

BACKGROUND TO LANGUAGE LEARNING

- 1. Motivation
- 2. Exposure and focus on form
- 3. The role of error
- 4. Differences between L1 and L2 learning
- 5. Learner characteristics
- 6. Learner needs

What is motivation?

- Motivation is the thought and feelings we have which make us want to do something, continue to want to do it and turn out wishes into action:
 - 1. Why people decide to do something
 - 2. How long they want to do it for
 - 3. How hard they prepared to work to achieve it

Things to consider

- Describe your students characteristics and how they learn English in the class.
- Do you consider your students characteristics when you plan your teaching?
- In what way or how do you include your students characteristics in your teaching?
- In what condition, do you think, your students could learn best?

- **MOTIVATION IS VERY IMPORTANT IN LANGUAGE LEARNING. IT HELPS MAKE LEARNING SUCCESSFUL**

Factor Influencing our motivation to learn a language

- The usefulness to us of knowing the language well
- Our interest in the target language culture
- Feeling good about learning the language
- Encouragement and support from others
- Our interest in the learning process

How teachers can arouse students motivation

- Set a personal example with your own behaviour (be motivated as a teacher)
- Create a relaxed atmosphere in the classroom
- Present tasks in an interesting way which makes tasks seem achievable to the learners
- Develop good relationship with the learners
- Increase the learners' self confidence about language learning

- Make the language classes interesting
- Promote learners autonomy
- Personalize the learning process
- Increase the learners awareness of their goals
- Familiarize learners with the target language

What are exposure and focus on form?

- People can be exposed to language by hearing it or reading it without studying it. Then they pick it up automatically, without realizing it (children first language learning)
- To learn a foreign language, exposure to the language is not enough. We also need to focus our attention on the form of the foreign language (how it is pronounced and written, how its grammar is formed and used, and on the form and meaning of vocabulary. We also need to use the language to interact and communicate.

How a foreign language should be taught

- To acquire language, learners should hear and read a wide variety of language at the right level for them (inside and outside the classroom)
- Learners need time to acquire language. They may need silent period before they can produce it
- Learners need to use the language in the classroom to interact with classmates or teacher
- Learners need opportunity to focus on forms of the language they have read or listened
- Some learners may like to learn and/or are used to learning in a particular ways. Teachers need to match their teaching to the characteristics and needs of the learners

What is the role of errors

- Errors are natural part of learning. They usually show that learners are learning and that their mental processes are working on and experimenting with language. Learners' language develops and progresses as they learn more. Errors play a necessary and important part in language learning

Mistakes are divided into: errors and slips

- Errors happen when learners try to say something that is beyond their current level of language processing. Usually learners cannot correct errors themselves because they don't understand what is wrong.
- Slips are the result of tiredness, worry, or other temporarily emotions or circumstances. Learners can correct the mistakes by themselves

Main reasons why learners make errors

- Influence from the learners' first language. This is called interference or transfer
- Unconsciously working on and organizing language, but this process is not yet complete. This is called developmental errors

Differences between L1 and L2 learning

- Age
- Ways of learning
- Context

Concept in teaching L2

- Foreign language learners need to be exposed to a rich variety of language
- Motivation is very important in language learning, so motivate the learners
- Learners are different from one another, so personalize the teaching
- Learners may find silent period useful, but some may not
- We should encourage learner to use the language as much as possible
- We should try to simplify our language to a level that a learner can learn from, and avoid correcting them too much
- We should try to praise learners and give them as much individual attention

Learner characteristics

- Learner characteristics are differences between learners which influence their attitude to learning a language and how they learn it. These differences influence how they respond to different teaching styles and approaches in the classroom, and how successful they are at learning a language.

Learners' differences include

- Motivation
- Personality
- Language level
- Learning style
- Learning strategies
- Age
- Past language learning experience

Learning styles

- Visual
- Auditory
- Kinesthetic
- Group
- Individual
- Reflective
- impulsive

Learning strategies

- Repeating new words in your head until you remember them
- Guessing the meaning of unknown words
- Talking to tourists
- Asking our teacher or friend to comment on our language
- paraphrasing

Age- maturity

- Children
- Teenagers
- Adults

CHILDREN

- 1. Need to move
- 2. can concentrate for shorter period
- 3. learn through experience
- 4. are not very able to control and plan their own behaviour
- 5. are not afraid of making mistakes or taking risks
- 6. are not aware of themselves and their actions
- 7. pay attention on meaning in language
- 8. have limited experience of life

Teenagers

- 1. starting to keep still for longer period but still need to move
- 2. concentration developing
- 3. beginning to learn in abstract ways: thinking as well as experiencing
- 4. beginning to control and plan their behavior
- 5. may worry to think what others think of them
- 6. sometimes uncomfortably aware of themselves and their actions
- 7. pay attention to meaning and increasingly to form
- 8. beginning to increase their experience of life

Adults

1. Able to keep still for longer periods
2. Can concentrate to longer periods
3. Learn in more abstract ways
4. Usually able to control and plan their own behavior
5. Not so willing to make mistakes or take risks
6. Aware of themselves and their actions
7. Pay attention to form and meaning in language
8. Have experience of life

Learner Needs

- 1. Personal needs: they vary depending on the age, gender, cultural background, interest, educational background, motivation
- 2. Learning needs: they vary depending on their learning styles, past language experience, learning gaps, learning goals and expectation for the course, learner autonomy, and availability of time
- 3. future or professional needs: language requirements for employment, training or education

How to meet learners need

Choosing suitable materials, topics, pace (speed) of lesson, activities, approach to teaching, treatment of individual learners, skill, interaction patterns, types of feedback

Key concept and the language teaching classroom

- Learners are not all the same. They do not all learn the same way
- Some learner characteristics, such as past learning language experience and learning strategies, are more relevant to teaching teenagers and adults than teaching to children
- Learner characteristics may not be fixed. We must not limit a learner by thinking they can only learn in a particular way.
- We can train learners to become aware of and use different strategies.
- It is not possible for the teacher of a big class to meet the learner characteristics of each learner all the time. Across a number of lessons teachers can try to vary how they teach so that they can match the learner characteristics of a range of learners

