

Kumbaya Method by Mabelette Bermack

Week 8 Assignment-Kumbaya Method

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TESOL Methods: Reading, Writing, Listening and Speaking

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There have been many methods discussed in the course of this class. I recognized many from my own educational journey and in my general environment. Some have been effective, others not so much.

I think many teachers fail to reach students because they don't give adequate consideration to psychological and developmental barriers to the learning process. The focus is too frequently on output, with little consideration of psychological roadblocks learners bring with them into most learning situations.

Desuggestopedia is a method that most resonated with me. "We fear that we will be unable to perform, that we will be limited in our ability to learn, that we will fail." I have experienced this in my own life and have seen the impact of this thinking in educational settings, at work and in personal relationships, where people cannot move forward, develop or learn because they are weighed down by self-doubt and fear of failure.

A related, though slightly different, concept is that I think some trainers, coaches and teachers are not as effective as they could be because they do not appreciate where a student is in the stages of learning (silent, early-production through advanced). They may not recognize that a person in the silent stage is in early development much as a young child and is not mentally ready to participate in the lesson that requires verbal communication or some other advanced stage of development.

My teaching method would be called "Kumbaya Method" because I would focus on getting to know the learner with the objective of identifying and helping to remove the psychological barriers to learning.

My method would involve smaller classes that would allow for more individual one-on-one time and would also not have traditional means of assessing progress. Instead of written tests, for instance, the students would be assessed on the progress they made over the course of the class.

List of Ideas:

- 1) Stages of learning.
- 2) The psychological impact of taking on new names in language classes.
- 3) The role of motivation in teaching.
- 4) The importance of relating lessons to the learners' lives.

- 5) Learning styles.
- 6) Learning intelligences.
- 7) Multiple intelligences vs single intelligence.
- 8) Absence of traditional measures of learning.
- 9) Different reasons for learning languages.
- 10) Teaching methods should cater to the level of fluency.
- 11) Metacognition/teaching people to think about thinking.
- 12) Cognitive learning.
- 13) The importance of knowing the learner.
- 14) The importance of the teaching environment.
- 15) Teaching people how to learn.

References

Diane Larsen-Freeman and Marti Anderson (2000), “Techniques and Principles in Language Learning: 6 – Desuggestopedia, page 71”