

Contexts of Learning and Teaching

2012. 4. 9 - 4. 16

Agenda

- * Midterm: April 25
(April 23 - Q & A)
- * Teaching across age levels (Ch. 6)
- * Teaching across proficiency levels (Ch. 7)
- * Sociocultural, political and institutional contexts (Ch. 8)





Teaching across Age Levels

- * Misconceptions: “Since English is my native language, I won’t have any problem teaching it, will I?” / “Can you recommend a good textbook for my students?” / “I would like to learn how to teach ESL. Can you recommend a good work shop?”**
- * Complexity caused by a multiplicity of contexts**

Teaching Children

*** Considerations:**

- ▶ **Children also exert subconscious effort in acquiring an L2**
- ▶ **Adults can be superior in a number of aspects of acquisition**
- ▶ **Children can be divided into subgroups (4-6/7-11/12-13)**

1. **Intellectual Development** : “Teacher I ain’t got no pencil” - “Ain’t nobody got no pencils?” -> Children do not have the metalanguage to describe linguistic concepts!

2. **Attention Span** : Children are focused on the “here and now” - design the activities to capture their immediate interest, include a variety of activities, spike curiosity, Ts should be humorous, lively and enthusiastic

3. **Sensory input** : visual, auditory modes + physical activities, hands-on activities, sensory aids, teacher's nonverbal language

4. **Affective factors** : sensitive to peers and have fragile egos

5. **Authentic, meaningful language** : context embedded language (e.g. stories)

Teaching Adults

- * Compared to children, adults...**
 - 1. ..are more able to handle abstract rules.**
 - 2. ..have longer attention spans.**
 - 3. ..do not always need varied sensory input.**
 - 4. ..bring a modicum of self-confidence.**
 - 5. ..are better able to understand a context-reduced language segment.**

*** “Do’s” and “Don’ts” for adult L2 teaching**

1. Show respect

2. Don’t treat adults like children (e.g. “kids”, caretaker talk, talking down to them)

3. Give opportunities to make choices

4. Don’t discipline adults like children

Teaching Teens

- * Young adults (after puberty), 12-18, an age of transition
- * Linguistic metalanguage can be used but its success depends on the attention a learner places on the task
- * Factors surrounding ego, self-image, and self-esteem are at their pinnacle - teachers should try to keep self-esteem high by..
 - avoiding embarrassment at all costs
 - affirming talents and strengths
 - allowing mistakes/errors to be accepted
 - de-emphasizing competition
 - encouraging small-group work

Discussion

- * Brainstorm other considerations - beyond those mentioned in class - that should be brought to bear on teaching ESL to (a) children, (b) adults, (c) teenagers.





Teaching across Proficiency Levels

Defining Proficiency Levels

- * ACTFL Guidelines : a recognized proficiency standard in many language-teaching circles, created to expand on the FSI Oral Interview to include listening, reading and writing**
- * Novice-low, -mid, -high / Intermediate-low, -mid, -high/ Advanced-low, -mid, -high (pp. 114-116)**

Teaching Beginning Levels

- * Students's processing in their L2 is in a focal, controlled mode - repetition of a limited number of words, phrases and sentences - also induce peripheral processing by using language for genuinely meaningful purpose**
- * Role of the teacher : teacher centered with a modicum of student-centered work**
- * Teacher talk : Clear articulation, Use of the native language**

- * Authenticity of language: short, simple phrases**
- * Fluency is a goal but within limited utterance lengths, pronunciation work is very important at this stage**
- * Student creativity within the confines of a highly controlled repertoire of language**
- * Techniques : short simple but various, teacher initiated questions dominate**
- * Listening and speaking goals are limited more by grammar, vocabulary & length than by communicative function**
- * Reading and writing goals: brief but authentic**
- * Grammar: using the native language, inductive approach**

Teaching Intermediate Levels

- * Some automatic processing**
- * Role of the teacher : more student initiated questions, learner-centered work is now possible, cooperative activities**
- * Teacher talk : less use of the native language**
- * More students become overly concerned about accuracy, others may be quite fluent but difficult to comprehend - offer individualized attention to each**
- * Fluency exercises are important**

- * Interactive techniques may be used in increased complexity**
- * Listening and speaking goals: forms to perform a function become more complex**
- * Reading and writing goals: students read paragraphs and short, simple stories and begin to use skimming and scanning skills**
- * Grammar: progressive verb tenses and clauses, overt attention to sore spots in grammar, keep grammatical metalanguage to an ideal minimum**

Teaching Advanced Levels

- * **Teacher role : orderly plans are still important within a predominantly learner-centered classroom**
- * **Teacher talk : natural language at natural speed, challenge students & give feedback**
- * **Everything from academic prose, literature, idiomatic conversation becomes a legitimate resource**
- * **Students are able to apply classroom material to real contexts beyond**

- * Techniques now tap into a full range of sociolinguistic and pragmatic competencies (e.g. group debates, author's intent)**
- * Listening and speaking goals: fine-tune their production and comprehension in terms of register, style, status, context...**
- * Reading and writing goals: critical reading, the role of schemata, academic writing...**
- * Grammar : Refining language (well-targeted deductive grammar has its place)**



Sociocultural, political, and Institutional Contexts

Cultural contexts

- * What is “culture”?: Context, Our collective identity that guides our behavior in our community, Dynamic, situational and relatively stable, Created reality...**
- * Misunderstandings may occur b/w members of different cultures**
- * Opportunity to educate your students about other cultures - help students see that no culture is better than another**

Second and Foreign Language Contexts

- * The dichotomy has considerably muddled in recent years --> continuum of contexts
 - ESL context vary: England/India/Norway
 - EFL contexts: readily available potential for authentic language use
- * ESL contexts: students can capitalize on numerous opportunities --> e.g. social mixer, field trips
- * EFL contexts: greater challenge (lower intrinsic motivation) --> e.g., provide extra-class learning opportunities, form a language club

English as an International Language

- * Internationalized varieties of English**
- * English as a tool for interaction among nonnative speakers - the norm is not monolingualism but bilingualism**
- * English as a tool for international communication in transportation, commerce, tourism, technology, research...**
- * The issue of grammaticalness & correctness - the new pragmatism**
- * Base your judgments of the acceptability of students' production on the ultimate practical uses of language**

Nonnative English Speaking Teachers (NESTs)

- * “native speakers only” : assumption is that a native speaker will provide a correct model of English
- * Inherent advantages of NNESTs - we should think in terms of a person’s communicative proficiency across the 4 skills
- * Training & experience are the most important qualification
- * As a NNEST, you can compensate for any disadvantage through using recorded media, openly admit to your students, consult with other users of English etc..

Language Policy Issues

- * **Unites States: “English only” movement vs “English Plus” movement**
- * **Challenge for college-level ESL programs: BICS (Basic Interpersonal Communication Skills) vs CALP (Cognitive Academic Language Proficiency)**
- * **Status of native languages: Subtractive vs Additive Bilingualism (e.g. French in Quebec learning English, EFL)**

Institutional Contexts

- * **Elementary Schools: US - ELL programs vary by state and school districts, EFL countries - required school subject**
- * **Models of ELL programs**
 - **Submersion: L2 students are put in regular classes (c.f. pull-out program)**
 - **Immersion: L2 students are put in specially designed content-area classes, EFL**
 - **Sheltered English : Ss from varying lng backgrounds, teachers are trained in both subject matter content & ESL methodology**

- **Mainstreaming: L2 students receive (content-centered) ESL instruction before being placed into content areas (before submersion)**
- **Transitional bilingual programs: L2 students learn subject matter content in the native language combined with an ESL component before being mainstreamed**
- **Maintenance bilingual programs: L2 students continue to learn a portion of their subject matter in the native language**
- **Enrichment bilingual programs: Students take selected subject-matter courses in a foreign language**

- * Post-secondary and adult education : adults who need English for social or occupational purposes, taught at language schools, adult education schools, community colleges, extended learning**
- * Institutions of higher education : in 4-year colleges and universities and postgraduate universities**
 - IEPs**
 - EAP**
 - ESP**

Discussion

- * In a survey of 3524 students in Korea, students reported a high demand for a speaking class - “특히 고등학생의 경우 선택 과목으로 가장 많이 개설되기를 희망하는 과목은 ‘실용영어 듣기.말하기’였다.” - As a NNEST how would you incorporate their needs?

