
Relating ‘knowing’ and ‘doing’ in language teacher professional learning: an in-service teacher workshop for language teachers

HOWARD NICHOLAS

La Trobe University

DONNA STARKS

La Trobe University

SHEM MACDONALD

La Trobe University

The paper outlines a practical six-hour workshop and assessment activity for students enrolled in a Graduate TESOL/Applied Linguistics program at La Trobe University, Australia. The program attracts teachers from preschool to university contexts from many different countries. The workshop draws explicit connections between in-service teachers’ awareness of language, education theory and classroom practice. The first part focuses on language teaching, learning and practice in which in-service teachers explore their views and situate themselves within theoretical debates. The second engages in-service teachers in structured activities around the joint preparation and planning of language lessons for different learners. These language lessons highlight prior learning in current teaching practice, how grammar is taught to different age-cohorts, and the interconnection of theory and practice. The assessment activity consolidates student learning and provides insight into how individual students are positioned so that program lecturers can develop subsequent activities and assessment tasks to engage with teachers’ different points of learning. We end with some suggestions of ways in which the approach that we take could be used in other teacher development contexts.

Keywords: *teacher in-service; lesson planning; language teaching & learning*

Background

The idea of raising language teachers' awareness of the relationship between views of language, learning and teaching is central to every language teacher training program. As such, training activities should encourage teachers to question their views of language and learning and to draw connections with their own teaching activities. Yet many pre-service and in-service teachers find this juxtaposition of theory and practice difficult. This paper describes a workshop and follow-up assessment task that help in-service teachers connect language, education theory and classroom practice. While the workshop occurs in a university setting, the key ingredients of building on teachers' experiences and encouraging debate that brings in diverse theoretical positions are of potential use to any setting where teachers meet to reflect on their practices. Although there is an extensive debate about what best informs language teacher education programs in publications ranging from Freeman and Johnson (1998) to Burns and Richards (2009), most of this work focuses on the concepts that should be included in the programs rather than materials which can help teachers make meaningful connections between the content of the program and their language teaching decisions. Our paper describes a six-hour graduate-level workshop designed to help in-service teachers "own" decisions about how to relate a focus on language teaching to views of language, language learning and language teaching. The workshop is the first part of a 30-hour subject that explores issues in language teaching over a 10-week period. The issues raised are revisited throughout the subject.

The rationale

The most compelling models of good teaching are ones that we experience at a personal level: how we have been taught ourselves. All language teachers recall outstanding language teachers from their past and retain these memories as models of practice. These models necessarily reflect older views of language and older assumptions about how languages are learned. Nevertheless, these experiences provide valuable starting points for reflections on current teaching practice and potential ways forward. The past experiences encode, or bring with them, views of the world, its history, and the relationships between peoples, cultures and languages. They show that approaches to language learning and teaching cannot be separated from the wider social and cultural contexts. Yet change requires being able to move away from those powerful experiences (Fullan, 2005).

In the workshop we begin by using the experiences of in-service language teachers to reveal and explore approaches to language learning and teaching and their underpinning assumptions, presenting an integrated way of creating an engaging and productive dialogue between the subject matter, the in-service teachers and the university staff. As a result of drawing on the experiences of a diverse group of teachers, we gather views of language learning and teaching revealing both differences over time and differences according to location. An explicit item for discussion is how approaches to language teaching have changed over the lives of the teachers.

We highlight that changes in language teaching are not due to changes in the nature of language, but rather reflect changes in perspectives on language, learning, teaching and socio-cultural contexts. These changes are embedded in and shaped by changes in technology, economics and other dimensions of context. These contextual forces differ for first and additional language teaching. For teachers, they change according to the perceived age and/or education of the learners, and are also influenced by teachers' resources, including their perceptions of their own proficiency in the language (Brown et al., 2007). For learners, they change according to learners' prior experiences and future intentions. Changes in views of the different elements in the relationship do not occur simultaneously because views of language may change with one dynamic, while views of learning may change with a different one and technology with a third. Changes are usually a result of a reaction to one aspect of the previous era's perspective and may be either evolutionary or revolutionary.

Broadly, views of language teaching and language learning over the last half century have reflected a deepening understanding of the complexity of language so as to increasingly include social, interactional and pragmatic dimensions of language. This includes an increasing awareness of how language is not only in the mind, but is shaped by interactions between people (Jacquemet, 2005); it is not 'just' a structure, but is used to make meaning while also shaping meaning. Increasingly language use is being linked with identity (Egan-Robertson, 1998; Norton & Kamal, 2003) and power (Fairclough, 1989; Garcia, 2009).

Views of language are also linked with changes in views about teaching and learning. Views of teaching have increasingly moved to incorporate views of learners, their contexts of learning and their purposes (Nunan, 2004). Teaching is viewed as not solely a

cognitive activity, but also a social and cultural one (Kramsch, 1995). Teaching involves 'guiding' rather than simply 'explaining/lecturing' (Lightbown & Spada, 2006).

Views of learning now focus on both what the learner does and how the teacher engages with the processes and constraints of learning. Learning is no longer viewed as a simple choice between 'wrong' and 'right', but as a process through which learners sort out how they put the world together and act in and on it. Language learning is a process through which learners 'make sense of' and gain control over the language they are learning in ways that may not be either conscious or explicit.

These changes outlined above are not accidental, but neither are they uniform nor imposed by some higher authority. There are two major principles that underpin these changes. Broadly, much greater acceptance has emerged of the idea of parity between cultures, including members of those cultures, and acknowledgement of the rights of 'outsiders/learners' to participate in shaping the dominant or target language and culture (Kramsch & Whiteside, 2008). Consistent with that is an obligation for both moral and pragmatic reasons for dominant or 'target' cultures to engage with the languages and cultures of learners.

Teacher education requires structured opportunities for in-service teachers to draw out their own experiences in relation to these different issues and to explore the connections between them (Luke & McArdle, 2009). The diversity of language teachers' own experiences can be used to articulate and critique their own views in relation to their learners and contexts of teaching and to explore the consistencies between their views on these issues and the reasons why they think in the ways that they do. Not everyone will or should agree. This paper presents a framework to elicit and explore some of these differences that begins with exploration of in-service teachers' own experiences of the world and of language learning.

We begin with views of the world because they are accessible and can be presented readily in everyday language. Views of language require more deliberate probing and more work on developing explicit, systematic and useful ways of talking. Getting inside language involves understanding the organisation of a language, its relationship to context and use, and the associated ways of talking, in other words developing a common metalanguage. Language teaching further involves selecting an aspect of that language to focus on and constructing pedagogic activities around that focus. These interconnections are presented in Figure 1.

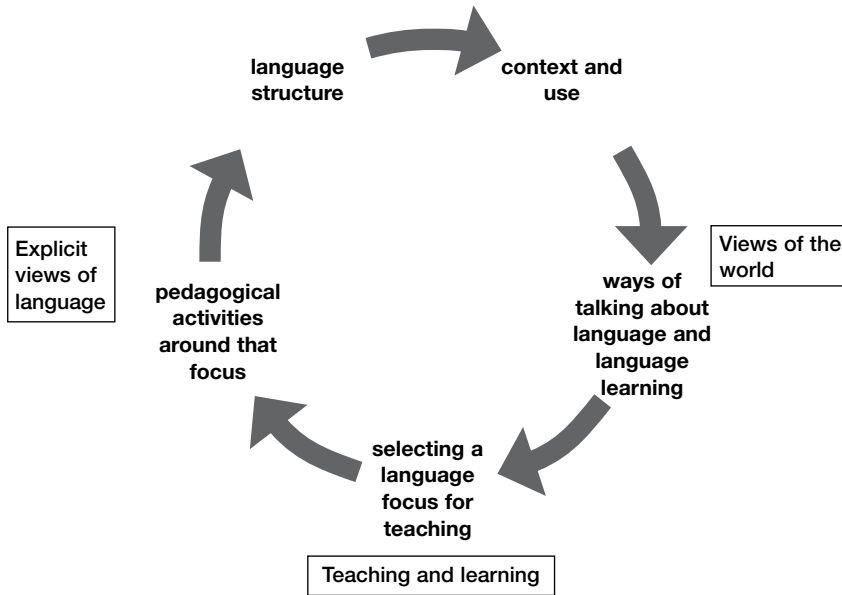


Figure 1: Interconnections in identifying a language focus

This complex series of integrated activities involves an understanding of views of the world, teaching and learning and also creates a context in which teachers are required to make explicit their particular views of language.

The workshop

The workshop is located in the La Trobe University Faculty of Education TESOL/Applied Linguistics program that attracts teachers from preschool to adult and university contexts from many different countries. It is the first part of one of three subjects that make up the Graduate Certificate program. Together, the three subjects constitute the first half of the Graduate Diploma program. Teachers undertaking a Master of TESOL or a Master of Applied Linguistics have the option of including these elements in the first or second semester of their program if their prior experience of language teaching is limited or if they have had little formal preparation for their language teaching.

The in-service teachers in the program are of various ages and from different parts of the world, with different language backgrounds. Some are native speakers of English who have lived all of their lives in Australia, others have learned English as a second or additional language, and have only recently arrived in Australia from places as diverse as Vietnam, Thailand, Indonesia,

Japan, Peru and Iceland. For some, the subject precedes a language teaching practicum placement where one of the key issues is helping teachers to become explicit about the language focus of their lesson without setting up practices that de-contextualise language and its learning. Others have years of experience but no formal training. For all, it is a time to reflect on how language lessons differ from other types of early childhood, primary, secondary or tertiary teaching.

This variation, a common characteristic of participants in both in-service education and professional development, provides diverse language learning and teaching experiences and enables us to provoke discussion about what is done in language teaching across different contexts, how it is done and why. We shape these discussions to create an environment of sharing and trust that we build on in later phases of the activity where the in-service teachers are encouraged to demonstrate, inquire and explain. These discussions also foster the development of a shared set of terms and concepts for reflecting on experiences, promoting an atmosphere of mutual learning as well as encouraging an attitude of discovery.

The first section of the workshop focuses on theoretical issues, the second on language teaching practice. For the assessment, students are asked to further develop their ideas and to explicitly address their understandings of language, language learning and language teaching.

Workshop: Part 1

The theory part of the workshop has three segments: (1) talking in groups about four questions that focus on their language teaching and learning experiences – differentiating which language was involved, whether it was taught as a ‘first’ or ‘additional’ language and also distinguishing both the decade and the context (type of program and age of learners) in which the experiences occurred, (2) sharing (the diversity in) those experiences with the entire class, and (3) individual reflections on the meaning of this diversity of experiences for them.

Our starting questions are:

- a) What was the view of language that you encountered in your language learning?
- b) What was the approach to teaching and learning language(s)?
- c) What did your experiences imply about the view of how languages are learned?

- d) How did the views of society, the world, culture(s), and economic, social and technological influences shape these learning and teaching experiences?

The in-service teachers' answers present a historical timeline of language teaching approaches, including how they are manifested in different regions of the world. The timeline is not uniform. Regional and other differences such as the age of the learners and their relationships to the languages being taught are used as a basis for reflecting on the diverse and shifting nature of language teaching and its various contextual influences such as centralised examination systems, learner-teacher relationships, material resources, economic circumstances and differences in technologies. Sharing the diversity of views and experiences provides a means of discussing the relationships between context and approach that are manifested in the different approaches to teaching and learning. The open-ended and supportive nature of these reflections provides both a conceptual and an emotional backdrop for the practical teaching demonstrations in the next section.

Workshop: Part 2

The second section of our workshop asks the in-service teachers to engage in a series of activities which conclude with a five-minute language lesson related to quantifiers, a challenging grammatical concept and a challenging teaching task (see Appendix 1). The in-service teachers are first presented with a short overview from Parrott (2010), a grammar book designed for language teachers. In practice, any extract would fulfil this purpose. Initially, each in-service teacher is asked to individually focus on their learners, a relevant content and a suitable teaching approach, as well as to assess their own confidence in their ability to complete the task (Task 1A). This proves to be confronting for most because many are challenged by the task of relating an abstract description of language to a teaching context. Although most are able to clearly define their learners, and most can select a content area in which to embed the language teaching focus, not all are confident in their ability to meaningfully connect this language structure with appropriate and meaningful learning experiences for their students.

The in-service teachers are then regrouped according to their context of teaching (see Appendix 1, Task B). In our case,

that is pre-school, primary, secondary and adult. As background information, the groups are given a longer and more detailed, technical description of quantifiers from Parrott (2010) to support their thinking (Appendix 1, Task C). Although this extract provides good, detailed language content, it contains much more information than can be taught in the mini-lesson, and its metalinguistic framing is inappropriate for learning material for any of the potential target students. In the ensuing discussion of prior expectations (Appendix 1, Task D), when groups point out that they would never present this information in this way, our response is, *'So how would you deal with this aspect of language in ways that are appropriate for your learners?'* Primary school teachers, for example, often point out that quantifiers would appear in their mathematics teaching and pre-school teachers point out that this language focus would appear in games and songs. The teachers of secondary and adult students do not perceive the same challenges. Teachers of secondary and adult students often accept the abstract description of language more readily and perhaps less critically, which means that the consequences for teaching do not become apparent until they later attempt the delivery of the mini-lessons in a later part of the workshop. Throughout the workshop we draw attention to issues of difference in context such as differences in the ages of the learners and the default teaching approaches that occur there.

The teachers are given 10 minutes to prepare their lesson (Appendix 1, Task E) and to discuss it in groups (Appendix 1, Task F). The teachers are then asked to choose one person to present the lesson to the class (Appendix 1, Task G). They are not given any guidance as to the format of their lesson. However, we indicate that there are large advantages to having the person who delivered the lesson not be the person who has designed it because it pushes the group to make explicit what is done and why. This results in numerous teaching approaches being modelled, encompassing group-based games and role plays, co-teaching, learner-based approaches with a single teacher and more traditional teacher-fronted activities. The other teachers in the workshop are not asked to 'role-play' specific types of learners, but some mini-lessons involve the other teachers in activities of various kinds. To assess the presentations (Appendix 1, Task H), members of the workshop are provided with a Teaching Feedback Pro Forma (Appendix 2), which asks them to identify things they have learned about teaching from the design of the lesson and things they would suggest as improvements. This is later given back to the group

members for discussion. We do not ask what the teachers have learned about quantifiers from the lessons because we want to focus on the processes of teaching rather than the content.

Having seen various mini-lessons, the in-service teachers are asked to reflect on what their own lesson represents in terms of a definition of language, an approach to language teaching and assumptions about how students learn language(s) (Appendix 3). The different responses motivate discussion of the reasons why particular approaches have been taken and what frameworks have been drawn on in developing those responses.

Post-workshop

The day after the workshop, we provide a set of notes that distil the views presented in the workshop about how approaches to language teaching have evolved over the last fifty years or so, and the influences that have shaped these changes. Our notes conclude with our views about what now constitutes agreement in the literature about 'better practice' in language teaching and also areas of tension. These notes do not provide the in-service teachers with any direct feedback on their teaching because the aim of the workshop is to open up discussion of language, teaching and learning in order to give the in-service teachers an opportunity to articulate their views about these matters and their relationships. Some of the comments we provide are given in Table 1 (see next page). While many of these comments would be consistent with the literature identified above, the focus on the power relationships between teachers and learners specifically in relation to language teaching practice highlight a dimension of 'our' take on language teaching practice. Similarly, the division of these notes into the two categories of 'better practice' and 'tensions' can be found in the literature, but more in the form of a debate between positions rather than as something presented to teachers as options over which they have some control – again, something that we would consider an element of 'our' approach.

Follow-up assessment task

The workshop is followed by an assessment task, which asks the in-service teachers to revisit the same broad themes of a view of language, language learning and language teaching approaches in a different format over the following week. The task requires elaboration on the reasons for the answers and the relationships between the answers (Appendix 4).

Table 1: Some Instances of Better Practices and Tensions

BETTER PRACTICES	TENSIONS
<p>1. Continually model and practise emotional support to create an environment of trust, humour, and support risk taking (since even saying one word can be a large risk for some learners).</p> <p>2. Continually making teaching responsive to students' needs (including their need for trust, acknowledgement, security and attention). This includes respecting and engaging with the cultural values and practices of the learners.</p> <p>3. Recognise that many things that are 'clear' and 'easy' for teachers as powerful insiders are unfamiliar, uncertain and potentially dangerous to learners (since voicing an unusual opinion, making a mistake or being seen to challenge a teacher can cause embarrassment or loss of face).</p>	<p>1. Knowing when to explore and when to explain (as well as how to alternate between exploration and explanation)</p> <p>2. Alternating between a focus on making meaning (what you want the learners to say) and a focus on the form (consolidating how it is said/written in areas as diverse as spelling, pronunciation, grammar, text structure, pragmatic or discourse rules).</p>

We provide feedback on this second set of responses in which we draw out relationships between particular views of language and language learning and teaching approaches. Some examples of potential relationships identified include:

- 1) if you think about your learners as learning by rote, you will consider every part of language equally learnable so that only what you (or the textbook) consider important will be taught;
- 2) if you think of them as people who are active in building up their own new language system, you will create opportunities for them to do things that you have not necessarily modelled. You will focus

your teaching and feedback on things that are learnable – for example, you will know that in English the simple present is not easy and only work on 3rd person singular with more advanced learners¹;

- 3) if you think that how learners pronounce something is related to their identity then you will connect work on pronunciation with work on how learners are feeling about themselves and their relationship to the new culture;
- 4) if you think about language only as communication, then you will give lots of opportunities to use the language but you won't focus on structural aspects of language or think about how you organise feedback on form. If you think about language as having both structure and meaning (organisation and purpose) then you will look for ways to make connections between teaching structure and teaching meaning;
- 5) if you think about language as associated with thinking, you will draw on your learners' experiences and perceptions and get them to reflect on the new culture that they are encountering.

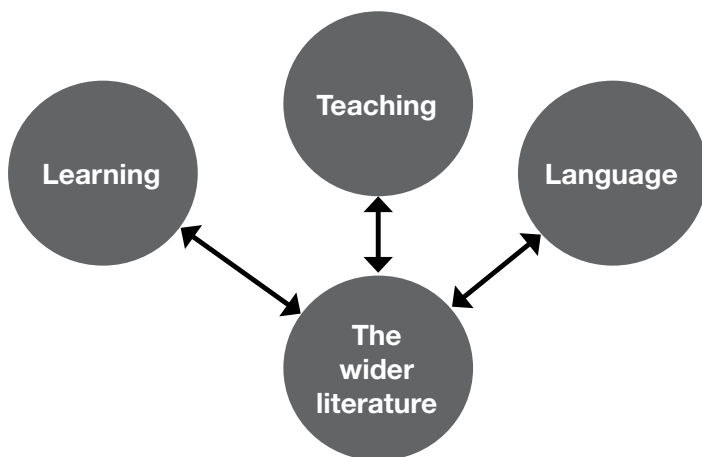
The above relationships between views of language, views of language learning and approaches to language teaching highlight teaching and learning as separate issues. We do this to emphasise that learning does not automatically follow teaching so as to encourage the participants to consider both sides of this particular relationship rather than seeing learning as an automatic consequence of teaching. At this point in our feedback we take the opportunity to draw connections to a wider literature (much of which we have identified in the rationale section of this paper) to offer a way to relate theory and practice so that in-service teachers will be in a position to make consistent pedagogical decisions across different circumstances and be aware of why they are making those decisions, as illustrated in Figure 2.

Reflections on the workshop and activities

For beginning language teachers, such as many of these participants, the workshop sets the stage for further professional development, and in this case, for the rest of the subject. It empowers these in-service language teachers to *own* their profession, to become

¹ In later subjects in the programs we go on to clarify different ways of understanding this concept and relate those understandings to the theories that frame them. At this point we leave the term relatively unchallenged.

Figure 2: Important Inter-relationships



conscious decision makers about what to teach, how to teach and why it should be taught in that way. Although the workshop activities reveal that the teachers are still at a stage where many are struggling to distinguish learning from teaching and many are still assuming that an explicit view of teaching equates to a view of how students learn, there are many signs that these activities are helping in-service teachers reflect on their practice. Ethical issues prevent us including comments and feedback from the participants. However, it is possible to reflect in general on the ways in which these teachers responded to the workshop.

The in-service teacher responses to the assessment tasks typically reveal that this combination of activities gives them confidence to take risks in shifting their thinking and encourages them to systematically relate these shifts in their thinking to changes in their practices (see Fullan, 2005, and Luke & McArdle, 2009, for a discussion of wider issues related to this). The shifts are typically most pronounced in their views about language as a communicative activity and as being bound up with identity. The teachers appeared to become more aware of their learners and to acknowledge that mistakes are a productive dimension of learning. This is exciting in that many of the participants come from backgrounds where ‘right’ answers are the norm, where language is viewed as structure without a clear sense of purpose or context, and where teaching is de-contextualised and involves imposition of a target norm (for example, ‘say this in this way’).

For the lecturers in the program, one of the most useful outcomes of the workshop is the insights it provides into how each

individual student as well as the class is positioned. This provided us with a powerful set of tools to refine and develop subsequent activities and assessment tasks to engage with the in-service teachers at their particular points of learning. Having seen both the stated views and the modelled practices, we are able to distinguish and relate both opinions and practices and target future learning activities to the relationships between these two ways of 'knowing', an essential dimension in a program designed to improve theorised professional practice.

For the teachers, a clear benefit of the workshop was the meaning-making that took place. These teachers were challenged to articulate their own views about language, language learning, language teaching, draw explicit relationships between these dimensions and contextualise these understandings with a classroom activity. Throughout these processes, the teachers were challenged by the lecturers and their colleagues to make their views explicit and consistent as well as to connect them to their contexts of practice. While this was only the beginning of a process of integrating reflection and practice, it seems to offer a way in which the teachers themselves could engage in communities of practice to work with colleagues to explore both individual and collective views as well as the kinds of practices that they would either promote or resist, both at the level of individual lessons and in the overall development of their pedagogy and curriculum for their own contexts.

In other contexts, the issues could be dealt with one at a time, providing that structures and processes were in place to ensure that teachers could engage with the full range of the issues over time. Teachers working with a specific age-group of learners could be challenged to make the implications of that context specific in ways similar to the resistance to the idea of 'teaching abstract grammar' in our activities. By identifying how they would approach the task of offering models and experiences of use of the forms of the language, teachers can be challenged to identify what their view of language is, how their specific learners approach the language and what their roles as teachers are in working with their learners. Teachers working in a particular resource environment (e.g. set textbooks and only limited access to models of spoken language) could feed these issues into their discussions by exploring their implications for what language they are modelling and how they are positioning learners in relation to that view of language.

Acknowledgements

We would like to thank all the participants in the program for providing us with their insights into how language is learned, taught and practised. We thank the two *TESOL in Context* reviewers for constructive and detailed comments.

References

- Brown, H. D., Tarone, E., Swan, M., Ellis, R., Prodromou, L., Jung, E., Bruton, A., Johnson, K., Nunan, D., Oxford, R. L., Goh, C., Waters, A., & Savignon, S. (2007). Forty years of language teaching. *Language Teaching*, 40, 1-15. doi: 10.1017/S0261444807004314
- Burns, A., & Richards, J. C. (Eds.). (2009). *The Cambridge guide to second language teacher education*. New York: Cambridge University Press.
- Egan-Robertson, A. (1998). Learning about culture, language, and power: Understanding relationships among personhood, literacy practices, and intertextuality. *Journal of Literacy Research*, 30(4), 449 - 487. doi: 10.1080/10862969809548011
- Fairclough, N. (1989). *Language and power*. London: Longman.
- Freeman, D. & Johnson, K.E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3), 397-417.
- Fullan, M. (2005). The meaning of educational change: a quarter of a century of learning. In A. Lieberman (Ed.), *The roots of educational change* (pp. 202-216). Dordrecht: Springer.
- Garcia, O. (2009). Encountering indigenous bilingualism. *Journal of Language, Identity, and Education*, 8(5), 376-380. doi:10.1080/15348450903305155.
- Jacquemet, M. (2005). Trans-idiomatic practices: Language and power in the age of globalization. *Language and Communication*, 25(3), 257-277. doi: 10.1016/j.langcom.2005.05.001
- Kramsch, C. (1995). The cultural component of language teaching. *Language, Culture and Curriculum*, 8(12): 83-92. doi: 10.1111/j.1365-2929.2005.02093.
- Kramsch, C., & Whiteside, W. (2008). Language ecology in multilingual settings. *Applied Linguistics*, 29(4), 645-671. doi: 10.1093/applin/amn022
- Lightbown, P., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford: Oxford University Press.

- Luke, A., & McArdle, F. (2009). A model for research-based state professional development policy. *Asia-Pacific Journal of Teacher Education*, 37(3), 231-251. doi: 10.1080/13598660903053611
- Norton, B., & Kamal, F. (2003). The imagined communities of English language learners in a Pakistani school. *Journal of Language, Identity, and Education*, 2(4), 301-317. doi:10.1080/13670050802153285.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Parrott, M. (2010). *Grammar for English language teachers* (2nd ed.). Oxford: Oxford University Press.

Appendix 1: Workshop materials

WORKSHOP 1: Read the short extract taken from Martin Parrott's book, *Grammar for English language teachers*, (2nd Ed), pp. 36-45. Oxford: Oxford University Press.

Task A: Work individually

15 minutes

Using **only** the information in the above extract, design a 5-minute lesson on some aspect of quantifiers. In your planning, consider the following:

- 1) **LEARNERS:** Who are your learners (background, language level, etc)? What are the students expected to know prior to the lesson? What do you expect them to know when they finish the lesson (outcomes)?
- 2) **CONTENT:** What aspect of quantifiers will you teach, and why? How much material will you cover, and why?
- 3) **APPROACH:** How will you teach quantifiers (lecture, group work, worksheets, written/oral tasks, etc etc)? Describe what you plan to do, in as much detail as possible.
- 4) **CONFIDENCE:** How confident are you about your lesson? Why?

Task B: Group search

5 minutes

Find four students in the class who have similar learners. If your group becomes too large, break into smaller groups based on learner similarities. Decide on a name for your group.

Task C: Reading time

10 minutes

Read Parrott's more detailed summary of 'quantifiers'

Task D: Discussion about prior expectations and content

4 x 3 min (12)

Discuss the expectations you have about your students' prior knowledge of quantifiers. How might these different expectations affect their learning outcomes?

Task E: Prepare your individual lesson plans

10 minutes

Think about the content you wish to cover in your individual lesson, and why you chose this content. Plan and develop the content, the approach you will take, and your learning outcomes for your first minute lesson

Task F: Reflect

10-15 minutes

Ask the others in your group to assess the level of content difficulty. On the basis of this discussion, do you think you need to modify the lesson in any way?

Task G: Choose

20 minutes

Choose one lesson from the four available choices. Why did you choose this lesson? Think about that lesson and how it might be improved, and why. Decide who will give the lesson (*it needn't be its original designer*). Practice the lesson in the group.

Interlude: re-arrange your seating in preparation for the lessons.

Task H: Deliver that lesson to the class.

Listen to the other lessons.

[N groups x 7 minutes]

While the lessons are being delivered, reflect on the design of the lesson, and how it could be improved. Write your notes in the Teaching Feedback Proforma.

Appendix 2: Teaching feedback proforma (*Use this worksheet to provide feedback*)

NAME OF GROUP	THINGS I LEARNED ABOUT TEACHING FROM THE DESIGN OF THIS LESSON	THINGS I WOULD LIKE TO IMPROVE ABOUT THE DESIGN OF THIS LESSON
1.		
2.		
3.		

Appendix 3:

REFLECTION SHEET

Now....

From your lesson, what was your definition of language?

What was the approach to language teaching that it embodied?

What did it assume about how students would learn language?

Why was it organised in that way?

Appendix 4: Reflections on the workshop

(10% of requirements, 500 words)

In light of your experiences in the workshop, write 100 words in response to each of the following 5 numbered questions and post them in the LMS. This is an opportunity for YOU to try to spell out YOUR thinking and to reflect on it.

- 1) What is your view of language and why do you hold this view?
- 2) What is your view of how language is learned and why do you hold this view?
- 3) What is your view of how language is best taught and why do you hold this view?
- 4) What is your view of why additional languages should be taught and why do you hold this view?
- 5) What makes your answers to each of these questions consistent OR what are the tensions between the answers that you are thinking about?

For this task, you do not need to have an extensive reference list nor do you need to use quotations. If you refer to an author, you must include the complete reference in your document.

Howard Nicholas is Senior Lecturer in Language Education and Associate Dean (International) in the Faculty of Education at La Trobe University. He has been working in teacher education for some 30 years in Australia and in various countries in Asia. His research interests encompass child and adult second language acquisition as well as various aspects of language policy and bilingual education.

Donna Starks is a senior lecturer in the Faculty of Education at La Trobe University. Her research interests focus on issues related to language, identity, and language revitalisation in indigenous and migrant communities. She has worked in Australia, New Zealand and Canada.

Shem Macdonald is a lecturer in language education at La Trobe University in Melbourne. He teaches in the teacher education and masters programs in the fields of TESOL and applied linguistics. Prior to this work he taught ESL/EFL to adults within both AMEP and ELICOS programs in Australia in Melbourne and in regional NSW. His research interests include second language speaking with a focus on pronunciation.

Correspondence: h.nicholas@latrobe.edu.au
