



# Guided reading worksheet

## Chapter 5

### Issues

**Give each of the following statements a score from 0 (I totally disagree) to 5 (I agree 100%). Think about why you have chosen your score and note down the main reasons.**

- 1 Starting young is the most significant factor in achieving success with language learning.
- 2 The most important factor in motivating students is ensuring that you set appropriately demanding goals which create a sense of progress and achievement.
- 3 Teaching today focuses far too much on achieving defined levels in specific exams, rather than teaching learners what is useful.
- 4 Homework is not unpopular with students per se, but homework which is deemed irrelevant is generally unpopular. If students complain about homework, it is feedback that the teacher needs to make the case for their homework much more clearly and set relevant tasks.
- 5 Communicating successfully across cultures in a foreign language requires sensitivity to different thinking styles, and awareness of the dangers of assumption. The language learning classroom is, therefore, the perfect place to teach critical thinking skills.

### Discuss

**If you have someone to discuss your answers with, find out what they think. If they have different scores and views, talk about why this is and find out where you agree and disagree. Don't forget that you can check Chapter 5 again and see how far your own opinions and arguments are supported.**

### Check

#### 1 What do these letters stand for?

- |        |       |       |       |
|--------|-------|-------|-------|
| 1 CPH  | ..... | 4 EVP | ..... |
| 2 ZPD  | ..... | 5 SAC | ..... |
| 3 CEFR | ..... | 6 GSE | ..... |

#### 2 Complete the table by matching the learner descriptions to either younger or older children.

- Can make some decisions about their own learning
- Cannot tell the difference between fact and fiction
- Learn best through play
- Have (sometimes) strong views about what they like and don't like
- Are comfortable with the idea of rules and routines
- Ask a lot of questions
- Understand abstract concepts
- Are very good at imitating people

	Learner characteristics
As a general rule, younger learners from the age of five upwards ...	..... ..... ..... .....
As a general rule, older children aged ten and above ...	..... ..... ..... .....

**3** Complete the following sentences to give three pieces of advice to those teaching both younger and older children.

1 When teaching younger children, it's a good idea to ...

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2 When teaching older children, such as teenagers, it's a good idea to ...

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**4** Define the different types of student motivation by completing each sentence.

1 Extrinsic motivation is ...

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3 Instrumental motivation is ...

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4 Integrative motivation is ...

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## Evaluate

**5** What advantages and disadvantages do adult learners present to teachers? Think of three examples for each.

	Advantages	Disadvantages
Adult learners	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

**6** What do you see as the three main arguments in favour of promoting learner autonomy, and the three main arguments against?

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## Action

**7** Plan a lesson for your students to help them think about becoming more autonomous. You could get them to reflect on things like:

- learning activities they enjoy most and least
- what they find easiest and most difficult
- how they can put what they learn to use in the future
- how to achieve their learning goals.

How will you get your students to work on this type of reflection, and what will you want the outcome of the lesson to be?

**8** Make a list of opportunities in your teaching situation where you can involve your students in decision-making about their own learning, e.g. which coursebooks, which exams, which activities to do on a weekly basis, their giving feedback on the efficacy of teaching methods, etc. Choose one situation and work out how to get the students to take decisions.

<p><b>1</b> critical period hypothesis, a key period for language learning which extends up to and ends at puberty</p> <p><b>2</b> zone of proximal development (a point at which children are ready to learn something new if provided with the right means)</p> <p><b>3</b> common European framework of reference</p> <p><b>4</b> English Vocabulary Profile (from Cambridge University Press)</p> <p><b>5</b> self-access centre</p> <p><b>6</b> Global Scale of English (from Pearson)</p> <p><b>7</b> younger learners:</p> <ul style="list-style-type: none"> <li>Are very good at imitating people</li> <li>Cannot tell the difference between fact and fiction</li> <li>Learn best through play</li> <li>Provide a rich diet of learning experience – vary it.</li> <li>Speak clearly, as children will copy classroom learning models closely.</li> <li>Create a bright, colourful and dynamic classroom learning environment.</li> <li>When teaching older children, such as teenagers:</li> <ul style="list-style-type: none"> <li>Keep learning material relevant to the students' lives.</li> <li>Ask a lot of questions</li> <li>Older children:</li> <ul style="list-style-type: none"> <li>Are comfortable with the idea of rules and routines</li> <li>Have (sometimes) strong views about what they like and don't like</li> <li>Can make some decisions about their own learning</li> <li>Understand abstract concepts</li> </ul> </ul> </ul>	<p><b>8</b> When teaching younger children:</p> <ul style="list-style-type: none"> <li>Provide a rich diet of learning experience – vary it.</li> <li>Speak clearly, as children will copy classroom learning models closely.</li> <li>Create a bright, colourful and dynamic classroom learning environment.</li> <li>When teaching older children, such as teenagers:</li> <ul style="list-style-type: none"> <li>Keep learning material relevant to the students' lives.</li> <li>Ask a lot of questions</li> <li>Older children:</li> <ul style="list-style-type: none"> <li>Are comfortable with the idea of rules and routines</li> <li>Have (sometimes) strong views about what they like and don't like</li> <li>Can make some decisions about their own learning</li> <li>Understand abstract concepts</li> </ul> </ul> </ul>	<p><b>9</b> (Suggested answers)</p> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>They may struggle to remember vocabulary and master oral fluency and pronunciation.</li> <li>Failure at school may make them anxious about the learning process.</li> <li>They can be critical of teaching methods.</li> <li>They have more life experience to enrich the learning process.</li> <li>They can be critical of learner autonomy:</li> <ul style="list-style-type: none"> <li>Students take responsibility for their learning.</li> <li>Students learn things which are relevant to them.</li> <li>Students can learn at a pace and time suitable for them.</li> <li>Some people are far less capable of learner autonomy than others, and need support.</li> <li>Students learning autonomously may learn the wrong things and learn inefficiently.</li> </ul> </ul>	<p><b>10</b> (Suggested answers)</p> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>They may struggle to remember vocabulary and master oral fluency and pronunciation.</li> <li>Failure at school may make them anxious about the learning process.</li> <li>They can be critical of teaching methods.</li> <li>They have more life experience to enrich the learning process.</li> <li>They can be critical of learner autonomy:</li> <ul style="list-style-type: none"> <li>Students take responsibility for their learning.</li> <li>Students learn things which are relevant to them.</li> <li>Students can learn at a pace and time suitable for them.</li> <li>Some people are far less capable of learner autonomy than others, and need support.</li> <li>Students learning autonomously may learn the wrong things and learn inefficiently.</li> </ul> </ul>
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