Presentation Notes
"Learning To Let Go: Teacher Roles and Student Motivation" Summary

Slide 5: Self-belief
The importance of nurturing the L2 self: language teachers' most important role may well be to persuade learners that they *can* learn a foreign language

Slide 6: Learner motivation and success
Possibly the most important factors

Slide 8: Maslow's hierarchy of needs is worth reviewing every so often with an eye to meeting learner's basic, intermediate, and advanced needs

Slide 9: Extrinsic motivation
Arising from outside pressure

Slide 10: Intrinsic motivation
Self-generated based on pleasure or interest

Slide 11: Habits
Important as they do not require willpower (which is limited) to sustain.

Slide 12: Motivation to habit transfer
This is my model of how to attempt habit creation in learners

Slide 13: Language learning
Language learning is distinct from language teaching

Slide 14: Chinese at Cambridge
The importance of teachers being language learning experts: both language learners themselves and focused on keeping up with technological and materials development

Slide 19: Skills vs. Knowledge
Language learning as skill development as opposed to knowledge acquisition: music or sport vs. history

Slide 20: Efficiency
The scale of English requires teachers and learners to optimize their time: what are the most efficient ways to acquire proficiency?
See http://fourhourworkweek.com/2014/07/16/how-to-learn-any-language-in-record-time-and-never-forget-it/ for a nice write up of this.

Slide 21: Individualized Programs
Enabling learners to determine what they learn contributes to motivation and independence

Slide 23: Independent Language Learners
Recently, independent language learners are visible on the internet: what can we learn from them?
-rapid vocabulary and lexical acquisition through spaced repetition

-aggressive personalization of language to increase usefulness
-focus on desired skills

See http://www.fluentin3months.com/
http://www.alljapaneseallthetime.com/blog/
http://blog.thelinguist.com/

Slide 27: Roles of the Teacher
What roles are appropriate for teachers in the 21st century?

Slide 28: Nation's Jobs of the EFL Teacher
Nation (2013) suggests planning good courses, organizing learning opportunities, teaching language strategies, testing progress, and teaching (in that order).

Slides 30-31: Teacher Obsolescence and Durable Teacher Attributes
In some areas (providing specific information, modelling, explaining discrete items of knowledge) teachers have been replaced by technology. However, they still have the chance to excel at the following: recommending strategies and resources, designing courses, giving feedback

Slide 32: Case Studies
Four course case studies, each showcasing the basic aspects of the course and USP:

Slide 33: One: Extensive Reading
A reading course incorporating extensive reading with graded readers, timed writing, speaking, speed reading, and supplementary activities

Slide 34: Two: Discussion
A discussion course incorporating preparatory reading/viewing, small group discussion, and timed writing

Slide 35: Three: Online Study
An online study skills course incorporating guided discovery of online study resources and strategies, independent online study, speaking, and timed writing

Slide 36: Four: Presentation
A presentation course incorporating discrete skills-based training, independent content creation, group work, and peer assessment

Slide 37-43: Common Elements
Documentation, modelling, routines, devolution of responsibility, and habit creation

Slide 44: The bigger picture
Teachers and institutions should also look at how their classes and programs work together over time.

Slide 45: EFL Systems
When designing EFL systems: focus on outcomes, willingness to examine current practice, needs of the learner vs. needs of the teacher or institution

Slide 46: The Curriculum Engineer
The curriculum engineer focuses on *kaizen*: constant small improvements to curriculum and lesson plans that seem insignificant individually but combined are evolutionary

Slide 47: The Language Coach
The language coach concentrates on working with each learner to achieve the best results. When working with a large number of learners they concentrate on systems that do most of the work and allow them to work with outliers.

Slide 48: The Role of Technology
Technology in language education is a multiplier –it provides efficiency and tools but teachers and learners need to use it appropriately in order to maximise its effect.
-spaced repetition
-input
-dictionaries and online translation
-tools for collaboration

Slide 49: What to do Next:
-give learners more control over content
-reduce teacher talking time through routines and documentation
-aim to create learner habits
-adopt multiplier technologies
-focus on learner outcomes