



as a foreign language institute

Vast majority of faculty members are Native Speakers of TL.





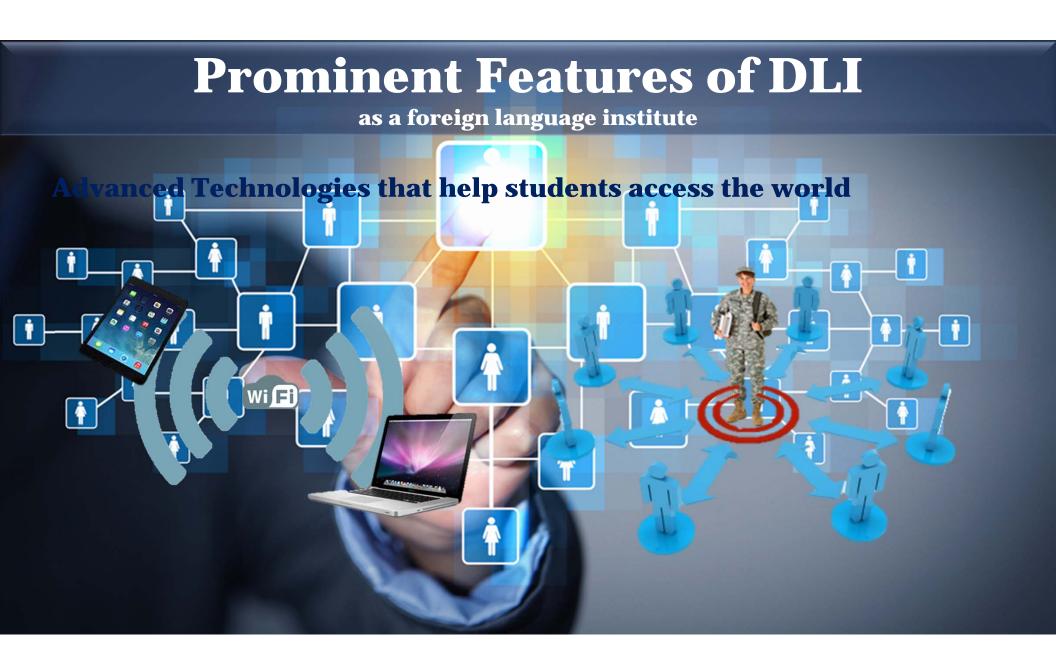














# How A Language School Works at DLI

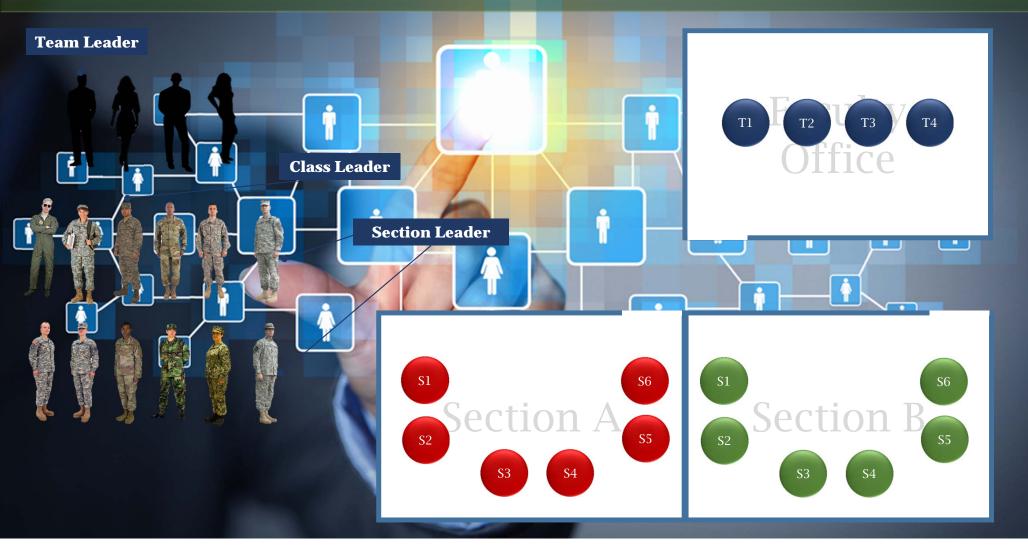


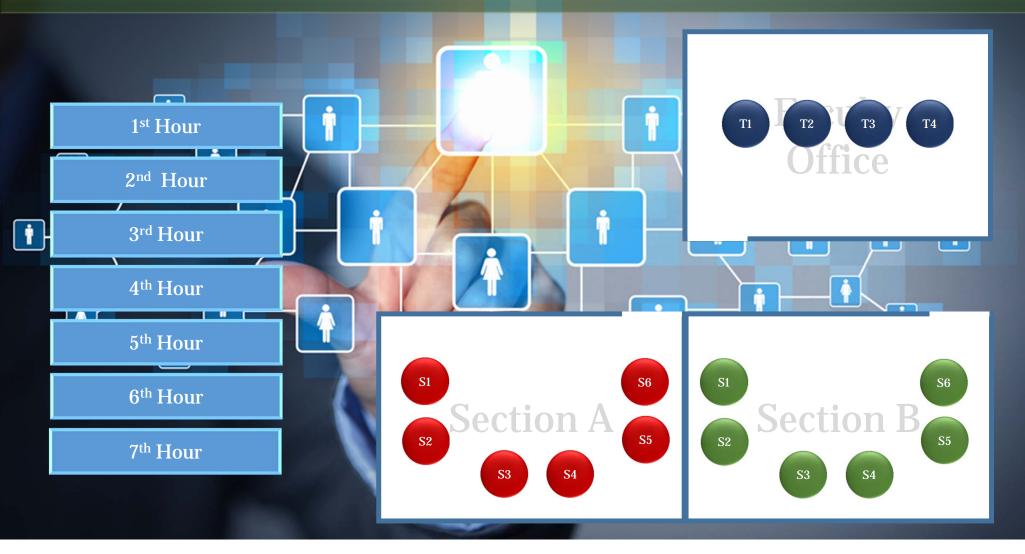
# How a Language School Works at DLI



# How Teams in a School Are Organized























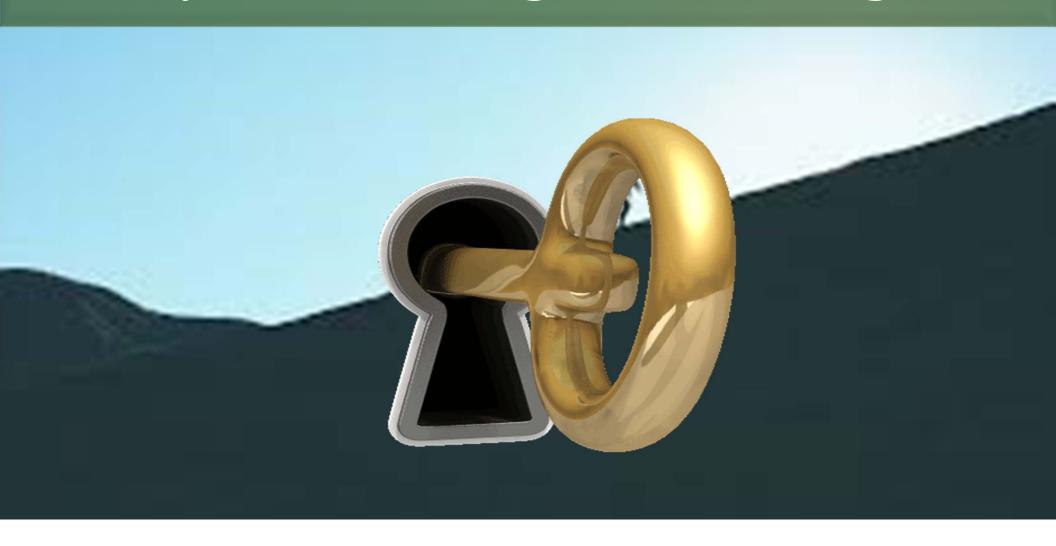
# **Challenges with this Model**

- "Individual teaching"
- Unrealistic "renaissance man" approach
- A very limited TL community
- Lack of genuine and authentic communication
- Too much strain on individual teachers
- Wrong perception that TL language learning is a classroom phenomenon

# **Challenges with this Model**

- Heavy interdependence between Ts and Ss
- Sense of detachment from a larger TL community
- Fatigue factors resulting from the same of same o

# **Key to Overcoming these Challenges**







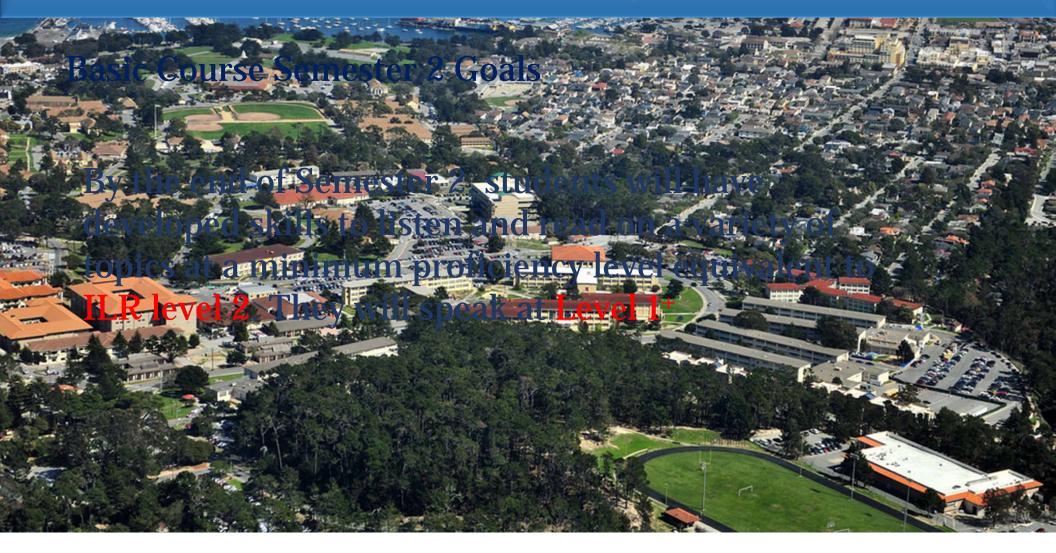




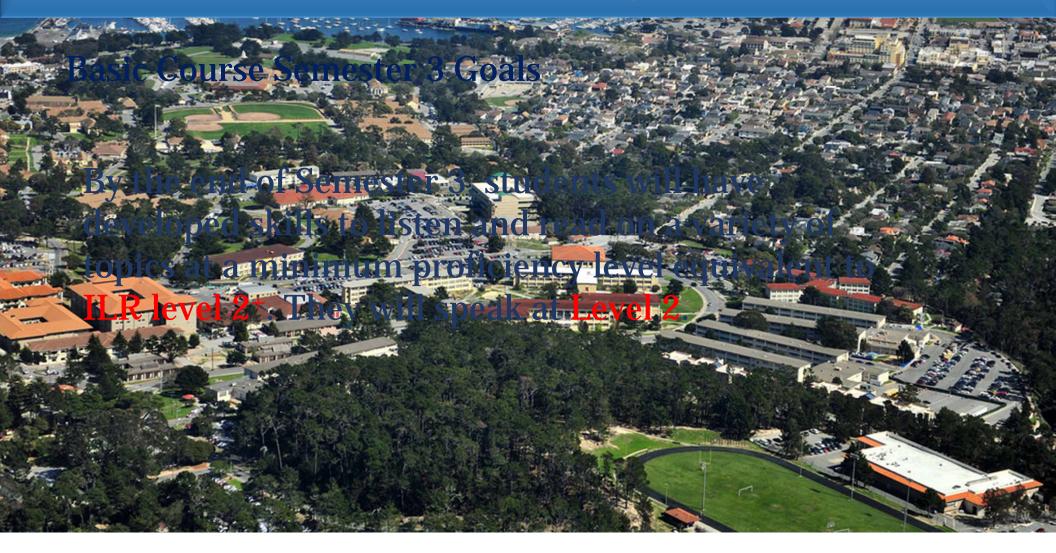
# **Common Basic Course Goals by Semester**



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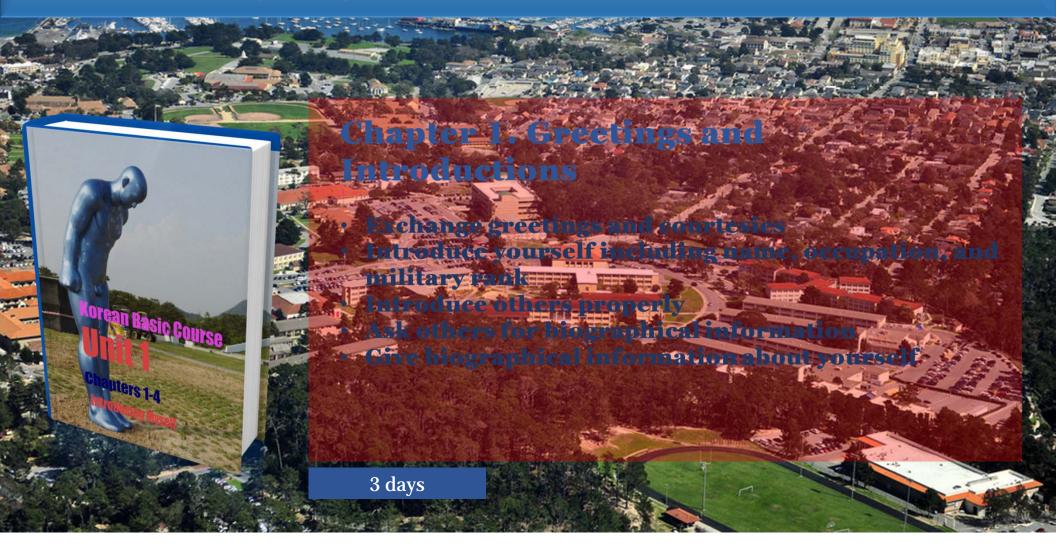
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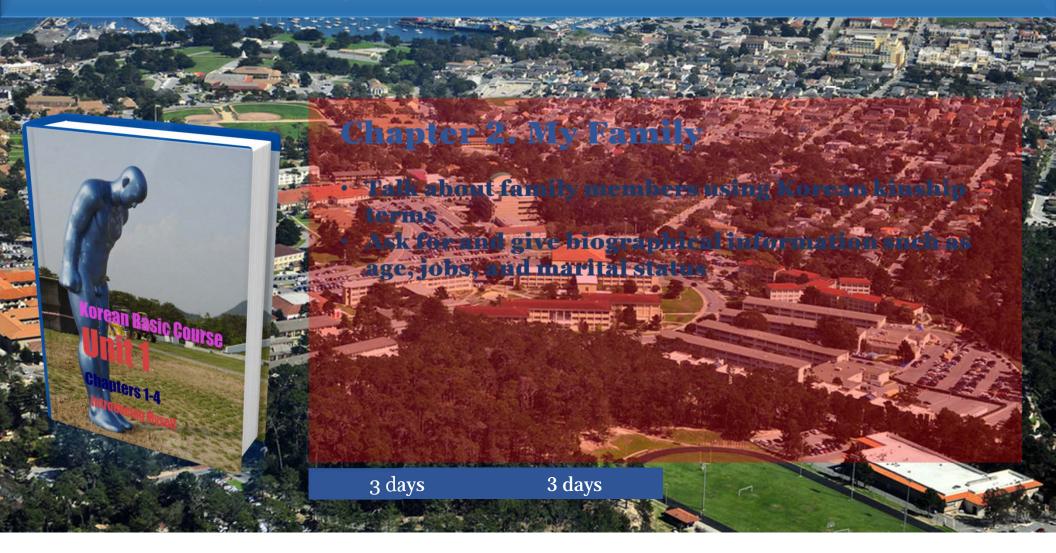
# Sample Daily Objectives



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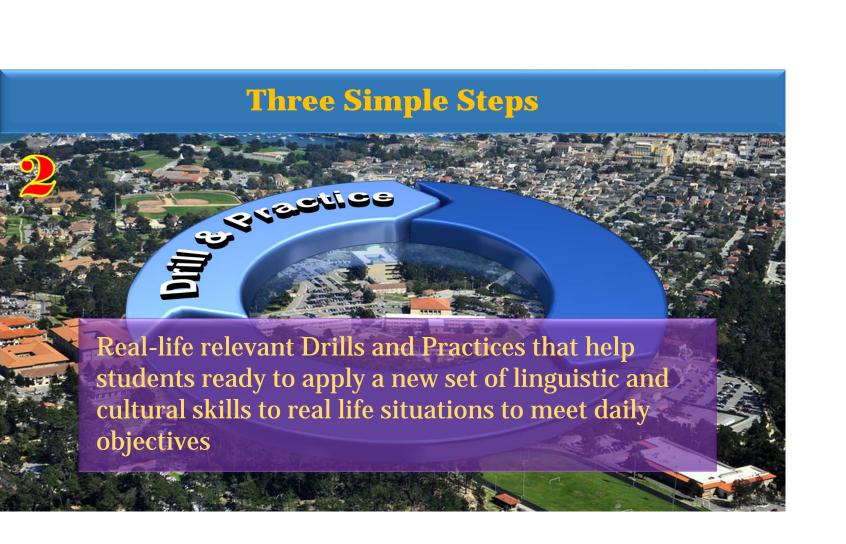




## **Two Pedagogical Foundations**

# **Three Simple Steps**









### **A TL Community in Context**



### A TL Community in Context Teaching Team

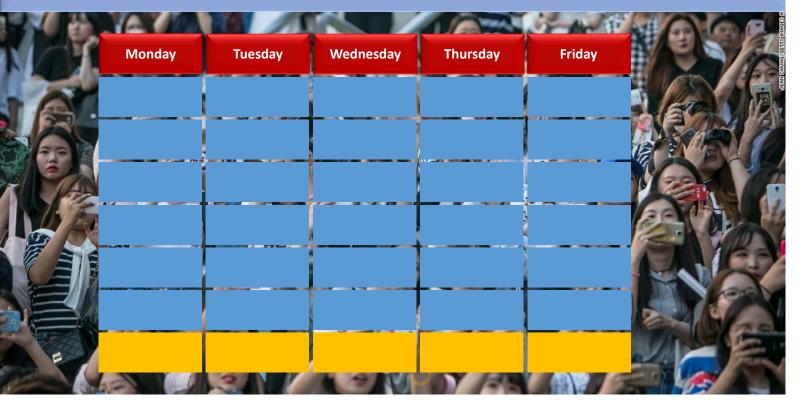
### **A TL Community in Context** Larger TL Community

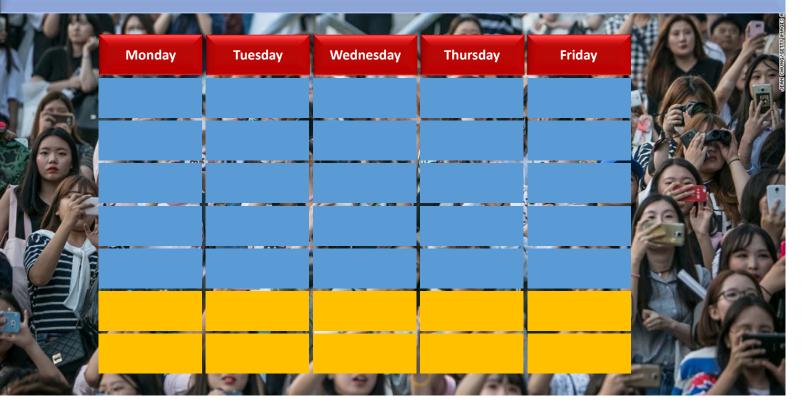
### **Spiral Curriculum**

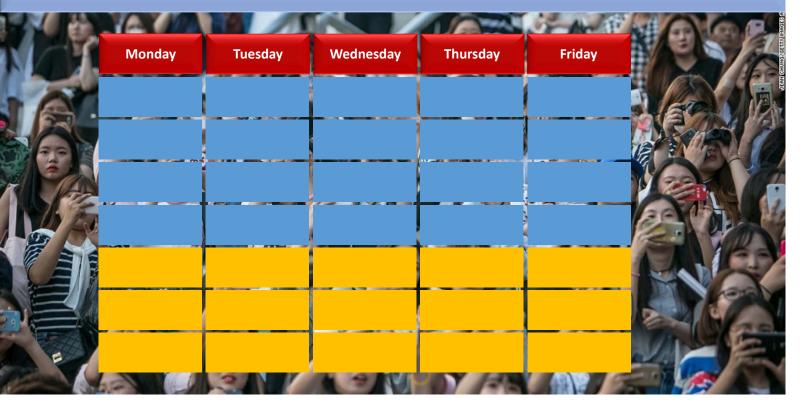
### **Setup for Spiral Curriculum**

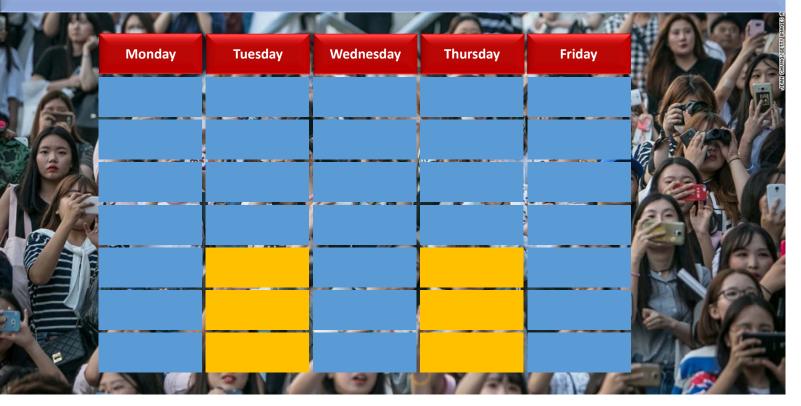
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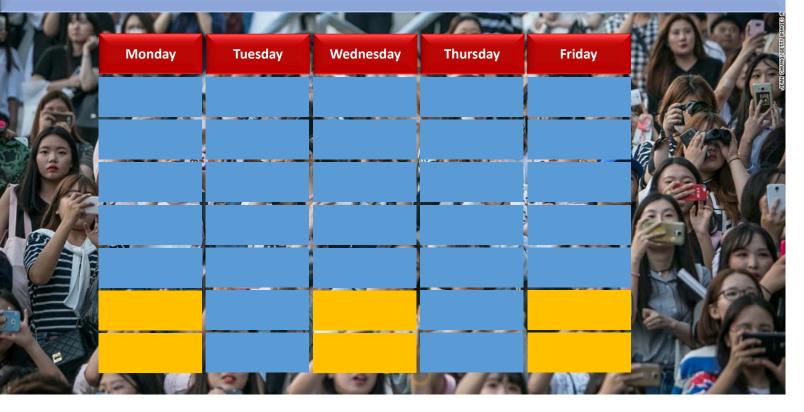
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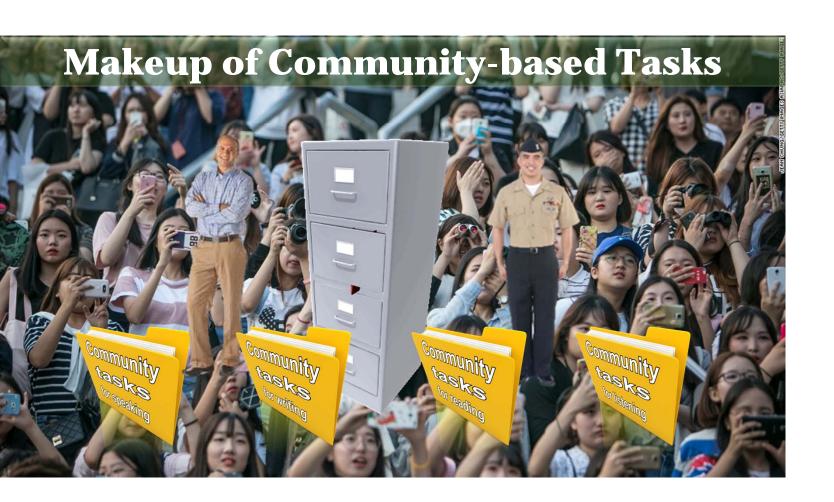


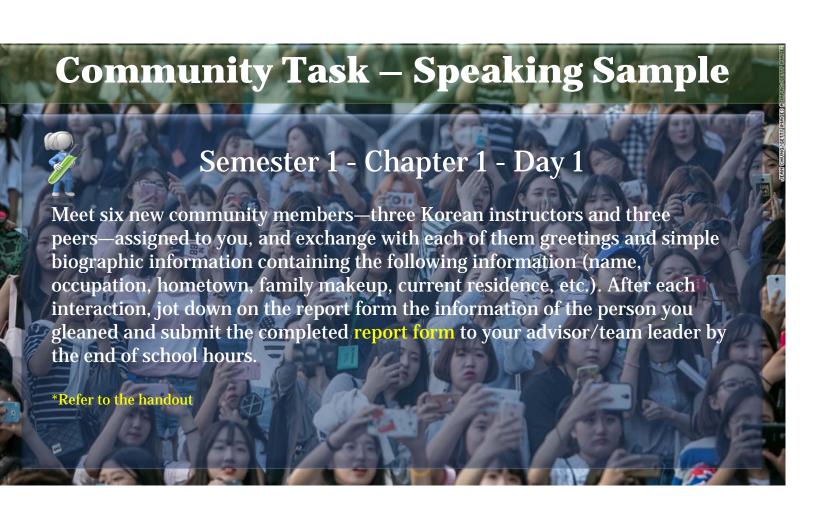








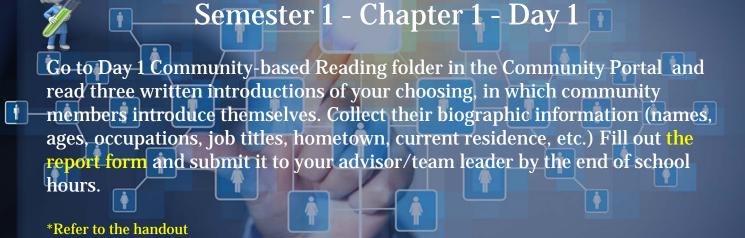


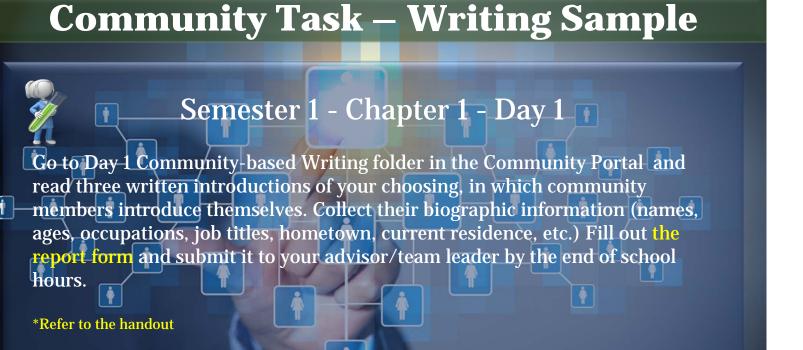




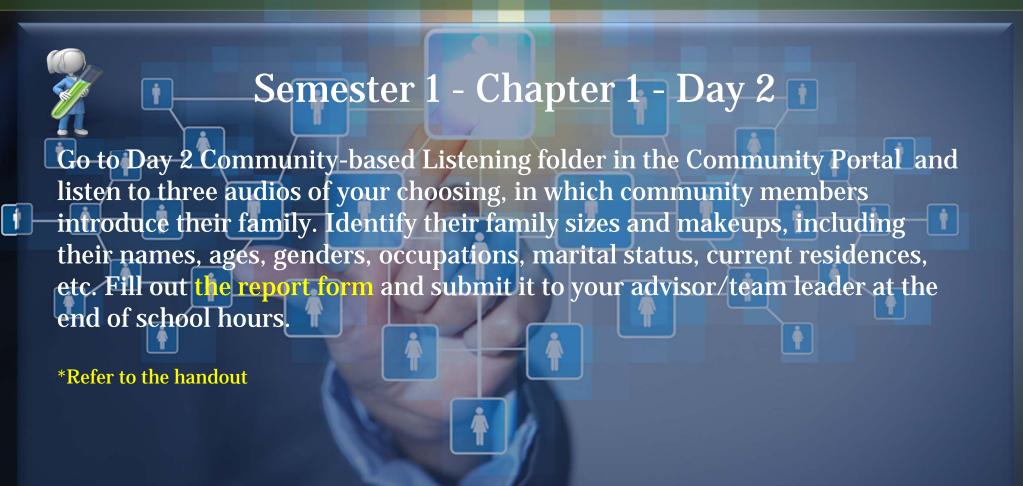




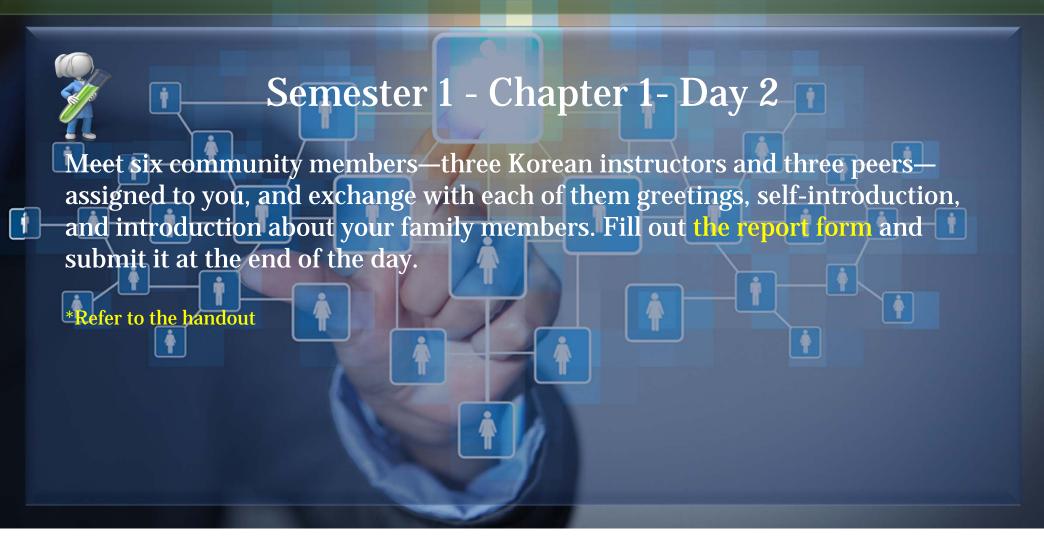








### Community Task — Speaking Sample









### **Keys to Success**

- 1. Multi-level Planning, Scheduling, Coordination way in Advance
- 2. Constant communication among faculty members and teams
- 3. Flexibility and agility
- 4. Proper and timely orientations and trainings



