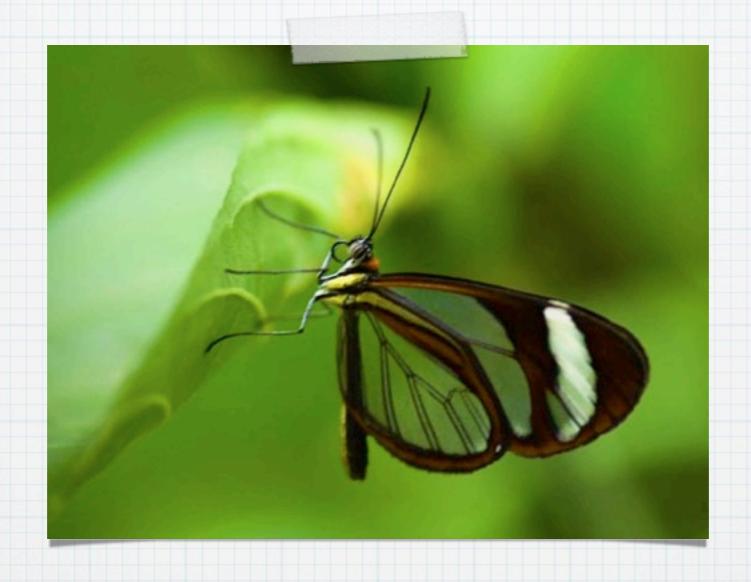
Contexts of Learning and Teaching

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 (4-6/7-1 1/1 2-1 3)

- 1. Intellectual Pevelopment: "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, Is 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 contextreduced language segment.

- * "Pos" and "Pon'ts" for adult L2 teaching
 - 1. Show respect
 - 2. Pon't treat adults like children (e.g. "kids", caretaker talk, talking down to them)
 - 3. Give opportunities to make choices
 - 4. Pon't discipline adults like children

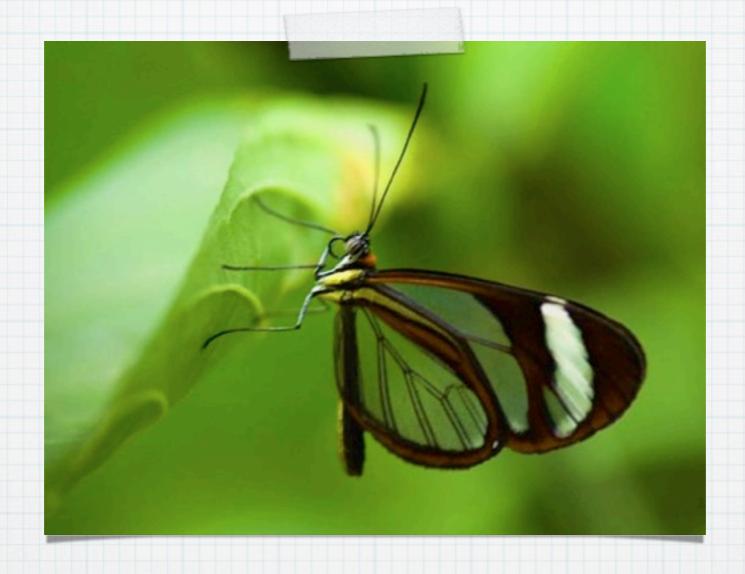
Teaching Teens

- * 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

Piscussion

* 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

Petining 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

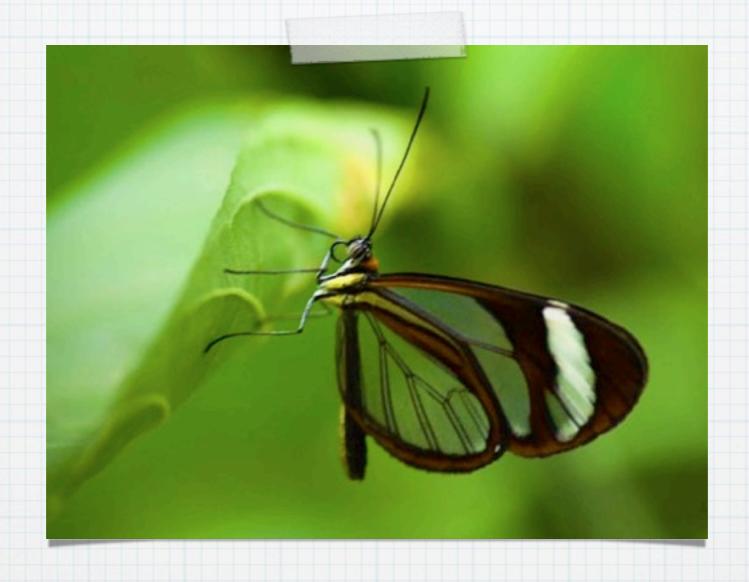
- * Some automatic processing
- * Role of the teacher: more student initiated questions, learner-centered work is now possible, cooperative activities
- * Teacher talk: less use of the native language
- * More students become overly concerned about accuracy, others may be quite fluent but difficult to 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 muddied 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 (contentcentered) 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

Piscussion

* 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.말하 기'였다." - As a NNEST how would you incorporate their needs?

