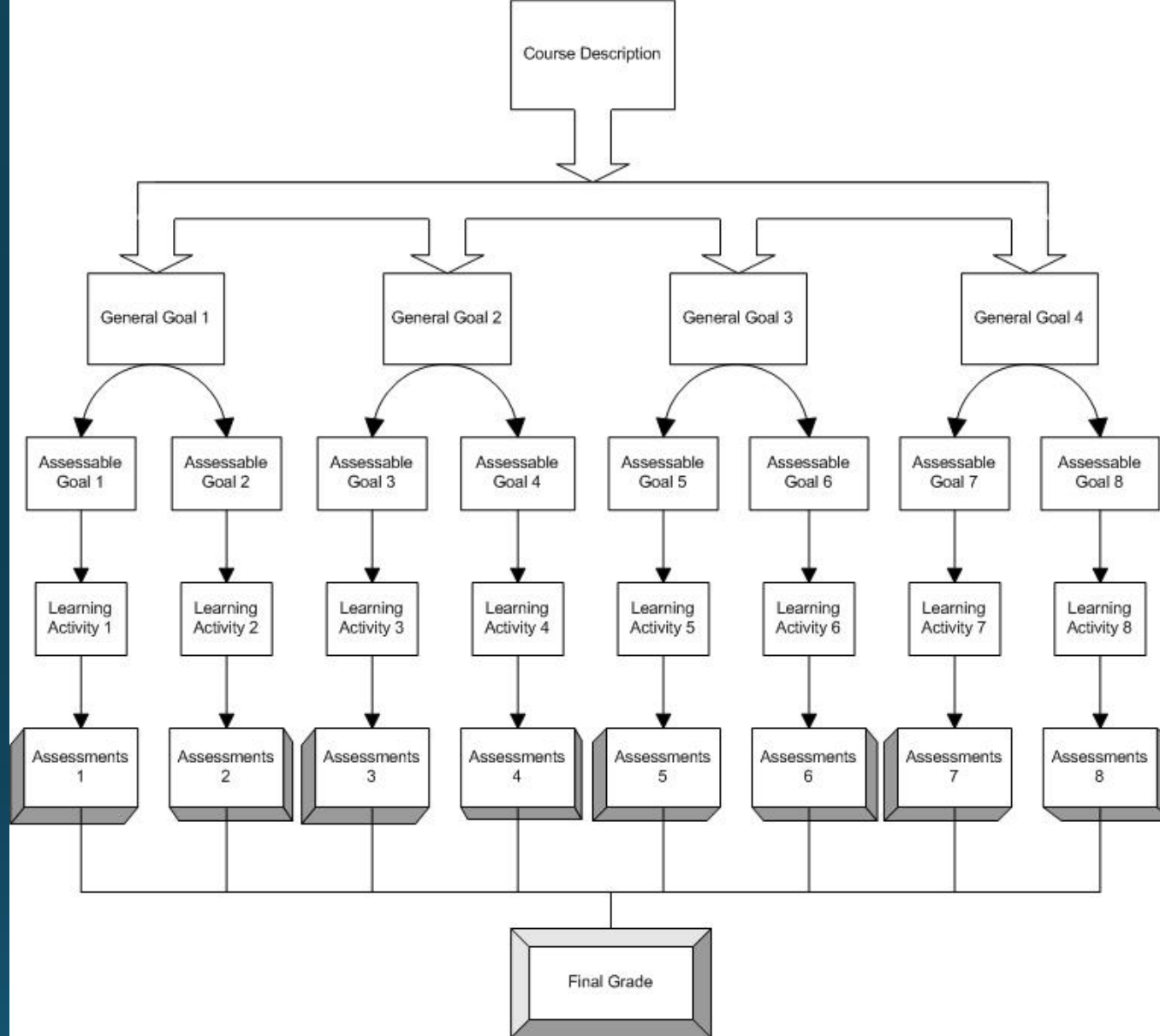
• Theory

- Communicative competence (Hymes, Savignon)
- Krashen's acquisition / learning theory
- Social constructivism (Vygotsky, Dewey)
- Complexity thinking in SLA (Larsen-Freeman, Ellis) and learning theory (Doll, Davis & Sumara)
- Situated cognition (Gibson, Lave & Wenger)
- Embodied cognition (Lakoff & Johnson)

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hoc uolumine coniunximus.

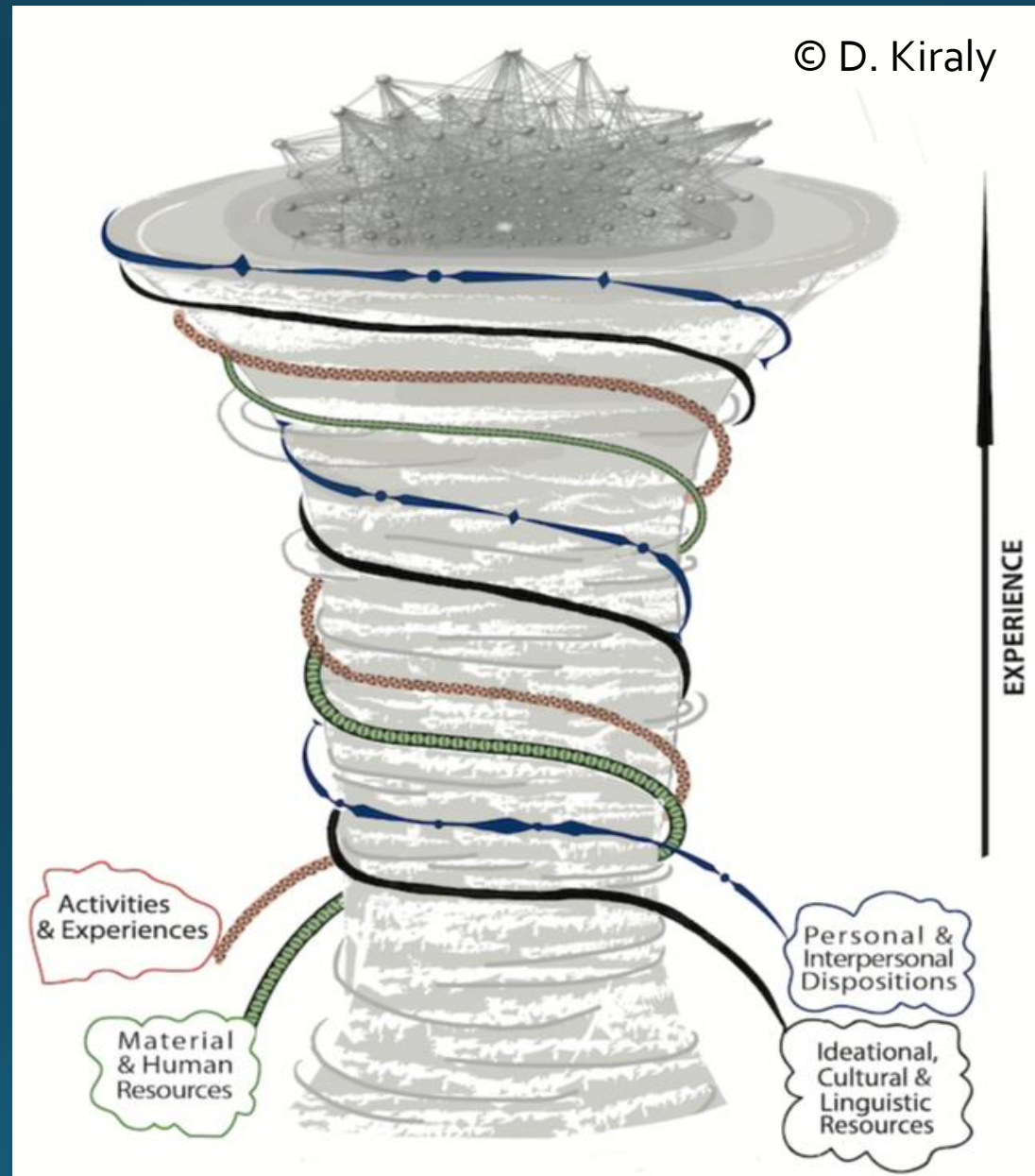


Petrus Ramus' "Method" (16th Century)
Curriculum is a hierarchical accumulation of knowledge



A conventional linear approach to course design

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A dynamic emergentist model of language development

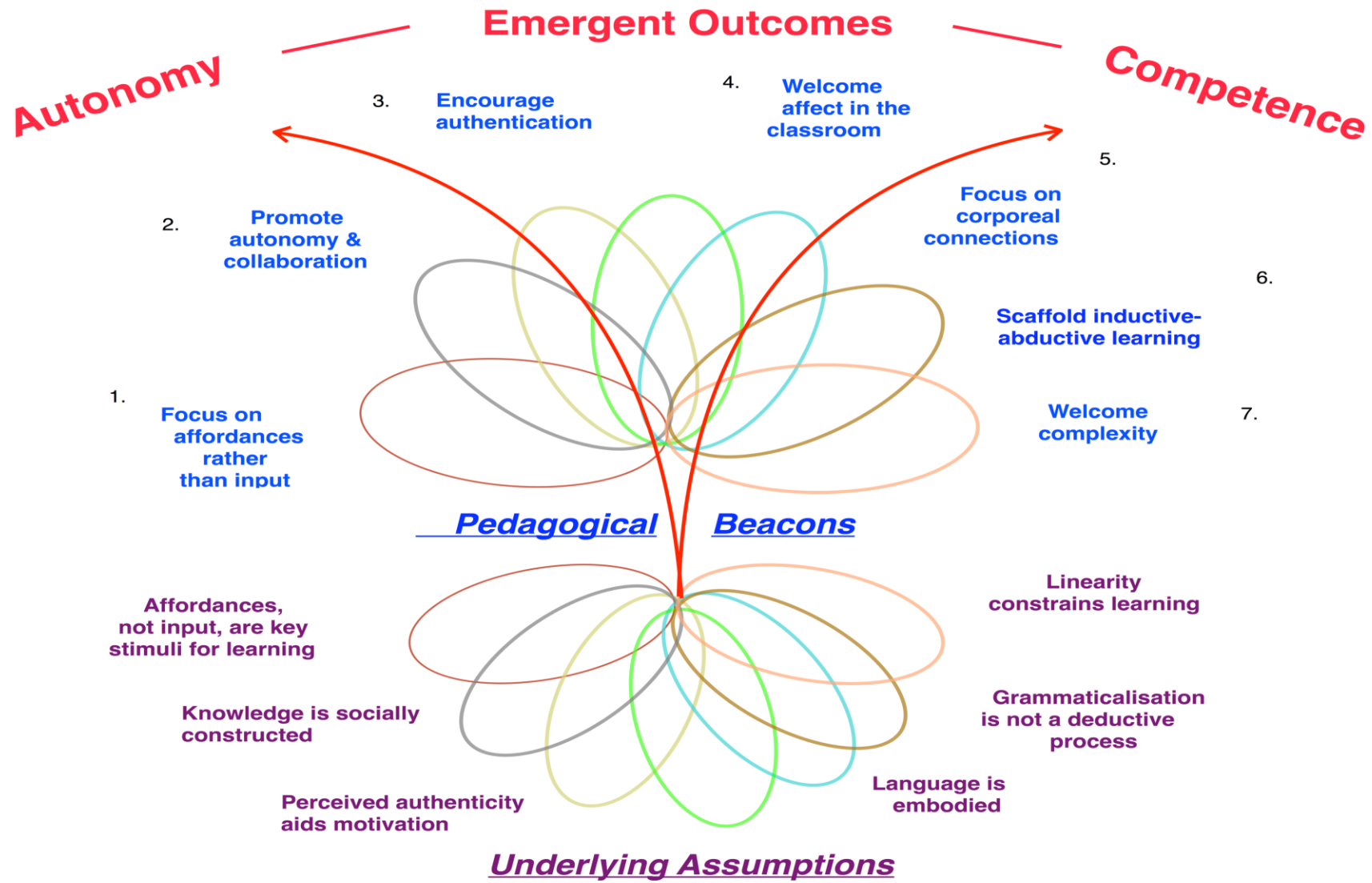
• SLE Assumptions

- Affordances, not input, are key stimuli for learning
 - Much of knowledge is socially constructed
 - Perceived authenticity aids motivation
 - Language tends to be embodied
- Grammaticalisation can be seen as more of an inductive & abductive process than a deductive one
 - Linearity constrains learning artificially

- Assumptions -> **SLE Beacons**
- Affordances, not input, are key stimuli for learning ->
Focus on affordances rather than input
- Much of knowledge is socially constructed ->
Promote collaborative learning
- Perceived authenticity aids motivation ->
Encourage authentication
- Much of language is embodied ->
Foster corporeal connections
&
Welcome affect in the classroom
- Grammaticalisation is not primarily a deductive process ->
Scaffold inductive/abductive learning
 - Linearity constrains learning ->
Allow for complexity and uncertainty in the classroom:
- **Encourage language to bubble forth!**

Some useful – but not dogmatic – SLE heuristics for an initiation into an additional language

- One language in the classroom (the additional language)
- Minimal instruction per se: the case of gambits
- Dynamic progression: with a focus on learner interests in the foreground and grammar in the background



SLE: From underlying assumptions through pedagogical beacons to targeted outcomes

- Towards acquiring an incipient voice in Spanish in two weeks...



Progress over a two-week SCAFLEM course in Spanish (FTSK)

- An Italian labyrinth...



- What about a language of minimal diffusion?

An experiment with Ch'ol, a Mayan language of Mexico.



- THW: English for Special Purposes



English for German Emergency Rescue Volunteers
A different sort of SLE course

Innovation in Didaktik, Theorie und Praxis
von Sprache und Translation 3

DON KIRALY, NORMAN GÓMEZ HERNÁNDEZ

SLE: un Enfoque Didáctico para Fomentar la Emergencia de Lenguas Adicionales



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