

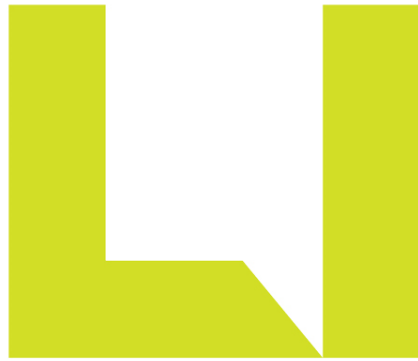


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# Individualising the Language Classroom

Lessons from teaching one-to-one

Michael Gask and Nick Moore



# Talk about

Your experience of working one-to-one with learners:

- Who the learner was and what they wanted
- How you organised the classes / content
- The key differences between working one to one and working with a class

## Case study 1: **K**

Mature, independent economic migrant from Japan settling into life in Auckland.

Goals

Programme

Outcomes

## Case study 2: **S**

21 year old, bright, NZ European male working in security.  
Self-referred.

Goals

Programme

Outcomes

# Common themes from these two case studies

- Both long term – 1 year +
- Developing and changing dynamic and teacher / learner relationship
- Programme focused on learner goals, needs and interests
- Goals constantly reevaluated and renegotiated
- High degree of learner agency
- Shifting role / importance of assessment

# Task

- How can you as a class teacher individualise the experience of students in your classes?
- What systems / processes in your school help individual learners feel that their goals are being met?

# As a teacher

- **Get to know your learners** (who they are / what they want / how long they are here and where they are going)
- Find out **placement information** / get information from previous teachers
- Try to **understand** their motivation to travel and study. Adventurers, Searcher or Future Makers?
- Give students a chance to choose what they **want** to do in class and what they are **interested** in
- Monitor the warmth of your class regularly with **internal class feedback**
- Make sure that homework / self-study is **'real'**, flexible and relevant
- **Re-evaluate goals / progress** regularly. (e.g. after testing?)
- Do **academic counselling** whenever necessary
- Make sure students are able to make **informed decisions** about course choices within the school and options for when they leave



# As a school

- **Know your learners.** Get good information at enrolment and placement stages
- Make sure your **systems** allow information to be shared
- Make sure the **right people** know the right things about students at **the right times**
- Teachers need **time / training** to counsel students effectively and be aware of their learners as individuals
- **Monitor warmth** in classes and the school as a whole
- Teachers need **permission to manage** their classes and sometimes take risks in terms moving away from the coursebook / **going off the grid** – teachers need agency too.
- Provide **out of class learning** opportunities / facilities
- Consider more **qualitative forms** of evaluation



## S's last word

“You have to be adaptable because the world isn't trying to help you, you have to seize the opportunities that fate presents you.”

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