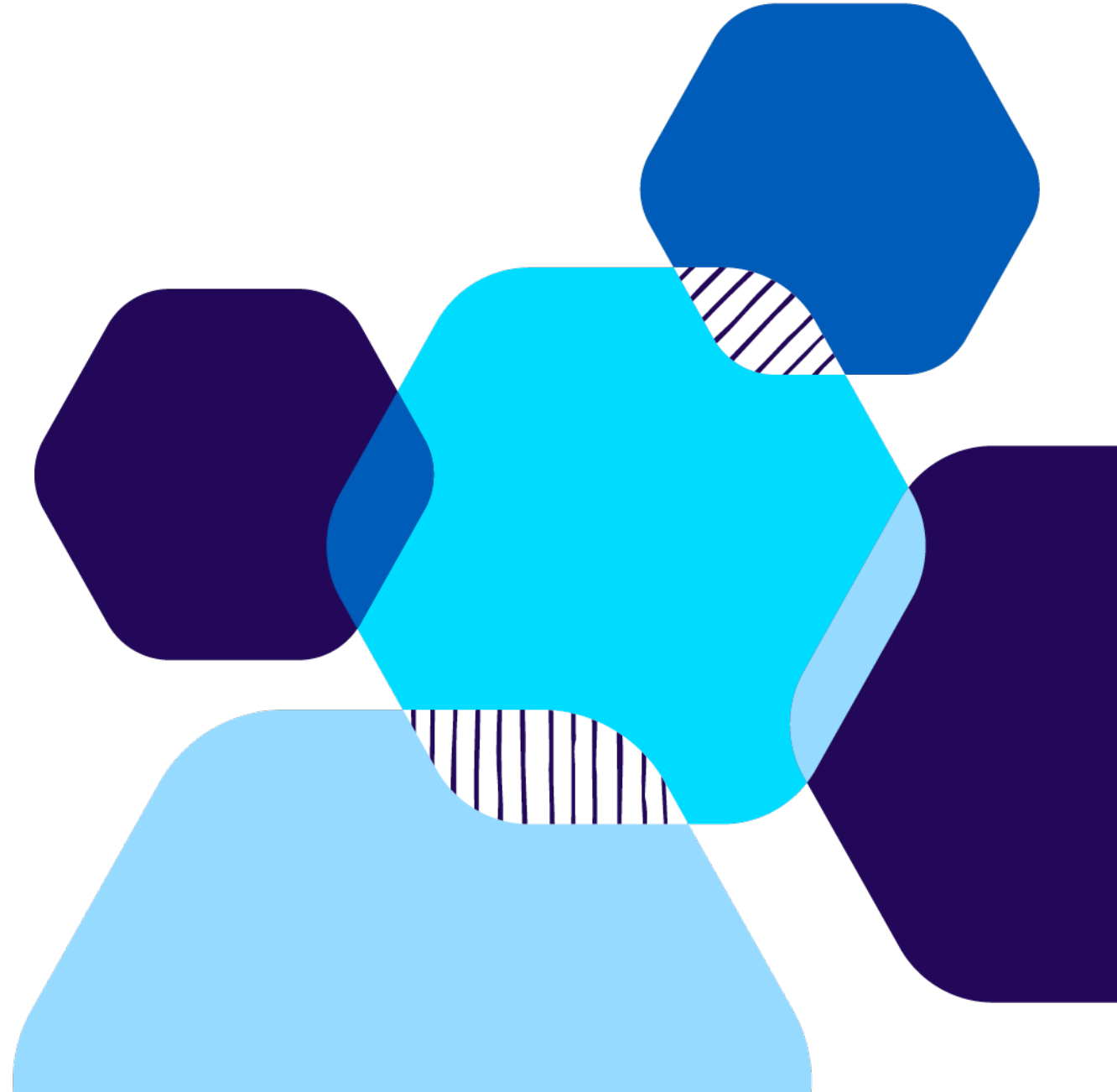


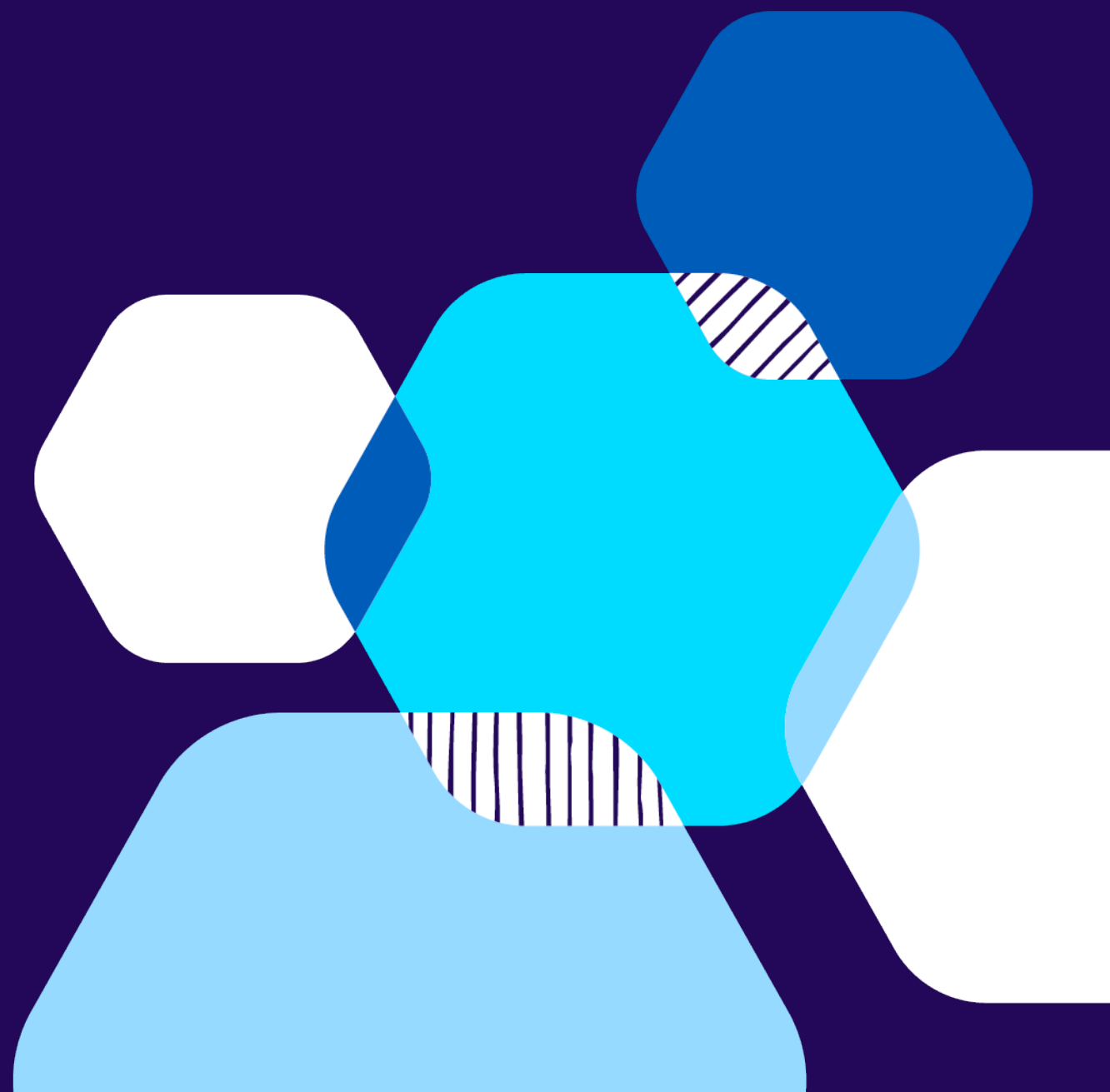
TeachingEnglish

How can the ELT sector become fairer for all teachers?

April 2023



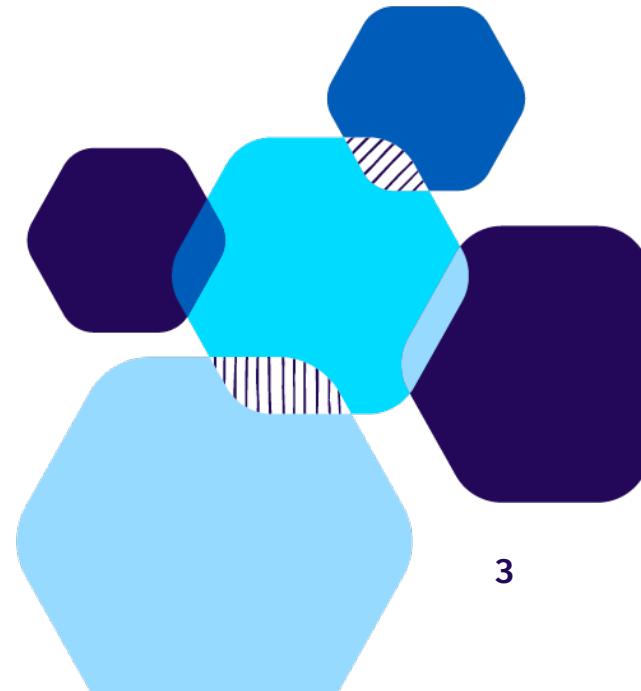
1. Speaking Task



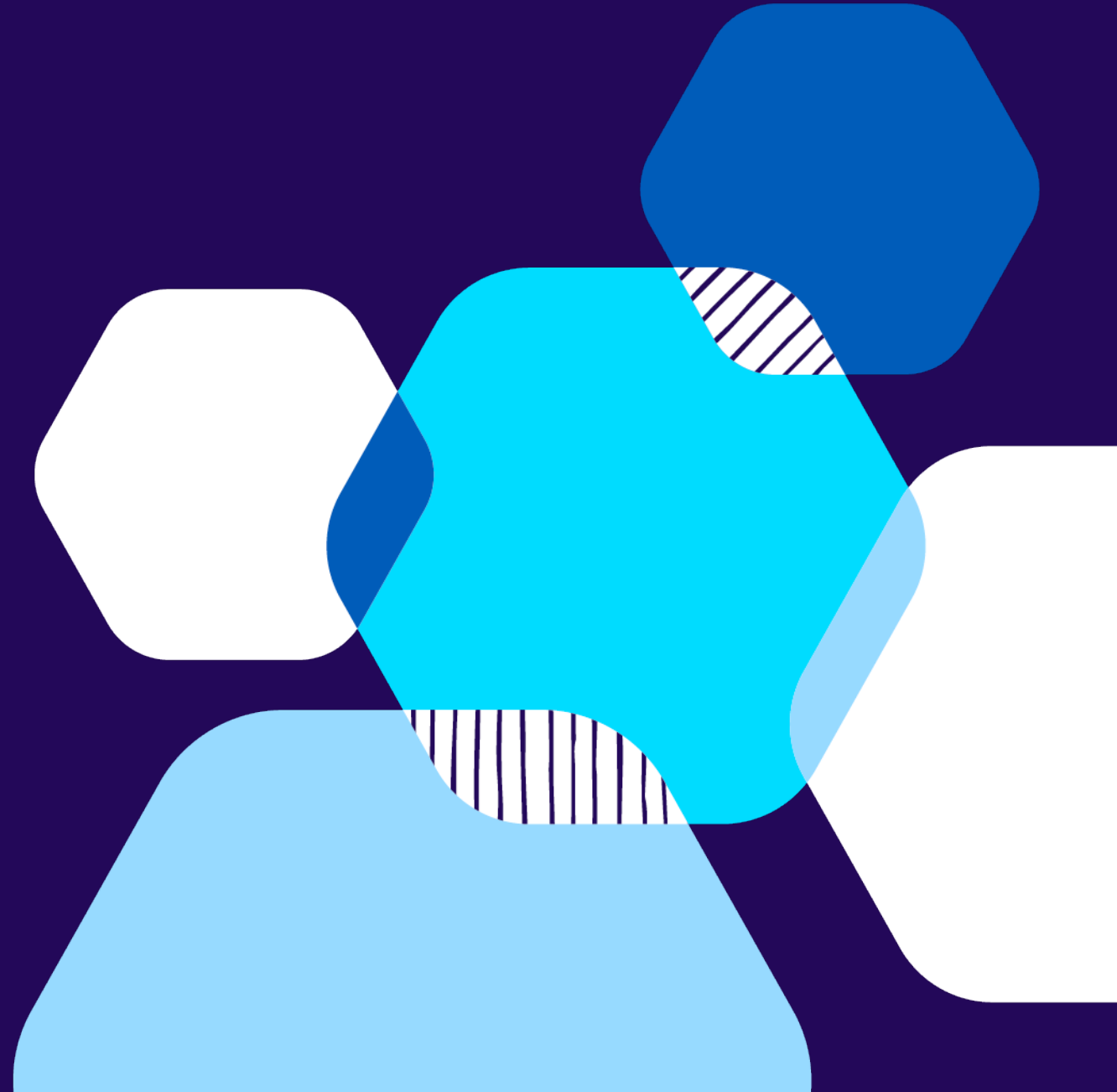
1. Speaking task

Discuss the following questions in small groups.

- Is there gender balance in your society?
- What do you know about trades unions? What role and function do they place in society?
- What do you understand by the terms ‘inclusivity’ and ‘special educational needs’?
- In what ways could society be made fairer and more inclusive for everybody?
- Do you think ‘non-native speaking English teachers’ should have the same rights as ‘native speaking English teachers’?
- Should companies be allowed to employ whoever they want?



2. Grammar task



2. Grammar task – Connecting Devices

In each of the sentences below, identify the connecting device, and state what its function is

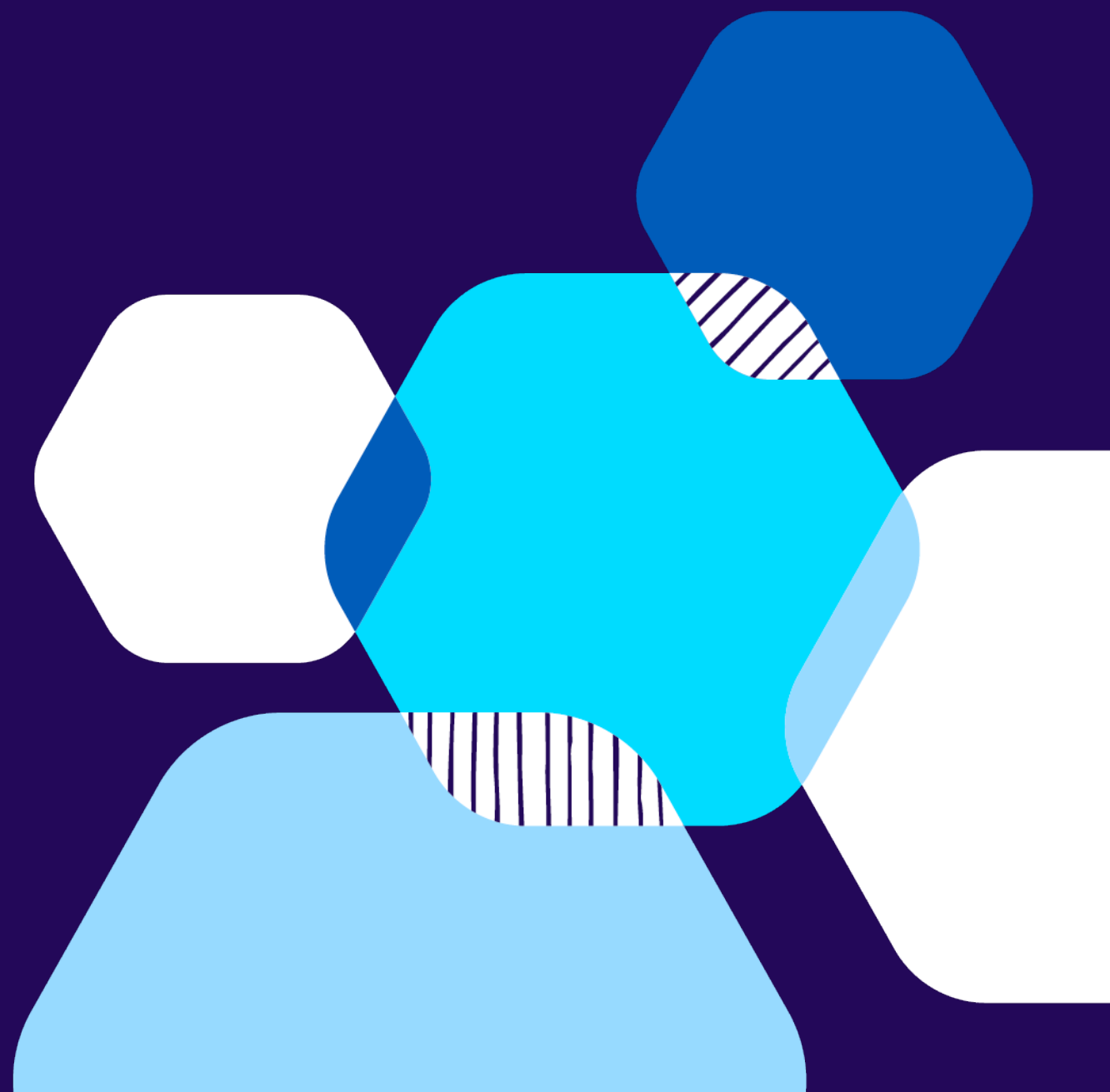
1. Although my CV was interesting, and they were in fact looking for teachers ... they were not allowed to hire me.
2. Our students are going to be using English ... with people whose first language isn't English and therefore they need to be prepared for these different accents, different sounds, different phonological features.
3. I set it up basically because I was tired of being the only woman on the main stage at events
4. If you're asked for feedback at the end of or after the event, comment on the gender balance of speakers - fair or unfair. Also do get in touch with The Fair List
5. And most importantly, if you're asked for feedback at the end of or after the event, comment on the gender balance of speakers - fair or unfair
6. I think there's a misconception sometimes. For example, in my context, a lot of teachers thought that inclusion means that we need to include people with disability

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3. Language task



Using adverbs

equally
genuinely
professionally
independently
abruptly
currently
fairly
truly
actually
recently

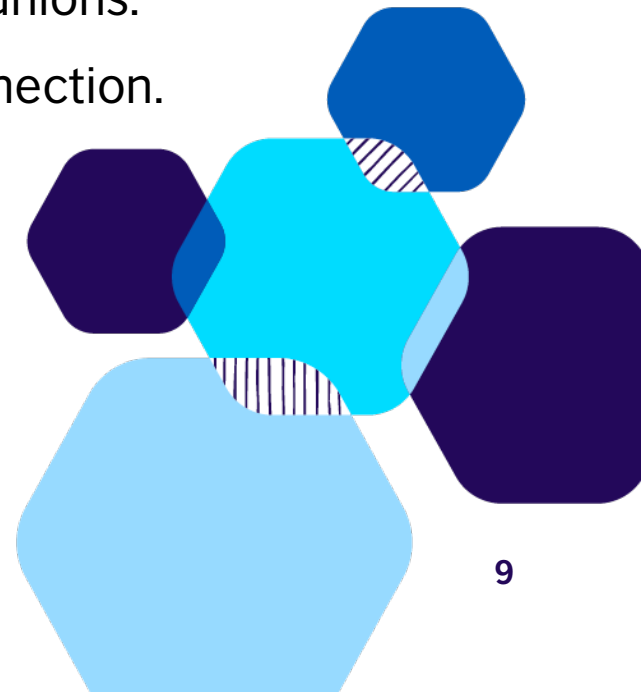
Choose the correct adverb from the list in the box.

1. The concept of teaching everyone _____ and _____, not being biased or not to stigmatise against people.
2. This has meant for example, winning compensation for an online teacher recently, who was dismissed _____ without due process.
3. We're prepared to act _____ of the more traditional TUC-affiliated unions.
4. He _____ asked for me again to teach him because he felt we grew a connection.
5. I'm _____ the political officer on the steering committee.
6. So I would just deal with them very _____.
7. And once we're _____ back to a kind of post-pandemic normal.
8. The inclusive practices and SEN group is a Special Interest Group which promotes _____ inclusive practices.

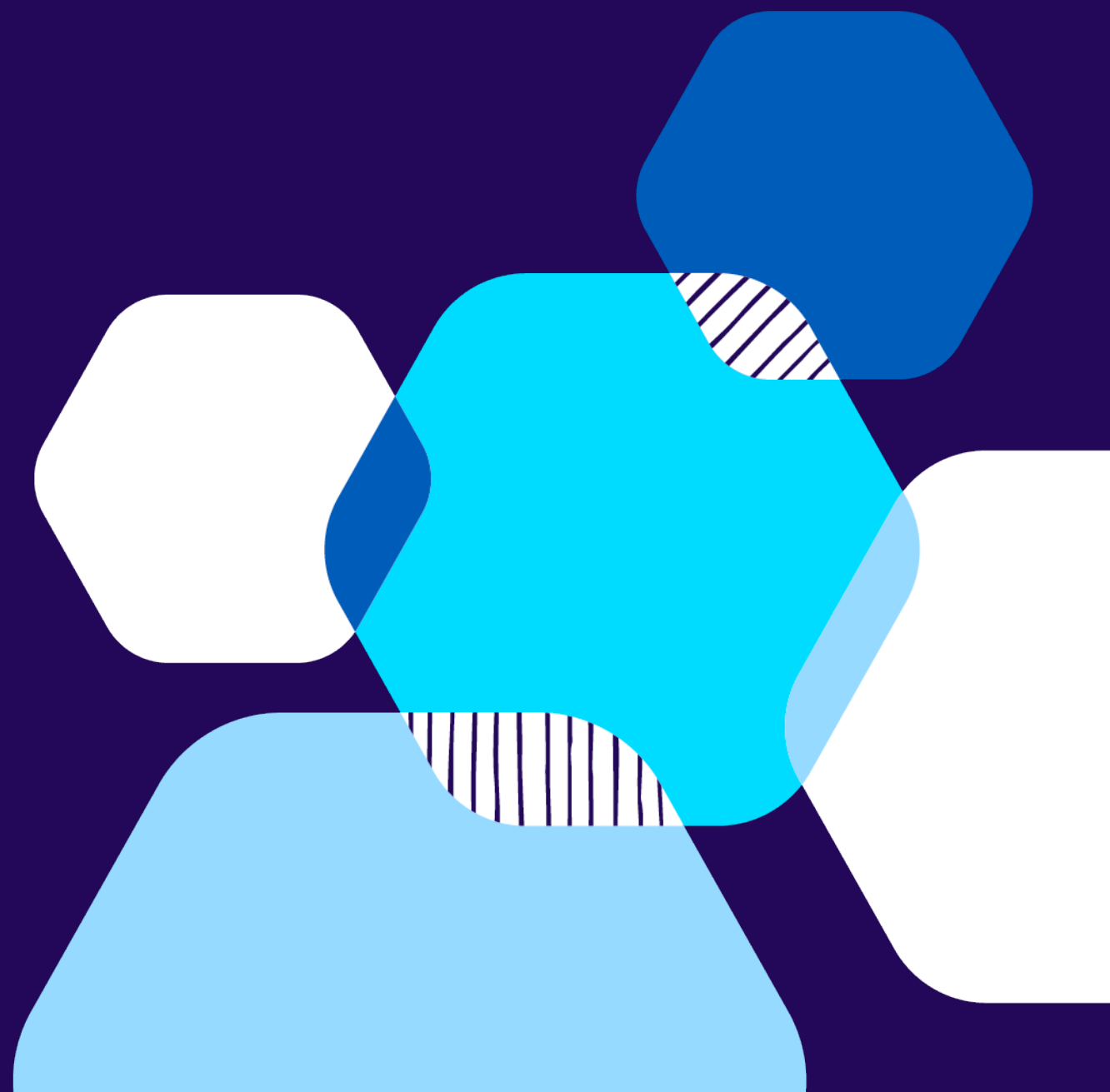
Using adverbs

Choose the correct adverb from the list in the box.

1. The concept of teaching everyone **equally** and **fairly**, not being biased or not to stigmatise against people.
2. This has meant for example, winning compensation for an online teacher **recently**, who was dismissed **abruptly** without due process.
3. We're prepared to act **independently** of the more traditional TUC-affiliated unions.
4. He **actually** asked for me again to teach him because he felt we grew a connection.
5. I'm **currently** the political officer on the steering committee.
6. So I would just deal with them very **professionally**.
7. And once we're **truly** back to a kind of post-pandemic normal.
8. The inclusive practices and SEN group is a Special Interest Group which promotes **genuinely** inclusive practices.



4. Listening task



Listen to the following extract from the podcast, and answer these questions.

1. What context does the speaker believe dictates what is to be taught?
2. What do Rachel's students struggle with?
3. How does Rachel help her students with listening and pronunciation?
4. What are communication compensation strategies?
5. According to Rachel, whose responsibility is communication?

1. What context does the speaker believe dictates what is to be taught?

The context in which the learners are going to use the language dictates what is to be taught, according to the speaker.

2. What do Rachel's students struggle with?

The speaker's students struggle with listening and pronunciation.

3. How does Rachel help her students with listening and pronunciation?

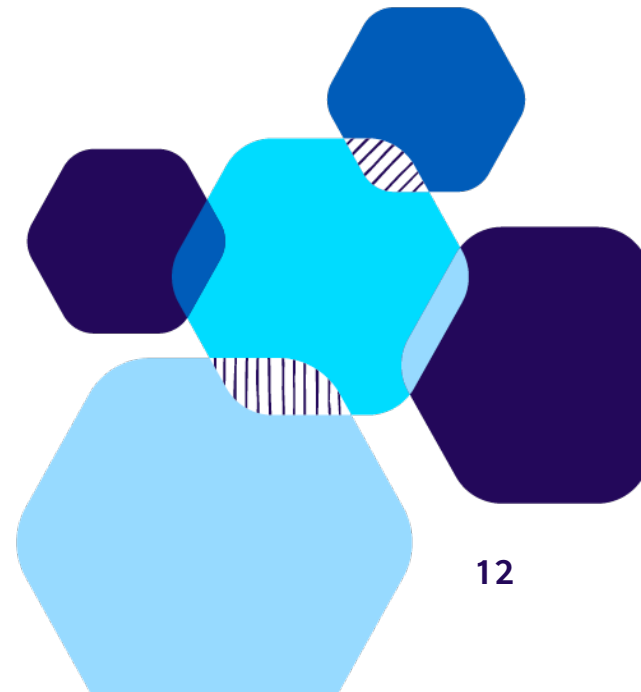
Rachel adopts an ELF (English as a Lingua Franca) approach and exposes their students to a range of accents to help them with listening. They also ask international colleagues to record themselves to raise awareness of the plurality of English.

4. What are communication compensation strategies?

Communication compensation strategies are ways to help understand a co-speaker when communication breakdowns occur, and to be more accommodating towards the audience.

5. According to Rachel, whose responsibility is communication?

Communication is a mutual responsibility, not just the burden of the speaker but also of the listener.



Audio text

Rachel: The response I have to most of the questions is it depends on the learners needs. I say that a lot on teacher training courses sessions it always depends on the learners needs, a context in which they're going to use the language, right, so they dictate what is to be taught if you ask me. I teach students who will use English to communicate with people from all over the world. My students, for example, struggle with listening and pronunciation so how I help them with that and I adopt this ELF, let's say approach, I choose or I create materials, and I try to expose them to a range of accents to help them with listening. In my belief listening is and pronunciation are closely linked. So to help them improve their listening skills and also develop positive attitudes right, towards different accents, I ask from international colleagues, my colleagues, teachers, teacher educators to record themselves, they could be from England or Thailand or Spain or or you know, anywhere in the world, not necessarily from a specific place. So that's how I tried to raise awareness of plurality of English, of accents. And I help students notice even you know, potential differences, which might help them in international interactions, or communication breakdowns. But I think that also we need to teach them communication compensation strategies, which means what can you do when you don't understand your co-speaker? Right? How can you be more accommodating towards your audience? Communication is a mutual responsibility. It's not just the burden of the speaker but also of the listener. So they, I'm also trying to help them with other attitudes on themselves trying to be active listeners and to help with any communication breakdowns, how will they fix it, you know, how will they be able to understand each other and communicate despite some cultural features in their own use of language

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