

Whole Language Approach and Multimodality for Situational Learning: On a New Method of Teaching the American English Language to Adult Learners

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With the sociocultural quotation of *Americanism* that dates back to the early colonists in the seventeenth century, the linguistical characterization of the English-speaking world had started to witness this other stream of the language in continental North America. Even if today's Internet-age life in twenty-first century is burdened with the emerging, hopefully not distracting, abundance of multimodal—leverage of visual, social cues that are generally more interactive—educational materials such as YouTube videos, which is a great step by an immediate glance jumping from the 1600s, things were *built* for a reason in terms of “products” or “artifacts” as they ought to be viewed by historic lenses *coming into being* for today's access, rather than a haphazard take-it-for-granted “given” reality.

Visual clues had become exponentially more accessible in a semi-passive manner, loosely speaking, and to English instruction it is opportunity for more unconventional approaches for which the enhancement on the visual side should supercede, almost undeniably, over other formats of presentation and instruction provided the learner is ready—my primary method not inherently visual though.

Sequential “Whole Language” Topics In hopes of fostering better contextualization of adult English learners in the practical sense, relatively and in parallel to a standard literacy acquisition lesson plan, I think the once-prevalent *whole language* approach with emphasis on phonics but intrinsically about natural linguistic environment is going to benefit the instructional efforts—it can accelerate how students perceive a scenario by the pedagogical content of choice to achieve an *in-situ* learning that can be useful for second-language learners as immigrants who carry various barriers and hurdles with them since the very beginning of any language lessons, and same argument applies to foreign national students with more needs.

This lesson plan or better described as a plan for contents would begin with topics of history—when the time span of American politics and administration is acceptably understandable in terms of the quantity of information, to know more about the history should dissolve much unconfidence from learners and it provides a descent

and more importantly historical, moral reference to the legislative, modern world we live in—here needless for me to impose a resonance with the value and benefits of studying history. The first attempt, by me in this regard, was a relatively fast-paced, winter period course about the earlier half of the U.S. constitution in a chronological order, as an adolescent level class that is heavily writing-based with easier reading materials.

Sociodialogic Reading About a year later I came up with another concrete idea and wrote up an outline for the second part of this theme which I called sociodialogic reading, to emphasize both reading and conversational English. If the learner just concentrates on a set of selected reading materials that are typically dialogical either in a conversation or speech, or from a strongly “fluid” context with multiple agents and/or communicators, it can be a boost for the social side of learning the English language and especially for the American English representatives such as Ralph Emerson's essays—in other words, we want students to “graduate” from our language lessons certainly having heard of Mark Twain and what country music means in America, if John Steinbeck's novels can be a recommended reading.

It is my hopes that this idea can help a small group of adult students and can

(my mom and I reading Emerson at the New York Public Library)

M, 12/19 – 9:15 am Benjamin Franklin "Mrs. Silence Dogood"—the Scientist-Diplomat-Statesman-Inventor-Educator

Franklin is known for his lightning rod as an inventor and his scientific experiments; he was a Founding Father of the United States, and was the [primary founder](#) of the new institution in Philadelphia in 1740s which became the University of Pennsylvania.

Read the picturebook "[I Am Benjamin Franklin](#)", and join discussion; find out why Franklin was referred "Silence Dogood" in this [article](#).

[[Homework 6](#), due 10pm]

UNIVERSITY OF DAYTON
BLOGS

MONDAY OCTOBER 29, 2019

What is Dialogue?

By Jason Combs

Dialogue is an ambiguous term, one for which people have many different meanings. Many people use the term to refer to any interaction in which people with different views engage each other and somehow exchange those views. Some use it to refer to talk in general, such as that between actors on a stage. The Dialogue Zone operates with a different definition as a foundation, one that is much more specific. As we define it, dialogue is “a communicative process in which people with different perspectives seek understanding.” To be in dialogue means that participants are not only engaging each other in light of their different views, but they are also striving to achieve a degree of mutual understanding.

become an experimental material to implement teaching with, not just sitting online and waiting to be downloaded.

