



# Guided reading worksheet

## Chapter 1

### Issues

Think about the following questions and make a note of your answers.

- 1 What do you understand by the term 'native speaker'? Do you think there are more or fewer of them than people who speak English as a second or additional language?  
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.....
- 2 If you were starting to learn English today and you could choose, which variety of English would you like to learn and why?  
.....  
.....
- 3 What do you understand by the term 'English as a lingua franca' (ELF)? Does thinking about it change your answer to question 2?  
.....  
.....
- 4 What kind of English is it most appropriate for most people to learn? General English, English for specific purposes (nursing, aviation, etc.), business English or something else?  
.....  
.....
- 5 If you were starting to learn a foreign language today, which teacher would you rather have: a native speaker or someone who themselves has learnt it as a second or additional language? Why?  
.....  
.....

### Discuss

If you have someone to discuss these issues with, find out how they answered the questions. If their answers are different from yours, talk about why this is and see if you can change their mind or vice versa.

### Check

- 1 What do these initials stand for? Where, in particular, do they refer to?
  - 1 ELF
  - 2 GA
  - 3 SSE

**2 What do these initials stand for? Match them with situations 1–8.**

BE      CBLT      CLIL      EAP      EFL      ESL      ESP      EST

- 1 Children in Spain, Japan or Russia (for example) are learning about soil erosion and are being given the language they need to talk about it in English.
- 2 Immigrant children in the USA are being taught about soil erosion and are being given the language they need to talk about it in English. (This is similar to 1, but note where the classes are taking place.)
- 3 Immigrants in Canada are being taught English to help them live successful lives in that country.
- 4 Students are learning the English they will need when, in the future, they will work in the tourism industry.
- 5 Students are studying the English they will need if, in the future, they work in the space industry.
- 6 Students living in Cuba are being taught English in case they might need it, e.g. with the increasing number of tourists they expect.
- 7 The staff in a Indonesian company are having an English lesson to help them send emails in English from their place of work.
- 8 University students are learning how to write essays in English about their chosen topics.

**3 Answer these questions.**

- 1 What kind of courses are content-driven (i.e. where the content is the main organising principle of the course)? What kind of courses are language-driven (i.e. where the language syllabus is the main organising principle of the course)?
- 2 What do some people call courses which either a) base some lessons (but not that many) on content or b) are all based on a content-driven approach?
- 3 What do you understand by the concept of a multilingual teacher? How is that sometimes different from a native-speaker teacher?

**Evaluate**

**4 Describe yourself in terms of NEST and NNEST – or would you prefer to call yourself a ‘multilingual’? What strengths do you bring to the task of teaching? What potential ‘weaknesses’? Make a list of how you can maximise the strengths and avoid or neutralise any weaknesses.**

**5 Think about the advantages/disadvantages of General English versus a CLIL approach. Complete the chart.**

	Advantages	Disadvantages
General English	..... .....	..... .....
CBLT/CLIL	..... .....	..... .....

**Action**

**6 Choose an academic or vocational subject you know something about (anything from geography or history to guitar playing, gardening, horse-riding, maths, medicine or computers).**

Design a 45-minute lesson in your subject for adult students who don’t know much English. What content-obligatory words would you include? What would you encourage them to be able to say/describe by the end of the lesson?

**7 You have been asked to give a class to a group of businesspeople on the subject of making small talk in English. You go to the company. Design a 45-minute session for the group of ten people.**

**8 Find a competent speaker of English who speaks a different variety of English from you. Can you find a) three words they pronounce differently, b) three grammatical concepts they express differently and c) three different words used for the same things?**

- 1 English as a lingua franca 2 General American 3 Standard southern English
  - 2 Business English (7) Content-based language teaching (2) Content and language integrated learning (1) English for academic purposes (8) English as a foreign language (6) English as a second language (3) English for specific purposes (4) English for science and technology (5) (Suggested answers)
  - 3 *Content-driven*: CLIL, CBLT; *Language-driven*: General English, EFL, ESL, Business English, ESP, EAP, EST, etc. can be either, depending on whether the students are learning the 'language for' the content (e.g. EAP), or whether they are learning the content and then finding the language to describe that content – in which case it's much more like CLIL.
  - 2 a) soft CLIL b) hard CLIL
  - 3 A multilingual teacher has the ability to speak a number of different languages: a native-speaker teacher may only be able to speak English, though this is not always the case.
  - 5 (Suggested answers)
    - 1 Advantages: The language taught can be useful in a variety of different situations. There is greater concentration on language for personal communication on common everyday topics.
    - 2 Disadvantages: The purpose of learning the language may not be very clear and the language learnt may not be immediately relevant or useful to the students, especially if they are learning it in school and have few opportunities or incentives to use it outside the classroom.
- CBLT/CLIL**
- Advantages: Research suggests that it leads to high levels of success. It encourages thinking skills and gives language learning a clear purpose. Disadvantages: It requires teachers who are equally good at content and language teaching; this has implications for the time and money needed for training or re-training. It requires a significant amount of organisation, cooperation and planning. The content teaching may be rather more superficial than it would be if it were delivered in the students' own language.