Teaching English

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Defining Teaching

- In its simplest form, *teaching* refers to the 'steering' of the process of learning by the teacher in a classroom setting

- In this sense, teaching is based on an **underlying *plan* (or *syllabus*)** that
  - addresses a particular type of learner or learners
  - is followed for a specific time
  - should lead to a specific desirable outcome

Defining Teaching

What is the **outcome of teaching**?

- In its ideal form, teaching should be tailored to the *cognitive* and *psychological* **NEEDS** of the learners
- Two of the most central characteristics of teaching
  - It usually involves a **classroom**
  - It centres around **language learning materials** (coursebooks, grammar books, dictionaries, etc.)

The different "guises" of Teaching

- **Direct**—when the classroom setting involves the teacher explicitly telling learners what to do, and it almost always centres around one or more coursebook

- **Indirect**—when learners are involved in communicative tasks that prompt them to engage in authentic interactions

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The different "guises" of Teaching

- **Theory-driven/top-down approach to learning**: e.g., building activities around grammatical theorizing

- **Practice-driven/bottom-up approach to learning**: e.g., first exposing learners to different uses of language before theorizing, if at all

Teaching and Education

Distinctions between *different forms of education*:

- **Formal**: part of the educational and training system of a country; **official, structured, organised** by public organisations or recognised private institutions and results with **formal certification and formal level of qualification** which is recognised by relevant national educational authorities

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Teaching and Education

Distinctions between *different forms of education*:

- **Non-formal**: any type of structured and organised learning which is **institutionalised, intentional and planned** by an educational provider, but which **does not lead to formal level of qualification** recognised by the relevant national education authorities

Teaching and Education

Distinctions between *different forms of education*:

- **Informal**: linked to the performance, by any person, of activities in everyday situations and interactions that take place in them, within the context of work, family and leisure, i.e. it is **without external support and is not institutionalised**

ACTIVITY 1

Look again at the 3 types of education presented in the previous 3 slides. Do the following:

1. Which of the **3 types of education** have **you experienced** (as student or teacher)? Briefly provide an example from each of these experiences (from ELT or from ANY other educational activity)

2. Now **shift your thinking to ELT**. Can you think of **examples for each of the 3 types of education**?

Click the **link** under the video to share your views When you're done, please go on with the video—you'll find some ideas and examples in what follows

Teaching and Education

ESOL education and the different types of education—examples:

- **Formal**: typical schooling; leads to high-stakes exam certificates
- **Non-formal**: training a businessman to present a paper at an international conference (through one-to-one ESP classes)
- **Informal**: playing online video-games and using Skype/chat with other players; watching YouTube videos; travelling

Awareness and instructional practice

What is it?

- **Becoming conscious of**:

  - **How** we teach

  - What **impact** our teaching has on different learners

Awareness and instructional practice

Why is **AWARENESS** important for teachers in general?

- **Awareness leads to improved teaching practice and increased learner performance**
- *Reflectivity*: teachers reflect on their own practice—e.g., *What am I doing right/wrong?*
- *Reflexivity*: teachers reflect on their own perceptions and convictions about their practice—e.g., *How do I see myself/my role as a teacher? as a user?*

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Awareness and instructional practice

Why is **AWARENESS** important **for ESOL teachers** in particular?

- *Reflectivity*: *Do I know my learners? The curriculum? How do I use the coursebook? How do I assess learners' performance?*
- *Reflexivity*: *What do I consider "proper" English? What is my notion of "language error"? How do I see myself/my role as a teacher? as a user?*

The importance of Teaching Context

Curricula and syllabi

- **Curriculum**: broad framework or philosophy of a course; methods and delivery of instruction
- **Syllabus**: specific items to be taught in sequence, specifying learning purpose and outcomes
- **Language teaching materials**: teaching resources used in formal settings (textbooks, dictionaries, grammar books, interactive whiteboards, worksheets, websites

The importance of Teaching Context

Language teaching methods

- **Approach**: general assumptions about what language is and how learning a language occurs
- **Method**: overall plan for the orderly presentation of language material
- **Procedures**: the step-by-step measures to execute a method
- **Technique**: the actual moment-to-moment classroom steps that lead to a specified outcome

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The importance of Teaching Context

The role of the *informed practitioner*:

- Teachers should be knowledgeable of the *theories, practices, methods and approaches* in language teaching and learning
- They should also be tangibly aware of their own *teaching context*, their learners and their learning profiles and the target situation
- Teachers use the above knowledge and reach specific decisions regarding their teaching practice that is *always contextualised and subject to evaluation*

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The importance of Lesson Planning

What is lesson planning:

- *Lesson*: a unified set of activities that cover a period of classroom time, usually ranging from 40 to 90 minutes

- *Planning*: the organisation of the activities to be carried out during a particular lesson

The importance of Lesson Planning

Parameters to be considered—
awareness/informed capability of:

- the **curricular** situation
- the **resources** available for that lesson
- learners' **current learning situation**
- learners' **preferred strategies and learning styles**
- the means of **guiding** the learners from that particular point of their learning to the next milestone of their learning
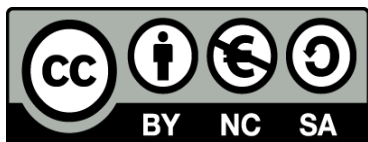
TEACHING ENGLISH—AN OVERVIEW

- **ELF-aware teaching**
- **The content of ELF-aware teaching**
  - **Language skills – Communication activities**
  - **Large and small cultures in ELT**
- **Methodology** in ELF-aware teaching
  - **Using CLIL**
  - **Using TBLT**
  - **Using ICT**
  - **Using Corpora for language learning**
- **Language assessment**
- **Lesson planning & evaluation**

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**English as a Lingua Franca practices
for inclusive multilingual classrooms**

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