

# Language Teaching: Learning from the Past

Prof. Nicola McLelland — Dr Simon Coffey — Dr Lina Fisher



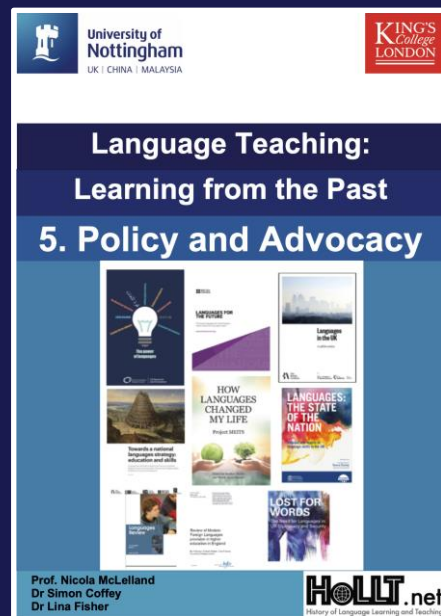
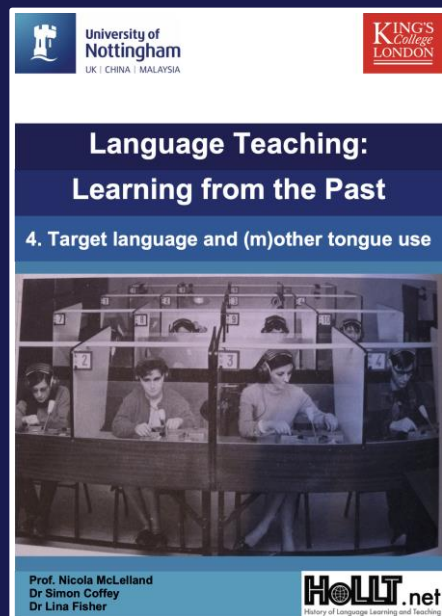
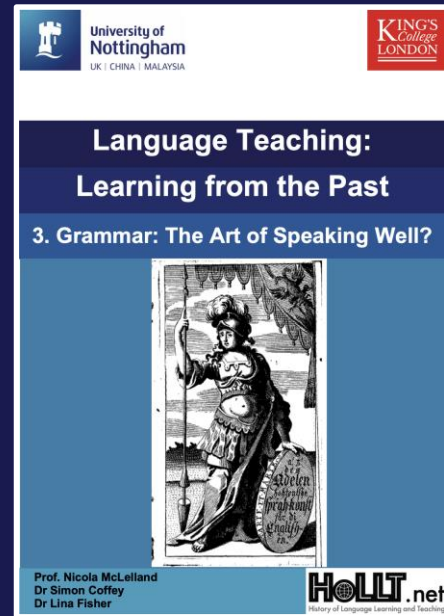
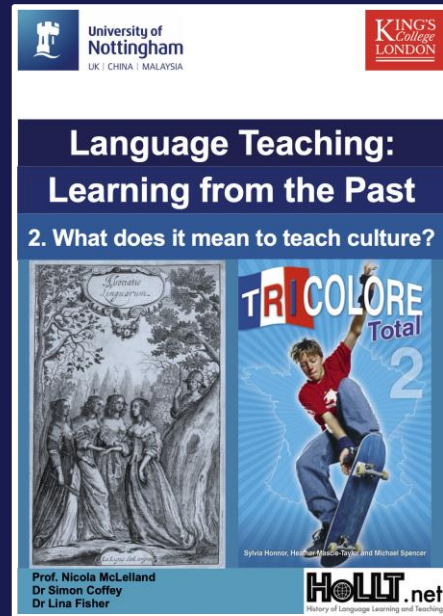
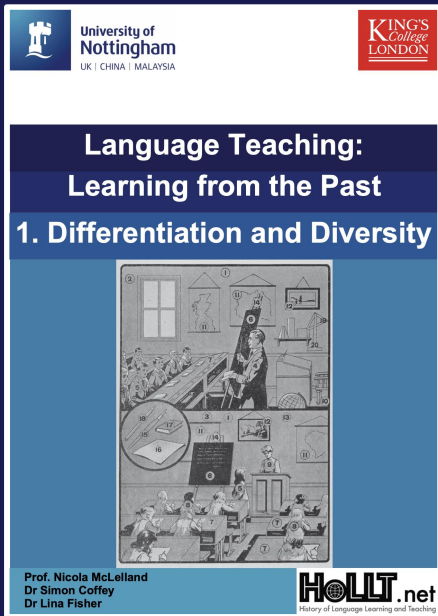
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History of Language Learning and Teaching





Each unit  
comprises a  
video, a  
participant  
handbook and  
an instructor  
handbook



# The History of Language Learning and Teaching: Lessons from the Past

## 1. Differentiation and diversity

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# The History of Language Learning and Teaching: Lessons from the Past

## 2. What does it mean to teach culture?

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# 1. Differentiation and Diversity

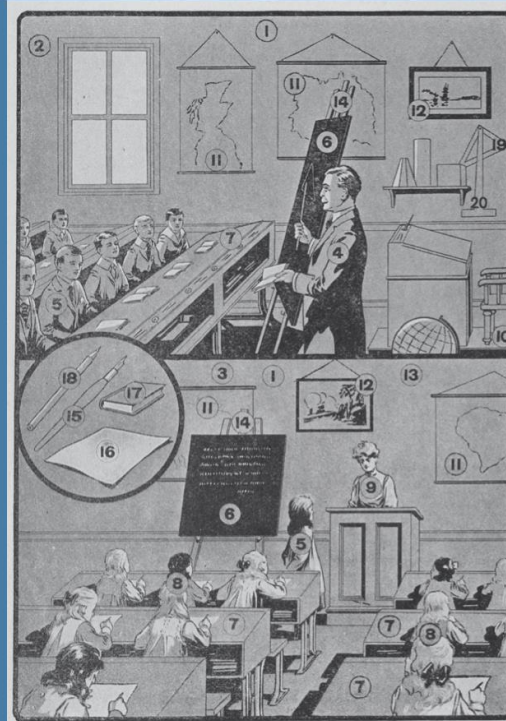


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## Language Teaching: Learning from the Past

### 1. Differentiation and Diversity



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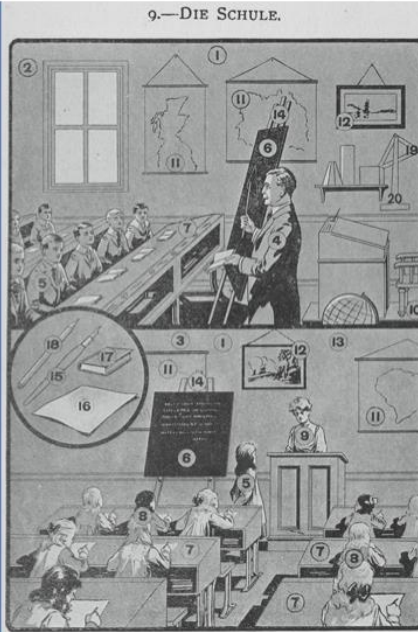
### Aims

The theme of this unit is Differentiation and Diversity. The objectives are:

1. To identify the ways in which differentiation is shaped by teachers' and learners' social, cultural and political contexts
2. To broaden practitioners' understanding by examining how differentiation has been interpreted historically
3. To encourage seeing differentiated pedagogy within a wider framework of student motivation
4. To share and compare different pedagogical approaches to meet learners' differentiated needs.



### Gender



“I know nothing – nothing in the world – I assure you; except that I play and dance beautifully, – and French and German of course I know, to speak; but I can’t read or write them very well. Do you know they wanted me to translate a page of an easy German book into English the other day, and I couldn’t do it.”

(Seventeen-year old Ginevra Fanshawe in Charlotte Brontë: *Villette*, 1853)

1. Do you think boys and girls learn languages differently?  
Is it fair to teach them differently?
2. Is there such a thing as ‘boy-friendly’ teaching approaches?  
Why are these thought to be boy-friendly?
3. Identify some of the current social trends that might influence girls’ and boys’ choices with regard to learning languages.

### Language Teaching: Learning from the Past – Differentiation

#### Differentiation – 9.1 Gender in the classroom



Pause the video after “History shows, then, that gender differences in language aptitude are not a given and the assumptions people have made about girls’ preference for or abilities in languages are a relatively recent trend.”

The aim of this section is to show how assumptions with regard to girls’ and boys’ language abilities have changed over time, often in response to socio-political developments. It is important to remember that the validity of such assumptions is not borne out by research.

## Differentiation



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## What does it mean to teach culture?



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