

## Our Teaching 'Ethos'

The Language Centre is committed to delivering high-quality, effective lessons that engage and stimulate learners, and help them achieve their language learning goals.

The Language Centre recognises that teaching language is an art not a science, and that every class, and every learner within a class, has a different learning history, different personal and educational background, different learning needs, and different learning styles and preferences. As such, The Language Centre does not endorse one particular style or approach to teaching to the exclusion of all others; rather, The Language Centre has a teaching 'ethos', exemplified by the semi-acrostic TLC (The Language Centre) **AIMS**. Many of these characteristics overlap, complement and reinforce one another.

<b>T</b>	Timetable relevant
<b>L</b>	Learner-centred
<b>C</b>	Copy-light
<b>A</b>	Achievable aims
<b>I</b>	Inductive
<b>M</b>	Meaningful
<b>S</b>	Student production

- **Timetable relevant**

Any lesson needs to actively implement the course syllabus, and needs to do so in a considered and coherent way, informed by what has been taught previously, and what will follow. The teacher will demonstrate the links between a lesson and previous and/or future lessons, and the wider syllabus.

- **Learner-centred**

Any lesson must meet the needs of the learners. The teacher is aware of the students' educational and cultural backgrounds and their current and future linguistic goals, and bridges the gap between them. There will be a clear focus on practising and developing the skills and language appropriate to the learners' needs, whether these are due to a lack of knowledge or areas of required improvement. The teacher will take a facilitator role in this learning, ensuring that he/she does not become the focus or central point.

- **Copy-light**

Lessons are driven by student output and production, not by materials. Photocopying is kept to a minimum, and handouts are well presented, concise and relevant. Where appropriate, teachers makes use of AV to project information and/or to encourage learner independence by requiring students to make their own notes on the material presented.

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- **Achievable aims**

Any lesson is grounded in achievable aims. The aims of the lesson are always made explicit to the student and presented in an accessible way. The aims are appropriate to the length of the lesson, the timetable fit, the syllabus, and the student's level. Aims should be specific and measurable.

- **Inductive**

Our lessons require students to participate and engage in their own learning. They are encouraged to work things out from themselves through guided discovery and awareness-raising activities. This allows for interactive activities, and fosters independence and inquisitiveness.

- **Meaningful**

Any lesson needs a meaningful purpose – the teacher demonstrates the links between the lesson and the practices of the target language and culture. Texts used need to be authentic (-like), and if not, the skills and language being practised and developed are required by the students for their purpose of learning the target language.

- **Student production**

Our lessons focus on performance rather than competence, productive knowledge rather than declarative knowledge. In lessons students are 'doing', actively putting their new (and existing) knowledge into practice. This involves more than simply comparing answers to tasks. Student production allows for error correction, peer correction and for teachers to make informed decisions and exploit unplanned learning opportunities that arise, for example, pronunciation or collocation.

### **Other**

It is a given that teachers create an atmosphere in their lessons which is conducive to effective learning through knowing the names of their students and enough of their personal histories to be able to personalise learning points.

Similarly, it is expected that the classroom is arranged appropriately and that the whiteboard is used as a tool for recording new vocabulary (word form, pronunciation, word stress) and demonstrating teaching points.

Teachers will routinely recycle and revise material, concept check and check that learning is taking place.