3 useful inputs to support experienced teachers on CELTAs

Jason Anderson

"Educational change depends on what teachers do and think – it's as simple and as complex as that."
Michael Fullan, 2015, p. 97.

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Changing CELTA

'The *Certificate in Teaching English to Speakers of Other Languages (CELTA)* is an introductory course for candidates who have little or no previous English language teaching experience.' (Celta Syllabus, 2015)

What % of CELTA trainees today have prior teaching experience?

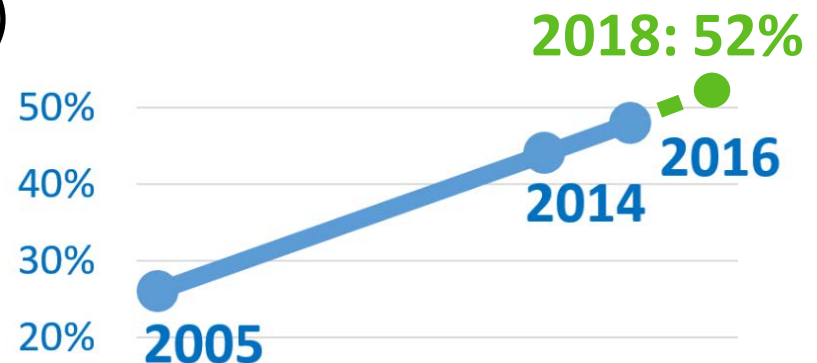   53% have >1 year's experience (Anderson, 2016)

What % self-identify as non-native speakers of English?

      48% in 2016 (Charnaud, 2017)

How much more likely is a NNS to have prior experience than an NS on a CELTA?

      c. 8 times

(n=79, Odds ratio: 8.33; 95% CI= 2.85-24.40; p<.000).

2018: 52%

50%
40%
30%
20%

2005   2014   2016

Experienced NNESTs are likely to soon become more common on CELTAs than inexperienced native-speakers

Key implication

- CELTA is changing from pre-service to in-service

Key questions

- What do we know about differences in training in-service vs pre-service teachers?

- What do *we* need to change in our practices?

Some important differences to bear in mind when training experienced teachers

- Experienced teachers will have automated a huge number of procedures and heuristics that they can't change in a handful of lessons (Cole, 1989).

- Experienced teachers need to articulate and examine their beliefs as much as their practices in order to change the latter (Fullan, 2015).

- They need a more developmental approach to TP (Freeman, 1982).

- Experienced teachers have an extensive knowledge base including content knowledge, pedagogic content knowledge, pedagogic knowledge, knowledge of learners, curricular knowledge, etc. (Shulman, 1987).

- They are usually experienced at planning and creating materials.

1 key tip for removing conflict at the *start* of courses

- Focus on the goal that you share with your teachers.

- Work together towards that shared goal.

- Whenever conflict occurs, refer back to it.

Other tips:

- Avoid calling them 'trainees'.

- Don't treat them like blank slates.

- Never presume you're the expert on their context.

Our aim as your tutors is **not** to criticise you or your practice, it's to help you meet the criteria to get this qualification.

CELTA Pass criteria

Summary recommendations (from 4 years of research)

1. Adopt more developmental approaches to teaching practice when working with experienced teachers (see, e.g. Freeman's *Alternatives Approach*, 1982).

2. Include an input session on **using L1 effectively**, esp. when working in 'monolingual' contexts, and encourage those trainees who can to experiment with it on the course (see forthcoming change to CELTA syllabus; Charnaud, 2017).

3. Engage trainees in discussion of issues of **models and norms** (re: pron., grammar, etc.), esp. **English as a Lingua Franca**, which can empower NNS teachers.

4. Provide opportunities for **critical discussion of how experienced teachers will appropriate from what they've learnt**, rather than simply implement it, incl. an input session on this, and adapting the 'Lessons from the classroom' assignment.

5. Use experienced NNESTs as resources (e.g. in grammar inputs and young learner sessions, as well as in lesson planning), and empower them in so doing.

6. Raise awareness of all course participants of discrimination towards NNESTs in the industry, and encourage them to actively oppose it (Kiczkowiak et al., 2016).

Today

Input 1

Input 2

Input 3

3 useful inputs

- Input 1: Using L1s to support learning

- Input 2: Models and norms in ELT

- Input 3: Critical appropriation of CELTA for our current or future teaching contexts

1st draft input plans and materials prepared in Word documents, freely available for you to download, use and adapt as required.

Please provide feedback, and contribute more resources so we can improve them together.

Go to **www.jasonanderson.org.uk/resources.htm**

Using L1s to support learning
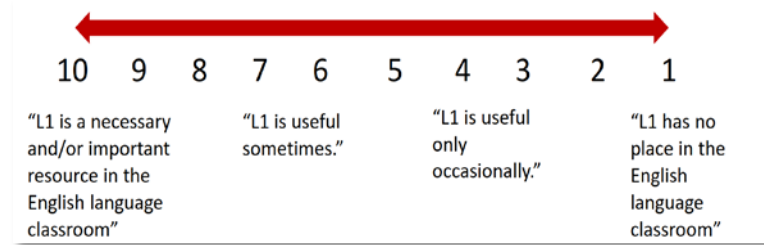
Aims:

- To explore our beliefs about the role of L1 in learning a new language
- To learn a little about the history of L1 use in the English language classroom
- To critically discuss the pros and cons of different uses for L1 in our own teaching
- (Optional) To share potential ideas and resources for L1 use in language learning

Summary:

- Reflections on our own language learning
- Cline line and discussion to explore our beliefs
- Brief history of L1 use: How did we get here?
- Contextualising and evaluating L1-use strategies
- Optional ideas share

Using L1s to support learning: Input plan

Using L1(s) to support learning

Time frame: 45-120 minutes

Handouts and preparation:

1. Prepare cline line to display on board, projector or wall (see below).
2. Handout: Contextualising and evaluating L1-use strategies.
3. Handout: Ideas for using learners L1s to improve English language learning.

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> **Note: It is expected that experienced trainers will adapt this session to the needs and backgrounds of their group, so time frames provided are intentionally wide. Obviously, stages can be reordered, omitted, added, etc., and aims will need to be changed accordingly.**

Stages:

#	Time frame (mins)	Suggested procedure
1.	2-3	Introduce sessions and aims.
2.	5-10	**Problematising terminology** Introduce 'L1', also called 'mother tongue' or 'own language(s)', and point out some of the problems with these terms; a learner can have many prior languages, and even her parents may not share the same 'mother tongue'. Find out what L1s are in the classroom, and what L2s are present as well. A community can be multilingual, even in an apparently monolingual country (e.g. China, where 'dialects' are often mutually unintelligible and classes of learners may not share same L1 dialects but only a standard variety that is no-one's L1 or 'own' language, such as Mandarin Chinese in universities in Shanghai).

3.	10-20	**Reflection on own language learning**
		Teachers discuss their own language learning history:
		    1. What languages have you studied in your life?
		    2. What role(s) did your L1(s) play in the learning of new languages?
		Think about at different stages (beginner to advanced), both self-study and in the classroom, and also the internal processes (how you compared languages,

Using L1s to support learning: Main handout

## Contextualising and evaluating L1-use strategies

Look at the following common L1-use strategies. For each one, first decide if it is something the teacher or the students (or both) might do. Then think of two example situations, one in which it might help learning, and one in which it might hinder learning. Make notes as you do. Some examples have been provided.

	Strategy	Teacher, student or both?	Think of an example when it might help learning?	Think of an example when it might hinder learning?
1.	Translate a word or expression.	Both		
2.	Give instruction for an activity in L1.			
3.	Use bilingual dictionaries.		Pre-teaching vocabulary before a text. Students work in groups to translate vocabulary to L1. Teacher monitors and checks translations.	
4.	Explain a grammar point in L1.			
5.	Use L1 while doing an exercise or task in pairs or groups.			When the aim of the task is to practise English speaking skills, and students have sufficient English to do the task.
6.	Translate a sentence or

Models and norms in ELT
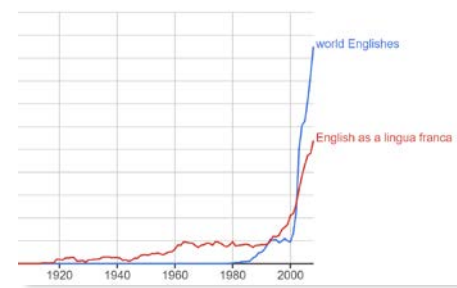
Aims:

- To learn about recent changes in how we understand models and norms for English language teaching
- To introduce two key concepts 'World Englishes' and 'English as a lingua franca' (ELF)
- To critically evaluate English as a Lingua Franca from our and our students' perspectives
- To consider the implications of ELF for ELT in general

Summary:

- 'model' and 'norm' clarified: Examples discussed
- Recent changes in models and norms discussed
- 'World Englishes' and 'English as a Lingua Franca' introduced
- Academic reading: ELF key concepts piece from ELT Journal
- Critical discussion and feedback
- Key implications (esp. of ELF) and outstanding questions

Models and norms in ELT – Key handout

English as a lingua franca – A key concept for the 21st century

Read the article by Barbara Seidlhofer below, making notes while you do, then discuss the following questions:

1. Who speaks 'ELF'? In what situations?
2. How is ELF different from English as a global/world language?
3. What challenges does the 'ELF movement' face in order to gain acceptance?
4. What interesting findings has the early research on ELF revealed?
5. What are the potential implications of this research for English language teaching?

Now give your opinion:
6. Do you like the idea of ELF?
7. What advantages might it bring for non-native speaker teachers and their students?
8. Do you think it might cause any problems? If so, what?

Key concepts in ELT

English as a lingua franca

Barbara Seidlhofer

(from ELT Journal, 59/4, 2005, pp. 339-341)

In recent years, the term 'English as a lingua franca' (ELF) has emerged as a way of referring to communication in English between speakers with different first languages. Since roughly only one out of every four users of English in the world is a native speaker of the language (Crystal 2003), most ELF interactions take place among 'non-native' speakers of English. Although this does not preclude the participation of English native speakers in ELF interaction, what is distinctive about ELF is that, in most cases, it is 'a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication' (Firth 1996: 240).

Defined in this way, ELF is part of the more general phenomenon of 'English as an international language' (EIL) or 'World Englishes'. (For comprehensive overviews, see Jenkins 2003; McArthur 1998; Melchers and Shaw 2003.) EIL, along with 'English as a global language' (e.g. Crystal 2003; Gnutzmann 1999), 'English as a world language' (e.g. Mair 2003) and 'World English' (Brutt-Griffler 2002) have for some time been used as general cover terms for uses of English spanning Inner Circle, Outer Circle, and Expanding Circle contexts (Kachru 1992). The traditional meaning of EIL thus comprises uses of English within and across Kachru's 'Circles', for intranational as well as international communication. However, when English is chosen as the means of communication among people from different first language backgrounds, across linguacultural boundaries, the preferred term is 'English as a lingua franca' (House 1999; Seidlhofer 2001), although the terms 'English as a medium of intercultural communication' (Meierkord 1996), and, in this more specific and more recent meaning, 'English as an international language ' (Jenkins 2000), are also used.

Despite being welcomed by some and deplored by others, it cannot be denied that English functions as a global lingua franca. However, what has so far tended to be denied is that, as a consequence of its international use, English is being shaped at least as much by its non-native speakers as by its native speakers. This has led to a somewhat paradoxical situation: on the one hand, for the majority of its users, English is a foreign language, and the vast majority of verbal exchanges in English do not involve any native speakers of the language at all. On the other hand, there is still a tendency for native speakers to be regarded as custodians over what is acceptable usage. Thus, in order for the concept of ELF to gain acceptance alongside English as native language, there have been calls for the systematic study of the nature of ELF—what it looks and sounds like and how people actually use it and make it work—and a consideration of the implications for the teaching and learning of the language.

Empirical work on the linguistic description of ELF at a number of levels has in fact been under way for several years now. Research has been carried out at the level of phonology (Jenkins 2000), pragmatics

Critical appropriation of CELTA (course content) for our current and future teaching contexts

- Why?

Key challenges discussed in **Anderson 2018**:

- **collaborative learning**: 'I tried to focus on group and pairwork yet I suffered from students' lack of interest, especially in teen classes'

- **freer practice**: 'sometimes students turned the freer activity into chaos and start resorting to Arabic or they start going off track'

- **motivational issues**, esp. in exam-focused classes: 'they're so worried about the exam, so… when it comes to reading, it has to be reading texts similar to the exam… for them to really engage'

- **learning culture**: 'They like to present the speaking in front of everybody. They were not satisfied with just speaking together and I monitor them and give them feedback.'

Critical appropriation of CELTA (course content) for our current and future teaching contexts

Aims:

- To begin thinking about our future teaching contexts after the CELTA

- To consider how we will implement or adapt what we have learnt on the CELTA in our current and future teaching contexts

- To raise our awareness of the issue of appropriacy of methodology and social context

Summary:

- Images of different contexts worldwide: Teachers discuss challenges of 'implementing' CELTA in each

- Groupwork discussion: Teachers share expected challenges for their own contexts and offer advice & support.

- Plenary discussion: Anecdotes and opinions shared.

- Final word of caution.

"I decided to use all the knowledge [learnt on the course] in my lessons of English. To my great disappointment, students began to complain and leave the group saying that my lessons are too complicated and they didn't understand anything."

Anderson, 2016, p. 269

Main handout: Interpreting the CELTA for our current and future teaching contexts

Interpreting the CELTA for our current and future teaching contexts

Work in groups.

1) Each member of the group should describe the context in which she/he expects to be teaching after this course. For some, this may mean returning to a classroom and context that you are very familiar with. For others, this will mean a venture into the relatively unknown.

2) Consider what you have learnt on this course, and discuss critically:
   a) what you will be able to implement in your anticipated context,
   b) what you may be able to implement with adaptation, and
   c) what you won't be able to implement.
If you anticipate similar contexts, you may find it useful to discuss differences of opinion and

You might want to consider the following, but there may be much more:
- activity ideas and types
- the amount of importance you give to different areas of language learning
- lesson 'shape' and structure
- how you teach something (e.g. grammar, vocab. pron.)
- planning and preparation
- how you choose and use materials
- your beliefs about language learning
- your beliefs about teaching methodology
- models of 'correct' English
- L1 use
- etc.

The table below is provided to support your discussion if needed. But the important thing is the discussion. Each group will present 1 or 2 of their reflections afterwards, those reflections that may be useful for everyone to hear.

I will be able to implement this	I may be able to implement this (e.g. with adaptation)	I won't be able to implement this

Time to peruse resources, ask questions, offer suggestions, etc.

Download from:

www.jasonanderson.org.uk/resources.htm

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