Learning English

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Defining *learning*

- Grasping, or acquiring, the *knowledge* and *skills* necessary in order to produce discourse that is meaningful
- As a process, learning can take place everywhere and anywhere, at any time and any place
- Learning happens *inside and outside the classroom*
- Learning can be *a conscious or a subconscious process*
  - For example, carrying out a grammar task in the classroom is scheduled to lead to conscious learning of that grammatical phenomenon

Links between
Using and *Learning* English

- Link between learning and using English is difficult to pin down

- In its most simplistic form, **learning is a prerequisite to using**
    - in other words, in order to produce English we *first* need to learn English

Links between *Using* and *Learning* English

- But this is by no means the only way we *learn* a language
- We very often **learn by using**, as long as we care to **notice** *what works and what does not work* in our communication
- In fact, in many ways, **learning a language has a more lasting effect when it is intrinsically linked with using that language**
- Essential to consider: **WHERE** these processes (using and learning) take place → Importance of **CONTEXT**

ACTIVITY 1

Why do you think **CONTEXT** is important in using and learning English?

Stop the video and make notes on the following:
- Your previous experiences as *learner* and user of English—mismatches?
- Your current experience as *teacher*—do the above mismatches still hold for your own learners? Why? What has changed?

Click the **link** under the video to share your views

Links between *Using* and *Learning* English

On the importance of **CONTEXT**

- If we live in a country where English is used all the time (e.g. in a city in the UK, the USA, Australia, etc.), then our use of the language *outside* a classroom would be much more frequent than if we lived in, say, a city in Greece, Brazil, France or Hungary. In the latter case, we would not be 'forced' to use English outside the foreign language classroom so much, which means that we would learn it (and learn to use it) differently.

Links between
Using and *Learning* English

expanding circle

outer circle

inner circle
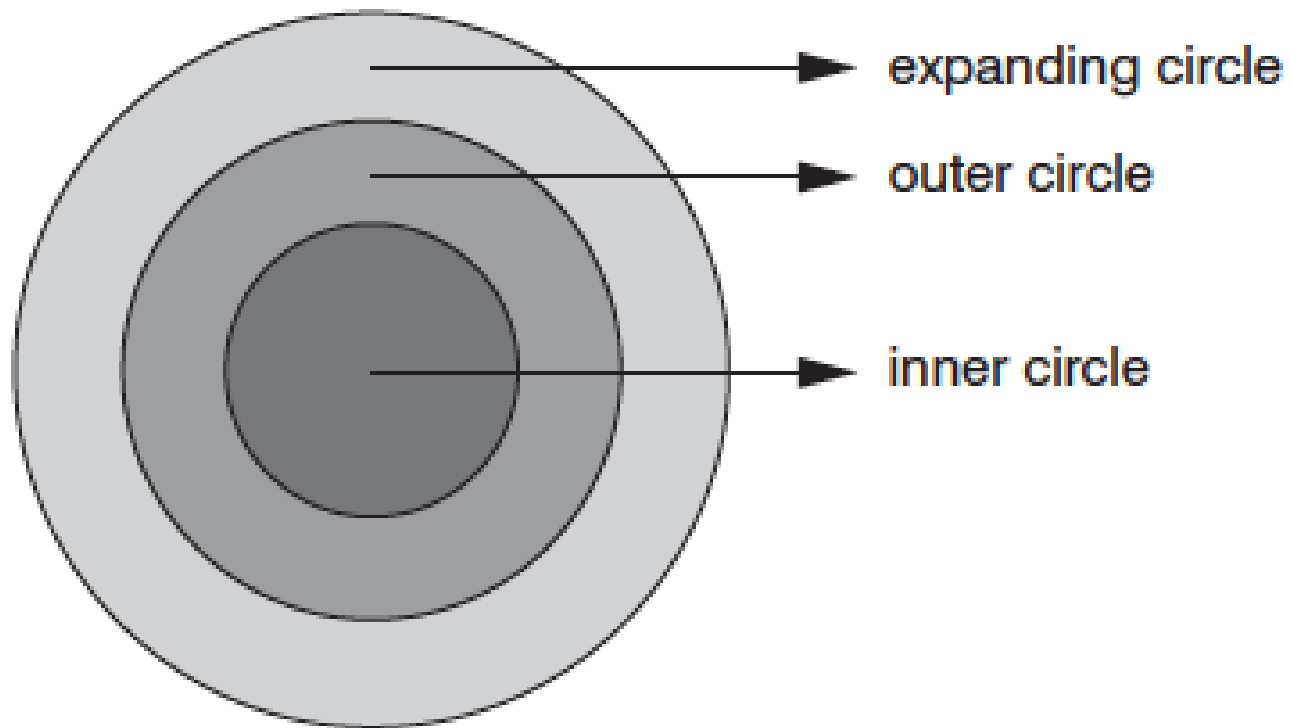
Kachru's circles

Links between *Using* and *Learning* English

On the importance of **CONTEXT**

- Of course, while this distinction is certainly true, it is jarred by the fact that many learners of English living in contexts where English is not typically used outside the classroom nevertheless do use a lot of English when they use online technologies, e.g., when they play videogames online, and so on

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ACTIVITY 2
Teachers and "teachees"

Seidlhofer & Widdowson (2019) make a useful distinction between teachers and "teachees"

- On the basis of your understanding of the two terms, how would you define the two roles—think of them in the same way as"employer/employee"
- In your view, how would a "teachee" be different from a learner?

Click the **link** under the video to share your views

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Teachers and "teachees"

Seidlhofer & Widdowson (2019: 28-9):
"A good deal has been said about learner autonomy, the importance of allowing learners to take the initiative and to allow them to put the English they have learned to use in meaningful and purposeful ways. But in insisting on them conforming to ENL norms we actually prevent them from doing this. The conventional view of classroom learning is that it is the reflex of teaching. An entirely dependent activity.
But of course in actual fact, teaching is dependent on learning and not the other way round. You cannot teach unless there are learners but you can learn without teachers—we do it all the time. In effect, making learners in the classroom conform to teaching reduces their role—they become **teachees**. Just as employers have employees and trainers have trainees, so teachers have **teachees**. […]"
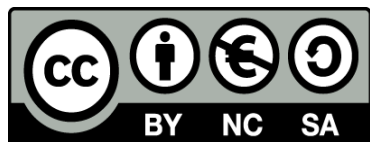
Teachers and "teachees"

Seidlhofer & Widdowson (2019: 28-9):

"[...] The teacher would retain a crucial proactive role in activating and guiding the learning process. The difference would lie in the kind of process involved, and what allowance is made for learner initiative. Our argument is that instead of basing what and how we teach on how we think the students in classrooms **ought** to use their English as teachees, we should pay primary attention to how they **actually** do use their English as learners, and so guide them in the development of their communicative capability."

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

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