

# Introduction to the series by the editors

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**Approaches to learning and teaching English as a Second Language**

This series of books is the result of close collaboration between Cambridge University Press and Cambridge International, both departments of the University of Cambridge. The books are intended as a companion guide for teachers, to supplement your learning and provide you with extra resources for the lessons you are planning. Their focus is deliberately not syllabus-specific, although occasional reference has been made to programmes and qualifications. We want to invite you to set aside for a while assessment objectives and grading, and take the opportunity instead to look in more depth at how you teach your subject and how you motivate and engage with your students.

The themes presented in these books are informed by evidence-based research into what works to improve students' learning and pedagogical best practices. To ensure that these books are first and foremost practical resources, we have chosen not to include too many academic references, but we have provided some suggestions for further reading.

We have further enhanced the books by asking the authors to create accompanying lesson ideas. These are described in the text and can be found in a dedicated space online. We hope the books will become a dynamic and valid representation of what is happening now in learning and teaching in the context in which you work.

Our organisations also offer a wide range of professional development opportunities for teachers. These range from syllabus- and topic-specific workshops and large-scale conferences to suites of accredited qualifications for teachers and school leaders. Our aim is to provide you with valuable support, to build communities and networks, and to help you both enrich your own teaching methodology and evaluate its impact on your students.

Each of the books in this series follows a similar structure. In the first chapter, we have asked our authors to consider the essential elements of their subject, the main concepts that might be covered in a school curriculum, and why these are important. The next chapter gives you a brief guide on how to interpret a syllabus or subject guide, and how to plan a programme of study. The authors will encourage you to think too about what is not contained in a syllabus and how you can pass on your own passion for the subject you teach.

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The main body of the text takes you through those aspects of learning and teaching which are widely recognised as important. We would like to stress that there is no single recipe for excellent teaching, and that different schools, operating in different countries and cultures, will have strong traditions that should be respected. There is a growing consensus, however, about some important practices and approaches that need to be adopted if students are going to fulfil their potential and be prepared for modern life.

In the common introduction to each of these chapters we look at what the research says and the benefits and challenges of particular approaches. Each author then focuses on how to translate theory into practice in the context of their subject, offering practical lesson ideas and teacher tips. These chapters are not mutually exclusive but can be read independently of each other and in whichever order suits you best. They form a coherent whole but are presented in such a way that you can dip into the book when and where it is most convenient for you to do so.

The final two chapters are common to all the books in this series and are not written by the subject authors. Schools and educational organisations are increasingly interested in the impact that classroom practice has on student outcomes. We have therefore included an exploration of this topic and some practical advice on how to evaluate the success of the learning opportunities you are providing for your students. The book then closes with some guidance on how to reflect on your teaching and some avenues you might explore to develop your own professional learning.

We hope you find these books accessible and useful. We have tried to make them conversational in tone so you feel we are sharing good practice rather than directing it. Above all, we hope that the books will inspire you and enable you to think in more depth about how you teach and how your students learn.

Paul Ellis and Lauren Harris

Series Editors

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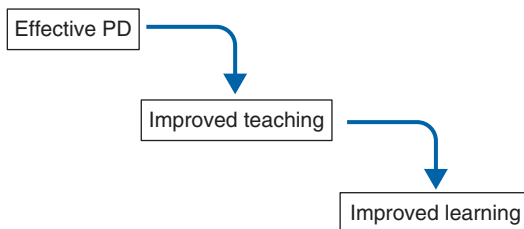
## Purpose and context

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International research into educational effectiveness tells us that student achievement is influenced most by what teachers do in classrooms. In a world of rankings and league tables we tend to notice performance, not preparation, yet the product of education is more than just examinations and certification. Education is also about the formation of effective learning habits that are crucial for success within and beyond the taught curriculum.

The purpose of this series of books is to inspire you as a teacher to reflect on your practice, try new approaches and better understand how to help your students learn. We aim to help you develop your teaching so that your students are prepared for the next level of their education as well as life in the modern world.

This book will encourage you to examine the processes of learning and teaching, not just the outcomes. We will explore a variety of teaching strategies to enable you to select which is most appropriate for your students and the context in which you teach. When you are making your choice, involve your students: all the ideas presented in this book will work best if you engage your students, listen to what they have to say, and consistently evaluate their needs.



Cognitive psychologists, coaches and sports writers have noted how the aggregation of small changes can lead to success at the highest level. As teachers, we can help our students make marginal gains by guiding them in their learning, encouraging them to think and talk about how they are learning, and giving them the tools to monitor their success. If you take care of the learning, the performance will take care of itself.

When approaching an activity for the first time, or revisiting an area of learning, ask yourself if your students know how to:

- approach a new task and plan which strategies they will use
- monitor their progress and adapt their approach if necessary
- look back and reflect on how well they did and what they might do differently next time.

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## Approaches to learning and teaching English as a Second Language

Effective learners understand that learning is an active process. We need to challenge and stretch our students and enable them to interrogate, analyse and evaluate what they see and hear. Consider whether your students:

- challenge assumptions and ask questions
- try new ideas and take intellectual risks
- devise strategies to overcome any barriers to their learning that they encounter.

As we discuss in the chapters on **Active learning** and **Metacognition**, it is our role as teachers to encourage these practices with our students so that they become established routines. We can help students review their own progress as well as getting a snapshot ourselves of how far they are progressing by using some of the methods we explore in the chapter on **Assessment for Learning**.

Students often view the subject lessons they are attending as separate from each other, but they can gain a great deal if we encourage them to take a more holistic appreciation of what they are learning. This requires not only understanding how various concepts in a subject fit together, but also how to make connections between different areas of knowledge and how to transfer skills from one discipline to another. As our students successfully integrate disciplinary knowledge, they are better able to solve complex problems, generate new ideas and interpret the world around them.

In order for students to construct an understanding of the world and their significance in it, we need to lead students into thinking habitually about why a topic is important on a personal, local and global scale. Do they realise the implications of what they are learning and what they do with their knowledge and skills, not only for themselves but also for their neighbours and the wider world? To what extent can they recognise and express their own perspective as well as the perspectives of others? We will consider how to foster local and global awareness, as well as personal and social responsibility, in the chapter on **Global thinking**.

As part of the learning process, some students will discover barriers to their learning: we need to recognise these and help students to overcome them. Even students who regularly meet success face their own challenges. We have all experienced barriers to our own learning at some point in our lives and should be able as teachers to empathise and share our own methods for dealing with these. In the

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chapter on **Inclusive education** we discuss how to make learning accessible for everyone and how to ensure that all students receive the instruction and support they need to succeed as learners.

Some students are learning through the medium of English when it is not their first language, while others may struggle to understand subject jargon even if they might otherwise appear fluent. For all students, whether they are learning through their first language or an additional language, language is a vehicle for learning. It is through language that students access the content of the lesson and communicate their ideas. So, as teachers, it is our responsibility to make sure that language isn't a barrier to learning. In the chapter on **Language awareness** we look at how teachers can pay closer attention to language to ensure that all students can access the content of a lesson.

Alongside a greater understanding of what works in education and why, we as teachers can also seek to improve how we teach and expand the tools we have at our disposal. For this reason, we have included a chapter in this book on **Teaching with digital technologies**, discussing what this means for our classrooms and for us as teachers. Institutes of higher education and employers want to work with students who are effective communicators and who are information literate. Technology brings both advantages and challenges and we invite you to reflect on how to use it appropriately.

This book has been written to help you think harder about the impact of your teaching on your students' learning. It is up to you to set an example for your students and to provide them with opportunities to celebrate success, learn from failure and, ultimately, to succeed.

We hope you will share what you gain from this book with other teachers and that you will be inspired by the ideas that are presented here. We hope that you will encourage your school leaders to foster a positive environment that allows both you and your students to meet with success and to learn from mistakes when success is not immediate. We hope too that this book can help in the creation and continuation of a culture where learning and teaching are valued and through which we can discover together what works best for each and every one of our students.

# 3

## The nature of the subject



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## Why English?

We are in a privileged position as teachers of English. The language will most likely play an important part in the lives of our students and so our role is vital. English is an international language and is used by millions of people all over the world for study, pleasure and business. Our students might be more interested in using English to watch films, listen to music or access social media on the internet. All of these areas are important, and we know that language learning helps students in other subjects too. It aids cognitive development and helps our students to be creative. There are also many transferable skills, for example communicating effectively and analysing things. Second language students often carry this back to their first language, making them better first language users, too. Ellen Bialystok, a psychologist at York University in Toronto, carried out research which showed that being bilingual can even help to prevent some of the diseases that people develop in later life, such as dementia.

Students about to leave school soon realise that there are exciting opportunities for English speakers. This usually means that our students are very motivated. It's our job to use this motivation to make sure they can do their very best.

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## What is English for you?

English has grown in importance over the past few decades and I'm sure this won't change. More students are learning English at primary school now but most students really start to focus on English at secondary school. As English teachers, we have a responsibility to our students to provide them with interesting, relevant lessons that are also fun.

Some of us will be teaching English as a stand-alone subject. It may be a second language, but could be a third language if you work in a plurilingual situation. Or you may be teaching in a school where English is used to teach other subjects, such as mathematics or history. We'll talk about that more in Chapter 9. We all know, however, that whatever situation we are teaching in, to teach well we need to consider some key areas.

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## Approaches to learning and teaching English as a Second Language

### What are we teaching?

The most obvious answer to this question is ... language! But what do we mean by that? Probably, we mean structure and grammar, vocabulary and pronunciation. We'll look at what it means to teach these later in the book.

Something that is less obvious is teaching our students *when* they should use certain language. This may be because they need to think about who they are talking to and how formal or informal the situation is. But it can also be because certain language doesn't 'fit' in certain situations. It could be a matter of collocation with vocabulary: for example, we say a 'generation gap', but not a 'generation space' (although *gap* and *space* have similar meanings). Or maybe it's using formal language in an informal setting, which might sound odd.

Typically, grammar and vocabulary are presented in a context or a situation that shows the meaning. If students see or hear the language in a context, it helps them to understand and remember more easily. For example, explaining the word 'exhausted' is more difficult than showing the meaning in a text on marathon runners. Students work out new grammar and vocabulary in their first language using the context they see it in – usually without thinking about what they are doing. However, they don't always use the same skills in a second language and we need to teach them how to do this.

Each skill can be broken down into a number of sub-skills. For example, with reading, some sub-skills are:

- reading for gist (skim reading)
- reading for specific information (scan reading)
- reading for detail
- deducing meaning from context
- understanding text structure.

#### LESSON IDEA ONLINE 3.1: AN AUSTRALIAN CITY

This reading comprehension activity provides practice in different reading sub-skills as well as opportunities for speaking practice. Which of the reading sub-skills mentioned above are used in this activity?