




Language skills across the senses: A list of tasks.

Skill	Visual 	Auditory 	Kinesthetic (tactile/haptic) 
Listening	<ul style="list-style-type: none"> • (Before reading) Give learners time to read though and do the warm-up task. • If their textbook comes with a CD, learners can review the listening as they look at the book. OR they close the book (and, perhaps, their eyes). They listen and imagine the scene, people, etc. 	<ul style="list-style-type: none"> • <i>Listening is auditory.</i> • Let students discuss how they understood. What information gave them the answers? • If their textbook comes with a CD, learners use it to review. They close the book. They repeat (mentally or aloud) the key words and information. (This is a type of “shadowing.”) 	<ul style="list-style-type: none"> • Make sure tasks include a physical response. If they don’t, add one. E.g. add “Touch the part of the picture they are talking about.” • If their book comes with a CD, have learners review the listening as they do something else. For example, they take a walk as they listen. Or they notice how they think the people feel.
Speaking #1: Dialog practice	<ul style="list-style-type: none"> • <i>Textbook dialogs with recorded written texts are both visual and auditory.</i> Just working with them is visual input. • Invite the students to close their eyes and imagine the conversation, the scene, speakers, etc. 	<ul style="list-style-type: none"> • <i>Textbook dialogs with recorded written texts are both auditory and visual.</i> Just working with them is auditory input. • Invite the students to close their eyes and focus on conversation they hear. 	<ul style="list-style-type: none"> • <i>Try Silent Listen & Repeat:</i> Students move their mouths and say the words with no sound (subvocalize). They notice mouth, tongue, teeth, etc. • Have students stand and gesture as they practice.
Speaking #2: Working with the language map (key/example sentences) for pair- or groupwork or other speaking activities.	<ul style="list-style-type: none"> • Write it on the board or call attention to the forms in the book. • Add variations: <ul style="list-style-type: none"> - Imagine the words. Note or change color/ printed vs. handwritten, etc. - “mentally underline” key words/ grammar 	<ul style="list-style-type: none"> • <i>Listen and don’t repeat.</i> Instead, they imagine hearing their voices saying the sentences. • Add variations: <ul style="list-style-type: none"> - Mentally imagine the words with a strong L1 accent. Then imagine own voice with a native-like accent. - Say the sentences in non-sense syllables (DA da da), matching the rhythm. Then say the actual words, matching the stress. 	<ul style="list-style-type: none"> • <i>Silent Listen & Repeat</i> (see box above) • Add variations: <ul style="list-style-type: none"> - Tap the rhythm of the target sentences. • Get extra large rubber bands – ones with a width of at least a centimeter are ideal. Learners stretch the bands on the stressed syllables as they practice. <ul style="list-style-type: none"> - As they hear the sentences, they “write” them with their fingers on their hands. - March/dance around the room to the rhythm of the sentences

<p>Speaking #3: Pair- or groupwork</p>	<ul style="list-style-type: none"> • Give learners time to look over the page/ task/ questions before they begin the task. 	<ul style="list-style-type: none"> • Learners look over the questions in pairs. They clarify instructions. Talk about which look interesting to talk about (see Kinesthetic task) 	<ul style="list-style-type: none"> • Give learners time to read the items before they begin. They might rate each item for interest (☺. ☹. 😐). • They begin with the most interesting ones. • Encourage learners to change partners between tasks. • Play instrumental background music.
<p>Speaking #4 Open-ended fluency work. (Language planning/ mental rehearsal)</p>	<ul style="list-style-type: none"> • Before a speaking task, they look over the page/ task and think about what they want to say. 	<ul style="list-style-type: none"> • They think about what they want to say, then imagine the situation and listen mentally to the description 	<ul style="list-style-type: none"> • They think about what they will say. They can try subvocalizing (saying it silently) or mumbling.
<p>Reading</p>	<ul style="list-style-type: none"> • <i>Reading is visual.</i> • Invite the learners to imagine the pictures (watch the movie in your mind) as they read. 	<ul style="list-style-type: none"> • They read aloud.** • They read silently but as they do, they imagine the sounds of the words. • Read the text aloud to a partner (or even to themselves). ** <p>** Some may want to read silently for meaning first, then read it aloud.</p>	<ul style="list-style-type: none"> • Get pastel vinyl folders. Learners put whatever they are reading and read through the folder. (This is similar to Irlen screens that many dyslexic readers find helpful.) • OR Get large pieces of paper (B4 or A3) in a wide variety of colors. Students choose one they really like. They place it behind the book they are reading. It serves as a frame. (This is called “color grounding”).
<p>Writing</p>	<ul style="list-style-type: none"> • Encourage learners to “imagine the movie in your mind” of what they will write. • They proofread backwards (right to left) to slow down, notice spelling, etc. 	<ul style="list-style-type: none"> • They talk (to themselves or a friend) about what they are going to write. • They proofread by reading aloud. 	<ul style="list-style-type: none"> • When thinking about what they will write, they can make notes/ ideas on slips of paper or post-its. This makes it easier to rearrange the order.
<p>Independent practice (homework)</p>	<ul style="list-style-type: none"> • They can look around and think about how to describe what they see in English. • If their book comes with a student CD, they should listen as they follow along with the book. 	<ul style="list-style-type: none"> • They can talk to themselves (silently or aloud) in English. • They can listen to music and really think about the meaning. • If their book comes with a student CD, they close the book. Listen and imagine the scenes. 	<ul style="list-style-type: none"> • Encourage them to learn how to do something in English, e.g., take some kind of lessons. Instructions on video may be useful. Or even getting an English cookbook and talking themselves through a new recipe as they make it. • They can just take a walk and talk to themselves in English.

