

1 – Learners and teachers, and the teaching and learning context

1 Learning and teaching contexts

A Warm-up

- Think back to a language learning situation you know well. Picture as many details as you can. Consider these questions:
 - How many learners were in the class?
 - Was it a face-to-face class or were lessons online?
 - What resources were available to the teacher?
 - What was the age range of the learners?
 - Did the learners share a common first language (L1)?
 - What reasons did the learners have for learning the language? How motivated to learn did they appear?
- Describe the learning context you thought about to a partner. How similar are the two contexts? How do you think each context impacted on the style of teaching and the lessons generally?

Recognizing the complex and diverse nature of ELT classrooms around the world ... is the starting point of our exploration of roles, relationships and interactions in second language classrooms.

Graham Hall, 2011

B Learners' purposes

- Here are some commonly used abbreviations to describe learners' different purposes for learning English, and also the situations in which they learn and use English. Can you match them to the definitions?

1 EFL English as a foreign language	a The use of a language other than the learners' L1 to teach a school subject such as science or physical education, with the aim of developing competence in both the target language and specified subject.
2 ESL English as a second language	b The way in which English is now used by many non-native speakers to communicate with other non-native speakers; also called English as a lingua franca (ELF).
3 CLIL Content and language integrated learning	c The teaching of English with the aim of developing a learner's ability to function effectively in a particular domain, such as business or medicine.
4 EIL English as an international language	d The learning of English in a context where English is not generally the medium of communication. For example, this would include a Spanish student having English classes in Spain.
5 ESP English for specific purposes	e An example of ESP with the aim of developing a learner's ability to function effectively in academic contexts, such as studying at an English medium university.
6 EAP English for academic purposes	f The learning of English over a sustained period in a context where English is generally the medium of communication. For example, this would include someone from China living and working in the UK.

1 Learning and teaching contexts

- 2 Here are profiles of learners of English. In each case, identify their purpose for learning English. Use the abbreviations above.
- Han is currently studying a course which focuses on writing essays, giving presentations and following recordings of lectures. She hopes to enrol at an English-speaking university, if she can pass the English language test required.
 - Lucia is an Italian-speaking teenager who is studying English as one of her school subjects in Bologna. She also attends an English class twice a week in a local language school.
 - Kazankiran is an asylum-seeker in Canada. She speaks Kurdish and Arabic, and is attending English classes with a view to settling in Canada permanently.
 - Carmen, who is Brazilian, is the head of marketing in a large export company. She attends a one-to-one English class in Sao Paulo to help her in her business dealings, which are mainly with Middle Eastern clients.
 - Kah-Yee is Malaysian and when she was at school, she learned mathematics in English. Her English lessons aimed to ensure that she could follow the mathematics lessons effectively.

C Needs and needs analyses

- 1 Which of the five learners above are likely to have the most clearly specified needs?
- 2 Think about the questions below. When you are ready, discuss your ideas in small groups.
 - a How might the needs of an ESL learner vary from those of an EFL learner?
 - b How might the needs of an EAP learner vary from those of an EFL learner?
 - c In a CLIL context, where science is being taught through the medium of English, what sort of language content would you expect to be included?
 - d Can you think of any implications for teaching if a student is, or will be, a user of EIL (as opposed to using English in an environment in which English is the main language)?
- 3 How could you find out more about the needs of a particular learner or group of learners? What questions would you ask?

Work with a partner to write some questions which you could ask a member of your TP class.

When you are ready, compare your ideas with another group.

D More differences

- 1 Read the quote from Graham Hall (above). As well as the learners' purpose for learning English, what other things might contribute to 'the diverse nature of ELT classrooms'?
- 2 Your trainer will allocate you either a), b) or c) below. Think about the needs of the learners, their likely motivations and any specific activity types that you think would, or would not, be appropriate.
 - a What are the similarities and differences between teaching:
 - a group of 17–18-year-olds who are at B2 level of English and have just started an ESP course in business English?
 - a senior manager of a local company on a 1:1 basis, who will shortly be travelling to the USA for a series of meetings?

1 – Learners and teachers, and the teaching and learning context

- b What are the similarities and differences between teaching:
- a group of 40 14-year-olds who share the same language, at a secondary school in a country where English is not spoken as a first language?
 - a group of 15 14-year-olds of mixed nationality, studying a three-week course in the UK over the summer?
- c What are the similarities and differences between teaching:
- an online general English class with 15 learners?
 - an online general English class with one learner?

KEY WORDS FOR TEACHERS

Check you know the meanings of these terms.

- *EFL ESL CLIL EIL ESP EAP*
- *needs analysis*

REFLECTION

Complete these sentences:

- 1 One reason that there is no single 'correct' way to teach is that ...
- 2 I would like to find out about the needs of my learners because ...
- 3 I think I would be able to teach ESP in the area of ...
- 4 EAP learners are likely to need ...
- 5 If I had a very small class, I would try to ...
- 6 If I had a very big class, I would try to ...
- 7 In a class where everyone shares the same language, I would ...
- 8 In a class where a variety of languages are spoken, I would ...

Reference

Hall, G. (2011). *Exploring English Language Teaching: Language in Action*. Abingdon: Routledge, p.4.

2 Learners as individuals

A Warm-up

- Picture this scenario: You start teaching a new class and find that everybody in the class has more or less the same level of language proficiency. However, after several lessons you start to notice some quite big differences in learners' levels. Some appear to have made more progress than others. What reasons can you think of for these differences emerging?
- The following learners all study in the same Beginners (A1) English class. How might their language backgrounds impact on their progress?

Name	Nationality	Languages spoken
Zhao	Chinese	Mandarin
Safia	Algerian	Derija (her local variety of Arabic), Modern standard Arabic and a little French from when she was at school
Sophie	French	French, German (from school) and Italian

B Learner Preferences

- Think back to a language learning experience of your own. What things did you like doing? Were there any things that you did not like doing? Look at the statements in the questionnaire and say the extent to which you agree or disagree with them, based on your experience.
- Compare your preferences with other people. Did you have exactly the same responses as your partners? What can you learn from this about planning and teaching lessons?

1. I like talking in groups about things that interest us.	disagree	1	2	3	4	5	agree
2. I like studying grammar rules on my own.	disagree	1	2	3	4	5	agree
3. I like it when the teacher explains grammar rules.	disagree	1	2	3	4	5	agree
4. I like having my mistakes corrected.	disagree	1	2	3	4	5	agree
5. I like translating sentences from my language into English.	disagree	1	2	3	4	5	agree
6. I find it useful to review lessons when I get home.	disagree	1	2	3	4	5	agree
7. I find language learning apps useful for reviewing new words.	disagree	1	2	3	4	5	agree
8. I like playing games in class.	disagree	1	2	3	4	5	agree

1 – Learners and teachers, and the teaching and learning context

C Motivation

- 1 Think back to a learning experience of your own. Which factors drove you to make an effort? Was there anything that decreased your desire to learn?
- 2 Pick four items from the list below that you think are most important for promoting and maintaining motivation in a language classroom. Be ready to justify your choices.
 - a favourable attitude to the target language culture and its speakers
 - immediate opportunities to use the language outside class
 - having a good rapport with classmates
 - doing well in class and a feeling of progress
 - using interesting materials/books in class
 - knowing there will be regular tests and examinations
 - the personality of the teacher
 - liking the teacher's way of teaching
 - having a specific long-term goal, e.g. work, study, travel
- 3 When you are ready, share your list with a partner. Look at your combined list of items and try to reduce it to four.

D Language learning strategies

- 1 Look at the difficulties (on the left) that these learners have with their English and in learning English. Can you think of any advice to help them?
- 2 Match the difficulty on the left with the most appropriate strategy used to compensate for it on the right.

Learner A

I get very nervous and anxious in English lessons ...

Learner B

We learn a lot of new words but I often forget most of them ...

Learner C

I worry when I have to speak English in social situations ...

Learner D

Listening is really difficult for me – people speak too fast!

Learner E

I don't get to practise speaking very much ...

1

... so I watch videos on the internet with subtitles.

2

... so I find information about topics and plan what I can say.

3

... so I do some deep breathing exercises before I go to class.

4

... so I arrive early to class and talk to the teacher before class starts.

5

... so I got an app on my phone and I make flash cards, which I look at a few times a week.

- 3 Which learner(s) ...
 - i ... decided they needed to control their emotions?
 - ii ... decided they needed more social interaction?
 - iii ... realized that their learning wasn't working very well?
- 4 What advice would you give these learners?
 - a I need to improve my grammar – what can I do?
 - b I want to improve my vocabulary – what can I do?
 - c I want to improve my speaking – what can I do?

Simply stated, language learning strategies ... are purposeful mental actions ... used by a learner to regulate his or her second or foreign language learning.

Rebecca Oxford, 2018

E Learner training

Learner training refers to the training given to learners to help them use strategies to become more effective in their learning and to be able to make the most of learning opportunities, both inside and outside the classroom.

- 1 Look at the coursebook you are using for TP. Does it provide any learner training? For example, is there a section in each unit that gives learning advice, or are there any questionnaires or other forms of guidance at the beginning of the book? If so, does the material present individual strategies, or several strategies together that share the same goal?
- 2 Look at the activities you will use in your next teaching practice lesson.
 - i Are there any opportunities to give advice to your learners on how to maximize their learning?
 - ii Which strategies do you think would help your class the most?
 - iii How could you present the strategies?

KEY WORDS FOR TEACHERS

Check you know the meanings of these terms.

- *learning strategies*
- *learner training*
- *learner autonomy*
- *learner preferences*

1 – Learners and teachers, and the teaching and learning context

REFLECTION

Answer the questions.

- 1 From what you already know about the learners you are teaching, how similar or different are they, with regards to the things we have discussed in this unit?
- 2 What other individual factors might contribute to diversity in the classroom?
- 3 What practical things can a teacher do to make everyone feel equally valued and included in lessons?
- 4 Look at the quote from Bonny Norton. What are the advantages of teachers ‘understanding the histories and lived experiences’ of their learners? How might they attempt to do this?

It is only by understanding the histories and lived experiences of language learners that the language teacher can create conditions that will facilitate social interaction both in the classroom and in the wider community, and help learners claim the right to speak.

Bonny Norton, 2013

References

- Norton, B. (2013). *Identity and Language Learning: Extending the Conversation* (2nd edition). Bristol: Multilingual Matters, p.179.
- Oxford, R. (2018). Language Learning Strategies. In A. Burns and J.C. Richards (eds.), *The Cambridge Guide to Learning English as a Second Language*. Cambridge: Cambridge University Press p.81.

3 What do teachers do?

A Warm-up

- 1 Who am I?
Listen to the clues that your trainer gives you. Can you guess what profession is being described?
- 2 What clues could you use to describe the work of a language teacher?

B Roles of teachers

- 1 Match what the teacher says on the left with their purpose for saying it, on the right.

1 I can see how much effort you put into your homework! That's great because you really are improving.	a to correct learner output
2 When I was listening to you in your groups, I heard someone say: 'Can you to swim?'. How can we make the English better?	b to give instructions
3 Work with your partner and write five sentences.	c to motivate and encourage
4 Hi, Jorge – did you have a good weekend?	d to check understanding of new language
5 Look at this example: <i>I used to live in Athens</i> . Notice I don't live there now – it's finished, completed.	e to build rapport in the class
6 So, if you do something <i>on the spur of the moment</i> , do you plan it first? Do you think a lot?	f to focus on language

- 2 Look at the examples of teacher talk on the next page.
 - i Which two are eliciting language from learners?
 - ii Which one is building rapport?
 - iii Which one is checking an exercise?
 - iv Which two are part of managing the class?

1 – Learners and teachers, and the teaching and learning context

A After a modal verb – things like *will, may, might* – what sort of word do we need?

B OK, stop talking to your partners now. Thanks. Monika – tell us about your group. What ideas did you discuss?

C Alex, please stop talking now. Alex. Thank you. Listen to what Monika is saying.

[As learners come into the room]
D Hello, Wang, how are you? Did you watch the football last night? What a game!

E Good. Yes, the answer for question 3 is B. Good. And question 4? What's the answer for question 4?

F What phrase can we use when we want someone to repeat something?

When you are ready, compare your ideas with a partner.

C Observation

- 1 Watch the lesson and complete Observation Task 14 on page 198.
- 2 Compare your notes with a partner.
- 3 Look back at the questions that were asked. Which questions were 'real' questions (i.e. the teacher did not already know the answer) and which ones were 'display' questions (i.e. the teacher invites the learners to display their knowledge about language)?

D Anticipating roles

A new teacher gets the following instruction:

Use the grammar presentation on *used to + infinitive* on page 57 of the coursebook. Do the gap-fill exercise that follows, but also add another more communicative activity to practise the new language. Perhaps the learners could talk in groups about their childhoods, for example.

- What will the teacher need to do before the lesson?
- What roles will the teacher almost certainly need to fulfil during the lesson, or what things will they need to do?
- Can you anticipate any other roles that the teacher may need to fulfil, or what things they will need to do?

KEY WORDS FOR TEACHERS

Check you know the meanings of these terms.

- *real question*
- *display question*
- *rapport*
- *eliciting*
- *checking understanding*
- *monitoring*

REFLECTION

- 1 How do the roles of a language teacher (or things they do) compare with those of:
 - a maths teacher?
 - a tour guide?
- 2 Think back to a language learning experience of your own. Which teacher roles did you feel were most important? Why?
- 3 Look back at the observation sheet. Which things:
 - have you already performed when teaching?
 - have you performed in some other work role or as a student?
 - are you confident of performing?
 - do you think will take a lot of practice?
 - do you think can be made easier by planning what you will say or do during the lesson?
- 4 What roles will you need to perform in your next TP lesson?