

V. Finale

Conclusion & Motto

All the components of this system have not as yet been prototyped or launched and tested. The sentence writing patterns, however, and the preliminary classroom board work have proven to be re-sounding successes each time the earlier versions of the approach were introduced to students.

Yalden (71) praises Terrell for his Natural Approach, and quotes Krashen, stating that the challenge facing the field of applied linguistics is “*to create materials and contexts that provide intake.*” (Krashen 1981). She notes that “*intake does not have a syllabus that can be created by the linguist or anyone else. It appears of its own accord, and both linguist and teacher must be alive to its presence. It is not, however, their creation.*”

Perhaps it is time that *the materials and contents that provide intake* become palpable, and attain form, content, and consciousness. **Such materials and content, such a syllabus, does not drop out of the blue, as Yalden expects it to do, but is the result of perspicuous observation and contemplation on the properties and purpose of language.**

Few linguists accept the claim that language determines thought, but many consider that language has some influence on the way a person thinks. **The 2HA shows the students the basic structures of English while giving them as well a deeper understanding of themselves as humans in the context of society, the world, and anything that does or may exist beyond our world. With its easy memory-aid diagrams and finger-tools, it clears away the fog and unnecessary roadblocks that have kept our students back.**

The 2HA provides the means to inspire students to generate their own content, for themselves, for one another, for the classroom, and for future generations of students, and etches into the memories of students, a system and syllabus using a culled collection of inspiring examples from various writers. **The students mimic the forms and fill in the framework with their own imaginative creations.**

In closing, we will look at the 2HA main motto, and then expand that to include some more specific but no less insignificant mottos that comprise this Approach. **It's all about balance**, which is the central feature of this approach:



Motto for The Two Hands Approach



Not too little, not too much – just in the middle.

Not too many big words, not too few - just in the middle.

Not too little formal language, not too much formal language – just in the middle.

Not too little casual language, not too much casual language – just in the middle.

Not too few commas, not too many commas – just in the middle.

Not too few semi-colons, not too many semi-colons – just in the middle.

Not too few dashes, especially not too many dashes – just in the middle.

Not too few short sentences, not too many short sentences – just in the middle.

Not too few long sentences, not too many long sentences – just in the middle.

Not too few Latin or Greek words, not too many Latin or Greek words – just in the middle.

Not paragraphs that are too short, not paragraphs that are too long – just in the middle.

(for twelve) Big five, little five, and two by your side.

(for eleven) Big five, little five, and clap them together

(for ten) Big five, little five.



The Weight and Worth of Words



**The Weight and Worth of Words,
Fit in Forms Strong,
Makes *Sentences* Worth the Work,
Makes Them Last for Long.**

The Two Hands Approach takes the Eastern educational practice of imitation or emulation of a worthy model or pattern, and blends it with the Western practice of individualistic creative expression. Its communal classroom procedure of having students imitate masterful examples, and then profile their work on the board in front of their peers is nothing less than a fusion of Eastern and Western models of learning.

We see that the 2HA is something simple, dynamic, generative, and global. It is also modular, easy to memorize, and portable. It fulfills all of the requirements for a new paradigm that are mentioned in the second part of this essay. Some experts may be baffled by its simplicity. Others will counter that it does not accommodate all the exceptions to all the rules. But, without doubt, there should be consensus that it is a strong contender for a new paradigm in language education. It simplifies and personalizes the learning of English.

The future of the Two Hands Approach is filled with optimistic hope. It may gather dust on a bookshelf, it may entice a few surfers to its future website on the Internet, or it may become the focal point for a truly simplified and efficient way to bring English to the masses.

<http://twohandsapproach.org>

The website is currently has some some examples of sentences and compositions for some of the sentence forms. At present, a Korean programmer is attempting to make a dynamic database that will easily allow students and teachers to input their own sentences into the database.

AUTHOR INFORMATION

BIOGRAPHICAL SKETCHES OF THE AUTHORS

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Richard Dowling is an associate professor with the Asian Division of the University of Maryland University College, where he has taught English Composition, History, and Government courses throughout Asia including Guam, Japan, and Australia for fifteen years. He has resided and taught with UMUC for the past eight years in Daegu, South Korea. He received a B.A. in History and Philosophy from Wheeling University in 1966, and an M.A. in History from Duquesne University in 1968. He also completed two years of doctoral work in History at the University of Connecticut from 1968 to 1970. Subsequently, he received a B.S. in English from the State University of New York in 1990, and a permanent certificate to teach both English and Social Studies in grade 7-12 from the State of New York in 1991.

He introduced the Two Hands Approach in a preliminary form at the KOTESOL conference in Daegu, South Korea in October 2000.

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Stephen Watson has been teaching English at Kumoh National University of Technology in Gumi, South Korea for more than four years. Prior to Korea, Steve taught high school mathematics in Canada, Tanzania, and Guyana. He also has participated in the Arcosanti arcology project in Arizona, and has contributed to greenbelt afforestation at Auroville, Tamil Nadu, India. He has B.Ed. and B.A. degrees from Queen's University in Kingston, Ontario, Canada. He recently completed his M.Ed. in Teaching Second Languages from the University of Southern Queensland, Australia.

In his free time, he plays guitar, writes songs, paints pictures, works in stained glass, goes hiking, and bakes bread.