



# Build-up Certification 1

Instructor Certification

Service Quality Department

Instructor Services Division





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# Acquisition–Learning Hypothesis

Language Learning

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Language Acquisition

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# Acquisition-Learning: Case Study

What aspects of **Language Acquisition** would you utilize for Megumi?

Aspects

Lesson Stages

What aspects of **Language Learning** would you utilize for Megumi?

Aspects

Lesson Stages

# Input Hypothesis

"The best methods are those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear." – Stephen Krashen



## Advantages

## Disadvantages

<i>i</i>	<i>i</i>
<i>i + 1</i>	<i>i + 1</i>

# Level Awareness

Understanding each client's *i* and introducing language that is *i* + 1 is the most important part of helping your client improve.



## Level 2

1. Can handle a simple conversation with a great deal of support  
*Instructor: Do you like sports?*  
*Client: Yes I do.*  
*Instructor: What sports do you like?*  
*Client: I like baseball.*
2. Can describe a scene using a few basic words  
*"It's a house."*  
*"A boy is there."*
3. Can answer simple questions after plenty of repetition, rephrasing of the question and prompting with possible answers  
*Instructor: Do you like baseball or football?*  
*Client: ???*  
*Instructor: Baseball or football? Which do you like?*  
*Client: Ah... uh, I like football*
4. Can understand simple statements with repetition and stressing of key words  
*Instructor: Do you want to play football? Do you like to play football?*  
*Instructor: Do you like blue? Is blue good?*
5. Can describe people in simple ways  
*"He is a businessman."*  
*"She is happy."*
6. Can use a limited number of very simple concrete adjectives  
*"It's hot."*  
*"It's green."*
7. Can understand very basic phrases of location  
*"On the table."*  
*"In a shop."*
8. Can name the things they normally use  
*"My wallet."*  
*"A mobile phone."*  
*"Bread."*
9. Can reply using memorized statements and responses  
*Instructor: Do you like it?*  
*Client: No, I don't.*  
*Instructor: Nice to meet you.*  
*Client: Nice to meet you too.*
10. Can follow basic commands and requests  
*Instructor: "Tell me about where you work."*  
*Instructor: "Tell me about your hobbies."*
11. Can introduce themselves using formulaic expressions  
*"My name is \_\_\_\_\_."*  
*"Nice to meet you."*
12. Can use some stock social phrases, such as greetings or thanks  
*"How are you?"*  
*"Thank you."*

## Levels 2 – 3 – 4

Identify the 'Can-do' statements for each level. What are the key differences between them?

Level 2	Level 3
2-2: Can describe a scene using a few basic words	3-3: Can give simple descriptions accurately

Level 3	Level 4

# Levels 2 – 3 – 4: Case Study (SSN2-19)

<b>Level 2</b>	<b>What would their ‘i’ likely be?</b>
	Which two <u>Level 2</u> Can-do Statement(s) might be Rumiko’s strongest? <ul style="list-style-type: none"><li>•</li><li>•</li></ul>
	What are some examples of new language introduced by myPrep? <ul style="list-style-type: none"><li>•</li><li>•</li></ul>
	<b>What could you introduce as additional ‘i+1’?</b>
	Which <u>Level 3</u> Can-do Statement(s) can you incorporate into the unit? <b>A:</b>
	<b>B:</b>
<b>C:</b>	

## Levels 4 – 5 – 6

Identify the 'Can-do' statements for each level. What are the key differences between them?

Level 4	Level 5

Level 5	Level 6

# Levels 4 – 5 – 6: Case Study (BA5-14)

Level 5	<b>What would their ‘i’ likely be?</b>
	Which two <u>Level 5</u> Can-do Statement(s) might be Yoko’s strongest? <ul style="list-style-type: none"><li>•</li><li>•</li></ul>
	What are some examples of new language introduced by myPrep? <ul style="list-style-type: none"><li>•</li><li>•</li></ul>
	<b>What could you introduce as additional ‘i+1’?</b>
	Which <u>Level 6</u> Can-do Statement(s) can Yoko practice in this unit? <b>A:</b>
	<b>B:</b>
	Combine the functions of Practice A and B to create a mini role-play Application:

## Lesson Structure

Q: What makes a lesson *complete*?...

A: \_\_\_\_\_ !



Q: How often do you finish one complete unit in one 40-minute lesson?...

- \_\_\_\_\_ role-play
- Client \_\_\_\_\_
- \_\_\_\_\_ mistake correction

Notes:

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# Practice A + B “Application”

→ **Practice**

**A** Ask how much these pets cost. Check the price and write it down.




**Example**  
You: **How much is this dog?**  
Clerk: It's \$300.  
You: **\$300?**  
Clerk: Yes, that's right.


			
\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>


**Practice A:**  
Asking questions


**Practice B:**  
Responding

**B** Ask the clerk the price of these pets. Do you want to buy them? Tell the clerk.

 You want to buy it. <b>I'll take it!</b>	 You don't want to buy it. <b>No, thanks.</b>	 You're not sure. <b>I'll think about it.</b>
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→ ① You: **How much is this tarantula?**  
Clerk: It's \$60. Would you like it?  
You:  **No, thanks.**

→ ② You: **How much is this lizard?**  
Clerk: It's \$140. Do you want one?  
You:  **I'll take it!**

→ ③ You: **How much is \_\_\_\_\_?**  
Clerk: \_\_\_\_\_?  
You:  \_\_\_\_\_.

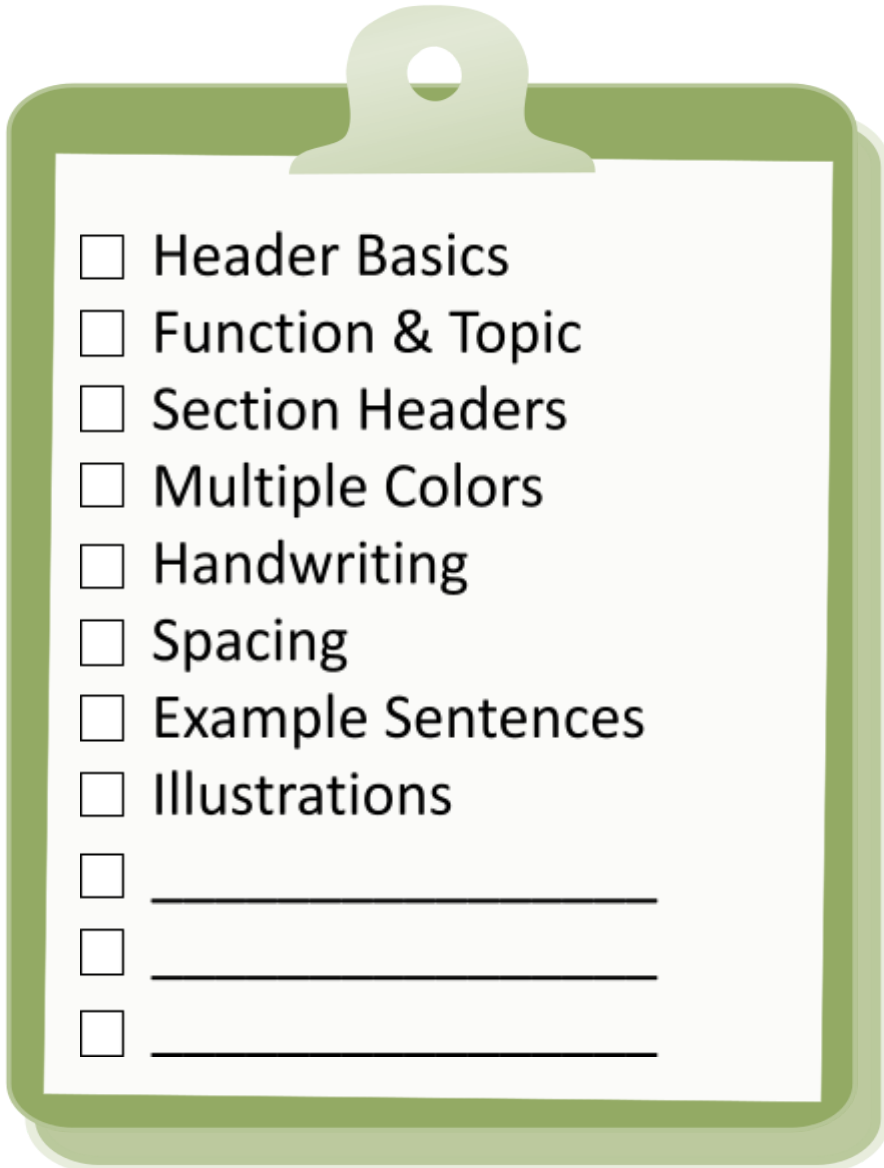


# Practice A + B “Application”

“Now, let’s close the textbook and ...”

## Lesson Notes

We all know the importance of good lesson notes for our clients... how do yours measure up?



A green clipboard with a white sheet of paper. The paper contains a checklist of criteria for lesson notes. The criteria are listed with empty checkboxes to the left of the text. The last three items are followed by horizontal lines for additional notes.

- Header Basics
- Function & Topic
- Section Headers
- Multiple Colors
- Handwriting
- Spacing
- Example Sentences
- Illustrations
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Lesson Notes

*(your notes here)*

## Levels 6 – 7 – 8

Identify the 'Can-do' statements for each level. What are the key differences between them?

Level 6	Level 7

Level 7	Level 8

# LPA Support: Case Study (SSN7-28)

<b>Level 7</b>	<b>The client lacks confidence with the following Can-do statements</b>
	<ul style="list-style-type: none"><li>●</li><li>●</li><li>●</li></ul>
	<b>How can we customize the unit to highlight the Can-do statements?</b>
	<b>A:</b>
	<b>B:</b>
	<b>C:</b>



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