

ED 420A – Principles and Practices of Language Teaching, Dr. Peter Shaw  
Kumar Trade Fair of Macrostrategies for Postmethod Pedagogy: December 16, 2003

As the first major group work activity that I completed in the MA TESOL program at the Monterey Institute of International Studies (MIIS), this project was based on the principles of integrating language skills in chapter 10 of B. Kumaravadivelu's (2003) book, *Beyond Methods: Macrostrategies for Language Teaching*. My group included Azita Mokhtadi, Hisako Yamashita, and Booyeon Kim. Immediately we recognized that each member of the group spoke a different language (Farsi, English, Korean, and Japanese) and we wanted our booth to reflect that diversity. In addition, we all were good cooks and saw food metaphors for integrating the language skills of reading, writing, listening, and speaking. We decided that a blended or complete meal dish would be a component of our display at the fair. Thus we were motivated by diversity and nourishment to share how the four language skills could be integrated into one lesson.

After each group member read the assigned chapter in Kumaravadivelu (2003) and two different articles in scholarly journals, we shared our insights through a jigsaw format and summarized the major principles of integrating language skills as:

- Avoid isolating each language skill for instruction just because it is easier for administrative organization
- Use authentic materials in student activities
- Arrange different opportunities for students' different learning styles
- Scaffold audio-visual materials like radio, TV, and the Internet to provide rich material for learning

Based on these principles, we each agreed to create a 15-minute lesson that taught English, Farsi, Korean, and Japanese by integrating language skills. My lesson integrated the four skills by simulating a TV newsroom where students listened to an eyewitness describe a traffic accident, wrote a brief summary, and then read their report on video.

As the date of the trade fair approached, I collaborated with my group members to draft the contents of our handout, the schedule of our micro-lessons, the menu listing our prepared foods that represent integration, and the logistics of operating simultaneous activities at our booth. The handout included a summary of integration principles, corresponding activities that exemplifies each principle, and a bibliography.

On the day of the fair, we followed a schedule of rotating shifts that allowed one group member to teach their micro-lesson while another served food and recruited participants for the next lesson. The remaining two group members were free to explore the other booths. Because of our careful planning, each group member was able to deliver his or her lesson in its entirety and no guest left our booth hungry.

This project contributed to my knowledge of teaching principles, my classroom management skills, and my attitude towards group work. I transformed an abstract teaching principle into a tangible game, display, and handout. I learned the principles of integrating language skills by teaching them to others. I accepted my group members' different points of view while holding them accountable to the standards that we needed to demonstrate in our final product. Overall, I gained as much from the process of this activity as I did from the final product; that is the true essence of learning.

#### Reference

Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press.