

“M.O.T.”

THE MOMENT OF TENSION THAT LEADS TO MIND DEVELOPMENT

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The study I developed for my master thesis in 2013 Language, Reading & Culture Program; Department of Teaching, Learning & Sociocultural Studies; College of Education; University of Arizona, I was interested in the ways by which a teacher could recognize the Zone of Proximal Development (ZPD) more clearly and engaged the student in ZPD activity more effectively. Specifically, my research questions were: 1) How does the teacher recognize that ZPD had come into play while teaching EFL to an adult Brazilian, native speaker of Portuguese? 2) How does the teacher interact with the learner when aiming to create a ZPD? 3) What particular mediational means does the teacher employ when the ZPD comes into play? Parts of five lessons of one hour each were observed and analyzed for types of teacher-student interaction, mediation means (e.g., Portuguese/English), and Moments Of Tension. The notion of Moments Of Tension was conceptualized as specific point in time occurrences during the lesson when the student progressed from practicing through the mechanics forcing the creation of the Zone to where the sequence of the student imitating the teacher signaled movement from what the student had learned to how he could use that learning by producing new language independently. Final conclusion for this study indicated that “cognitive” Moments Of Tension were markers for the teacher to recognize the ZPD; however, recognizing the Tension itself was

not enough. There had also to be a clear understanding of the target function, as well as the prior and subsequent functions that applied to the learning and development process of a specific learner.

Considering the understanding of what I have developed through the years and more than 40,000 hours of teaching and experience using the same technique, I have found out that, it is possible to identify where the ZPD will happen and how to manage the MOT for the internalization of the information to happen successfully, instead of being aborted as, it happens, in the majority of the times; I also developed my own material, and my own assessment system “Continuous Targeted Assessment System with Precise Interventions (CTASPI) which manages this whole process precisely. Based on this knowledge and my learning life experience, I have created an intensive 60 hour program called the R-K Pilot Instructional Design which focus on the speech aspect of the language and works for the internalization of the proper mechanisms of the English grammar structures while leads the learner to speak between 30 and 75 minutes independently by the end of the 60 hour training program. Ultimately this process development works as a template that the learner can use to develop the narrative he/she desires on his/her own.

In 2013 I opened my own company, Pragmatix Language Systems while working on my projects and ideas; in 2019 it was time to go publicly; I introduced this project at BETT Educar, Brazil. Pragmatix L.S. achieved a great success and is already in business with a major corporations in the State of Sao Paulo, Brazil; the kickoff will be in March 2020.

Brazilian/American of Italian descent, I could not learn English in the school settings in Brazil or abroad. I had to learn by myself; It was frustrating, but now I am ready to share this information with the world and I would like to present this material in Virtual Educa Portugal 2020.

Thank you very much for the opportunity,

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