



PART OF THE INTO GROUP

**Are you a 21<sup>st</sup>  
century teacher?**

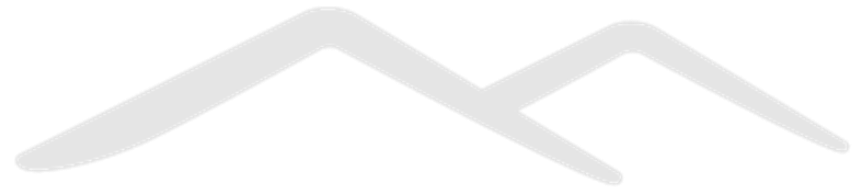
**Maria Heron**

**Senior trainer & CELTA Centre Manager**

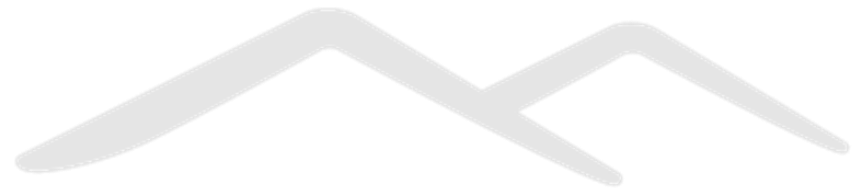


[www.nile-elt.com](http://www.nile-elt.com)

- An independent and informal grouping of EFL professionals
- It aims to encourage more creative and open teaching practices
- <http://thecreativitygroup.weebly.com/>



- refers to a broad set of knowledge, skills, work habits & character traits that will enable our learners to meet challenges in a period of unprecedented global change



# Change



When the winds of change  
blow, some people  
build walls and  
others build windmills.  
-Chinese proverb



CHANGE WILL NOT COME  
IF WE WAIT FOR SOME  
OTHER PERSON OR SOME  
OTHER TIME. WE ARE THE  
ONES WE'VE BEEN WAITING  
FOR. WE ARE THE CHANGE  
**THAT WE SEEK**  
BARACK OBAMA

IF YOU WANT TO  
**CHANGE**  
YOU HAVE TO BE  
**WILLING**  
TO BE  
**UNCOMFORTABLE**  
DIFFYSHITPO.TUMBLR.COM



# Changes in:

- Learners

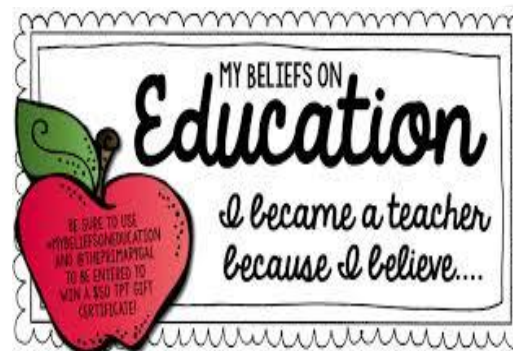


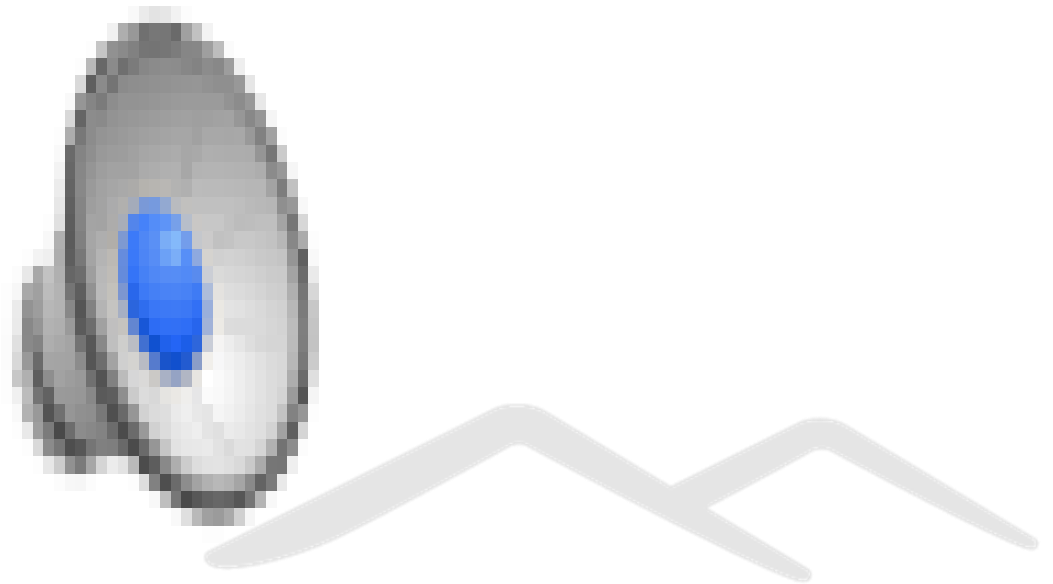
- Methods



- Resources

- Beliefs







# LEARNERS



seen as individuals  
not as a group

different attitude to the teacher →  
more access to information outside  
the classroom → more willing to  
challenge

accustomed to more varied stimuli, often visual

more aware of themselves as learners, with different strengths, interests

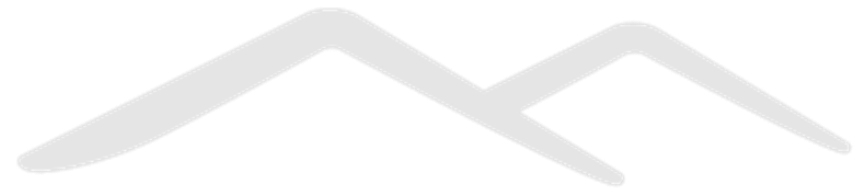
more globally aware →  
multilingual awareness



TED talks

Khan Academy

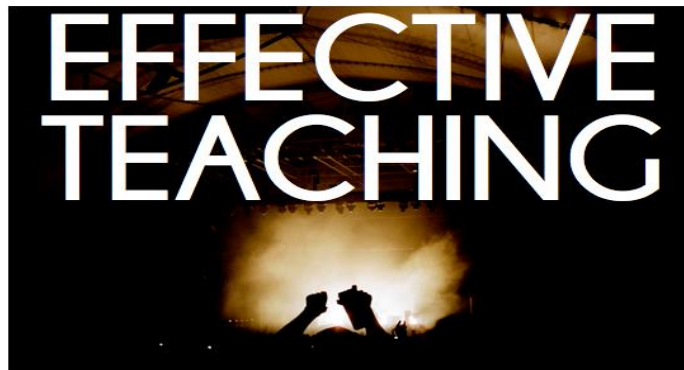
Google for education YouTube



assessment must be **formative** as well as summative

**learner** centredness

assessment for **learning**

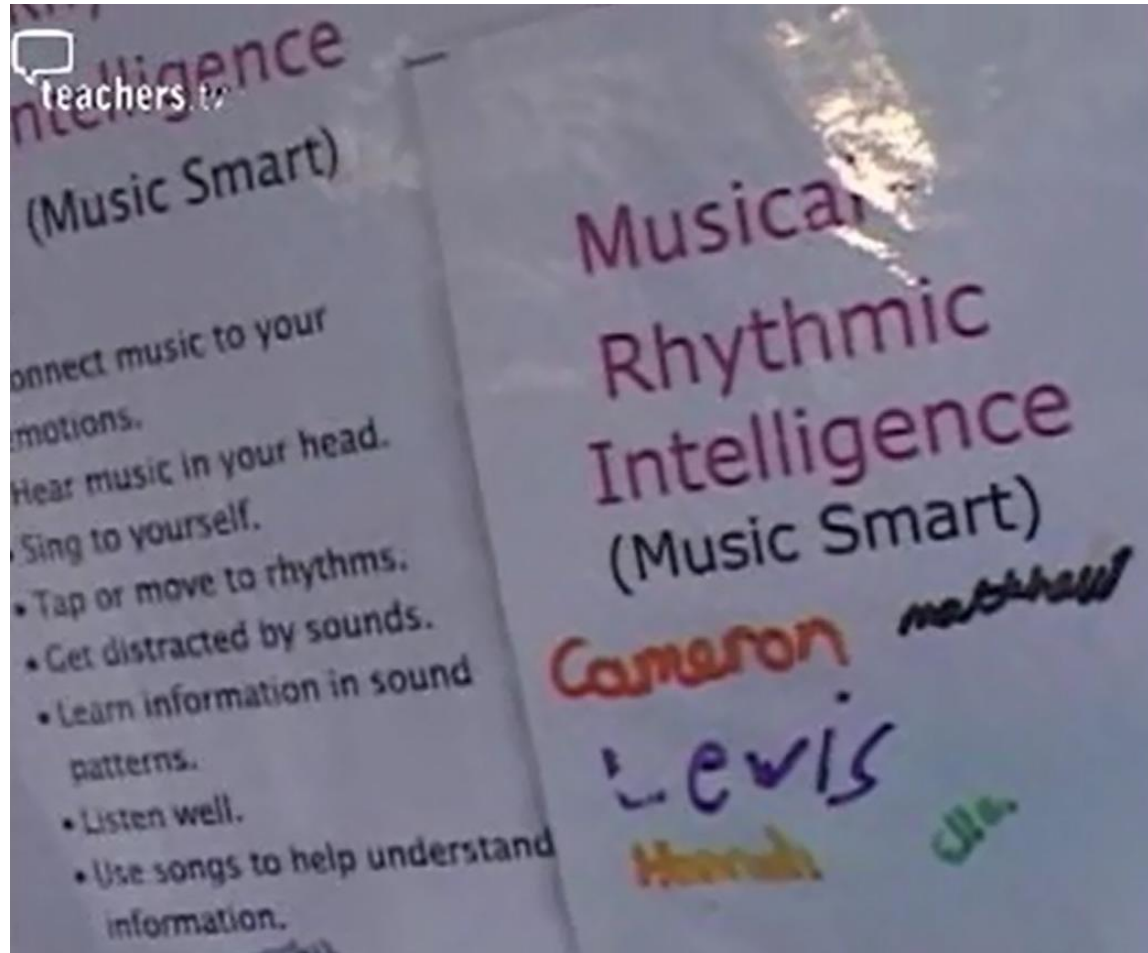


awareness of the need to accommodate **different learning preferences & range of ability**

awareness of the need to **motivate, engage & create interest**

# In the classroom





enormous **increase** in range & variety



**the learners**

accommodation of  
different learning  
preferences

encourage student interaction with  
peers  
and more globally → collaboration  
& communication

increased use of topics, content,  
project work → cross-disciplinary thinking

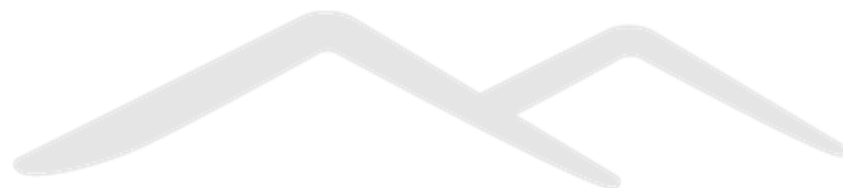
increased use of visual, audio & digital resources

Skype

Facebook

WhatsApp groups

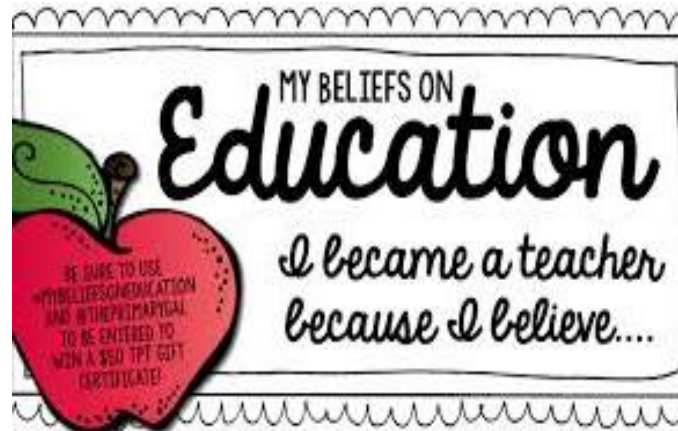
Google hangouts



know more about cognitive development  
and the need to develop critical thinking & creativity

know more about different  
learning preferences and  
the need for variety

know we need to  
accommodate  
different abilities

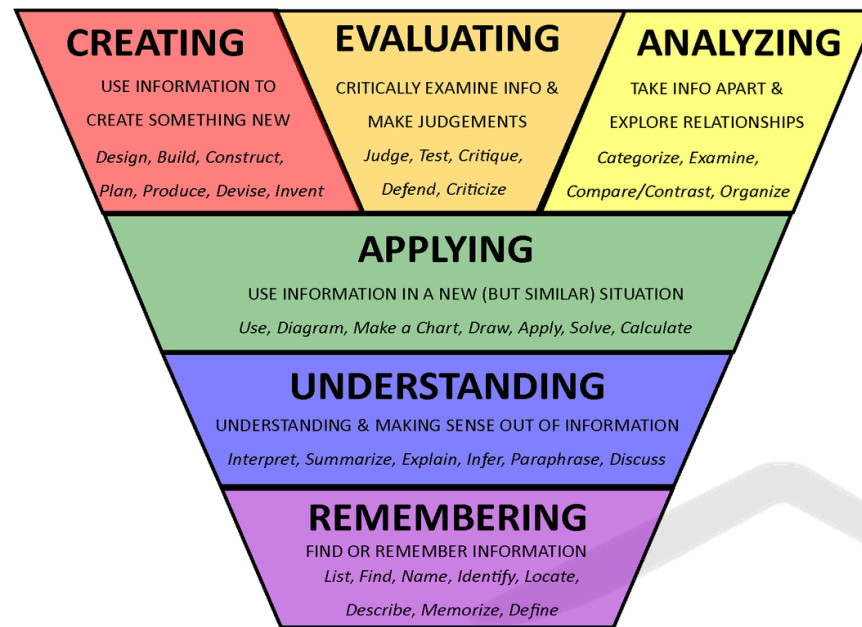


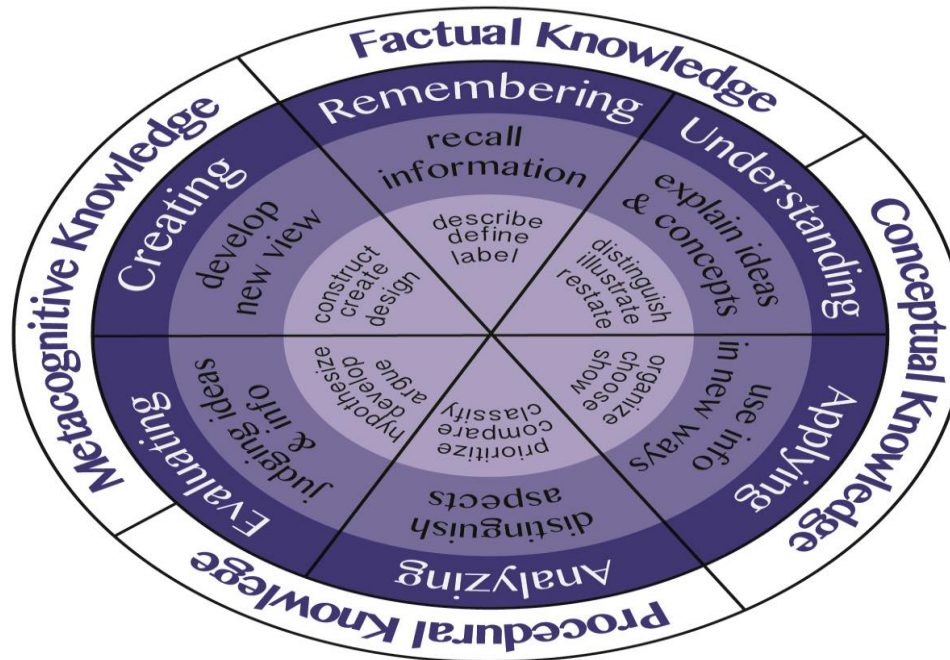
need to educate  
learners  
as global citizens

value of reflection in learners and teachers, increased self-awareness

understand the need for motivation and student centredness



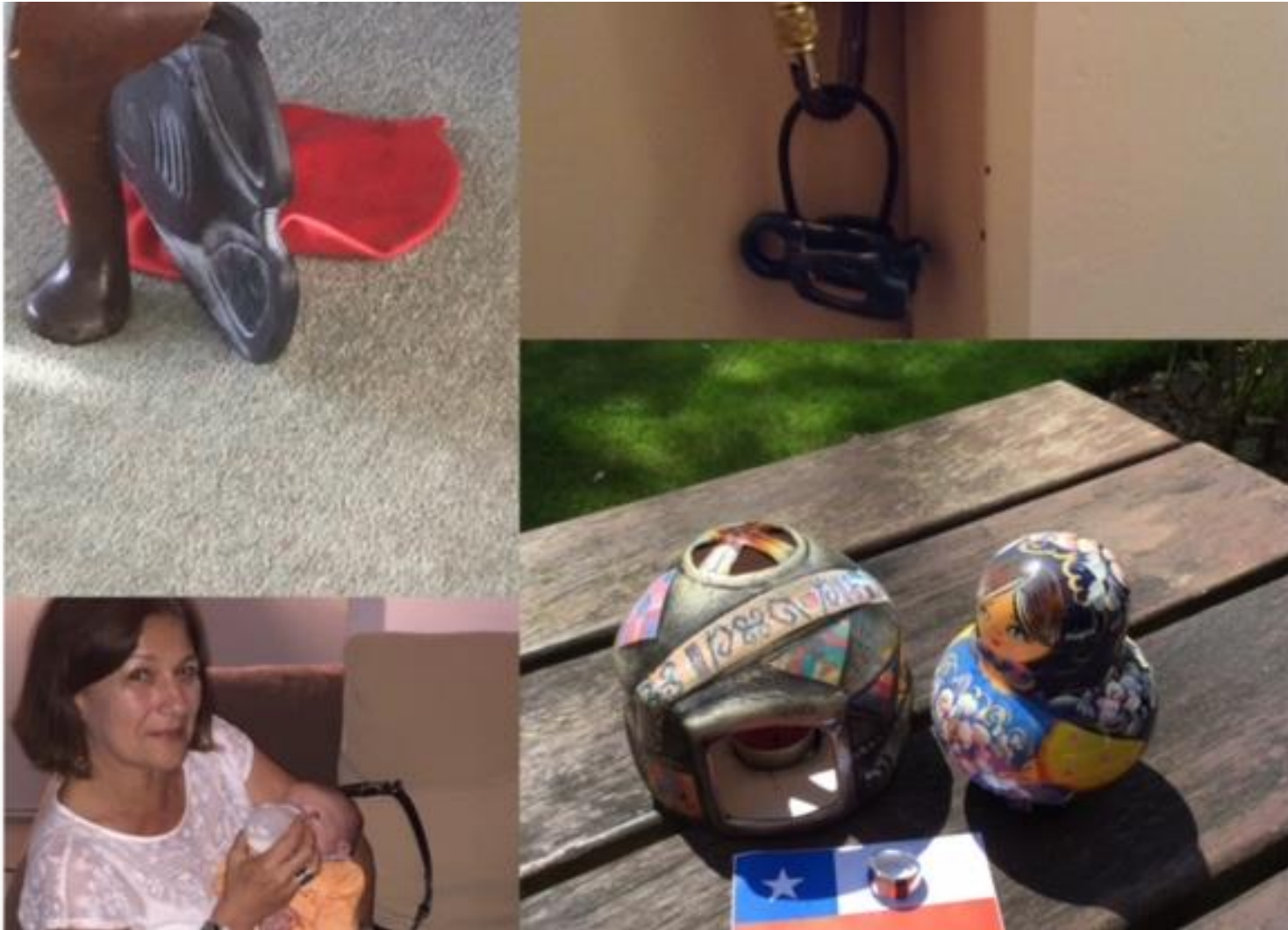




## Bloom's Taxonomy for iPads

|               |   |   |   |  |   |   |   |   |   |
|---------------|---|---|---|--|---|---|---|---|---|
| Creating      |    |    |    |    |    |    |    |    |    |
| Evaluating    |    |    |    |    |    |    |    |    |    |
| Analyzing     |    |    |    |    |    |    |    |    |    |
| Applying      |    |    |    |    |    |    |    |    |    |
| Understanding |    |    |    |    |    |    |    |    |    |
| Remembering   |  |  |  |  |  |  |  |  |  |

Silvia Rosenthal Telizano-GloballyConnectedLearning.com - Adapted from Dave Milnehan



# Activity : create a collage using app

- Each group member takes some pictures of things that represent him/her or might be part of a "time capsule"
- He/she then uses an app to create a collage. (e.g. **Photogrid**)
- The collage is shared in class and can be used to:
  - a) make a short presentation
  - b) have other group members guess favourite activities and life style & **say why**

**Learners**  
**Methods**  
**Resources**  
**Beliefs**

## Learners

varied stimuli,  
often visual

## Methods

student-centred;  
motivate, engage  
& create interest

## Resources

digital tool;  
interaction with  
peers

## Beliefs

develops critical  
thinking &  
creativity



- Each learner chooses a song that is memorable for them and thinks why
- They post the link to the song (e.g. YouTube or lyrics) and write why it's memorable (they get a few days to do this as homework)



- . memories of my childhood in Argentina
- . first song I learnt to play on the guitar
- . going back to my roots
- . strong friendships

- Each learner must watch/listen to at least 2 songs (also for homework) and write questions to ask to those learners in the next class → speaking activity
- A few days later learners get into groups of 3, choose a song and play at being teacher by designing their own activities round a song they liked
- Groups exchange activities
- Groups give each other feedback

## Learners

varied stimuli

## Methods

learning preferences; motivate & engage; assessing each other's work

## Resources

interaction with peers; digital;

## Beliefs

creativity; critical thinking

**Learners**

**Methods**

**Resources**

**Beliefs**

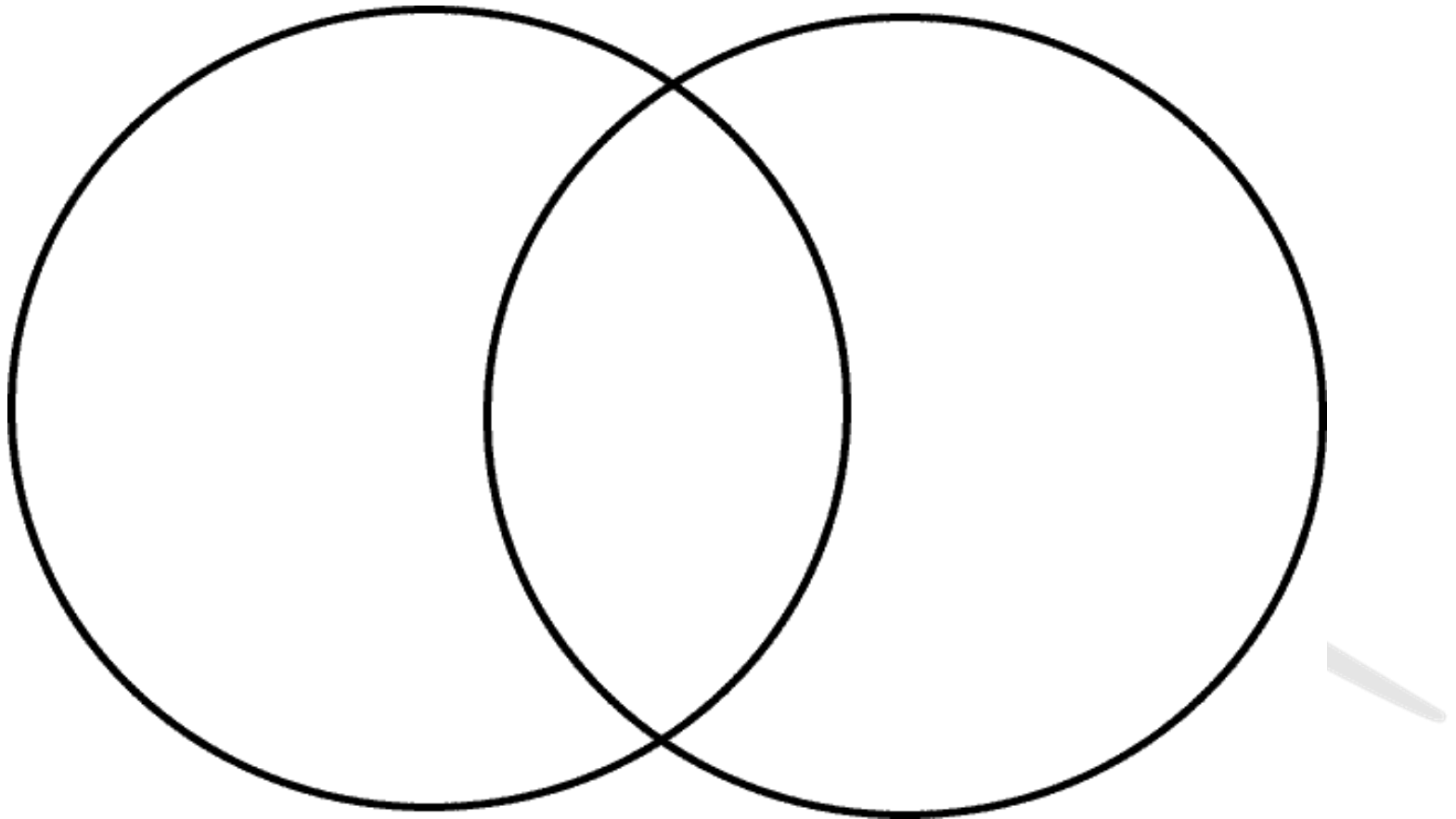


## Director of operations for a corporation:

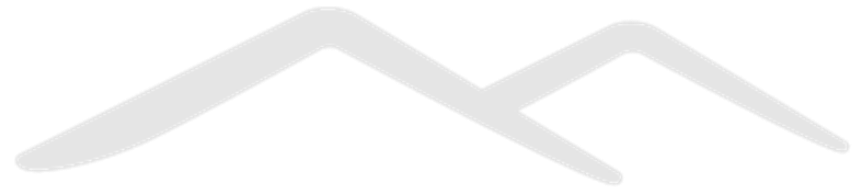
- - skills & qualifications
- - responsibilities
- - working day, holidays, pay
- - working environment

# Director of operations for a corporation

|  |  |  |
|--|--|--|
| <b>skills &amp; qualifications</b>     |  |  |
| <b>responsibilities</b>                |  |  |
| <b>working day, holidays &amp; pay</b> |  |  |
| <b>working environment</b>             |  |  |



- <https://m.youtube.com/watch?v=fqMujHAEI3M>



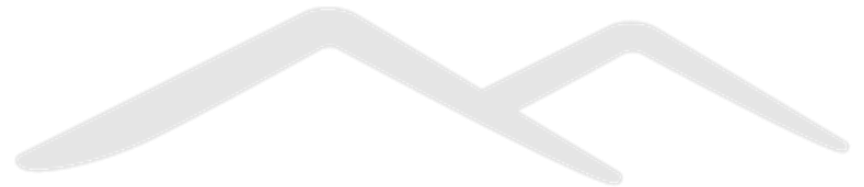
# Second listening

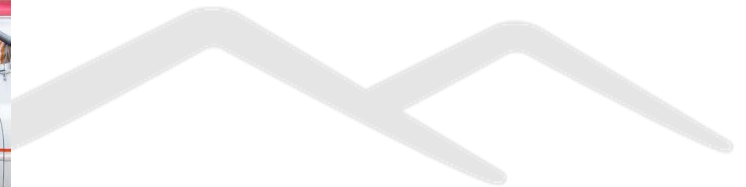
- Why is this job important according to the interviewer? Do you agree? Why? Why not?
- The interviewer says 3 different degrees are necessary. One is a degree in the culinary arts. What are the other two in? Why do you think they are necessary?
- What do you think the interviewer means when he says you need to *wear several hats* for this job? Do you agree?



# Some job related vocab from video

- mobility
- to think on one's feet
- high level stamina
- interpersonal skills
- wear several hats
- workload
- give one's life up
- pro bono







- all jobs odd
- each pair chooses an odd job they'd like to recruit for → 6/8 questions to find best candidate for chosen job
- A & B → A begins interview; B is the candidate
- 3-4 minutes per interview to convince interviewer they are the best person for job
- After 5 rounds, A & B swap roles
- A & B get together again & discuss candidates
- Open class → jobs are offered to best candidates



Kai-Fu Lee | TED2018

## How AI can save our humanity

Optimization

Creativity or Strategy



**Repetitive**

**Routine**

**Optimizing**

**Complex**

**Creative**

Tele-sales

Truck driver

Radiologist

CEO

Columnist

Dishwasher

Hematologist

Reporter

M&A Expert

Scientist

Customer Support

Security Guards

Research Analyst

Economist

Artist



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Kai-Fu Lee | TED2018

## How AI can save our humanity

Optimization

Creativity or Strategy



Repetitive

Routine

Optimizing

Complex

Creative

AI  
Sales  
Marketing  
Customer support

AI  
Travel driver  
Human logics  
Security analysis

AI  
Biologists  
Journalist  
Research analyst

CEO  
M&A Expert  
Economist

Columnist  
Scientist  
Artist

5

years

10

years

15

years

SAFE

SAFE



Share



Add to list

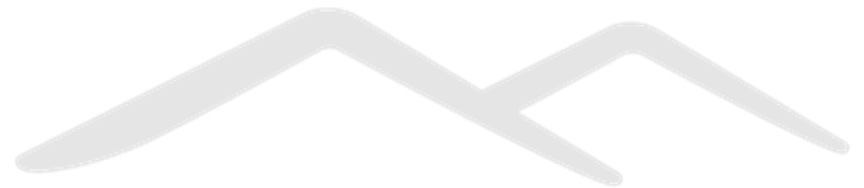



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- Jeffries, M & Hancock, T (2002) 'Thinking Skills. A Teacher's Guide', Hopscotch Educational Publishing Ltd., Leamington Spa
- <https://www.youtube.com/watch?v=qrhwtRBQ0U>
- [https://www.ted.com/talks/kai\\_fu\\_lee\\_how\\_ai\\_can\\_save\\_our\\_humankind?language=en](https://www.ted.com/talks/kai_fu_lee_how_ai_can_save_our_humankind?language=en)





We produce  
1500 texts  
in our first  
languages and

Palm

... use 750  
tasks and  
300 activities  
in acquiring  
additional  
languages

## Promoting authentic language acquisition in multilingual contexts

ENGLISH FRENCH GERMAN GREEK HUNGARIAN ITALIAN LADIN  
SPANISH



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