

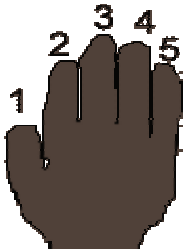
## **II. The Two Hands Approach: Its Importance, Components, Methodology, Anticipated Outcomes, and Targeted Instructional Audience**

### **Importance**

This approach to language will have lasting influences and leave permanent traces on all those who learn it. Students will not only learn to listen, speak, and think more clearly, but they will also learn to read and write with greater confidence, skill, and proficiency. At any time or place, students can recall this foundation, for it is as easy as counting on your fingers. Students, moreover, will also have an appreciation for themselves as integral human beings, for all languages, and for the redemptive quality of silence.

### **Components**

The Two Hands Approach has the following five instructional components which are listed below and will be explained in greater detail later in the book.

<b>5 Key Instructional Components for the Two Hands Approach</b>				
				
1	2	3	4	5
GRAMMAR	PUNCTUATION	SENTENCE FORMS	COMPOSITION INSTRUCTION	READING METHODS

## Methodology

The Two Hands Approach system uses *traditional methods*, symbolized by the *right* hand, as well as *contemporary methods*, symbolized by the *left* hand.

### (a) The Traditional Method (Right Hand)

The *traditional* method is a deductive approach, from top-down, from teacher to student, with a prescribed, clearly sequenced set of progressively and cumulatively important lessons. It imposes on the students a discipline and structure which they must master.

In addition, the Two Hands Approach uses the right hand method by establishing an all-important system of control over student writing which enables the teacher to manage large groups of students effectively, without burnout, but also provides them with a tool for diagnosing and prescribing developmental progress for the individual student. It provides individualized attention. Furthermore, it guarantees, as no other system has or can, that all students can be taught to write within the confines of classroom instruction itself.

### (b) Contemporary Innovations (Left Hand)

*Contemporary innovative* methods are symbolized by the left hand, and these methods rely on the search for meaning, personal input, and the imagination and creativity of the student, including interpersonal activity with other students. The communicative language teaching method, the cooperative learning method, and all natural, open-ended, organic, and process-oriented approaches employ the left hand approach.

The 2HA employs the left hand approach to teaching and learning in a number of ways:

1. It does not use prescribed texts that may be outdated or written by dull, uninteresting writers, but instead requires students to make their own choices of theme and content and to employ their own imagination and creativity in the writing itself.
2. The method demands that the students learn to write as a public communal enterprise which requires the integral use of speaking as well as writing, of listening as well as reading, and of being graded on their work not only on the basis of written tests, but also on the basis of public performance and achievements.
3. The 2HA employs innovative methods represented by the left hand by its right hemisphere usage of metaphors, images, symbols, analogies, identifying marks, keys, and memorable mottos.

**Moreover, the 2HA employs a continuous metaphor or theme through all of its systematic structure.** This theme is also an image which is easily evoked in the mind, and is easily remembered because it is rooted in the body, its movements, and its gestures as symbolized by the hands.

It is common knowledge that actors remember whole scripts simply by reciting their scripts out loud and reinforcing the memorization of their scripts by keying their reading out loud to movements of the body in space. Anyone who has tried to memorize any long passage by simply looking at the passage will know how much more difficult that is than trying to memorize the passage by reciting it aloud as they move about with definite gestures and movements in public interaction with others. **The value of this obvious**

and universal experience for teaching and learning has been unduly neglected and ignored.

### Anticipated Outcomes

The Two Hands Approach puts the student into the driver's seat of a more effective mastery of English. Spoken and written sentences will begin to make more sense. Confidence will rise. Imagination will be rekindled. Buoyed by the engaging abundance of crystal-clear examples, the students will recognize, imitate, and perfect each form to a certain level of automatic performance – automatically being able to notice the forms while *reading*, as well as automatically being able to use the forms on occasions of focused *writing*.

The Two Hands Approach is like the multiplication tables, but easier to remember and as frequently used. The two hands are repeatedly used throughout the system, and the fingers are assigned words or code letters that stand for key concepts. **Through constant repetition, the hands will become the mnemonic devices for memorizing the many charts in the system with their concepts.**

Thus will the student see some of the core structural components of the sentences, and will get a sampling of the endless number of variants that can be generated by emulating those forms.

### Targeted Instructional Audience

In Canada, the USA, or any other country with English as the national language, a suitable level might be the lower to upper middle school. Certainly all high school students in ***English-speaking countries*** could be taught this approach with ease.

The 2HA assumes an initial basic proficiency in English. At its current stage of design, though, for ***non-native speakers***, it is probably best suited for such students who are ready for a concise introduction to grammar, punctuation, composition, and reading. The most appropriate level would be the third year of middle school or the first year of high school.