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WHAT TEACHERS SHOULD KNOW ABOUT ENGLISH LANGUAGE DEVELOPMENT TO PLAN INSTRUCTION

Questions for Discussion and Application

- 2.1. Chapter 2 discusses how adults learn best (pp. 14-15). How can classroom instruction support these needs of adult learners? What can you do in your classroom to serve these needs?
- 2.2. How can you plan instruction to assure that all of the necessary conditions for second language acquisition are consistently met?
- 2.3. How do you match your teacher language to the English language functioning of your students?
- 2.4. How do you identify texts that are manageable for your adult English learners for language instruction?
- 2.5. Compare several English learners you know. How are these learners the same or different in terms of what research shows to be beneficial for second language learning?
- 2.6. Which of the beneficial conditions of second language learning could you incorporate into the instructional environment and lessons you are creating?
- 2.7. What are your experiences and challenges in assisting learners meet learning outcomes? What do you do to mitigate them? Which of these challenges would you like to learn more about?
- 2.8. Think about your learners. How do they compare to what adults bring to learning in ESP settings? What goals have they set for themselves? What life experiences and funds of knowledge are they drawing on?
- 2.9. Imagine you have to create a vocabulary list for your learners. Do you choose high-frequency words, general academic words, or content vocabulary used in an academic content area or specific workplace setting? Create a word list that could be a potential first week vocabulary list for the course you are currently teaching.
- 2.10. How do you determine your learners' English proficiency level? Do most of them fall into beginner, intermediate, advanced, or proficient levels?
- 2.11. What second language learning standards does your program adhere to? How do they guide your program in standardized testing and/or materials? How are they the same as or different from the standards listed in Table 2.2?

- 2.12. Effective ESP instructors recognize that identity is dynamic. It can be shaped and formed by discourse communities; in turn, membership in such communities motivates learners to communicate in the ways valued by those groups. Integrating and including learners in the discourse community shapes their identity and motivation. What discourse community are your students a part of (or hope to be a part of)? How can you integrate your learners into this discourse community?
- 2.13. How are your learners impacted by the additional factors that may not always be in control of the learner, such as age (being older), learner expectations (being unaware of how long it takes to develop the proficiency they need or want), or socioemotional factors and special needs (such as stress or learning disabilities)?
- 2.14. What can you do when learners are not driven to become proficient speakers despite you meeting all essential and beneficial conditions?