

# TESOL Materials Development

## Week 2: Lecture B

- Review
- Harmer's Describing Learners

# Harmer's Describing Learners

## 1. Age

- Young children to adults

## 2. Learner differences

- Aptitude and characteristics
- Learner styles

## 3. Motivation

- Extrinsic and intrinsic motivation

# 1. Age: Young children

- ✓ respond to meaning even if they don't understand individual words
- ✓ learn indirectly, rather than directly
- ✓ like to see, hear, touch and interact to learn
- ✓ are enthusiastic and curious about the world
- ✓ need attention and approval
- ✓ like to talk about themselves
- ✓ have limited attention span and get bored easily

# 1. Age: Adolescents


- ✓ may seem uninterested and bored
- ✓ seek peer approval
- ✓ have a great capacity to learn
- ✓ need relevant and involving material
- ✓ can deal with abstract issues
- ✓ involve their own thoughts and experience

# 1. Age: Adult learners

- ✓ can engage in abstract thought
- ✓ have life experiences to draw upon
- ✓ have expectations about learning
- ✓ are usually more disciplined
- ✓ have a wide range of motivation that can be sustained
- ✓ can be critical of teaching methods
- ✓ may be anxious about learning

## 2. Learner differences: Aptitude

ap·ti·tude

/ˈapti,t(y)oōd/ 

*noun*

1. a natural ability to do something.  
"he had a remarkable **aptitude** for learning words"

Aptitude may not be a factor for learning languages, but good memory may give an advantage.

We should treat all learners as equals!

## 2. Good learner characteristics

- ✓ tolerance of ambiguity and uncertainty
- ✓ positivity and perseverance
- ✓ high aspirations and goal orientation
- ✓ independence
- ✓ use contextual clues
- ✓ good at guessing
- ✓ make opportunities for practice
- ✓ willing to try and make mistakes

## 2. Learner styles

- Are there different kinds of learner?
- Are there different kinds of behaviour in a group?
- How can we alter our teaching to match the personalities of our students?

There are many theories about learner styles.

## 2. Learner styles

Keith Willing (1987) described...

### Convergers:

Students who are independent and avoid groups.

### Conformists:

Prefer to learn 'about language' rather than use it.

### Concrete learners:

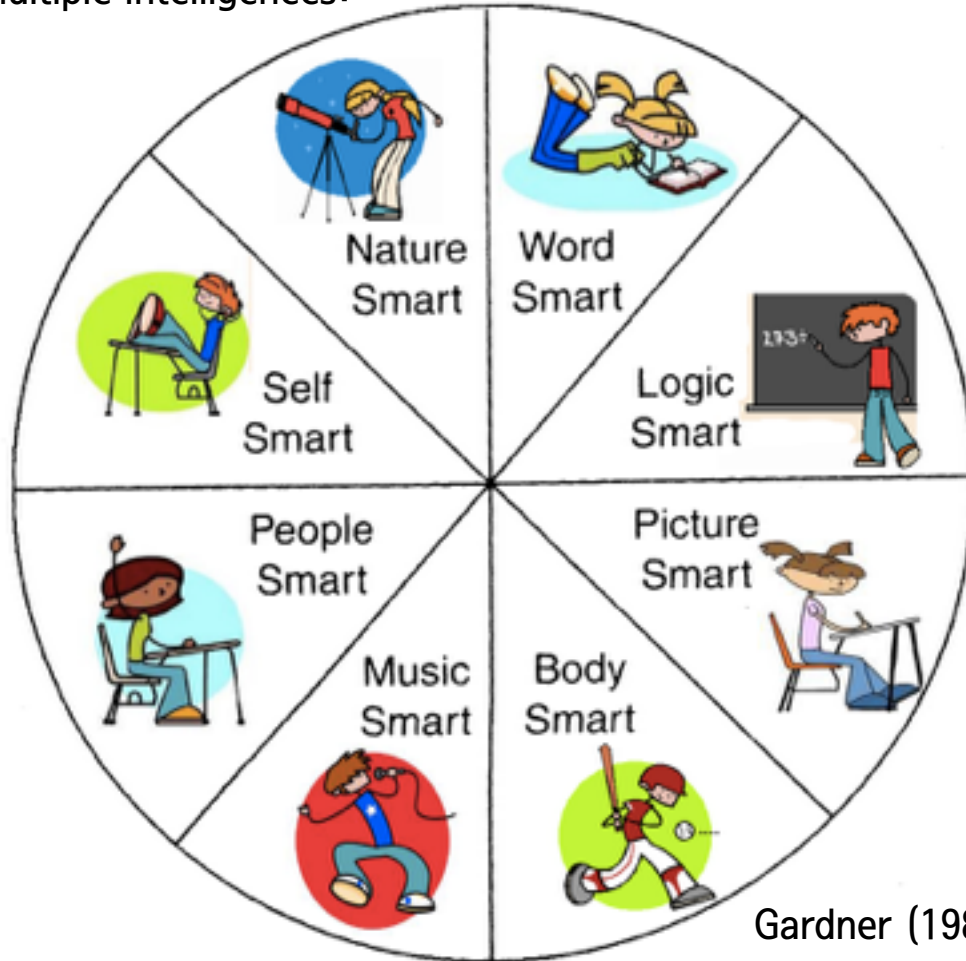
Enjoy social aspects of learning.

### Communicative learners:

Focus on language use and learn well outside the class.

## 2. Learner styles

Multiple Intelligences:



Gardner (1983)

## 2. Learner styles

### VAGOK

Visual	(see)
Audio	(hear)
Kinaesthetic	(movement)
Olfactory	(smell)
Gustatory	(taste)

## 2. Language levels



1. Real Beginner
2. False Beginner
3. Elementary
4. Lower Intermediate
5. Intermediate
6. Upper Intermediate
7. Advanced

## 2. Language levels

### Common European Framework of Reference for Languages

Proficient user	<b>C2</b> Mastery
	<b>C1</b> Effective Operational Proficiency
Independent user	<b>B2</b> Vantage
	<b>B1</b> Threshold
Basic user	<b>A2</b> Waystage
	<b>A1</b> Breakthrough

## 2. Methodology for different levels

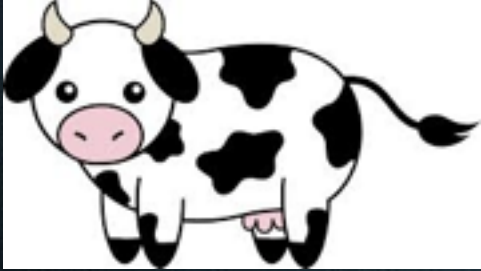
### Beginners

- ✓ lots of repetition
- ✓ simple words and phrases
- ✓ deductive teaching
- ✓ controlled practice, accuracy

### Intermediate - Advanced

- ✓ free practice, fluency
- ✓ complex tasks
- ✓ inductive teaching

## 2. Adjusting your classroom language



A class with beginner students:

“It’s a **cow**. Look at the picture. What is it? Yes, a cow. Cows are bovine mammals often domesticated and raised for livestock and dairy products.”

Is this description suitable for this language level?

## 3. Motivation

- Extrinsic motivation is caused by outside factors

e.g. passing an exam, financial reward at work, strict parents...

- Intrinsic motivation comes from the individual

e.g. enjoyment of learning, personal betterment, satisfaction in success...

Increasing and directing student motivation is one of the teacher's responsibilities.

### 3. Sources of motivation

- Long term goals, such as future job
- Short-term goals, such as passing a progress test
- Learning environment and the classroom
- Learning environment with the other students
- Interesting classes
- An engaging and motivating teacher

# Homework 1

Weekly Reading due Week 3

## Section 4

Readings with Guiding Questions

- Read E-I-F Framework and Chapter 4 of Kurzweil & Scholl
- Answer Guiding Questions about the E-I-F framework)

Submit a hard copy (printed A4 is preferred) to my mailbox at HUFS. Details of my mailbox will be emailed to you.

# Homework 2

Create a new post on the online discussion board. Include (from the reading guiding questions):

1. What learning style do you think you are?
2. Which learning style do you think would be most difficult to teach?
3. What are some things teachers can do to help motivate their students?

Remember: You should also reply to two other posts with comments and feedback.

# Next week

- E-I-F Framework

