

**LEARNER AND TEACHER
DEVELOPMENT (AND ENGLISH
LANGUAGE ACQUISITION!)
THROUGH EVERYDAY PRACTICES**

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INTRODUCTION

FAAPI conference theme – ‘Post-method pedagogy’

What’s wrong with methods?

‘End of methods’ – but what then?

Building ‘from the bottom up’ (from contextualized experience to theory).

Two aspects:

- ⊙ being flexible in response to students’ needs
- ⊙ teaching (and developing) in line with our own values



NOT JUST ENGLISH LANGUAGE ACQUISITION

For example:

- Awareness of other and own cultures
- Overall cognitive abilities / knowledge acquisition
- Tolerance of minorities
- Literary appreciation
- Learner autonomy / lifelong learning ability
- Our own development

These don't contradict English language acquisition!



SOME STORIES OF SUCCESS

Gifty

Ana

Funda

Katy

Harry



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SOME STORIES OF SUCCESS

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Some teachers in Argentina



LEARNER AUTONOMY

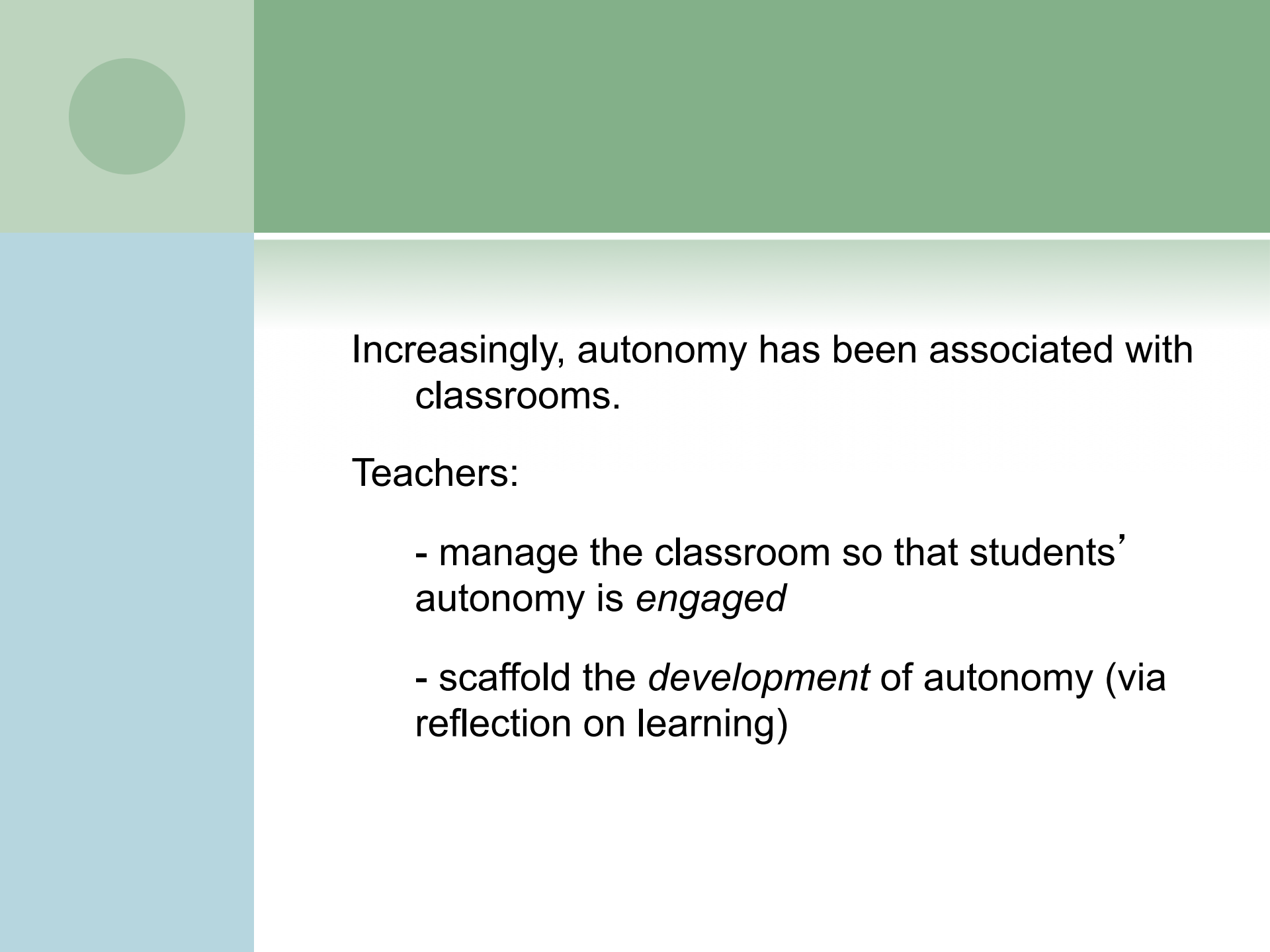
Learner autonomy is characterised by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person.

('Bergen definition', in Trebbi 1990)



Autonomy doesn't make the teacher redundant
– in fact the teacher's role in engaging and
developing it is crucial

Collaboration is an important aspect – autonomy
isn't equivalent to 'individualism'



Increasingly, autonomy has been associated with classrooms.

Teachers:

- manage the classroom so that students' autonomy is *engaged*
- scaffold the *development* of autonomy (via reflection on learning)



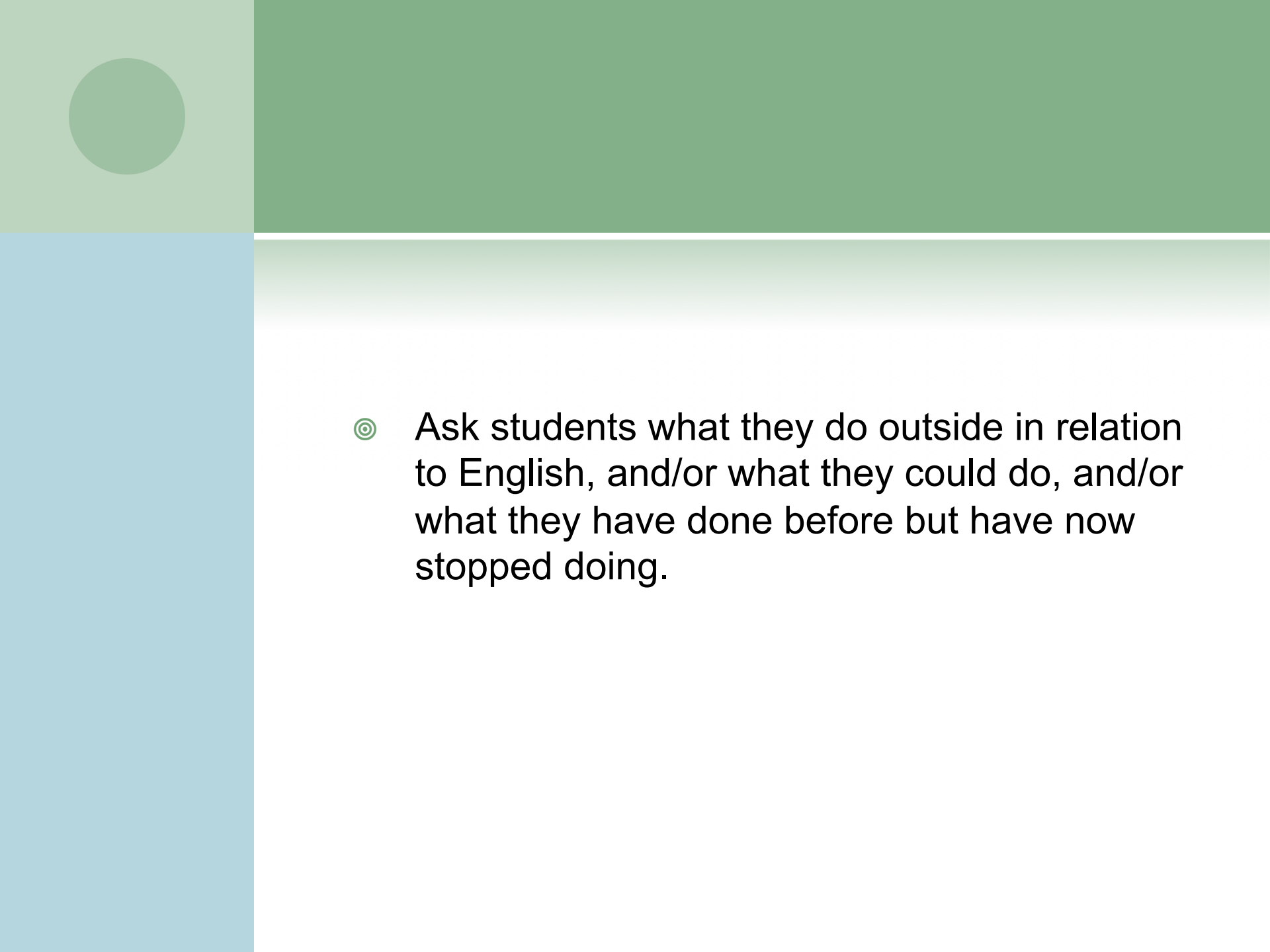
LEARNER DEVELOPMENT


Two aspects


- Increasing students' input into what goes on in the classroom (*Engagement* of their autonomy as learners)
- Developing students' understanding of themselves as learners (*Development* of their autonomy as learners)

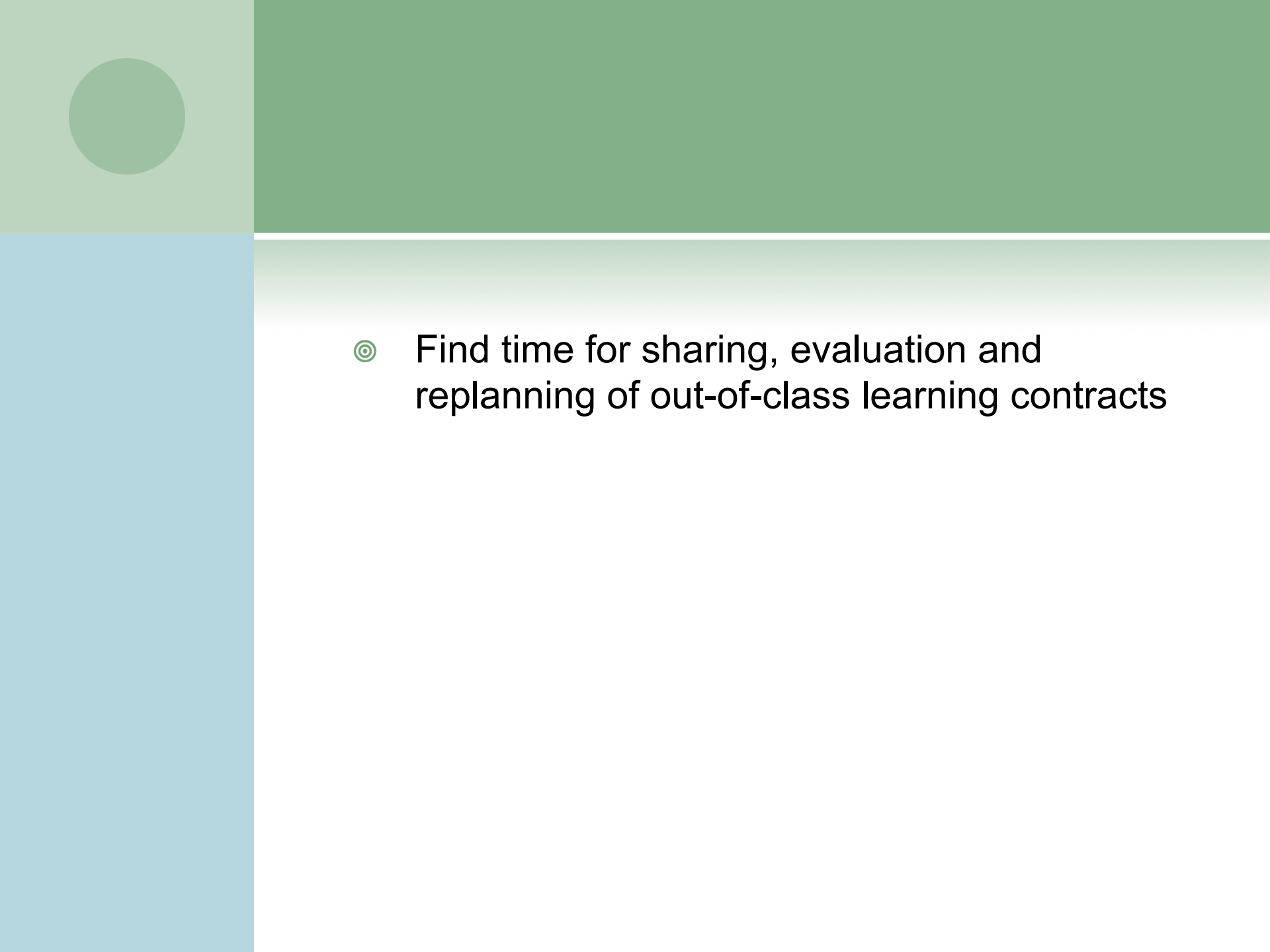



SOME SMALL STEPS TO AUTONOMY

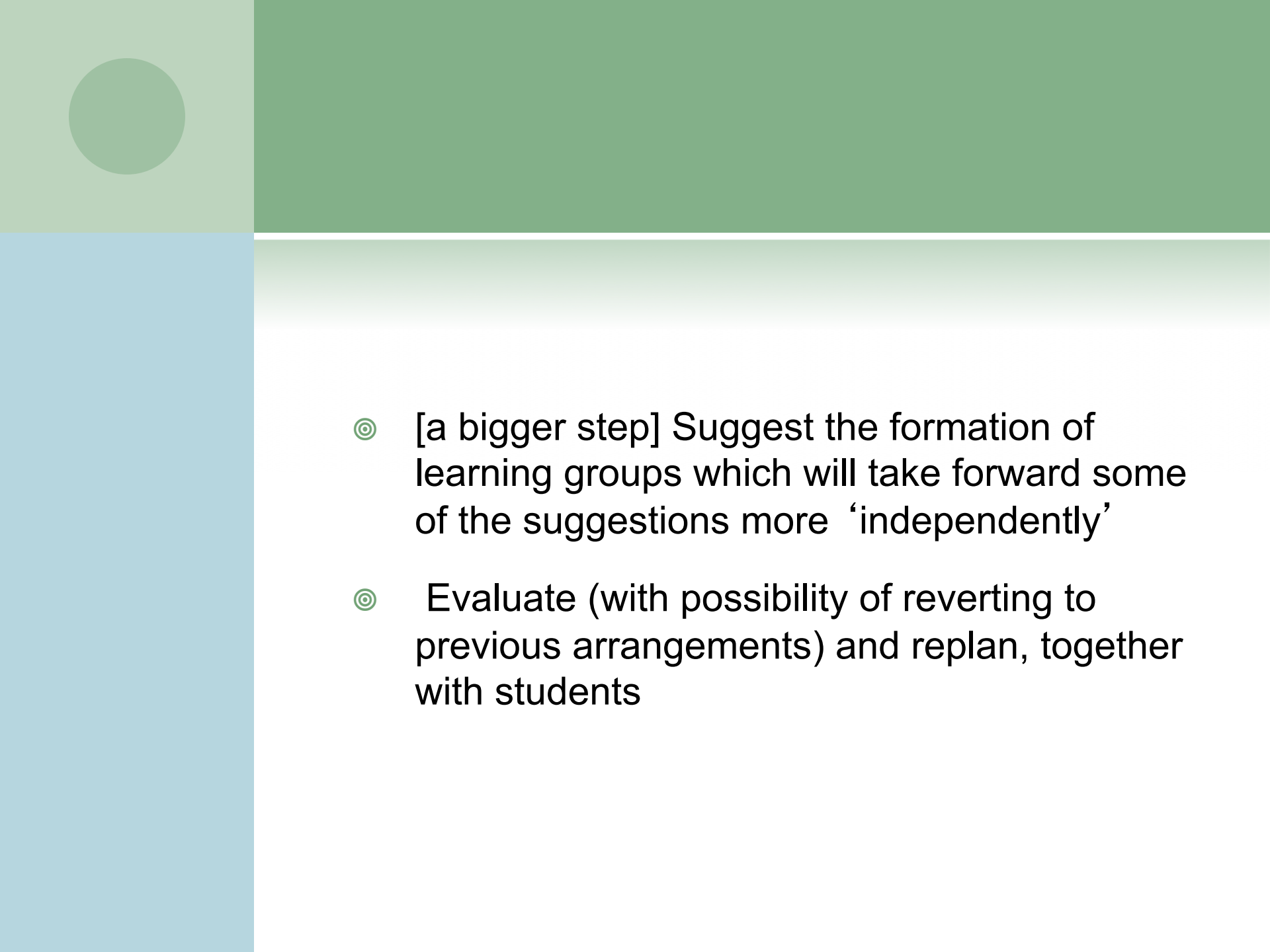
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- ③ Ask students what they do outside in relation to English, and/or what they could do, and/or what they have done before but have now stopped doing.

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- ③ Make sure the students get to hear about one another's ideas, and suggest further ideas for out-of-class learning that you may have heard of.

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- ③ Ask students to choose what they'd like to do to improve their English outside class, perhaps in replacement for (some of) their homework. Give them some kind of credit for out-of-class learning. Ask them to commit to some kind of contract for this learning.

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- ③ Find time for sharing, evaluation and replanning of out-of-class learning contracts

- 
- ③ Ask students at the end of a normal lesson what suggestions they have for classroom work (or 'points to improve' and 'good points' about the lesson)
 - ③ Summarize students' opinions / suggestions for classroom work and [a big step] act on (some of) them, then evaluate together.

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- ③ [a bigger step] Suggest the formation of learning groups which will take forward some of the suggestions more ‘independently’
 - ③ Evaluate (with possibility of reverting to previous arrangements) and replan, together with students



PAUSE FOR REFLECTION: YOUR RESPONSES

- ③ How does the input so far resonate with your experience?
- ③ What (further) steps towards engaging and developing learner autonomy would you like to take (if any)?



TEACHER AUTONOMY & TEACHER DEVELOPMENT



TEACHER AUTONOMY

Teacher autonomy as ‘freedom from constraints’


More realistically – exploring and exploiting ‘spaces of freedom’ / ‘spaces for manoeuvre’




‘Teacher-learner autonomy’:

‘ability to develop oneself professionally (in collaboration with others)’

- taking control of your own development



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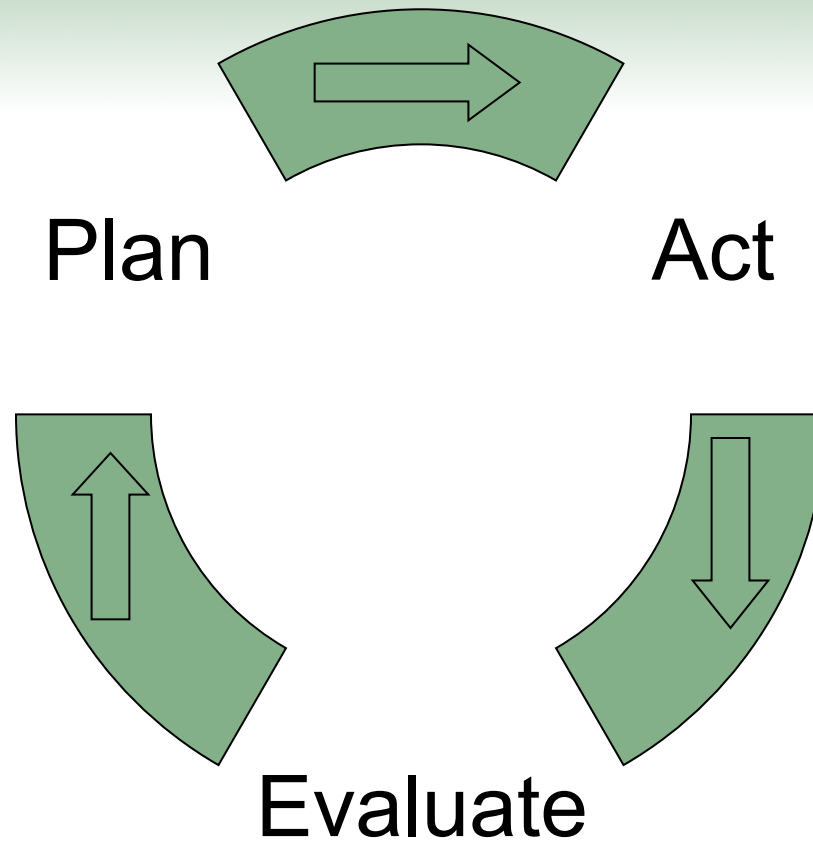


Teacher-learner autonomy is characterised by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person.

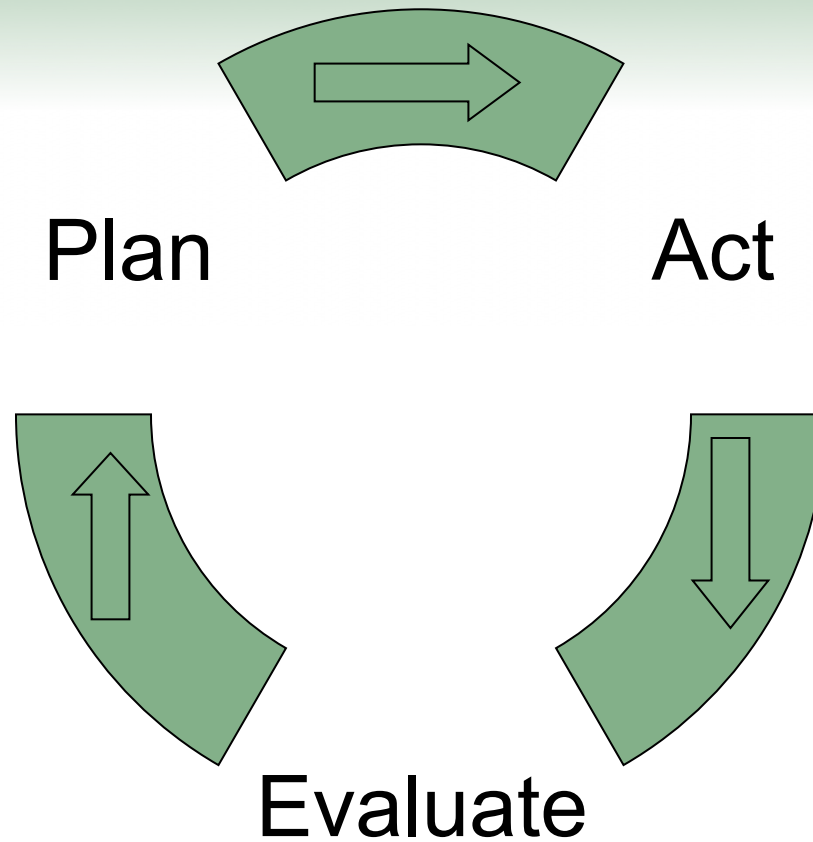


LEARNER AND TEACHER DEVELOPMENT COMBINED

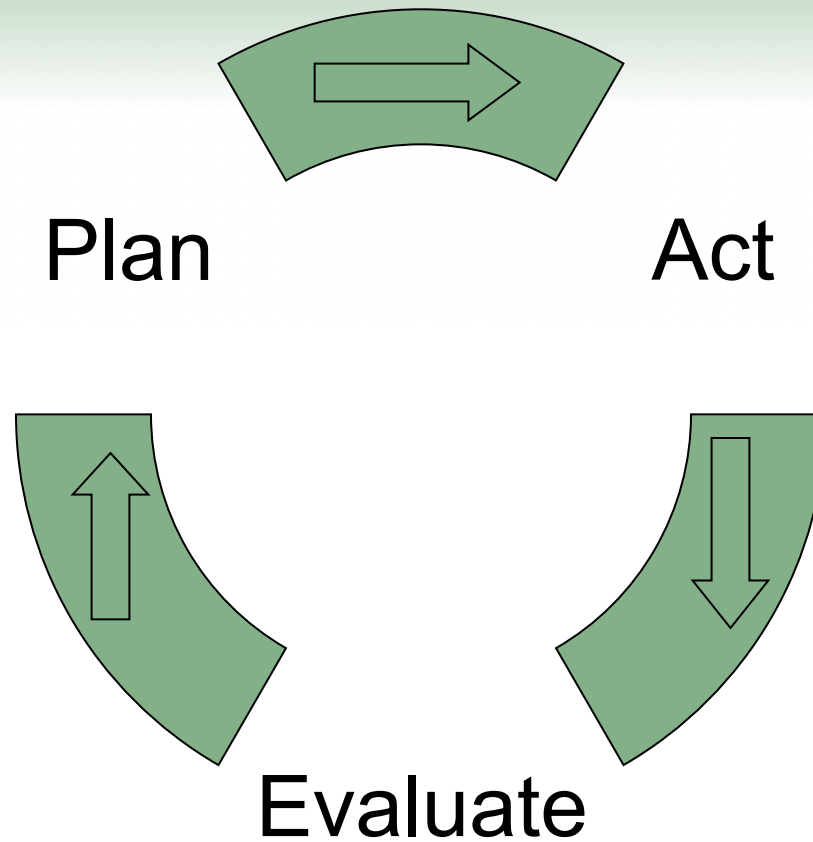
SELF-DIRECTED / REFLECTIVE LEARNING BY STUDENTS



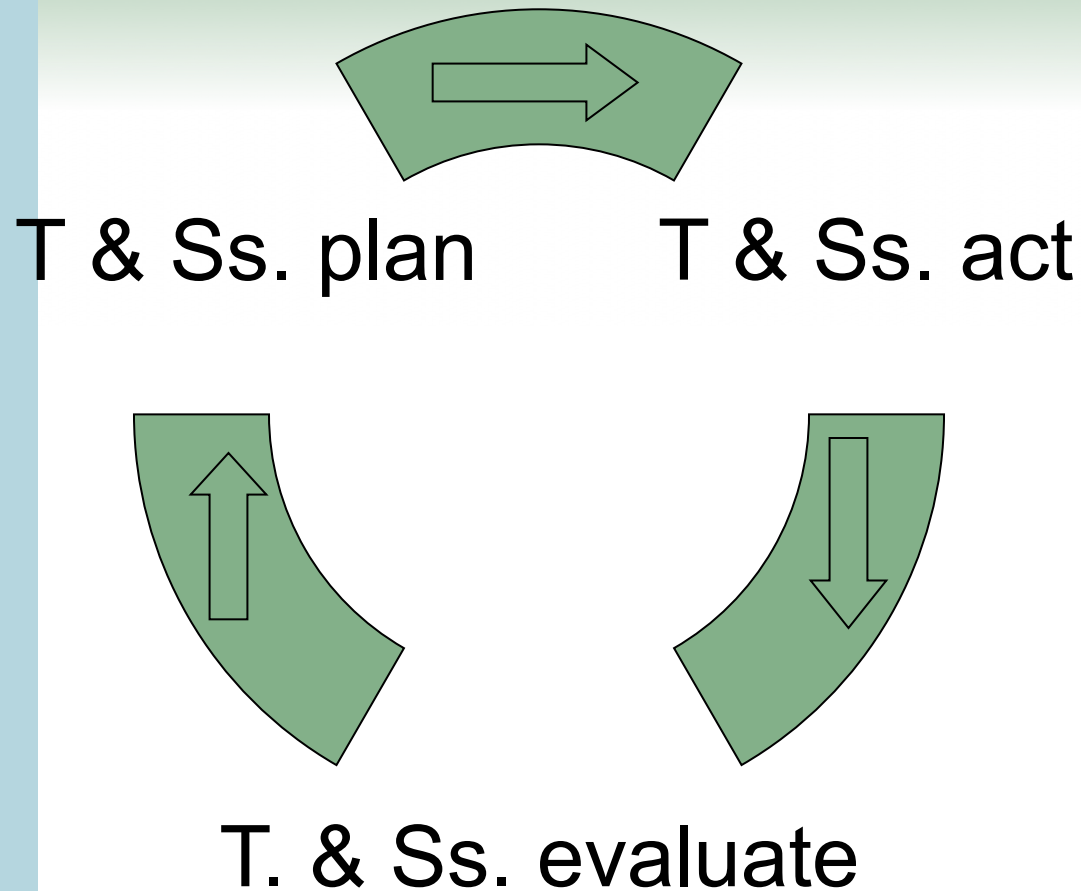
SELF-DIRECTED / REFLECTIVE LEARNING BY THE TEACHER



SELF-DIRECTED / REFLECTIVE LEARNING BY STUDENTS & THE TEACHER, TOGETHER



A 'VIRTUOUS CYCLE' OF TEACHER & LEARNER DEVELOPMENT





TOOLS TO ENCOURAGE REFLECTION/EVALUATION BY LEARNERS

- ③ Questions posed orally by the teacher ('What are you planning/doing?', 'Why?', 'How could you do it better?', etc.)
- ③ Regular reflective writing by students ('What have you done?', 'What have you achieved?', 'What could you do differently?', 'What are you planning?')








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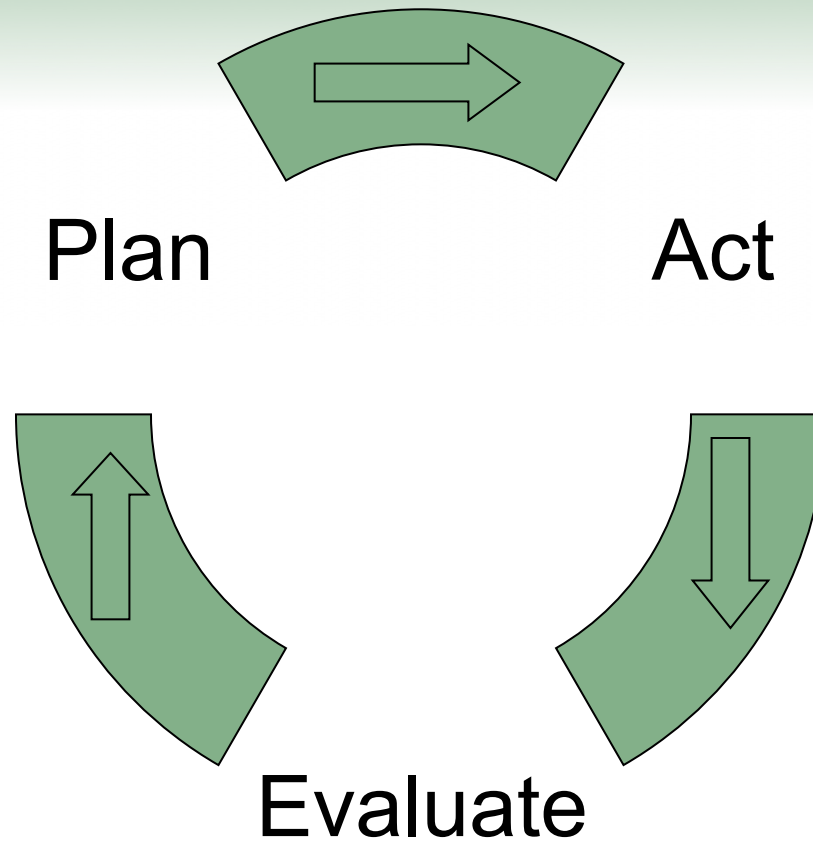
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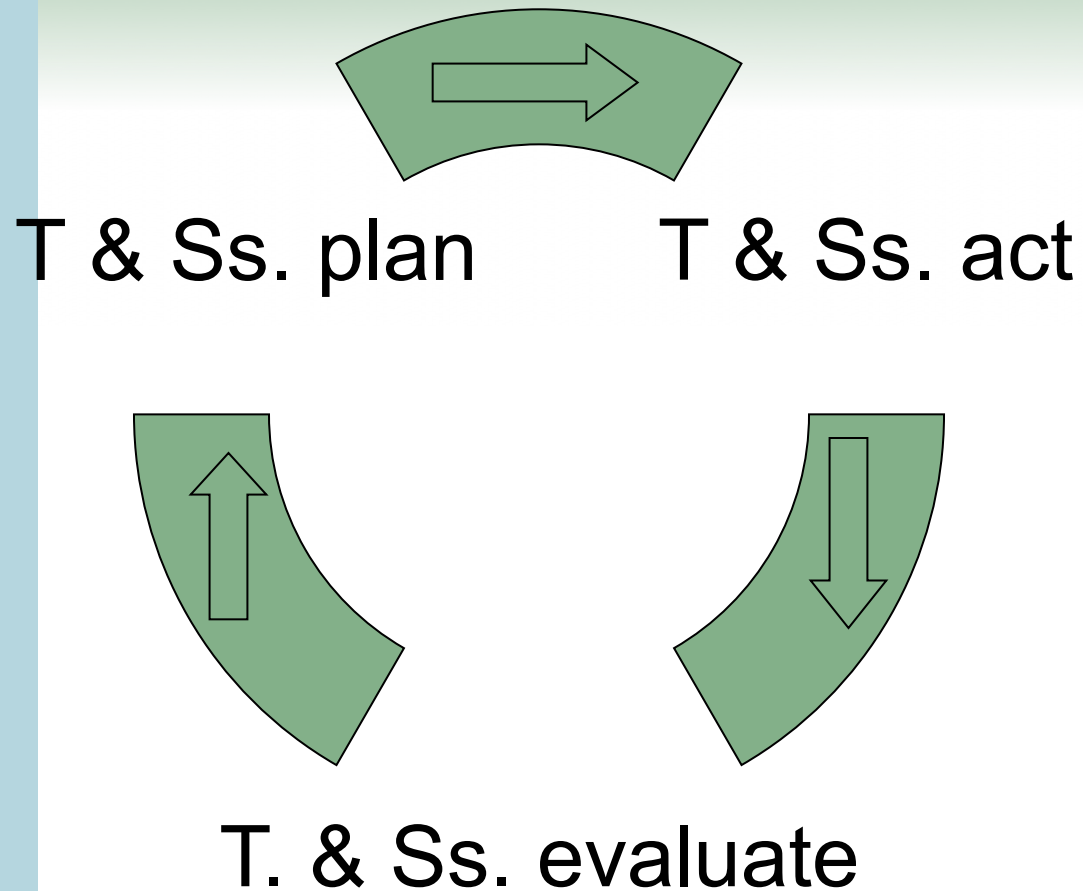
TOOLS TO GATHER DATA FOR REFLECTION/EVALUATION BY TEACHERS


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- ③ Regular reflective writing by students ('What have you done?', 'What have you achieved?', 'What could you do differently?', 'What are you planning?')

EXPERIENTIAL / REFLECTIVE LEARNING BY STUDENTS & THE TEACHER, *TOGETHER*



A 'VIRTUOUS CYCLE' OF TEACHER & LEARNER DEVELOPMENT



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- ③ ‘Through dialogue the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with student-teachers. The teacher is no longer the-one-who-teaches but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow.’

Paulo Freire



SUMMARY

- ◎ Beyond methods (theory from experience)
- ◎ Higher values, not just English language acquisition
- ◎ Stories of success
- ◎ Learner autonomy & development
- ◎ Teacher autonomy & development
- ◎ Learner and teacher development together
- ◎ Higher values contributing to English language acquisition
- ◎ The value of your own experience



◎ Thank you!

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