

Module 3: NBLTL

Extended Module – English

Table of Contents

1. STEP: How can teachers identify language material that incorporates students' previous experience?	3
2. STEP: Which classroom activities are in line with experiential learning?	9
STEP 3: What is the role of the teacher in an effective learning environment that fosters well-being?.....	19
4. STEP: How can teachers make sure that well-being is guaranteed in the classroom?	28
STEP 5: Which activities can teachers propose to support learners' autonomy and well-being according to brain functioning?	33
CONCLUDING ACTIVITY	38
WORKSHEETS: NBLTL – Extended Module	42
Worksheet 1: Text evaluation table	43
Worksheet 2: Teacher role table	44
Worksheet 3: Concluding task instructions	49

QUESTIONS TO BE ANSWERED:

1. How can teachers identify language material that incorporates students' previous experience?
2. Which classroom activities are in line with experiential learning?
3. What is the role of the teacher in an effective learning environment that fosters well-being?
4. How can teachers make sure that well-being is guaranteed in the classroom?
5. Which activities can teachers propose to support learners' autonomy and well-being according to brain functioning?

1. STEP: How can teachers identify language material that incorporates students' previous experience?

RECALL AND REFLECT:

In the EXPLORE section, you read about the relevance of direct experience to language acquisition.

Neuroscience indicates that our brain reacts more when we see, hear or read about something we are already familiar with. For example, if a ballerina watches ballet dancers during a performance, her mirror neurons will fire with more strength than the mirror neurons of a person who cannot dance at all. The Semantic Somatotopy Hypothesis suggests that the same happens when we read words or sentences about events we are more or less familiar with. In short, experience supports brain-related comprehension.

This evidence has entered the field of language education and has led scholars to the conclusion that integrating learners' direct experience in the language classroom is necessary to promote an embodied approach to language learning and teaching.

One of the approaches which strongly include learners' direct experience is Communicative Language Teaching (CLT). In CLT:

- Language structures are not simply memorised in isolation – tables for verb conjugation or list of words – but they are inserted in meaningful communicative situations - written or oral texts, scripts, dialogues, etc.
- Materials can be authentic - books, street signs, newspapers, TV programmes – or *ad hoc* materials created by the instructor and they should generally be multimodal - present images, paratextual elements, etc.
- Activities range from mechanical (e.g. pattern drills), to meaningful ones (e.g. role-play activities) to authentic communicative language practice (e.g. information-gap-activities).

To favour experiential learning, the teacher must be able to select appropriate materials.

Even if it is necessary to evaluate or re-evolve learners' experience of the chosen scenario (see 2. STEP) before presenting the written or oral text to the class, every teacher must take a guess and identify the right scenario to propose to his/her students before walking into the classroom. In this view, the choice of the oral or written text is of fundamental importance.

Finding authentic materials is an option, but it is easier to use them when your students have a high language level. Therefore, let's focus on the evaluation and creation of *ad hoc* material.

OBSERVE:

Do you remember Manuel, Anna's teacher? Before proposing the role-play activity to his class, he had made them read the following text:

Maria wants to buy a new house. She has saved money for many years. One day, she meets with a realtor named John and they look at many houses in the city. Maria likes a small, blue house. In the house there are two bedrooms, there is a big kitchen and there is a bathroom with red walls. After they visit the house, she asks John "How much is this house?" and he answers, "The house costs £200,000". There is a problem, the price is too high for Maria, so she decides to talk about it with John and she offers to pay £180,000. John answers that he needs to ask the owner of the house and after a day he calls Maria. John says, "The owner says he can sell the house for £190,000". Maria happily accepts but she asks John to help her with the mortgage, she is not an expert! Maria feels very happy, now she has a new home!

WHAT IS YOUR IMPRESSION?

- Would you propose this text to your students? Why? Why not?
- Is the topic of the text related to learners' direct experience?

COMMENT:

This text is not ideal in an embodied perspective to language teaching.

The language of the text seems partially adequate. The verbs are at the simple present tense, and words such as ‘owner’, ‘realtor’ or ‘mortgage’ can be clarified using a glossary. The expressions “there is/there are” appear in context, however, students might need to be exposed to these structures a bit more. Finally, asking and saying the price are not functions which are normally studied during the first year of middle school.

This text is not multimodal, there are no images, and the text is not divided into paragraphs. Inserting content-related images in a text can stimulate the visual channel along with the verbal one and strengthen comprehension. Moreover, organising the text into paragraphs can help visualising the different sections and can be useful when proposing comprehension activities (2. STEP).

The main issue is that the topic the text talks about and the social roles of the protagonists are very far from learners’ daily experience. Defining the word ‘owner’ can be helpful, but the students will understand it only partially because they have no experience of buying a house, they don’t know what an offer is and what it entails when the owner accepts or refuses it. They are like the person who observes the dancer but who cannot dance.

Let’s try and adapt this text to favour experiential learning.

First of all, it is necessary to individuate the problematic elements in the text. Let’s highlight them **in red**:

Maria wants to **buy** a new house. She has **saved money** for many years. One day, she meets with a **realtor** named John and they look at many houses in the city. Maria likes a small, blue house. In the house there are two bedrooms, there is a big kitchen and there is a bathroom with red walls. After they visit the house she asks John “How much is this house?” and he answers “The house **costs £200,000**”. There is a problem, the price is **too high** for Maria, so she decides to talk about it with John and she **offers to pay £180,000**. John answers that he needs to **ask the owner** of the house and after a day he calls Maria. John says “The owner says **he can sell the house for £190,000**”. Maria happily accepts but she asks John to help her with the **mortgage**, she is not an expert! Maria feels very happy, now she has a new home!

Looking at the marked elements, it is clear that the main issues are the **topic** of the text and the **social role** of the characters.

Now that the issue has been identified, it is time to propose a **solution**. This text needs to be adapted. A possible adaptation could look like this:

John is a new **student** in Maria's class, and he comes from a family that travels a lot. They are new in the city, and they have a very small house, it only has one floor on which **there are** one bedroom, a kitchen, and a bathroom.

When he tells Maria at recess, she looks surprised and John asks her to **describe her house** to him. She says "My house has two stories, and it is blue. In my house **there are** two bedrooms, **there are** also a big kitchen and a living room and **there is** a bathroom with red walls. It is strange but I love it! Outside, **there is** a small garden where **there are** many types of flowers and, finally, **there is** the garage where my parents park their cars and where I leave my bicycle."

When she finishes her description, John smiles at her. He exclaims "Wow! Can I see your house? We can spend Saturday afternoon together if you want!". Maria feels very happy, now she has a new **friend**!

In this new version of the text, the topic is visiting a friend's house or listening to them as they describe it and moving to a new place with one's family.

Moreover, the characters are middle school students, just like the students who will read this text. In this new context, the word "recess" which may be new to some, will be easier to acquire since recess is part of students' daily life and it will be more than a definition in a glossary to them.

Finally, the language element that the text wants to expose students to is present throughout the paragraph and various contextualised usages can be observed.

With a text like this, Anna and her peers would have had a good starting point to build their role-play on. Firstly, more of the useful linguistic elements they may need are present in the text, secondly, the social roles of the characters are very familiar to them and so are, as a consequence, the related attitudes, exchanges, and communicative context.

NOW IT'S YOUR TURN:

Now read the following e-mail and use the 'evaluation table' to estimate whether this text could be included in a learning unit promoting experiential learning.

Student level: second year of middle school (A1+/A2 CEFR)

Linguistic elements to teach: regular and irregular past simple verbs / expressions of past time – the day before, yesterday, months ago etc.

Hi Zoe,

How are you? I want to tell you about my trip to London. I planned everything, but it was terrible! First, finding a flight was very hard. I looked online for a cheap ticket for weeks. Every day, the prices went up. Finally, I had to pay a lot of money for my flight. It was more than I wanted to spend. When I got to London, the hotel was very bad. The room was small and dirty. The bed was uncomfortable even if I paid a lot for this hotel, so I felt very unhappy. I asked the staff to clean the room, but they did not help much.

The day after I arrived, I visited the city, but in London was so expensive. Even a simple sandwich cost too much money. I wanted to buy some souvenirs, but I couldn't! I wanted to see many places, like the London Eye and the Tower of London, but the tickets were too pricey. To tell the truth, it was hard to enjoy my trip. Next time, I will plan better. I will find a nicer hotel and try to save more money before I go. I hope you are well.

Lots of love, Lara

Text evaluation table

Is your text ‘embodied approach friendly’?

Text properties	1 (not at all) to 5 (absolutely yes)					Possible solution / adaptation (if necessary)
Does this text reflect students’ direct experience?	1	2	3	4	5	
Are the linguistic elements to be taught adequately represented?	1	2	3	4	5	
Is the text structure clear?	1	2	3	4	5	
Is the text multimodal? Do paratextual elements facilitate comprehension?	1	2	3	4	5	

2. STEP: Which classroom activities are in line with experiential learning?

RECALL AND REFLECT:

In the section EXPLORE, we saw that various principles and theories are connected to Communicative Language Teaching. For example, the concept of expectancy grammar has been said to emphasise the moment when students make guesses about the contents of the lesson based on context-induced situations. When speaking of classroom-activities, learners' expectancy grammar can be stimulated by scenarios, short texts, pictures presented at the beginning of the lesson during the phase of Motivation. Activating students' expectancy grammar also helps to activate the 'frames' that can be defined as a type of knowledge connected to familiar and recurring scenes.

These principles must be considered when building learning units starting from texts as they can enable teachers to constantly include learners' previous experience. The possible outline of a Communicative Approach-based learning unit could be structured according to the following sequential process of input registration. The sections of the learning unit could be:

- Motivation → reactivation of learners' previous experience and stimulation of their expectancy grammar
- Globality → global exploration of the text (input) and its content
- Analysis → detailed focus on linguistic elements
- Re-elaboration → authentic activities to stimulate the re-use of language material in a familiar context
- Control → activity to monitor learners' comprehension and ability to use the learned elements. It can also favour the Motivation phase of the following learning unit

Let's now take a more detailed look at how a learning unit of 1 hour can be created starting from the text we have worked on in the 1. STEP.

Remember, the learning objectives of our unit include:

Linguistic objectives: use of 'There is/There are' and the vocabulary related to the rooms of the house.

Communicative objectives: describing pictures or places to another person

OBSERVE:

The phase of Motivation should stimulate learners' expectancy grammar and evoke their previous experience. Remember, if what you need to teach is not supported by learners' experience, talking about it, or proposing images and videos can favour experiential learning all the same.

MOTIVATION:

As the text is going to talk about houses, the Motivation phase might begin by showing the students two pictures as the input for a brainstorming activity.

Observe the following pictures, what do they make you think about? What feelings or sensations do you feel looking at them? Do they remind you of something that happened in your life? Of someone you know? Do you have a favourite picture? Why?

After a few minutes of discussion, it is time to elicit learners' expectancy grammar.

Now, what are we going to talk about today? Try to think of possible topics and the language you might need to talk about them. You can talk to your desk mate about this and then share your opinion with the class.

GLOBALITY:

Before asking students to read the text, the instructor should stimulate a global view of it following a top-down approach. In this phase, the content of the text is what the instructor is interested in. In order to avoid starting with an analytical view of the text, it is important not to highlight/underline single words or expressions in the text as the focus on language forms will be proposed in the phase called Analysis.

Here, learners can be invited to observe the paratextual elements or to quickly scan the text without reading every single word. Another option which may be applied to longer texts includes asking the students to read the first line of each paragraph and choose the right title. Finally, when the teaching unit has the objective of teaching some vocabulary or the text may contain words that are new to the students, the teacher can propose an activity like the following:

Connect the words in the box with the pictures to prepare for reading the text.

bedroom – kitchen – bathroom – living room – garden – garage
--

Afterwards, the students can read the text and then try to complete the comprehension activities.

Comprehension activities can be of different types and different difficulty levels – True/False questions, multiple choice questions, open-answer questions, note-completion exercises, reformulation activities etc. Here is an example of a short comprehension exercise which begins by asking a more global question and then proposes more analytical ones.

John is a new student in Maria's class and he comes from a family that travels a lot. They are new in the city, and they have a very small house, it only has one floor on which there are one bedroom, a kitchen, and a bathroom.

When he tells Maria, she looks surprised, and he asks her to describe her house to him. She says "My house has two stories, and it is blue. In my house there are two bedrooms, there are also a big kitchen and a living room and there is a bathroom with red walls. It is strange but I love it! Outside, there is a small garden where there are many types of flowers and, finally, there is the garage where my parents park their cars and where I leave my bicycle."

When she finishes her description, John smiles at her. He exclaims "Wow! Can I see your house? We can spend Saturday afternoon together if you want!". Maria feels very happy, now she has a new friend!

Comprehension

1. Choose the best title for this text:
 - A) The history of my new friend
 - B) Come visit my house!
 - C) **Let's talk about our houses!**
 - D) The first day of school

2. Choose the right option to complete the sentence:
Maria is surprised because John...
 - A) is a new student at school
 - B) **has a house with only three rooms**
 - C) travels very often

3. Indicate if this affirmation is true (T) or false (F)? Where did you find the answer?

The bathroom in Maria's house is the only room that does not have blue walls. T F

Maria says that the house is blue, not that all the rooms have blue walls.

4. Maria says: "My house has two stories, and it is blue." The word 'stories' means:

- A) books
- B) doors
- C) stairs
- D) floors

ANALYSIS:

Now that the students have become familiar with the topic of the lesson and encountered the linguistic elements in context – inside of the text –, it is time to focus on the language structures that this learning unit wants them to acquire.

The learning unit, as said, intends to teach them the English structures 'There is/There are'. It is important to never isolate this structure, therefore, the teacher can propose a reflection starting from the text that the students have just read. Here is an example:

Now that you have read and understood the text, observe the following sentences and complete the explanation:

1. It only has one floor on which **there are** one bedroom, a kitchen, and a bathroom.
2. In my house **there are** two bedrooms.
3. Outside, **there is** a small garden where **there are** many types of flowers.

In English, we use the expressions There is/There are to indicate that one or more things are present somewhere.

We can use 'There is' when we want to say that only one thing is present. This happens in sentence

- 1
- 2
- 3

Instead, we can use ‘There are’ when we want to say that two or more things are present somewhere.

We have two possibilities: in sentence 2, ‘There are’ is followed by a SINGULAR / PLURAL noun, but ‘There are’ can also be followed by many SINGULAR / PLURAL nouns, like in sentence 1.

Now, the students should try to test what they have understood by completing exercises that are only dedicated to the use of the learned structure. Different types of activities can be proposed – pattern drills, fill-in-the-gaps texts, sentence combination activities, etc. Here is a possible activity:

Match the beginning of the sentence in the left column with its completion in the right column.

1. Lucy loves to use make-up. In her bedroom there are...(c)	a. a white oven.
2. My mum bakes very often. In our kitchen there is...(a)	b. a big bookshelf and a large couch where she can relax and read.
3. My cousin loves driving. In his garage there are...(d)	c. three mirrors.
4. My aunt likes romantic novels. In her living room there are...(b)	d. two very expensive cars.

After students have completed different activities to learn how to recognise and use the learned structure, it is possible to move on to the next phase of the unit.

RE-ELABORATION:

In this phase, students should be required to carry out a task that enables them to use the linguistic structure in the context they have read or heard about. If you think back of Anna's story, the activity that the students were carrying out required that they use 'There is / There are' in a communicative situation. The problem that we identified was that the communicative situation – buying a house – was unfamiliar to the learners. At this point of the module, you can better identify what Manuel should have done to better support his students. For example, he should have proposed to carry out a role-play set in a situation that they had probably experienced in their life. Moreover, the students might not have enough elements to create a dialogue, for instance, they haven't studied the interrogative form 'Is there/Are there', yet, so a less demanding activity can be proposed, and more

challenging tasks can be presented in future learning units. It is always necessary to keep in mind the language level of the students. Finally, Manuel should have kept a different attitude, but we will focus on this during the 3. STEP.

For now, take a look at a possible activity to make students unite the language forms and the contents they have learned about in this learning unit:

There are two truths but there is one lie!

INSTRUCTIONS

Before concluding our lesson, work with one classmate.

Each student takes a piece of paper and has 5 minutes to write down three things about his/her house. Two things have to be true; one has to be false.

Example:

In my house there is a large kitchen. (True)

In my house there are two bedrooms. (True)

In my house there is a room with green walls. (False)

Do not tell your peer what is true and what is false.

In turn, read what you wrote to your peer, he/she has to guess which information is false.

Afterwards, share your experience with the class.

CONTROL (at home):

After completing this final activity, and after answering possible doubts or questions, students can be assigned an activity to carry out at home. The aim of this activity is to encourage them to work autonomously on the contents of the unit and to strengthen their

skills before facing the next unit which might focus on the negative and interrogative uses of ‘There is/There are’ and on the vocabulary of the house furniture. Here is a possible task:

HOMEWORK:

Before next class, write a 40-word text in which you describe your house. Remember to use at least twice ‘There is’ and ‘There are’.

Try to write a few comments about the things in your house like Maria did when she said, “The bathroom is strange, but I love it!”. Do you like/dislike your house? Why? If you want, you can add a picture or a drawing of your house.

NOW IT’S YOUR TURN:

We have seen a lot of elements and mechanisms which characterise a learning unit.

TASK 1: Try to reflect using the following guiding questions:

- Are there any elements that you have never inserted in your learning units?
- Are there parts of the proposed learning unit that you would not be able to apply with your students? Why?
- Is there something of what we have seen that you will never exclude from your lessons from now on?

TASK 2: Stimulate your learners’ previous experience!

Go back to the text about Maria and John. As we said, the Motivation phase can include various types of activities and materials – pictures, videos, stories – to elicit learners’ expectancy grammar and evoke their direct experience. With reference to the language you teach, try to briefly describe the activity you would propose to your students and the materials you would use. Briefly justify your choices on the basis of what you have read in the 2. STEP. If you want, you can insert links to the videos or pictures you would like to include.

STEP 3: What is the role of the teacher in an effective learning environment that fosters well-being?

RECALL AND REFLECT:

In the EXPLORE section, you read about the Humanistic approaches and the new roles they assign to learners and teachers. Students are not passive recipients of information and should not simply produce correct language forms, instead, they must be put in the condition to enjoy themselves. Teachers are the ones who should ensure that the learning experience of learners is pleasant by ensuring a learning atmosphere that is positive, motivating and anxiety-free.

The Interaction Hypothesis we talked about should be kept in mind because it focuses on the ideal mechanism during student-teacher interaction and it claims that when a learner interacts with the instructor, if the student makes a mistake, the ideal reaction of the teacher should be that of immediately repeating, extending, and reformulating the idea the learner wanted to communicate. The balance between focus on language meaning and forms, however, is not always the same, on the contrary, it changes according to the different phases of the learning unit.

OBSERVE:

The following table presents the different roles teachers should play in each phase of the learning unit. The possible risks are considered, and best practices are proposed.

LEARNING UNIT PHASE	ROLE OF THE TEACHER	WHAT SHOULD BE AVOIDED	WHAT SHOULD BE DONE
Motivation	The teacher elicits students' previous experience and allows them to prepare for the contents that will be proposed.	The teacher should not • talk too much. • interrupt students to correct linguistic mistakes. • orient learners' ideas towards what he/she thinks is the correct answer to Motivation questions.	The teacher should • enable learners to express themselves and talk about their experience (remember the centrality of learners' individual narratives). • focus on the content of their utterances, not on the form (fluency > accuracy).
Globality	The teacher guides students as they approach the text for the first time. A top-down approach requires to look at the text globally and, only after, analytically.	The teacher should not • translate every word that is unknown to the students as they carry out the activities or read the text. • focus on linguistic structures.	The teacher should • support the students when something is not clear by trying to avoid using their L1. • ask students why they answered as they did during the comprehension activity, even when the answer is not

			the correct one. It is fundamental to welcome the students' proposals in order to better guide them.
Analysis	The teacher presents the linguistic structures once the content has been comprehended.	The teacher should not • treat learners as mere producers of language. • present the linguistic structures out of their context of use.	The teacher should • favour the progressive shift from the focus on text contents to the focus on linguistic forms (the process of scaffolding expects instructors to support students as they gradually help them strengthen their skills and competences. • preset structures in context.
Re-elaboration	The teacher favours communication and the re-use of the learned contents and structures.	The teacher should not • propose activities that leave out some or all of the learned	The teacher should • propose activities for which using the learned elements is



	elements. • forget what the level of their students is. • expect all students to produce language fluently and accurately. • interrupt students as they speak. • forget that the lesson should be pleasant other than formative. • put students in anxiety-generating situations.	necessary and comes natural. • keep in mind that the students learn each at a different speed and are likely new to the learned material. Structuring learning units in this fashion will favour a use and re-use of the previously acquired elements which will eventually be acquired by learners (spiral approach). • focus on the meaning of students' utterances, wait until they are finished before replying to them implicitly using the correct structure (Interaction Hypothesis). • let students lead the interaction, in particular from the point of view of
--	--	--



			meaning. •favour student-to-student exchanges and avoid forcing learners to speak in front of the whole class when they feel unsure about their productions (they can work in pairs, for example. They will be asked to speak in front of the rest of the class once they have acquired more elements or when they are given more time and tools to prepare their intervention).
Control	The teacher proposes activities that favour the re-use of the learned language elements in connection with everyone's personal experience.	The teacher should not •look at this phase as a moment to collect evaluation. •only favour grammar practice. •propose activities that aren't connected to what	The teacher should •favour the development of learners' skills without shifting their attention to the assessment procedure. •if they will need to

		has been seen in class.	be assessed, clarify that assessment includes many elements and is not only focused on accuracy (assessment criteria should always be shared with the students). • encourage students to be creative. • move students' attention to what they can do instead of what they cannot do.
--	--	-------------------------	--

As you can see, the role of the teacher is in line with the focus of the proposed materials. The teacher is not just a simple mediator or a 'human translation', he/she is expected to provide a coherent and gradual path while constantly adapting to the moment of the lesson.

As demonstrated in Anna's story, even if the students perceived Manuel as a kind teacher, they were not enjoying the activity he had proposed. His continuous corrections and interventions as students spoke was putting learners in difficulty. Moreover, he had required them to speak in front of everyone with little scaffolding and few instruments to support their performance.

NOW IT'S YOUR TURN:

Sylvia is an English as a foreign language teacher and she has decided to share her experience on a blog. Use the knowledge you have acquired in the 3. STEP to answer her and give her some piece of advice.

Sylvia82

Hello everyone!

I'm an English teacher in middle school and I'd like to share my experience because lately I've been struggling a little during my lessons. I feel like the things I propose to my students don't work. They don't seem to enjoy themselves and it looks like they don't understand what I teach them.

I'm always clear and I always give them all the topics that I will insert in the test. They know they need good grades to pass my class but many of them just don't study.

This is very strange to me because I always correct their mistakes as soon as they make them. What's more, I have tried to give them less homework or none at all so that they would have more time to revise what we studied and we have dedicated entire lessons to grammar revision...

Nothing seems to be working and I'm at a loss for ideas. Does anyone have any suggestion?

Hope someone replies soon!

Sylvia

Type your answer here...

4. STEP: How can teachers make sure that well-being is guaranteed in the classroom?

RECALL AND REFLECT:

In the EXPLORE section, the relevance of learners' and teachers' well-being has been mentioned multiple times. An example of an approach that considers learners' emotional dimension is the Natural Approach which has been said to differentiate between acquisition and learning.

In order for acquisition to happen, the students must not be tense and anxious, and they need to be in the situation where they acquire language without noticing it. Direct and explicit presentation of linguistic rules is considered negative as it favours the arousal of students' Monitor which limits acquisition. If we want the students to acquire language 'as naturally as possible', we need to remember that language always needs to be contextualised and forms need to be gradually established on the basis of repeated active or passive experience.

Finally, and in relation to what we have just said, it is important to remember that positive affective factors facilitate language acquisition in the same way that negative ones block it off. Considering students holistically and personalising teaching is necessary because in the language classroom the learner's preferences influence the evaluation of materials, activities, and the teacher on the basis of whether they are pleasant, novel, useful to the learner's needs and profile, aligned with their self and social image.

In the 3. STEP has you have read about the importance of the teacher's role during the lesson, however, it is also necessary that teachers become aware of their own emotions and of their attitude during the language class as well as those of the students. Different processes are at play during the acquisition of a language, here for time and space constraints we will mostly focus on how teachers can

- monitor classroom interactions considering the emotions involved.
- evaluate the degree of anxiety their students may feel during language classes.

OBSERVE:

Now, we will focus on one technique that Manuel – Anna’s teacher - tried to use in his classroom since he noticed that his students were not enjoying their learning experience.

The techniques and instruments you will see can and should be used with all the students in a class, however, here we will only consider the situation of one student.

Now, let’s observe the report of a short student-teacher interaction between Manuel and Anna. After obtaining permission to record one of his lessons, Manuel wrote down the exchanges he had recorded. This is the first step of Classroom Discourse Analysis, a technique favouring reflective practice which gives teachers the tools to reflect on and improve their teaching.

How to read the transcription

(2) = two seconds of silence

(5) = 5 seconds of silence

... = hesitation

During the phase of Motivation, the following interaction between Manuel (T) and Anna (L1) was recorded:

1. T: so the second picture... it makes you think of your house. Why? (2)
2. L1: why:
3. T: because
4. L1: yes... because (5) I...
5. T: because? Is it similar? Are there things that are different? (7)
6. L1: there are... there are (3)
7. T: it’s okay Anna... Mark, what do you think when you look at these pictures? Are

8. they like your house or are they very different? Don't be scared to participate,
9. everyone can say what they think
10. L2: (2) okay, it is like... my house

Adapted from Walsh S., 2013, *Classroom Discourse and Teacher Development*, Edinburgh University Press, Edinburgh, p.35

ANALYSIS:

Manuel's first question (line 1) is a good attempt at continuing the conversation that Anna has initiated in order to help her focus on meaning and not structure (Interaction Hypothesis), she only waits 2 seconds before answering (the average wait-time – the time that passes between a teacher's question and a student's answer – is around one second), but she tries to communicate. However, Manuel immediately corrects her (line 3) and this evidently activates her affective filters and makes her feel nervous, this is clear because in line 4 she keeps pausing and she stays quiet for 5 seconds.

Line 5 shows an attempt on Manuel's part to encourage her, but his continuous interruptions only make her feel under pressure as the 7-second long wait-time in line 5 shows.

Moving on, we can see that Anna is clearly trying to use the structures she has learned (line 6), however, Manuel decides to remove her from the uncomfortable situation by including a different student in the conversation (lines 7-9). We do not see how Anna reacts to this, however, it is easy to imagine that this interaction has not left her with a positive sensation.

One last thing which we can consider are learners' and teachers' turns and in particular the fact that in this exchange Manuel's turns are longer than students' ones. It is true that these students have a low level of English but, generally, students' and teachers' turns should be balanced in terms of length.

COMMENT:

Longer interactions and more detailed analyses are possible, however, we will only consider this short example in order to demonstrate how recording classroom interactions can enable teachers to look at classroom dynamics from an external point of view. Indeed, it is very difficult to evaluate our performance while we are actively participating in the exchange.

To conclude our reflection on Classroom Discourse Analysis, it is useful to mention how Manuel can profit from it. This interaction shows that he is indeed a kind and encouraging instructor, however, his actions don't seem to work adequately with some of his students – in this case, Anna. He seems to be talking too much and he is attempting to include learners' narratives and point of view in the lesson, but he is still very focused on correcting his students whenever they make a form-related mistake. He appears to be willing to include an embodied language learning-based perspective in his lessons, however, it is not easy to change, and he might do with a little more patience and tolerance towards grammar mistakes.

Analysing classroom interactions is not the only way in which teachers can observe and evaluate the classroom dynamics at play during their lessons. Actually, many actions exist that instructors can put in place to make sure that their learners' experience is as effective and as pleasing as possible. Teachers can triangulate their point of view with that of their students and of their families, they can promote self-reflection moments during class or ask their students to share the strategies they have acquired with their peers in a cooperative learning perspective, and so on.

What matters is being open to any result, analysing the data with care and without judgment and trying to think of possible solutions instead of denying evident issues.

NOW IT'S YOUR TURN:

In this activity, we present to you a simplified version of the Foreign Language Classroom Anxiety Scale (FLCAS). Foreign language anxiety is a type of specific anxiety that activated by language learning situations and in 1986 Horwitz et al. presented the FLCAS to give teachers a tool to evaluate the degree of their students' foreign language anxiety.

The FLCAS can be presented to students in any language, here we will use English for clarity purposes, but it might be better to propose it to students in a language they are comfortable speaking.

In the light of Anna's profile, her considerations in the initial case study, and what has emerged from classroom discourse analysis, look at Anna's answers to the FLCAS and analyse them using the guiding questions.

1. If you had to choose three adjectives to define Anna, which would you choose?
2. In your opinion, what do answers 2, 4, 9 and 13 tell us about Manuel's teaching practice?
3. What can you understand about Anna in terms of her affective filters?
4. On the basis of what you have learned so far, name at least three things Manuel could do to foster Anna's well-being during class.

5-point Likert Scale (SD = strongly disagree; D = disagree; N = neither agree nor disagree;
A = agree; SA = strongly agree)

1) I never feel sure of myself when I am speaking in my foreign language class	1 2 3 4 5
2) I do not worry about making mistakes in language class	1 2 3 4 5
3) I tremble when I know that I'm going to be called on in language class	1 2 3 4 5
4) I keep thinking that the other students are better at language than I am	1 2 3 4 5
5) I am usually at ease during my tests in my language class	1 2 3 4 5
6) I start to panic when I have to speak without preparation in language class	1 2 3 4 5
7) In language class, I can get so nervous I forget things I know	1 2 3 4 5
8) I get upset when I don't understand what the teacher is correcting	1 2 3 4 5
9) I am afraid that my language teacher is ready to correct every mistake I make	1 2 3 4 5
10) I can feel my heart pounding when I'm going to be called on in language class	1 2 3 4 5
11) I feel very self-conscious about speaking the foreign language in front of other students	1 2 3 4 5
12) I feel more tense and nervous in my language class than in my other classes	1 2 3 4 5
13) I feel overwhelmed by the number of rules you have to learn to speak a foreign language	1 2 3 4 5

STEP 5: Which activities can teachers propose to support learners' autonomy and well-being according to brain functioning?

RECALL AND REFLECT:

In the final part of the EXPLORE section, we have briefly presented Neurolinguistic Programming (NLP) and we have insisted on the balance between this proposal and an embodied view of language. The strong connection between mind and body and between the language we use and the way we think was made explicit, and the relevance of awareness of our internal programs has been mentioned.

The importance of NLP for this module is that, for a teacher, incorporating student's brain functioning in teaching can be extremely useful to support pupils in their learning path. Moreover, making learners take advantage of their internal programs is central in the promotion of learner autonomy because if students know how they work they can also identify their strengths and weaknesses, where they derive from, and can put in place strategies to overcome the obstacles they encounter.

As we said, various activities and techniques can enable learners, and teachers, to become familiar with their internal programs both to increase academic success and to favour learner-instructor empathy.

In this section, you will see a possible NLP-based activity that can be proposed in class. The activity is taken from Baker and Rinvulcri's book *Unlocking Self-expression through NLP* in which the authors explain the importance of these activities mentioning that they can orient students towards different ways of learning and that their interactive nature can facilitate sharing strategies among learners.

OBSERVE:

Let's stick to Anna's case even for this final part of the module. Thinking back to the data we have on Anna, we can recall the fact that when she answered the FLCAS, she often mentioned her feeling of inferiority towards her classmates and, even before that, she made it clear that working with her peers and in front of them did not make her feel comfortable nor confident.

Moreover, we know that she loves reading but that she struggles using grammar when she speaks even if she performs well in grammar and vocabulary tests. The main difficulty therefore appears to be connected to emotions rather than to competences.

Considering this data, before the lesson Manuel has proposed to his class the following warm-up activity:

Name of activity: Introducing Absent People

NLP focus: kinaesthetic representational system

Procedure:

Step 1: the teacher asks each student to think of someone they know well and who they are willing to talk about in their group.

Step 2: Students have to stand up, move around the room and choose a partner. They have to tell their partner eight or more things about the person they have in mind without using any spoken or written language. They can only use mime or drawing.

Step 3: The pairs of students are grouped in fours and the teacher asks each student, using words now, to introduce the person that her/his partner presented. It is likely that the students will laugh a lot at this stage as misunderstandings get sorted. The period of imposed silence gives way to a flood of speech.

The authors define this activity as an exercise where people have to rely on their kinaesthetic intelligence and during which they are momentarily freed from the demand that they speak the target language.

COMMENT:

Such an activity can be ideal for a student like Anna, who would benefit from developing a strengthening her relationship with her classmates – laughing together can support this mechanism. Furthermore, this activity would probably encourage her to speak English, firstly because, as said, imposed silence and being misunderstood push people to want to explain themselves verbally, secondly, because her peers would be speaking a lot to clarify misapprehensions and this would make her feel that no one would be interested in pointing out the mistakes she might make.

NOW IT'S YOUR TURN:

NLP-based activities can be a benefit to learners in different ways and can be proposed in different moments of the lesson. The exercise we have just seen took advantage of a brain mechanism that emphasises our need to communicate effectively using preferred representation systems (verbal) to promote speaking and to favour a pleasing learning environment. Other activities, however, focus more on better identifying which internal programs we use when we perceive the world. Observe the following activity which focuses on the two metaprograms - general and specific-, then answer the Reflection questions. The activity has been adapted in duration and difficulty:

Name of activity: In General or in Detail? The forest or the trees?

NLP focus: metaprograms – general or specific

Procedure:

Step 1: students work in pairs. Student A describes is the most general way possible the area where he/she lives while student B prepares to describe the room where they are in. Each student has two minutes for their description.

Step 2: In pairs, the students talk for two minutes about the house/flat where they live. This time they think and talk in clear concrete detail.

Step 3: In groups of six students discuss whether they felt more comfortable speaking generally or in detail, or comfortable in both modes.

Step 4: working individually students draw a line across a page and write GENERAL at one end and DETAIL at the other. They write the names of two people they know who love the General end of the continuum and two people they know who love Detail at the other end. They should include themselves as well.

Step 5: Working in the original pairs again, they describe the characteristics of the eight people they have listen between them.

Step 6: Bring the students back into one group and discuss with them the pros and cons of taking a general view of things or of focusing on the details. Are there times and situations when one is more beneficial than the other? Why do they think they are doing this activity in the language class? How can this reflection help them learn a language?

Reflection:

1. Do you think you use your general or your specific metaprogram? Or a mix of both?
2. Think of what we said in the 3. STEP about the role of the teacher throughout the learning unit. Can you identify (positive or negative) attitudes that teachers who use the general metaprogram may have? And teachers using the detailed metaprogram?
3. In learning units structured with the globality-analysis-re-elaboration progression, where do students that tend to use the general metaprogram need more support? And what about the students that use the specific metaprogram? How would you support them?
4. Why is it important for students to share the pros and cons of each metaprogram with their classmates? Why is it also beneficial to make them think of the situations in which one or the other might be more useful?

CONCLUDING ACTIVITY

Neuroscience-based language teaching and learning and *your* teaching practice

In this section you have been presented with different techniques, tools, and methods to help you include neuroscientific findings in your teaching practice. In particular, the focus has been on the inclusion of learners' direct experience in their learning path by incorporating contexts they are likely to know first-hand. Moreover, various reflections and techniques have been devoted to the inclusion of teachers' and learners' emotional dimension during class both by ensuring well-being and also by favouring self-esteem, motivation, and autonomy.

In this final activity, the focus shifts to your students, the classes you work with every day. Clearly, you are invited to try and use the tools and techniques you have learned about in your teaching practice and to keep track of the effect they have on your practice and on your students. However, here, you will only be guided in a personalised reflection that will incorporate the main elements you have learned about.

What language material can include your students' previous experience?

Choose one of your classes and choose the language element / communicative function / cognitive strategy you want to teach them. Then indicate the features of the written or oral text you would like to propose to them to include their direct experience while also including the elements you want to teach.

CLASS INFORMATION

STUDENTS' LANGUAGE LEVEL: _____

LINGUISTIC / COMMUNICATIVE / COGNITIVE AIMS OF THE LEARNING UNIT:

TEXT FEATURES

Topic of the text: _____

Why, do you think, this topic includes your students' direct experience?

How does this topic help you to include the learning objectives you have selected?

What paratextual elements can you include and why? If you chose an oral text, what paralinguistic elements can support understanding (background noises, intonation, prosody)?

How would you construct an experiential learning-based activity to favour your learners' speaking production? Could you play the right role?

Think of your daily practice in the class you chose and look back at the possible activities you can propose during the phase of Motivation or the phase of Re-elaboration (2. STEP). Then, identify one activity that you would like to try with this specific class. Your aim is to encourage your students to speak in the target language. Remember that the activity must be in line with the unit objectives and coherent with the text you chose:

Brief description of the chosen activity (objectives, tools the students can use, etc.):

Why did you choose this activity for this class?

What are the possible risks of presenting this activity to this specific class?

Identify the role the teacher should cover during the activity you chose (3. STEP). Would you be able to play the right role? Would it be easy/difficult with the class you chose? Why?

How can you make sure that your students' well-being is guaranteed during the activity?

Go back and read the short report of Manuel's interaction with Anna (4. STEP). Remember that kindness does not always mean effectiveness in the language class. Can you think of an episode in which you interacted with one or more students in the chosen class? Try to recall the main elements of the interaction, then reflect:

Do you think you would risk acting like Manuel in the activity you chose? How? (correcting language forms, interrupting students, talking too much, etc.)

Which tool would you use to evaluate whether well-being is granted during your lessons with this class? Why?

Which NLP-based activity can be beneficial for your students when carrying out tasks in which they have to speak?

Choose which of the two NLP-based activities you have seen in the 5. STEP you would propose to the chosen class in the next lesson:

Why would you propose this NLP-based exercise?

How can this NLP-based exercise help your students next time you propose the speaking activity you had selected?

How do you think your students would react to the NLP-based activity?

How would you manage possible difficulties that may arise during the activity?

WORKSHEETS: NBLTL – Extended Module

List of Worksheets

WORKSHEETS: NBLTL – Extended Module	42
Worksheet 1: Text evaluation table	43
Worksheet 2: Teacher role table	44
Worksheet 3: Concluding task instructions	49

Worksheet 1: Text evaluation table

Is your text 'embodied approach friendly'?

Text properties	1 (not at all) to 5 (absolutely yes)					Possible solution / adaptation (if necessary)
Does this text reflect students' direct experience?	1	2	3	4	5	
Are the linguistic elements to be taught adequately represented?	1	2	3	4	5	
Is the text structure clear?	1	2	3	4	5	
Is the text multimodal? Do paratextual elements facilitate comprehension?	1	2	3	4	5	

Worksheet 2: Teacher role table

LEARNING UNIT PHASE	ROLE OF THE TEACHER	WHAT SHOULD BE AVOIDED	WHAT SHOULD BE DONE
Motivation	The teacher elicits students' previous experience and allows them to prepare for the contents that will be proposed.	The teacher should not: • talk too much. • interrupt students to correct linguistic mistakes. • orient learners' ideas towards what he/she thinks is the correct answer to Motivation questions.	The teacher should: • enable learners to express themselves and talk about their experience (remember the centrality of learners' individual narratives). • focus on the content of their utterances, not on the form (fluency > accuracy).
Globality	The teacher guides students as they approach the text for the first time. A top-down approach requires to look at the text globally and, only after, analytically.	The teacher should not: • translate every word that is unknown to the students as they carry out the activities or read the text. • focus on linguistic structures.	The teacher should: • support the students when something is not clear by trying to avoid using their L1. • ask students why they answered as they did during the comprehension activity, even when the answer is not the

			correct one. It is fundamental to welcome the students' proposals in order to better guide them.
Analysis	The teacher presents the linguistic structures once the content has been comprehended.	The teacher should not: • treat learners as mere producers of language. • present the linguistic structures out of their context of use.	The teacher should: • favour the progressive shift from the focus on text contents to the focus on linguistic forms (the process of scaffolding expects instructors to support students as they gradually help them strengthen their skills and competences. • preset structures in context.
Re-elaboration	The teacher favours communication and the re-use of the learned contents and structures.	The teacher should not: • propose activities that leave out some or all of the learned	The teacher should: • propose activities for which using the learned elements is necessary and

	elements. • forget what the level of their students is. • expect all students to produce language fluently and accurately. • interrupt students as they speak. • forget that the lesson should be pleasant other than formative. • put students in anxiety-generating situations.	comes natural. • keep in mind that the students learn each at a different speed and are likely new to the learned material. Structuring learning units in this fashion will favour a use and re-use of the previously acquired elements which will eventually be acquired by learners (spiral approach). • focus on the meaning of students' utterances, wait until they are finished before replying to them implicitly using the correct structure (Interaction Hypothesis). • let students lead the interaction, in particular from the point of view of
--	--	--



			meaning. •favour student-to-student exchanges and avoid forcing learners to speak in front of the whole class when they feel unsure about their productions (they can work in pairs, for example. They will be asked to speak in front of the rest of the class once they have acquired more elements or when they are given more time and tools to prepare their intervention).
Control	The teacher proposes activities that favour the re-use of the learned language elements in connection with everyone's personal experience.	The teacher should not: • look at this phase as a moment to collect evaluation. • only favour grammar practice. • propose activities that aren't connected to what	The teacher should: • favour the development of learners' skills without shifting their attention to the assessment procedure. • if they will need to be assessed, clarify



	has been seen in class.	that assessment includes many elements and is not only focused on accuracy (assessment criteria should always be shared with the students). • encourage students to be creative. • move students' attention to what they can do instead of what they cannot do.
--	-------------------------	--

Worksheet 3: Concluding task instructions

What language material can include your students' previous experience?

Choose one of your classes and choose the language element / communicative function / cognitive strategy you want to teach them. Then indicate the features of the written or oral text you would like to propose to them to include their direct experience while also including the elements you want to teach.

CLASS INFORMATION

STUDENTS' LANGUAGE LEVEL: _____

LINGUISTIC / COMMUNICATIVE / COGNITIVE AIMS OF THE LEARNING UNIT:

TEXT FEATURES

Topic of the text: _____

Why, do you think, this topic includes your students' direct experience?

How does this topic help you to include the learning objectives you have selected?

What paratextual elements can you include and why? If you chose an oral text, what paralinguistic elements can support understanding (background noises, intonation, prosody)?

How would you construct an experiential learning-based activity to favour your learners' speaking production? Could you play the right role?

Think of your daily practice in the class you chose and look back at the possible activities you can propose during the phase of Motivation or the phase of Re-elaboration (STEP 2). Then, identify one activity that you would like to try with this specific class. Your aim is to

encourage your students to speak in the target language. Remember that the activity must be in line with the unit objectives and coherent with the text you chose:

Brief description of the chosen activity (objectives, tools the students can use, etc.):

Why did you choose this activity for this class?

What are the possible risks of presenting this activity to this specific class?

Identify the role the teacher should cover during the activity you chose (STEP 3). Would you be able to play the right role? Would it be easy/difficult with the class you chose? Why?

How can you make sure that your students' well-being is guaranteed during the activity?

Go back and read the short report of Manuel's interaction with Anna (STEP 4). Remember that kindness does not always mean effectiveness in the language class. Can you think of an episode in which you interacted with one or more students in the chosen class? Try to recall the main elements of the interaction, then reflect:

Do you think you would risk acting like Manuel in the activity you chose? How? (correcting language forms, interrupting students, talking too much, etc.)

Which tool would you use to evaluate whether well-being is granted during your lessons with this class? Why?

Which NLP-based activity can be beneficial for your students when carrying out tasks in which they have to speak?

Choose which of the two NLP-based activities you have seen in STEP 5 you would propose to the chosen class in the next lesson:

Why	would	you	propose	this	NLP-based	exercise?
How can this NLP-based exercise help your students next time you propose the speaking activity	you	had	selected?			
How	do	you	think	you	students	would react to the NLP-based activity?
How would you manage possible difficulties that may arise during the activity?						