

- 3 How can learners be enabled to fully exploit all the technological devices at their disposal? Although most language learners have a range of electronic resources available, do they know how to make the most of these materials? Do they have the strategies to exploit them? If not, how can technology be used to help them become more effective language learners?

This LLSI Forum provided IATEFL participants with an overview of some current issues in Language Learning Strategies Instruction (LLSI) and also how researchers, curriculum developers, and teacher educators are endeavoring to make LLSI a critical component of EFL instruction.

Regretfully, Anna Uhl Chamot passed away on 2 November 2017. Everyone involved with Conference Selections sends their condolences to Anna's family, friends and colleagues.

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5.2 Context, Analysis, Practice: the hidden paradigm in contemporary ELT

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Introduction

Lesson structuring models or paradigms (such as PPP, ESA, etc.) are commonly used to help novice language teachers plan lessons, both in pre-service education and beyond. In this article, I would like to propose an alternative, integrated skills model, suitable for use both on initial certification courses such as the Trinity CertTESOL and the Cambridge CELTA, and also on longer BA and MA programs for language teachers. I present it not as an innovation, simply as a more accurate reflection of current practices in language classrooms and ELT coursebooks than currently used models. Inasmuch as it has gone unnoticed, it is, I argue, the hidden paradigm in contemporary ELT.

Justification

The best-known lesson structuring models tend to focus on the introduction of new language (such as grammar, lexis, functional language), given that this is perhaps the most challenging lesson type that trainee teachers are expected to teach. They tend to have three stages, such as PPP (presentation, practice, production), TTT (test, teach, test) and ESA (engage, study activate) (Harmer 1998). While all include opportunities for language analysis and practice, it is notable that none clearly specify a role for contextualisation of the new language being introduced. This seems strange, given the

almost universally recognised importance of context in helping learners to decode and understand new language in ELT today. It is also inconsistent with how new language is typically introduced in ELT coursebooks, where context plays a prominent role, often through reading and listening texts including the new language, or through the use of images and text in close conjunction. My analysis of 14 global ELT coursebooks published between 1986 and 2013 revealed that, as well as always including either text-based or image-supported context, all included a language analysis stage following contextualisation, and opportunities for language practice after this, involving controlled or freer practice, or both (Anderson 2017a).

The CAP model

Thus, the model I propose has three main stages: context, analysis and practice, with an optional fourth stage, evaluation, making two easy-to-remember mnemonics, 'CAP' and 'CAPE'. See Figure 5.2.1.

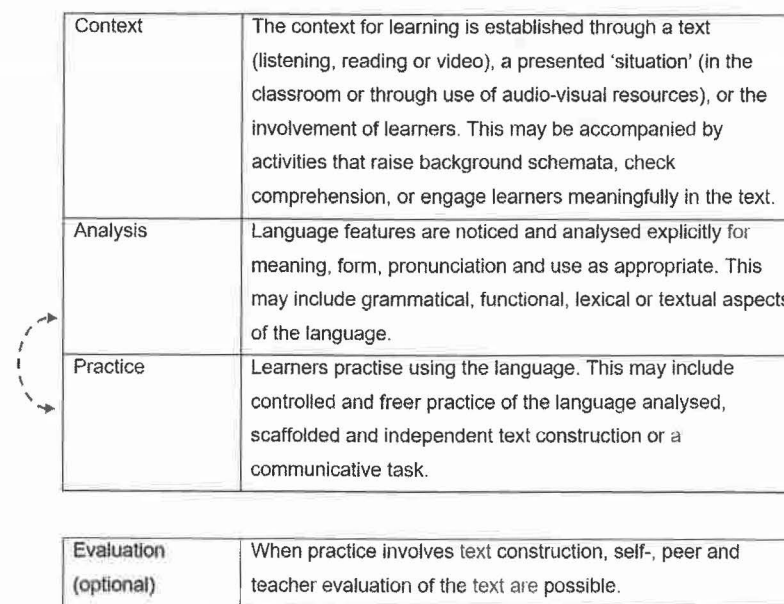


Figure 5.2.1: *The CAP/CAPE model*

CAP is offered as a descriptive, not prescriptive, model to reflect the practices of teachers in a variety of contexts teaching learners at a variety of levels. It does not attempt to prescribe how context should be established, how analysis should be conducted, nor what kinds of practice should be provided. It merely reflects the fact that these three stages typically happen in such lessons. Inasmuch as the contextualisation stage typically involves receptive skills work, and the practice stage involves productive skills, CAP can be seen to be an integrated skills model. It has proven popular and useful among trainees on certification courses in Anglophone countries involving adult EFL classes, and in non-Anglophone countries, where participants often work in secondary and tertiary education. The following quotes from trainees illustrate this:

CAP was very clear, very simple, very useful, easy to retain and I could plan a whole lesson using it. I could categorise all the stages in these three areas ... it also helps as a checklist just to make sure that I'm not missing any big chunk of my lesson.

It drew my attention to the kind of activities and tasks I would do with my students because this way I can categorise most tasks according to the stage I want to focus on. (author's own data)

Table 5.2.2 shows three example lesson skeletons structured using the CAP framework.

C-A-P Phase	Example lesson 1 Intermediate level (B1) Making arrangements by email	Example lesson 2 Upper intermediate level (B2) Telling an anecdote	Example lesson 3 Advanced level (C1) Negotiating a business contract
C – context	Learners read and evaluate two different emails that make arrangements; one is clear and to the point and the other is not so good.	Learners listen to a recording of several friends telling amusing anecdotes from their childhood, and match speakers to topics.	Learners watch a video of a business negotiation from a reality TV show, and answer comprehension questions.
A – analysis	Learners study the structure of the better email, and underline useful expressions and phrases (e.g. How about if...?; Let me know...).	Learners analyse which tenses the speakers used (e.g. past simple, past continuous, etc.) from the tapescript of the recording, and why.	In pairs, learners watch the negotiation again on computers and make notes on effective negotiation techniques and language used.
P – practice	Learners write emails to each other to plan a weekend holiday, and Cc in the teacher.	Learners spend five minutes making notes and then tell anecdotes to each other in small groups.	A role-play in which learners pretend to be buyers and sellers of a new range of computers.

Table 5.2.2: Example CAP lesson skeletons (from Anderson 2017b; used with permission)

Limitations of the model

CAP seems to be suitable for lessons involving learners at a fairly wide range of levels of language proficiency and age, and adaptable to a fairly wide range of cultural contexts, although I do not claim it is suitable for all age groups (primary and pre-primary being a likely exception), nor is it appropriate for all lesson types (receptive skills lessons, for example, being an important exception). Additionally, in lessons involving more emergent approaches to language noticing and analysis (such as Task-Based Learning, Dogme ELT), the analysis and practice stages are likely to be reversed, as indicated by the arrow in Figure 5.2.1.

Resources for CAP

I have made available a number of resources for teachers and teacher educators who are interested in using the CAP model. All are freely downloadable and photocopyable from the following URL:

http://www.jasonanderson.org.uk/resources_for_trainers.htm

Any feedback from colleagues who make use of it will be appreciated.

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5.3 Turning the tables on classroom layout

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Overview

'I can take any empty space and call it a bare stage' wrote theatre director Peter Brook in his lauded book *The Empty Space*. Can teachers emulate Brook's redefining of the stage by reconsidering an empty space as a bare classroom? For the last few years, students and I have been placing the desks against the walls to leave only the chairs in the middle of the room. This increases the classroom's functional space and we are then free to adapt layout to class activities (horseshoe for feedback, mini-groups for brainstorming, rows for watching video, to name a few). We call this 'desk-light' teaching and it has, I believe, made teachers more active and students more on-task, responsive and involved in their learning.

The default position of desks

Desks might be useful for writing, but they have few other functions. Thus, teenagers put them to use as a prop to lean on, a couch to lie on, a cover to text under and pass sweets round, and a barricade to hide behind.

As a look at churches, coaches, theatres or canteens will tell us, seating in rows is merely the default plan for optimising the organisation of large numbers of people into restricted spaces; schools have never been an exception.

At any event in history that has brought about an increase in the enrolment of children in schools—such as post-war baby booms or the implementation of stricter child labour laws—school architects, directors and teachers have reverted to this same layout. Therefore, the most common classroom layout of students at desks in rows owes everything to cost-effectiveness and nothing to learning-centeredness.

Current research

One of the consequences of current common set-ups is that primary school children in countries such as the UK and Australia spend on average five hours a day sitting on chairs. This generates problems of classroom management for teachers and motivation and health for students. Yet research suggests that good classroom design can significantly enhance learning by as much as 25 per cent (University of Salford, n.d.). Therefore, classroom layout should be conceived to facilitate the students' learning and be adapted throughout a lesson to optimise learning in all the classroom activities and tasks. Desk-light classrooms allow this. In other words, rather than letting rows of desks dictate how our activities proceed, we allow student interaction and activities to determine the layout.