

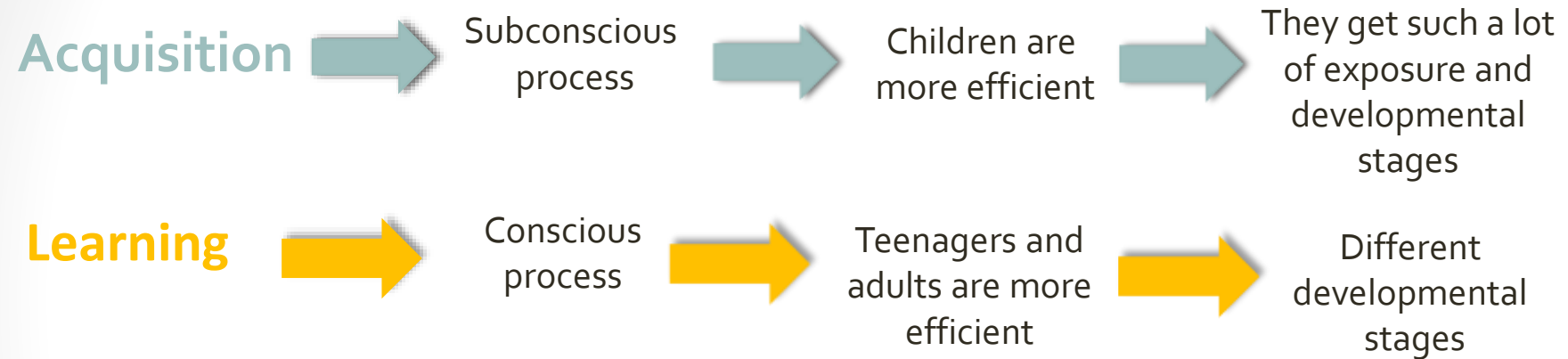
Background to language teaching methodology



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Oral communication in Early Language Learning Environments

1- How people learn first languages



Which way is the best?

We need exposure to the language, opportunities to use it and also an element of conscious attention

2- How people learn second languages

Methods

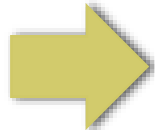


- ❑ **Grammar translation:** students translate sentences into their own language or the other way round. However learners don't do enough speaking.
- ❑ **Audio-lingual methodology:** students do a lot of speaking practise by using habit-formation drills. They repeat sentences again and again until they are memorised.
- ❑ **The communicate approach:** students do many speaking and writing tasks. It concentrates on how successfully students can communicate.
- ❑ **Task based learning (TBL):** is an approach where teachers set their students larger tasks (writing a newspaper article, giving an oral presentation...) rather than concentrating only on the language.

❖ Most teachers don't follow any one method, but use elements of many different approaches. This **ECLECTICISM** seems to be the best way.

3- Students make mistakes

Why do learners make mistakes?



- ❑ **OVER-GENERALISATION:** Students use the rule too widely
- ❑ **INTERFERENCE ERRORS:** Students try to use their first language knowledge to speak the new language

What kind of mistakes do students make?



- ❑ **SLIPS:** Students are speaking quickly and are careless but they know they're wrong
- ❑ **ERRORS:** Students don't know something or they have learnt something incorrectly.

Do mistakes matter?




We don't have to correct their mistakes all the time, it could be frustrating. However, we have to pay special attention to **accuracy activities** and **writing** tasks.

4- Learning at different ages

TIPS FOR YOUNG LEARNERS

- 1) Change activities frequently
- 2) Combine **learning and play**
- 3) Use appropriate activities (songs, puzzles, games, art, physical movement...) for different kind of students
- 4) Make the classroom an attractive and convenient environment
- 5) Pay special attention to your own English pronunciation



Kids are **curious**, take information from everything, feel **happy** to talk about themselves, need a lot of good exposure and feel **pleased** to have the teacher's approval.

TIPS FOR TEACHING ADULTS

- 1) Be prepared to explain things
- 2) Provide clear short-term **goals** so that students achieve success
- 3) Find out individual interests to plan the most appropriate lessons

TIPS FOR TEACHING TEENAGERS

- 1) Encourage learners to have opinions about what they are learning
- 2) Use **student's experience** as much as possible
- 3) Be super-organised and consistent

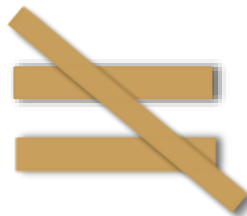
5- Student-centred teaching

The most important thing in a classroom is not how the teacher teaches, but whether and how the students learn.

We can help our students to have some control over their own learning by different ways

- ✓ **Personalisation:** they can use the new language to talk about themselves
- ✓ **Agency:** they might decide what topic they want to discuss, what activity they want to do next, what homework...
- ✓ **Learner training:** they can think about the best ways to write words down to remember them, how to take notes...

Teenagers



Adults



- ✓ Low self-esteem
- ✓ Creatives
- ✓ Relevant tasks
- ✓ Need support

- ✓ Don't like communicate
- ✓ Translate everything
- ✓ Need constant revise

6- Learners characteristics

Students are different, their aptitude, motivation and learning style vary. However the theory of *Multiple intelligences* suggest that everyone has the same intelligence despite each person has some intelligences more developed than others.



What **teachers**
can **do** about
student
differences?



Use **different lessons** for different kinds of student preferences

Record what activities are successful with which kinds of student, so that they can make effective **future decisions**

Encourage learner autonomy by offering **learner training**, getting the students to think about how they learn best

7- Different contexts, different levels

We must think about **why** our students are learning English (CLIL, English for specific or academic purposes, Business english,...) and **what** kind of English they want

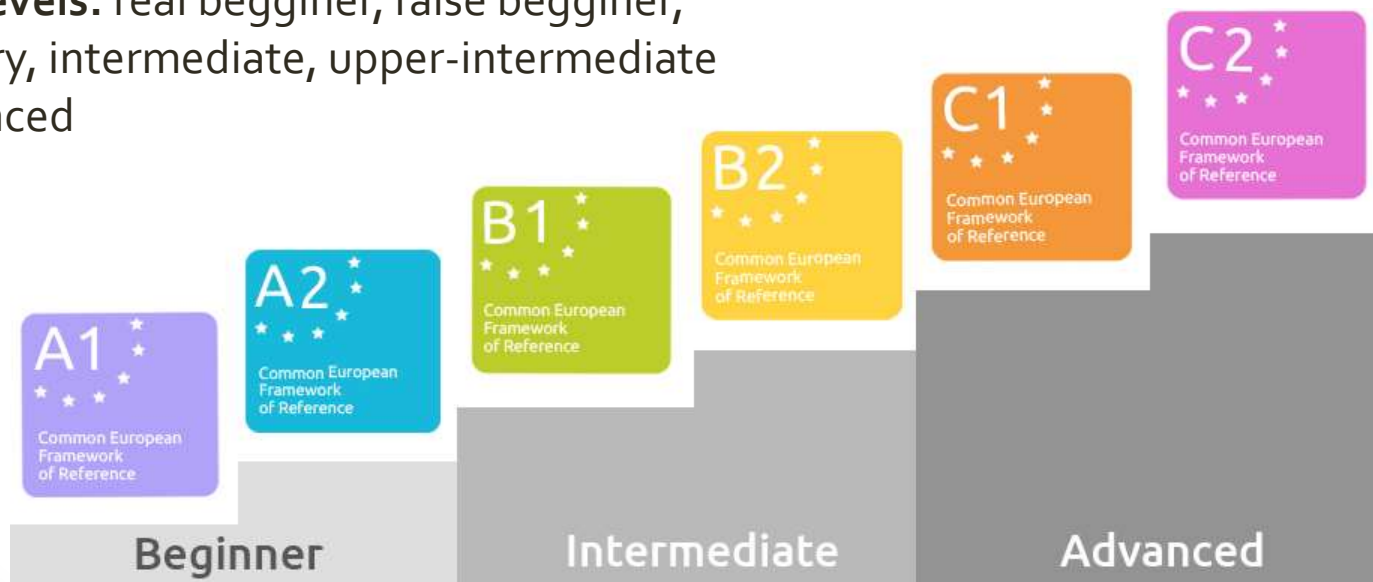


Needs analysis

Regarding language levels we can find:

- ❖ **General levels:** real begginer, false begginer, elementary, intermediate, upper-intermediate and advanced

- ❖ **CEFR levels**
(*picture*)



8- Large and mixed-ability classes

Teaching large classes

We need...

- ☐ Be very organised
- ☐ Give very clear instructions
- ☐ Make it clear we're moving from one stage of a lesson to the next
- ☐ Establish clear routines
- ☐ Maximise the use of **pairwork** and **groupwork**
- ☐ Use choral repetition for reaction and practice
- ☐ Use activities with the same input and individual responses

Teaching mixed-ability classes

We need...

- ☐ Provide different learning experiences for different individuals: **DIFFERENTIATION**
- ☐ Ensure every student has a chance of success
- ☐ Put students in ability groups:
- ☐ Mix stronger and weaker students to help the second ones
- ☐ Give students the same task but expect different responses
- ☐ Remember the **weaker students need more help**, not less
- ☐ Have material ready

9- Motivation

If we want something, we act on that desire. That state of mind is what we call
MOTIVATION

Experts talk about:

- **Extrinsic motivation:** comes from outside the learner
- **Intrinsic motivation:** comes from the task itself
- **Integrative motivation:** wish to integrate into the target language culture
- **Instrumental motivation:** materialist reasons

But first of all,
motivation is
PERSONAL to each
learner. How can we
sustain it?



- Good **RAPPORT**
- **PROFESSIONAL ATTITUDE**
- Enjoyable and challenging **ACTIVITES**
- If students are agents of their own actions: **LEARNER AUTONOMY**