

Breathing Life into 21st Century EFL/ESP Programmes New Skills, New Outcomes...

Tony GURR

6th CEBS Sprachenforum - Bad Hofgastein / AUSTRIA
23-25 October 2018

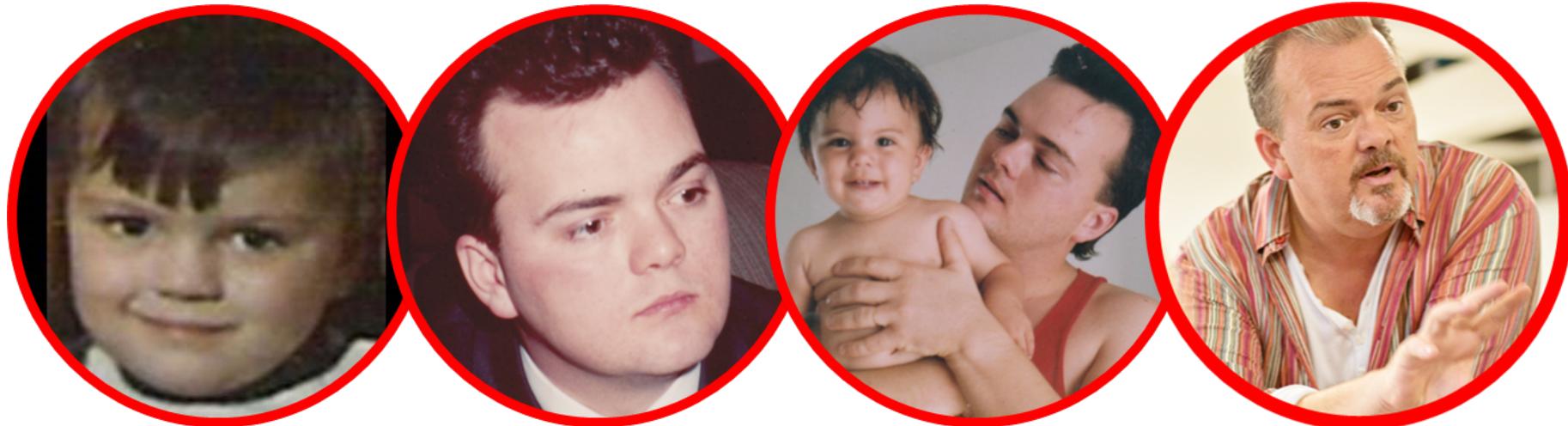
I HAVE
A

Confession



BREXIT





tonygurr@gmail.com

TELLING THE TRUTH



is a **REVOLUTIONARY** act

SOURCE / FULL QUOTE: 'In a time of universal deceit - telling the truth is a revolutionary act' (George Orwell)





Stupid
Tests

Helicopter
Parents

Ridiculous
Pacing Plans

Listening

Grammar

Reading

Speaking

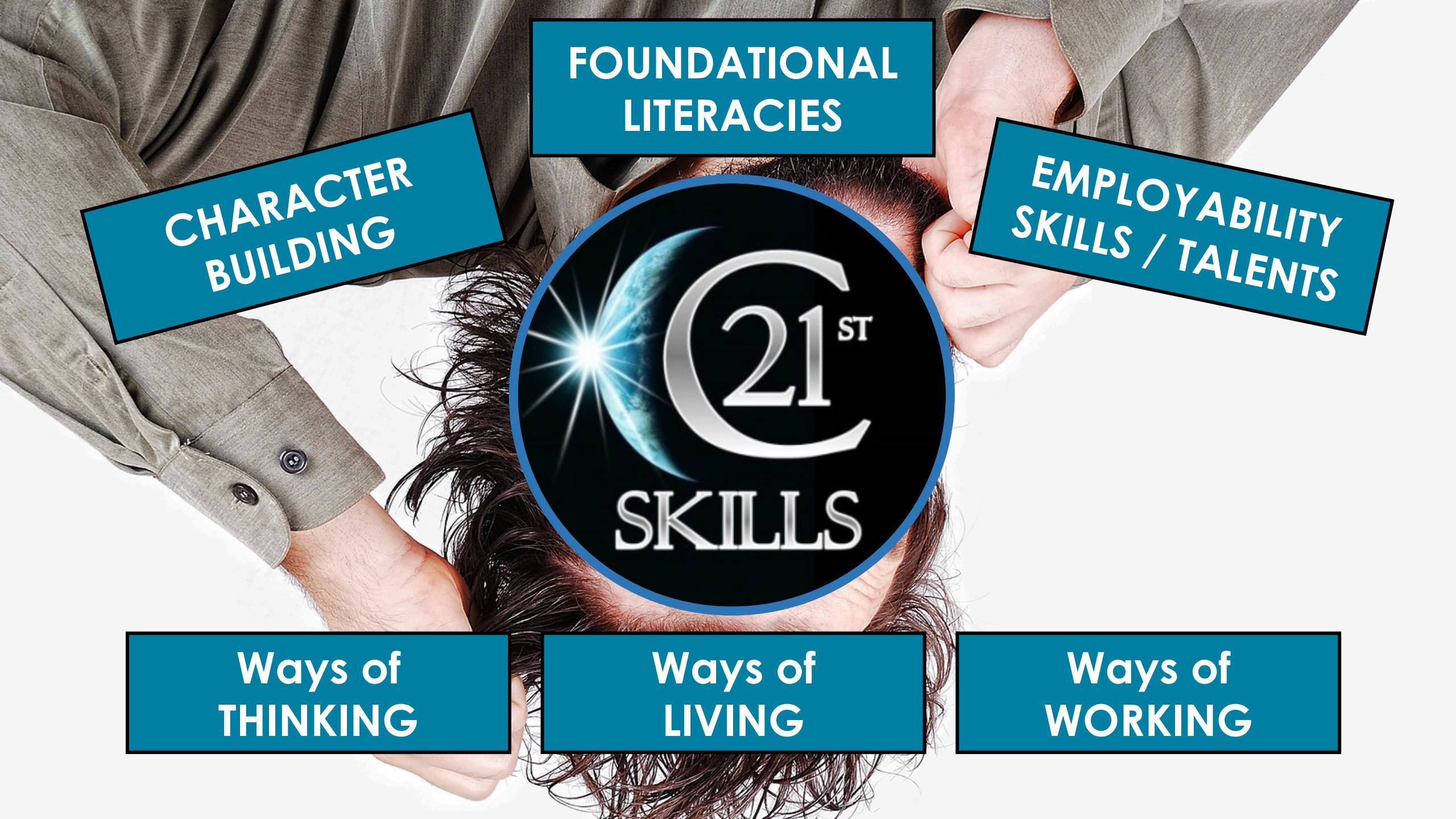
Vocabulary

Writing

Unwilling
Learners

Classroom
Management

Time
Pressures



FOUNDATIONAL
LITERACIES

CHARACTER
BUILDING

EMPLOYABILITY
SKILLS / TALENTS



21ST
SKILLS

Ways of
THINKING

Ways of
LIVING

Ways of
WORKING



Oral
Communication

Literacy

Numeracy

Scientific Literacy

Financial Literacy

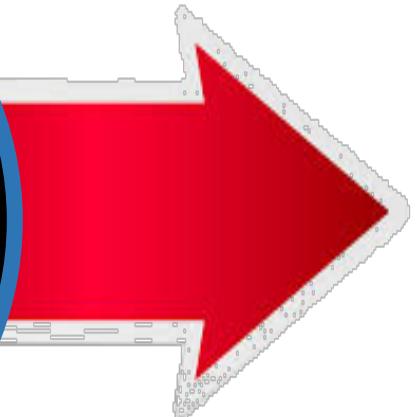
Digital Literacy

Civic Literacy

Problem-Solving



**DUDE,
WTF?**





C

Creativity

C

C



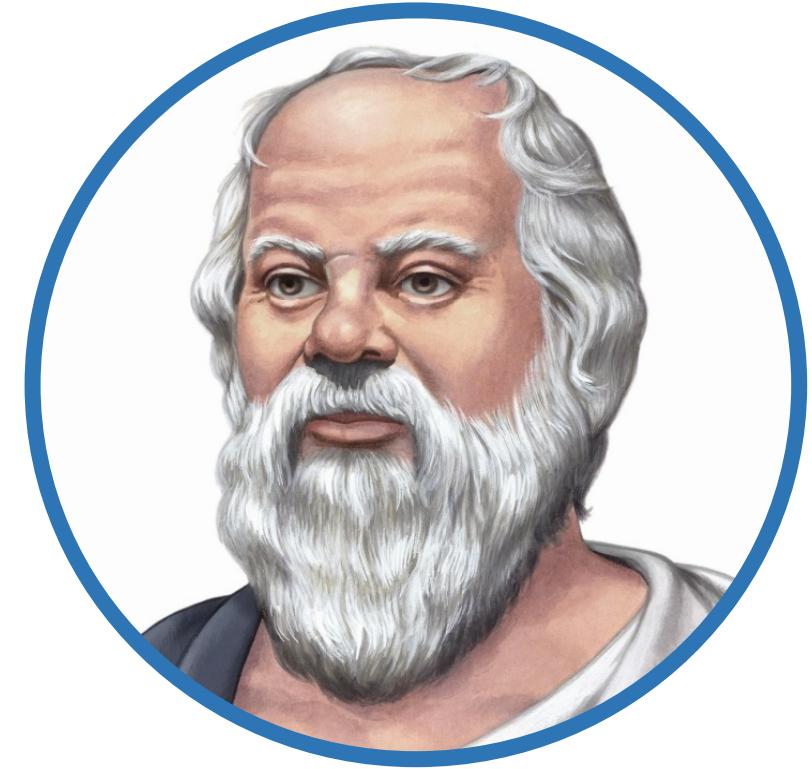
Communication

Creativity

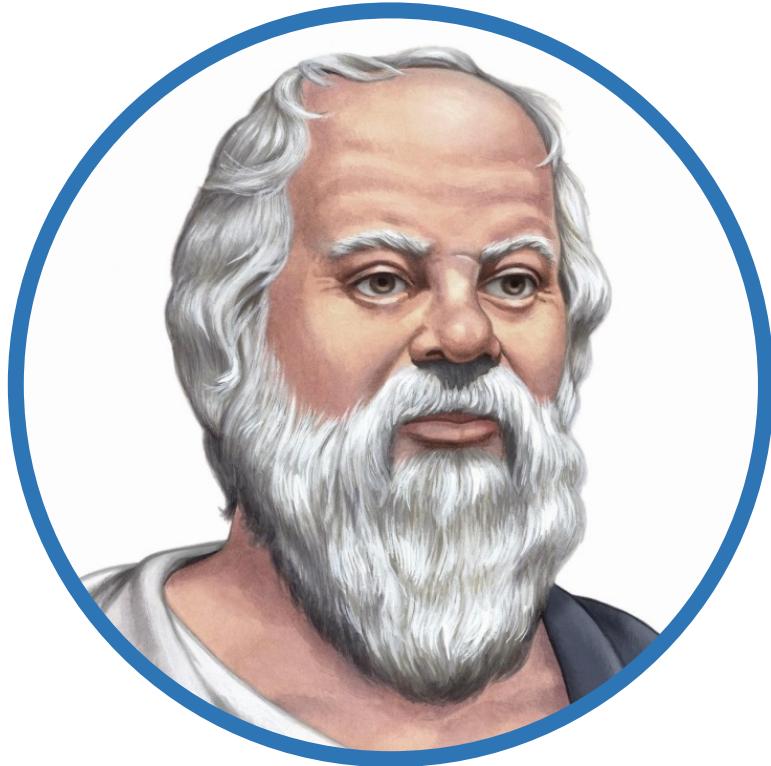
Critical Thinking

Collaboration

The 4C's ain't new, baby!



SOCRATES
(469-399 BCE)



SOCRATES
(469-399 BCE)

I cannot teach anybody anything.
I can only make them **think**.

To find yourself, **think for yourself**.

I know you won't believe me, but
the highest form of Human
Excellence is to **question oneself
and others**.





**TEACHER
LIVES
MATTER**

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Grammar

Vocabulary

“...a lot of English is taught,
...not enough is learned”

John Rogers

TEACHing

Rogers, J. (1982): “The World for Sick Proper.”
ELT Journal, Vol.36/3. pp 144-151.

LEARNing





Listening

Speaking

**Grammar
Skills**

**Vocabulary
Skills**

Reading

Writing



Skills are ‘naturally’ INTEGRATED...



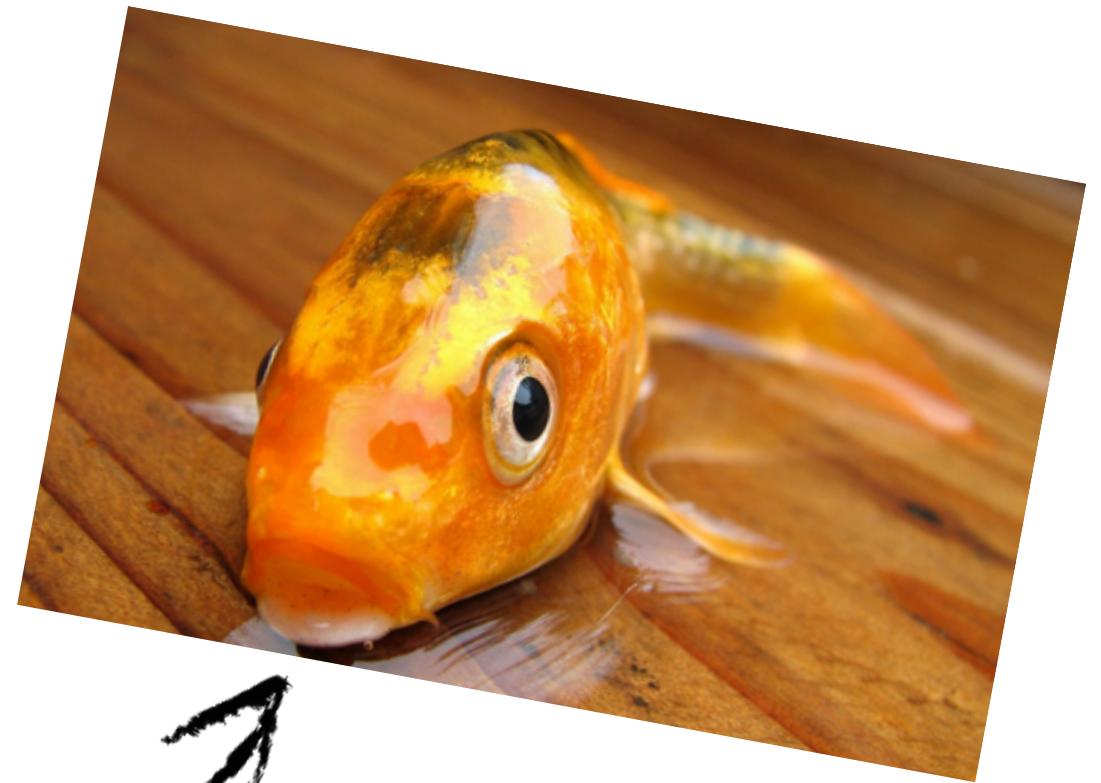
Listening

Speaking

Lexico-Grammatical Skills

Reading

Writing



HIS FAULT

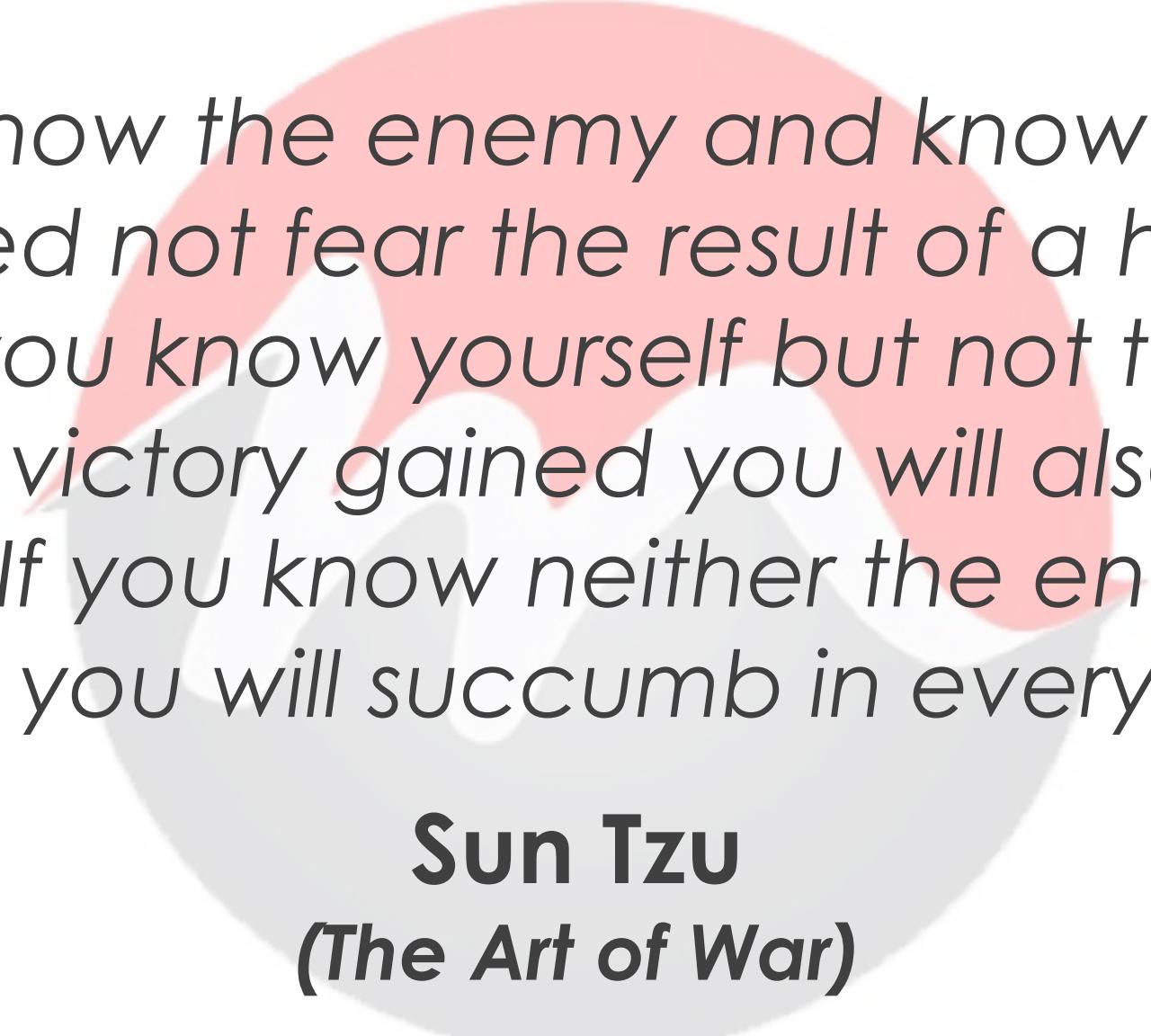
HER FAULT

THEIR FAULT

NOT ME

Reflection TIME...

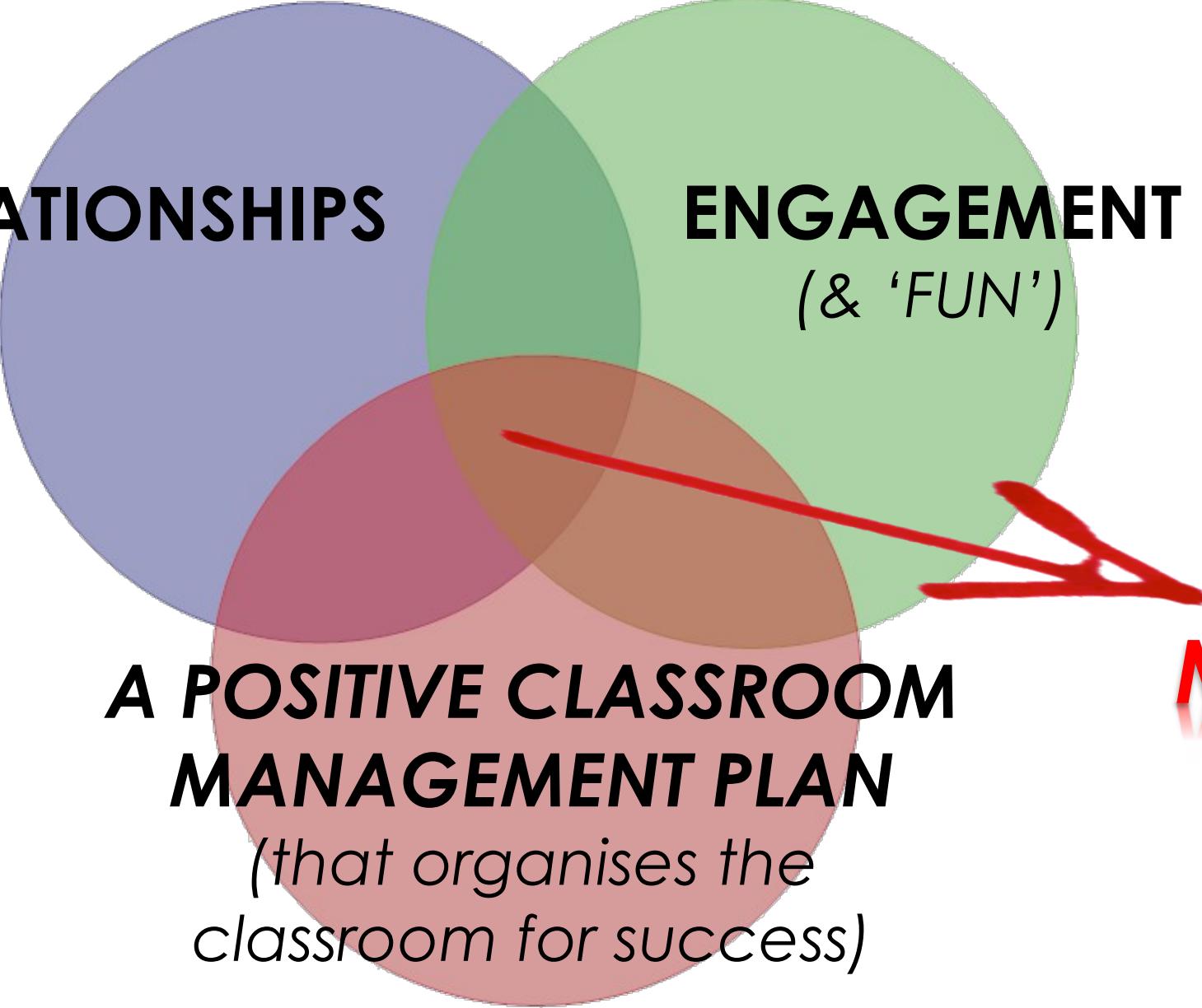




“If you know the enemy and know yourself, you need not fear the result of a hundred battles. If you know yourself but not the enemy, for every victory gained you will also suffer a defeat. If you know neither the enemy nor yourself, you will succumb in every battle”.

Sun Tzu
(The Art of War)

The image features a large, bold word 'MOTIVATION' in red, centered in the middle of the page. Surrounding this central word is a dense cloud of smaller, gray words that are related to the concept of motivation. These words include 'success', 'desire', 'action', 'dream', 'goal', 'incentive', 'ambition', 'innovation', 'drive', 'wish', 'hunt', and 'success'. The size of each word in the cloud varies, with 'MOTIVATION' being the largest and most prominent, and the other words being smaller and more scattered around it. The overall effect is a visual representation of the interconnected nature of these concepts.



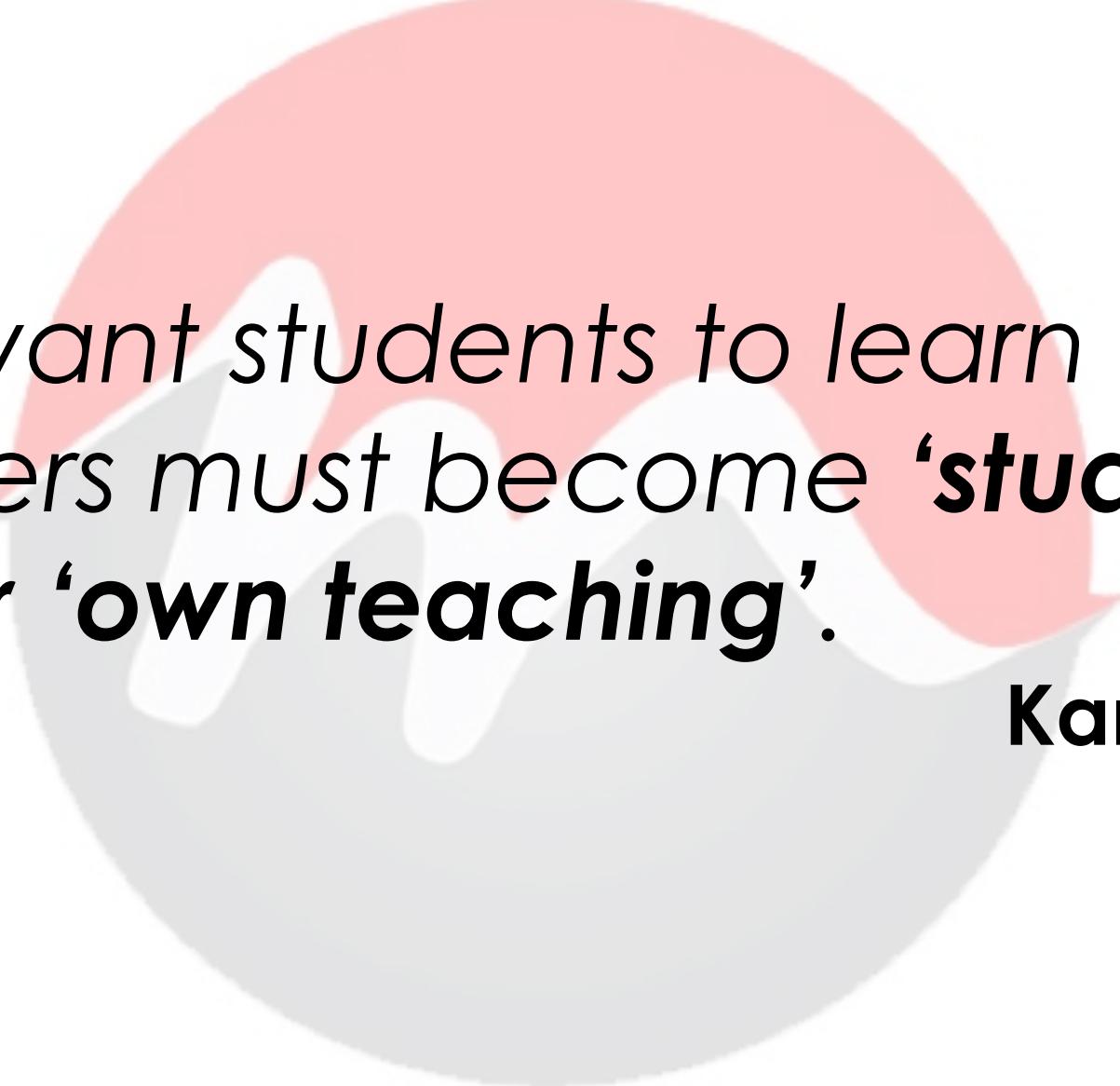
RELATIONSHIPS

ENGAGEMENT
(& 'FUN')

**A POSITIVE CLASSROOM
MANAGEMENT PLAN**

*(that organises the
classroom for success)*

**LEARNER
MOTIVATION**



*If we want students to learn more,
teachers must become '**students**'
of their 'own teaching''.*

Kane, 2013



Communication

Collaboration

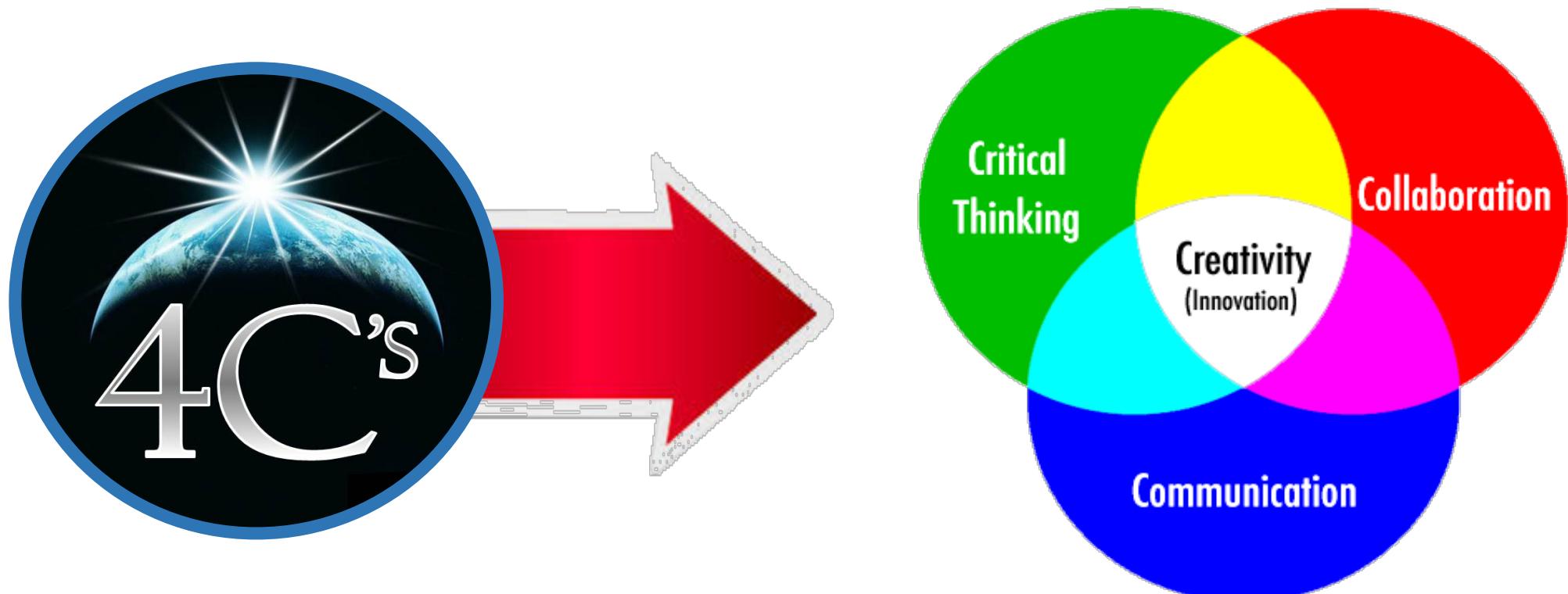


Critical Thinking

Creativity



Skills are ‘naturally’ INTEGRATED...





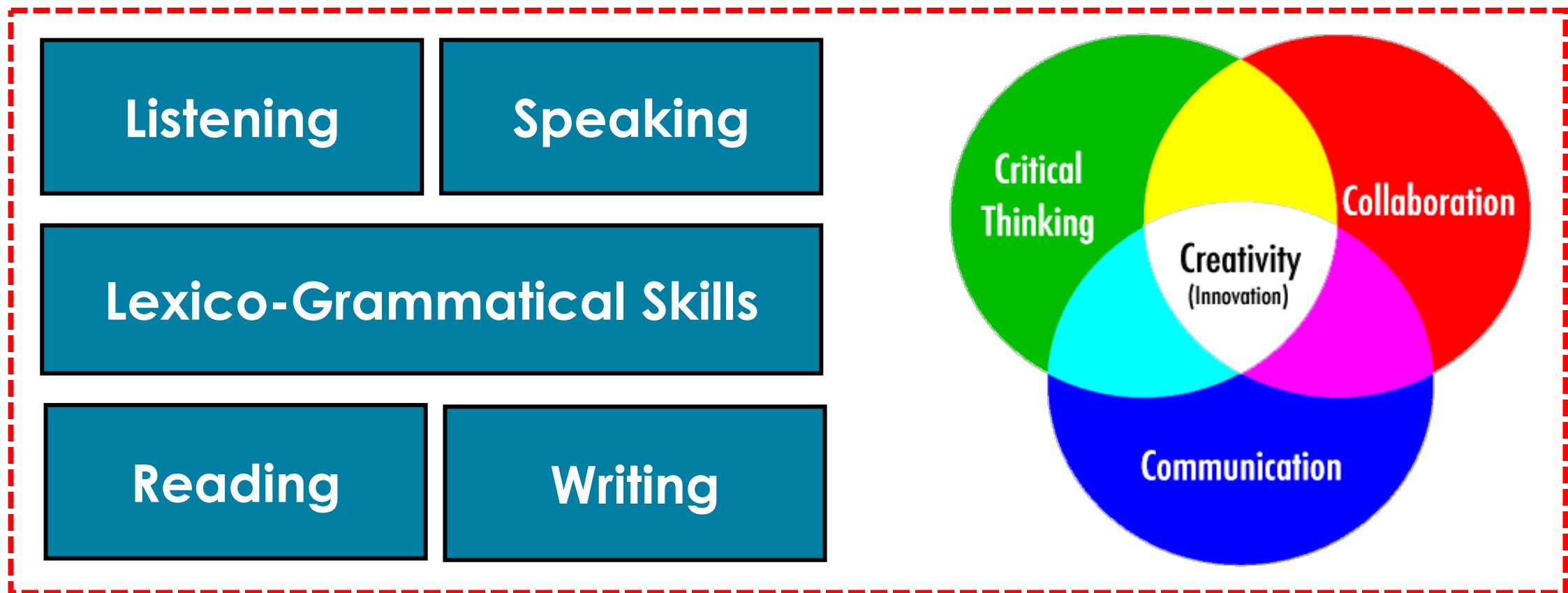
Listening

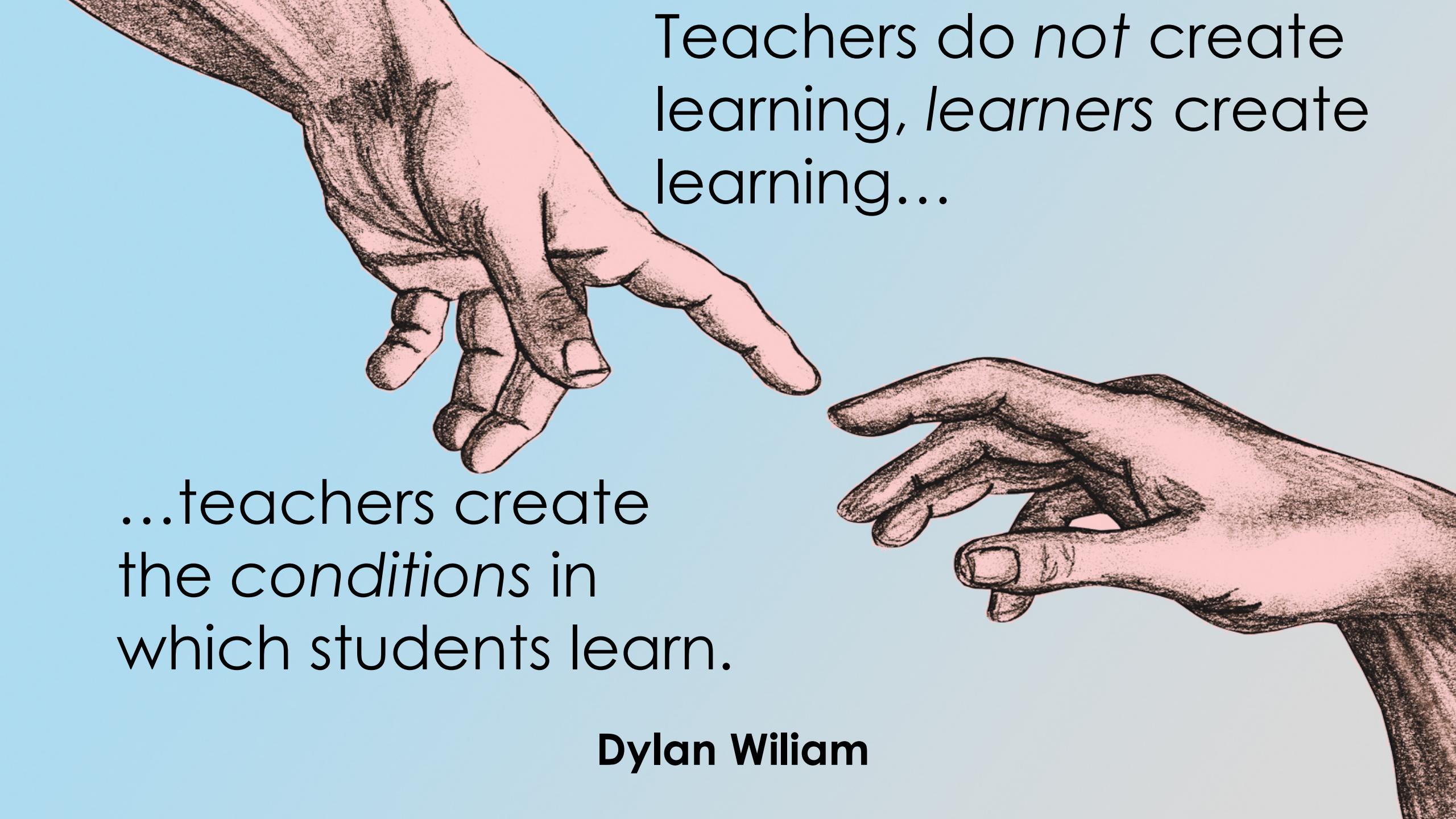
Speaking

Lexico-Grammatical Skills

Reading

Writing

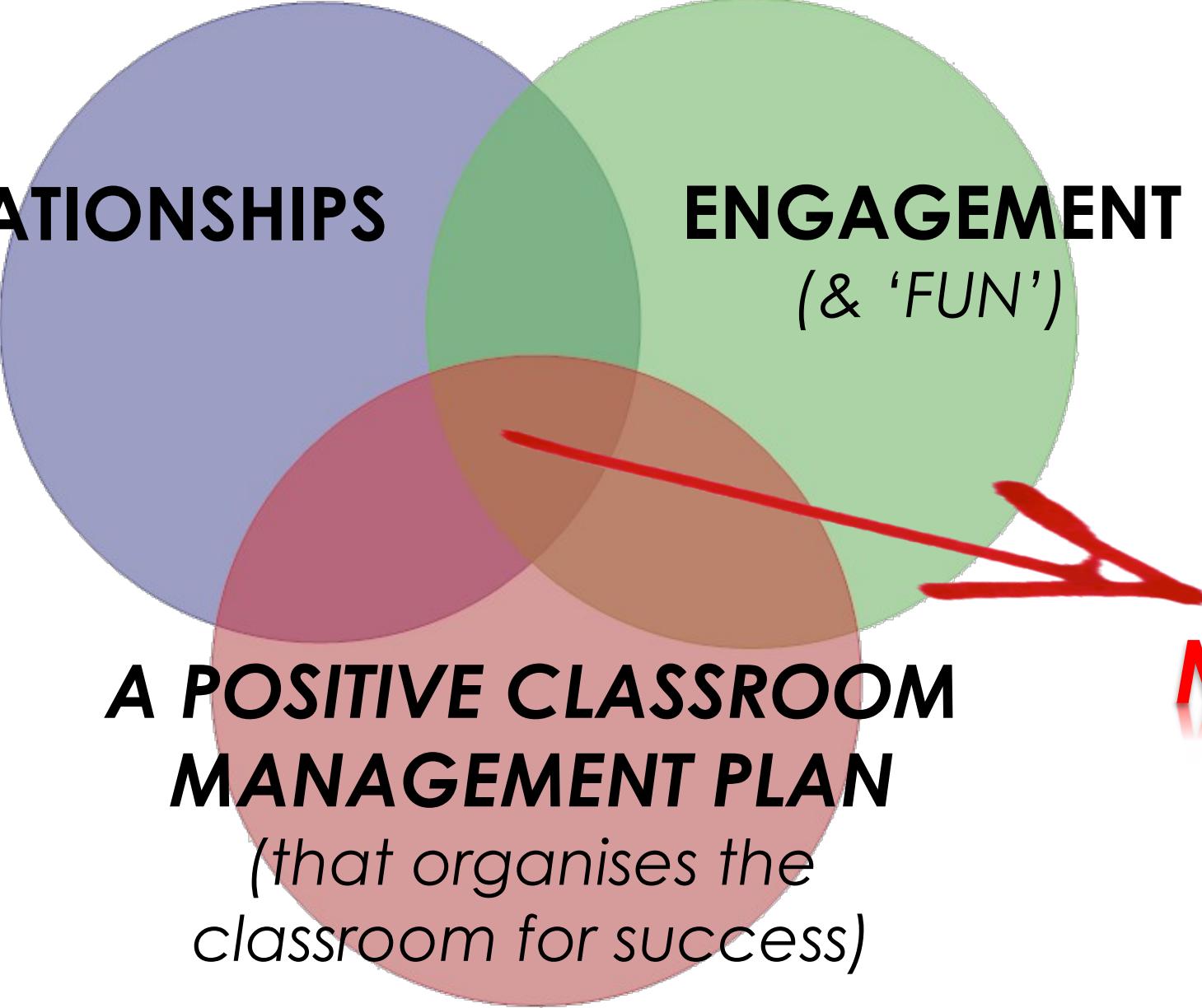




Teachers do not create learning, learners create learning...

...teachers create the conditions in which students learn.

Dylan Wiliam



RELATIONSHIPS

ENGAGEMENT
(& 'FUN')

**A POSITIVE CLASSROOM
MANAGEMENT PLAN**

*(that organises the
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**LEARNER
MOTIVATION**



How did your
teaching change?

“...a lot of English is taught,
...not enough is learned”

John Rogers

TEACHing

Rogers, J. (1982): “The World for Sick Proper.”
ELT Journal, Vol.36/3. pp 144-151.

LEARNing



ELT 'Best Practice' in Planning



नमस्ते
Ahoj
ПРИВЕТ
czesć

PLANNING

- Select a *textbook*.
- Divide the *textbook* units by the *number of weeks available*.
- Write a '*pacing guide*'.

IMPLEMENTATION

- Teach the *units, pages & activities*.
- Do NOT fall behind the *pacing guide*!
- Do NOT forget to cover *everything*!

TESTING

- Do a number of *quizzes...maybe a 'mid-term' - and then a final exam*
- Add the '*points*' up and see who *passes*!
- Deal with *crying students*!

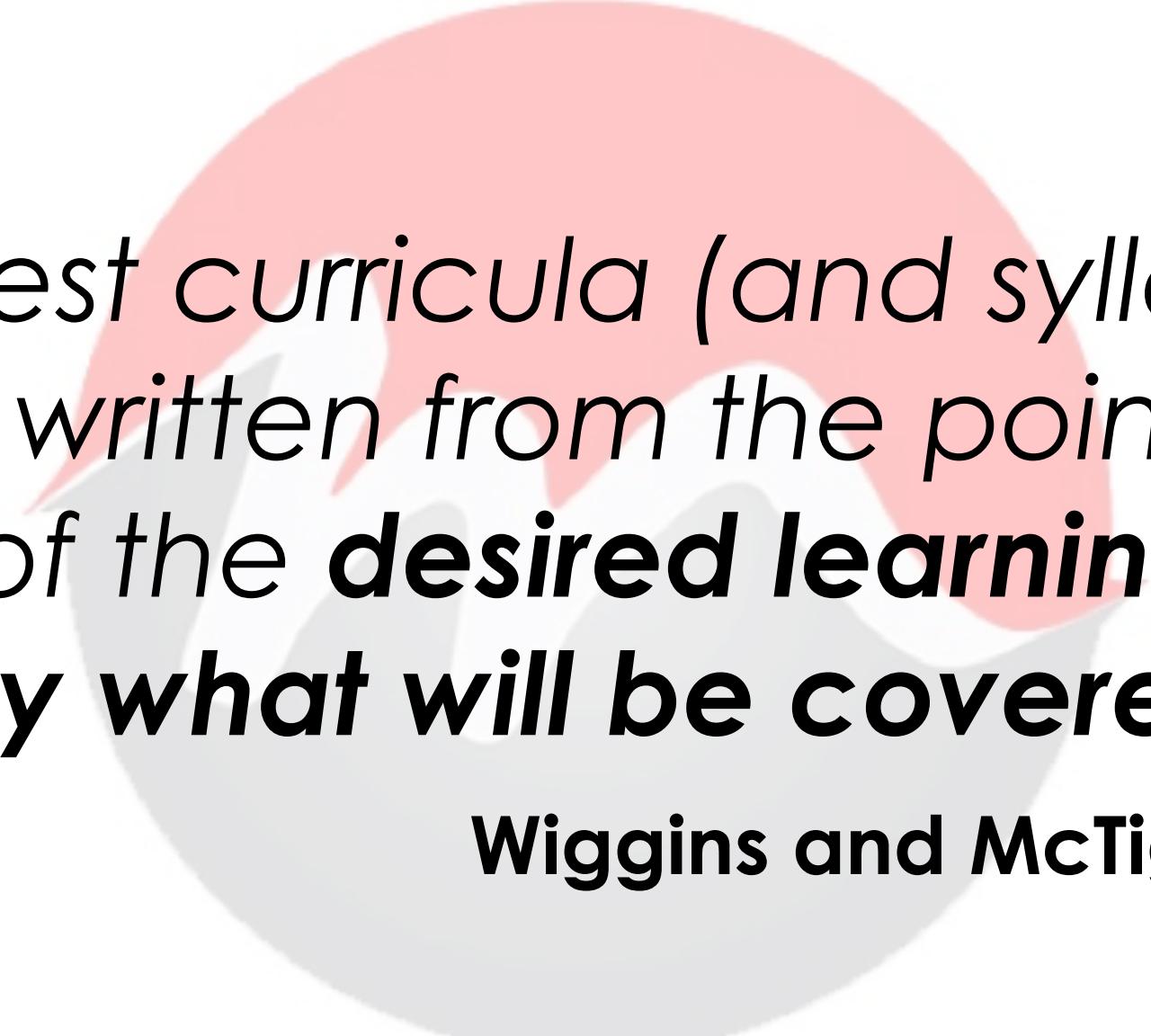


- Starts with the *textbook*!
- Is totally teacher-centred!
- Does not even mention *the student*!



Begin with the end in mind...

Stephen Covey



The best curricula (and syllabi)
...are written from the point of
view of the **desired learnings, not**
merely what will be covered.

Wiggins and McTighe, 2005

UNIT	Can do	Grammar	Vocabulary	Speaking and Pronunciation	Listening and Reading
Do you know...? p 8					
1 Your life p 9–18	1.1 People and places	Say where people and things are from <i>to be</i> : positive	Countries and nationalities	Word stress	L. Countries and nationalities
	1.2 Family ties	Exchange information about your family <i>Possessive 's</i> <i>Possessive adjectives to be</i> : questions	Families	Guessing game	L. My family
	1.3 Working for a living	Talk about jobs <i>a/an to be</i> : negative	Jobs	<i>a/an: /ə/</i>	L. Jobs
	Communication p 16 Writing bank p 135	Start and finish a basic conversation How to... start and finish a basic conversation Complete a form with personal information How to... use punctuation (1); capital letters			
2 Routines p 19–28	2.1 Fun Club	Describe what you do every day Present Simple: I/you/we	Holidays	How to... talk about your daily routines	R. Just an ordinary day
	2.2 A very special job	Describe other people's routines Present Simple: he/she/it/they	Verbs	Present Simple -s endings Information gap: routines	R. Special jobs
	2.3 Hell's Kitchen, NYC	Talk about everyday objects <i>Noun plurals this, that, these, those</i>	Adjectives (4): colour, opinion	<i>/θ/ /ð/ /tʃ/ /dʒ/</i>	L. Hell's Kitchen
	Communication p 26 Writing bank p 136	Talk about what you do on holiday Write about your routine How to... join sentences (2); <i>and, then, after that</i>			
3 Activities p 29–38	3.1 Lunchtime leisure	Talk about what you do in your free time <i>verbs of frequency</i>	Activities	Activities questionnaire	L. What people do in their lunch break
	3.2 Can you do it?	Talk about your abilities <i>can/can't</i>	Sports and games	<i>can/can't</i>	R. An online message board
	3.3 Phone fun	Take and send a simple message Mobile phones	Numbers	Word stress How to... use the phone and leave a message	R. Live the dream
	Communication p 36 Writing bank p 137	Talk about other people's habits Write a short message How to... use punctuation (2); full stops and question marks			
4 Food p 39–48	4.1 A world of food	Talk about quantities <i>Countable and uncountable nouns much/many/a lot of</i>	Food	<i>/ʌ/ /ə/ /ʌ/ /ʌ/</i>	L. Eat around the world
	4.2 Trash tales	Talk about your diet and lifestyle <i>a/an, some and any</i>	Food (2): healthy eating	<i>/ʌ/ /ə/ /ʌ/ /ʌ/</i>	L. A television programme about rubbish
	4.3 Ready to order?	Order food in a restaurant <i>Object pronouns</i>	Food (3): eating out	<i>/ʌ/ /ə/ /ʌ/ /ʌ/</i>	L. Ordering a meal in a restaurant
	Communication p 46 Writing bank p 138	Ask people for things and give people things How to... go shopping at a supermarket Describe yourself and other people How to... use pronouns			
5 Home p 49–58	5.1 Dream homes	Talk about your dream home <i>there is/there are</i>	Homes Prepositions of place	Information gap: homes	R. Unusual homes for sale L. Asking for details about a house
	5.2 To have and have not	Talk about what you have got <i>there is/there are</i>	Furniture and equipment	<i>/æ/ and /ə/</i>	L. A call about insurance
	5.3 Gap year	Describe your gap year <i>Modifiers (very, quite, really)</i>	Adjectives (3): places	Main stress How to... talk about where you come from/live	L. and R. A gap year destination L. My country
	Communication p 56 Writing bank p 139	Talk about things you need to furnish a home Start and end an informal email How to... join sentences (2); <i>and, but, or</i>			
6 City life p 59–68	6.1 Changing buildings	Talk about the past Past Simple of to be : all forms Past Simple of regular verbs : positive		Past Simple endings Information gap: buildings	L. and R. Changing buildings
	6.2 City breaks	Describe a visit to a city Past Simple : irregular verbs	Places in a city, shops		R. City break reviews
	6.3 New citizens	Talk about past events in your life Past Simple : questions and negatives	Time expressions	Contrastive stress	L. and R. Modern cities
	Communication p 66 Writing bank p 140	Understand a store guide and ask for what you want How to... shop in a department store Describe a place How to... join sentences (3); <i>because, so</i>			

This is not a lesson plan.

UNIT	Can do	Grammar	Vocabulary	Speaking and Pronunciation	Listening and Reading	
Do you know...? p 8						
1 Your life p 9–18	1.1 People and places	Say where people and things are from <i>to be</i> : positive	Countries and nationalities	Word stress	L. Countries and nationalities	
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	Communication p 16 Writing bank p 135	Start and finish a basic conversation How to... start and finish a basic conversation Complete a form with personal information How to... use punctuation (1); capital letters				Reference p 17, Review and Practice p 18
2 Routines p 19–28	2.1 Fun Club	Describe what you do every day Present Simple : <i>I/you/we</i>	Holidays	How to... talk about your daily routines	R. Just an ordinary day	
	2.2 A very special job	Describe other people's routines Present Simple : <i>he/she/it/they</i>	Verbs	Present Simple -s ending Information gap: routines	R. Special jobs	
	2.3 Hell's Kitchen, NYC	Talk about everyday objects <i>this, that, these, those</i>	Adjectives (1): colour, opinion	<i>/θ/</i> / <i>/θə/</i>	L. Hell's Kitchen	
	Communication p 26 Writing bank p 136	Talk about what you do on holiday Write about your routine How to... join sentences (1); <i>and, then, after that</i>				Reference p 27, Review and Practice p 28
3 Activities p 29–38	3.1 Lunchtime leisure	Talk about what you do in your free time <i>verbs of frequency</i>	Activities	Activities questionnaire	L. What people do in their lunch break	
	3.2 Can you do it?	Talk about your abilities <i>can/can't</i>	Sports and games	<i>can/can't</i>	R. Live the dream	
	3.3 Phone fun	Take and send a simple message <i>text message</i>	Numbers	Word stress How to... use the phone; take a message; leave a message	D. Texting messages	
	Communication p 36 Writing bank p 137	Talk about other people's habits Write a short message How to... use punctuation (2); full stops and question marks				Reference p 37, Review and Practice p 38
4 Food p 39–48	4.1 A world of food	Talk about quantities <i>Countable and uncountable nouns</i> <i>much/many/a lot of</i>	Food	Food and drinks	L. And eating around the world	
	4.2 Trash tales	Talk about your diet and lifestyle <i>a/an, some and any</i>	Adjectives (2): feelings	Food and drinks Information gap: quiz	L. A television programme about rubbish	
	4.3 Ready to order?	Order food in a restaurant <i>Object pronouns</i>	Food and drink <i>order</i>	How to... order food in a restaurant Information gap: quiz	L. Ordering a meal in a restaurant	
	Communication p 46 Writing bank p 138	Ask people for things and give people things How to... shopping at a supermarket Describe yourself and other people How to... pronunciation (1)				Reference p 47, Review and Practice p 48
5 Home p 49–58	5.1 Dream homes	Talk about your dream home <i>is/are</i>	Homes Prepositions of place	Information gap: homes	R. Unusual homes for sale L. Asking for details about a house	
	5.2 To buy or not to buy	Talk about things you have <i>a/an</i> / <i>the</i> / <i>not</i>	Furniture and equipment	<i>/æ/</i> and <i>/ə/</i>	L. A call about insurance	
	5.3 Around the world	Describe your house <i>there is/are</i>	Modifiers (very, quite, really)	Adjectives (3): places	How to... talk about where you come from/live	L. and R. A gap year destination L. My country
	Communication p 54 Writing bank p 139	Talk about things you need to furnish a home Start and end an informal email How to... join sentences (2); <i>and, but, or</i>				Reference p 57, Review and Practice p 58
6 City life p 59–68	6.1 Changing buildings	Talk about the past Past Simple of <i>to be</i> : all forms Past Simple of regular verbs: positive		Past Simple endings Information gap: buildings	L. and R. Changing buildings	
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	Communication p 66 Writing bank p 140	Understand a store guide and ask for what you want How to... shop in a department store Describe a place How to... join sentences (3); <i>because, so</i>				Reference p 67, Review and Practice p 68

This is not
a curriculum.

OUTCOMES



ASSESSMENT

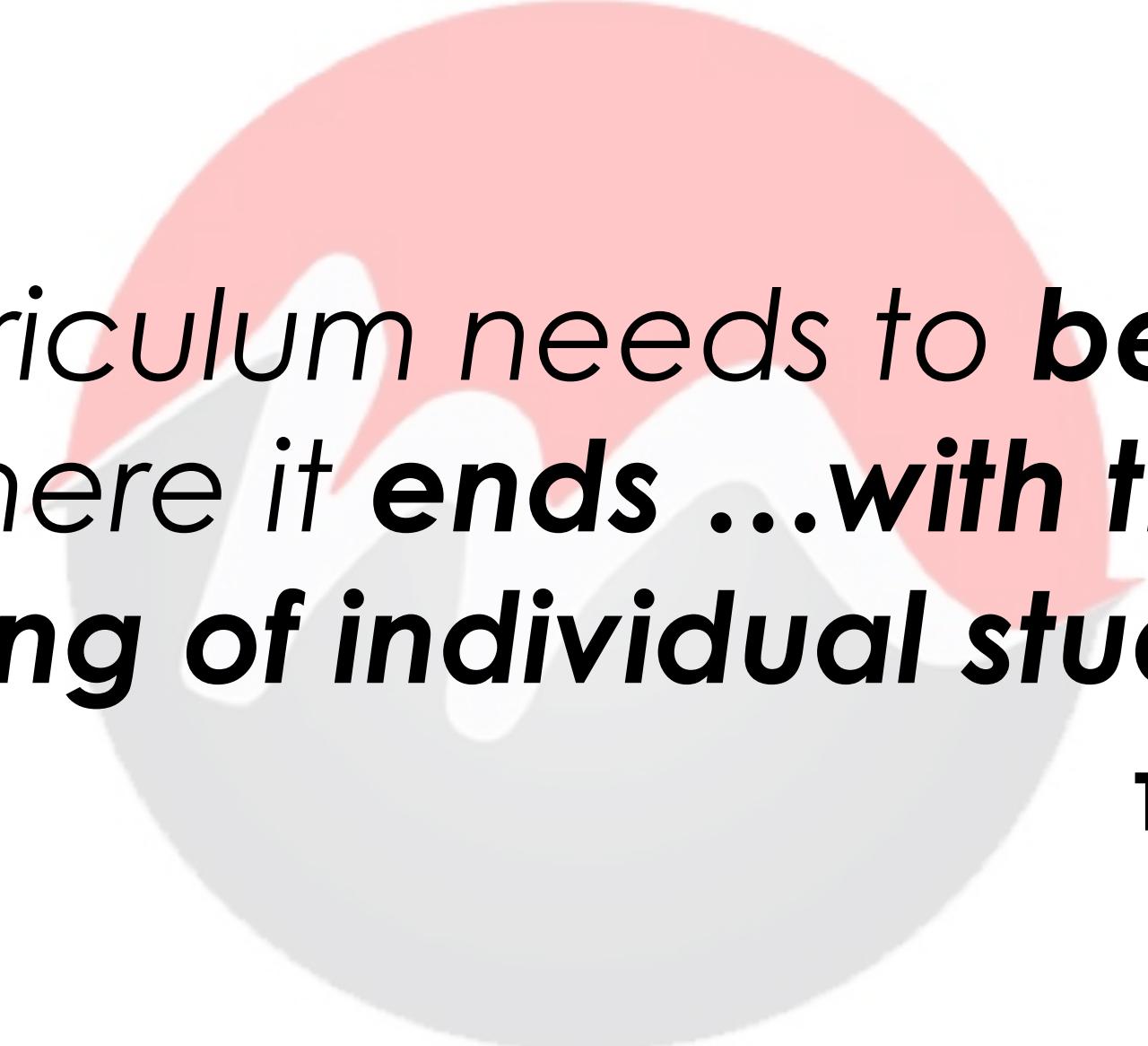


IMPLEMENTATION



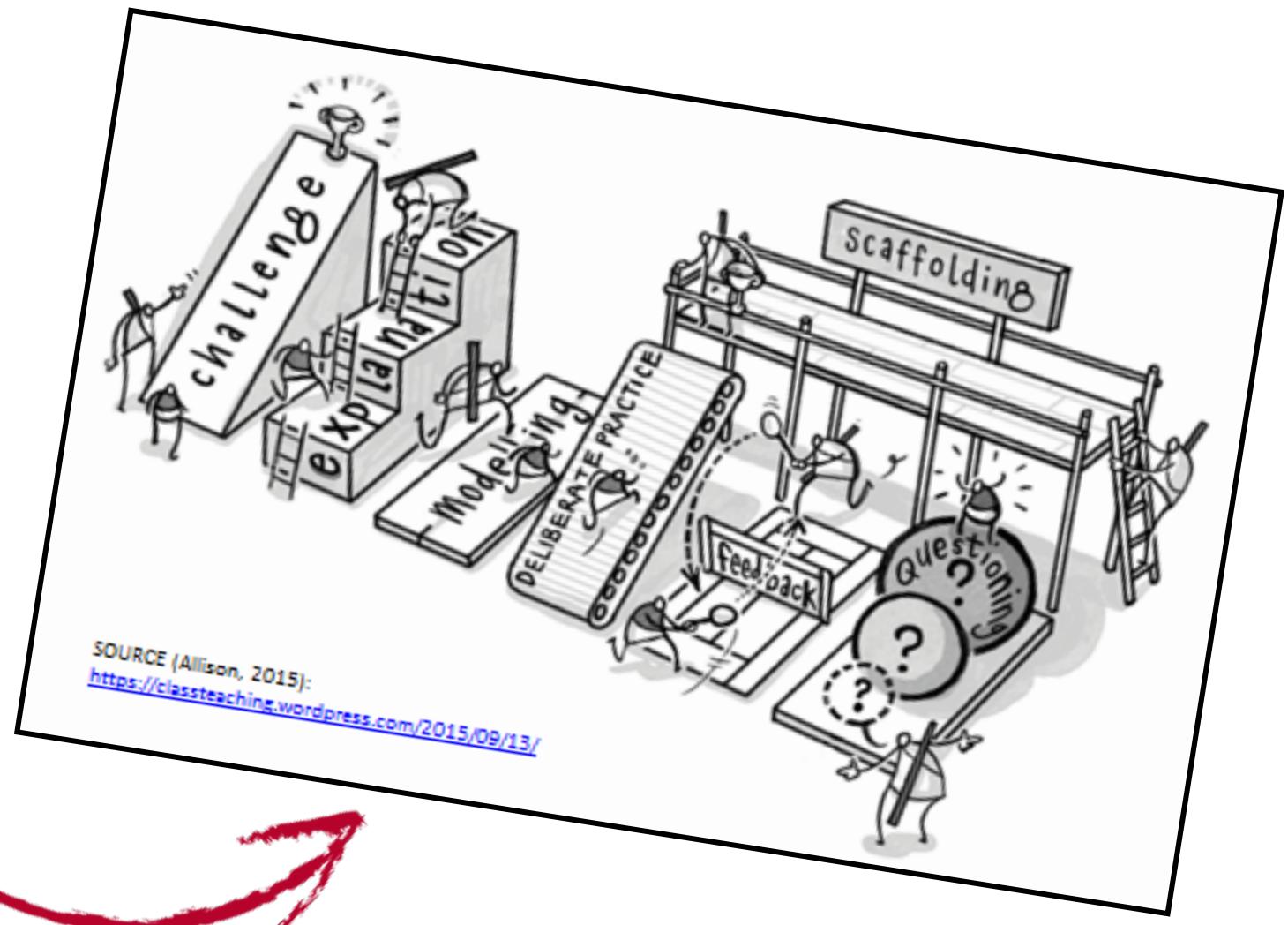


Backwards Design...



Curriculum needs to **begin**
where it **ends** ...**with the**
learning of individual students.

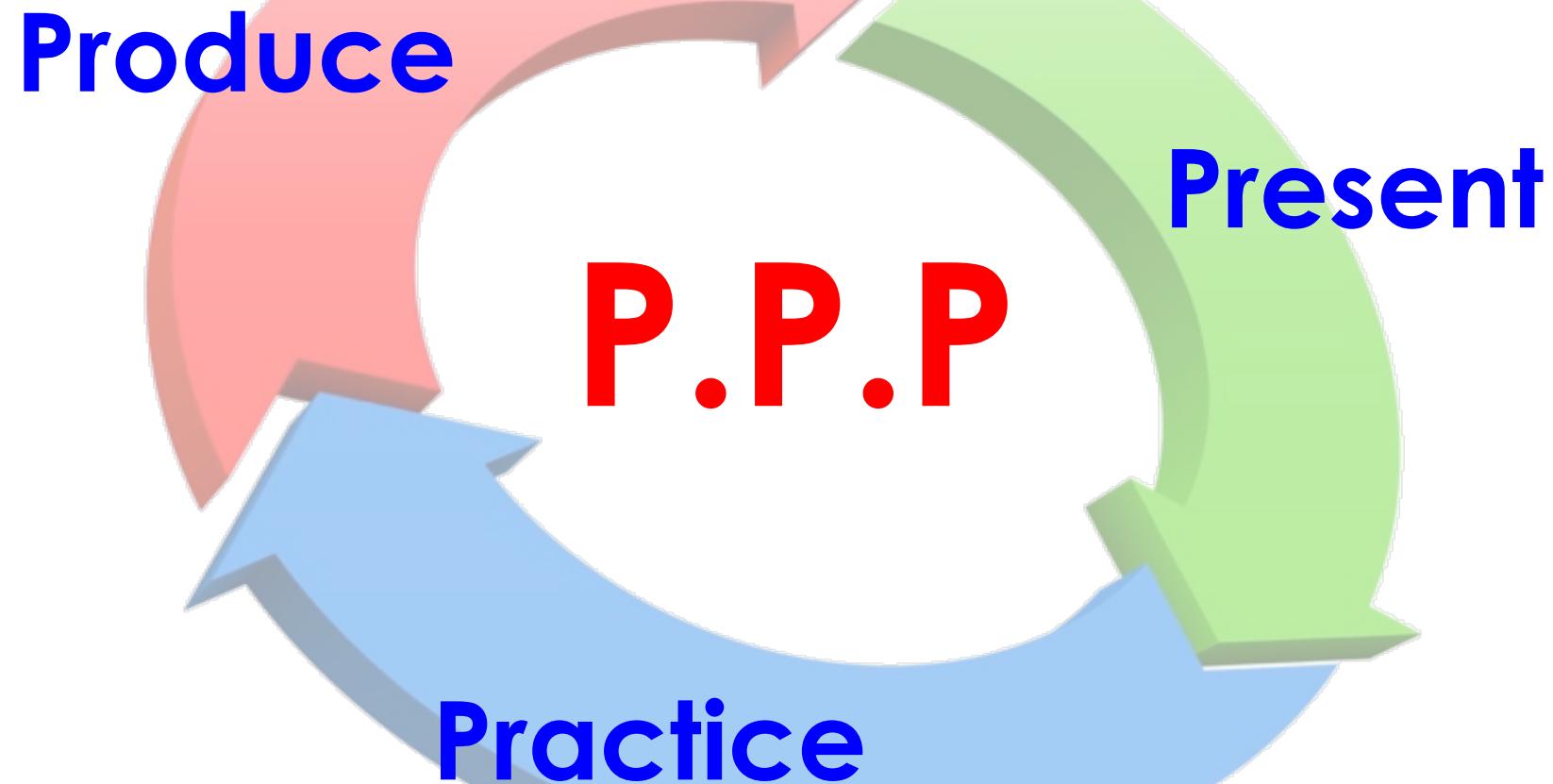
Tony Gurr



SOURCE (Allison, 2015):
<https://classteaching.wordpress.com/2015/09/13/>

What is (*still*) the
most **widely-used**
instructional model

in ELT 



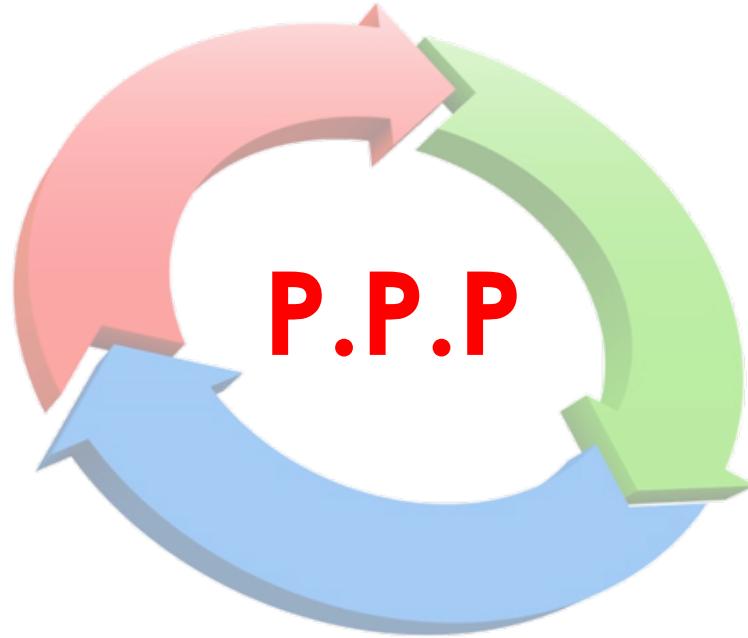
BUT...

*“Spoon-feeding in
the long run teaches
us nothing but the
shape of the spoon.”*

E M Forster

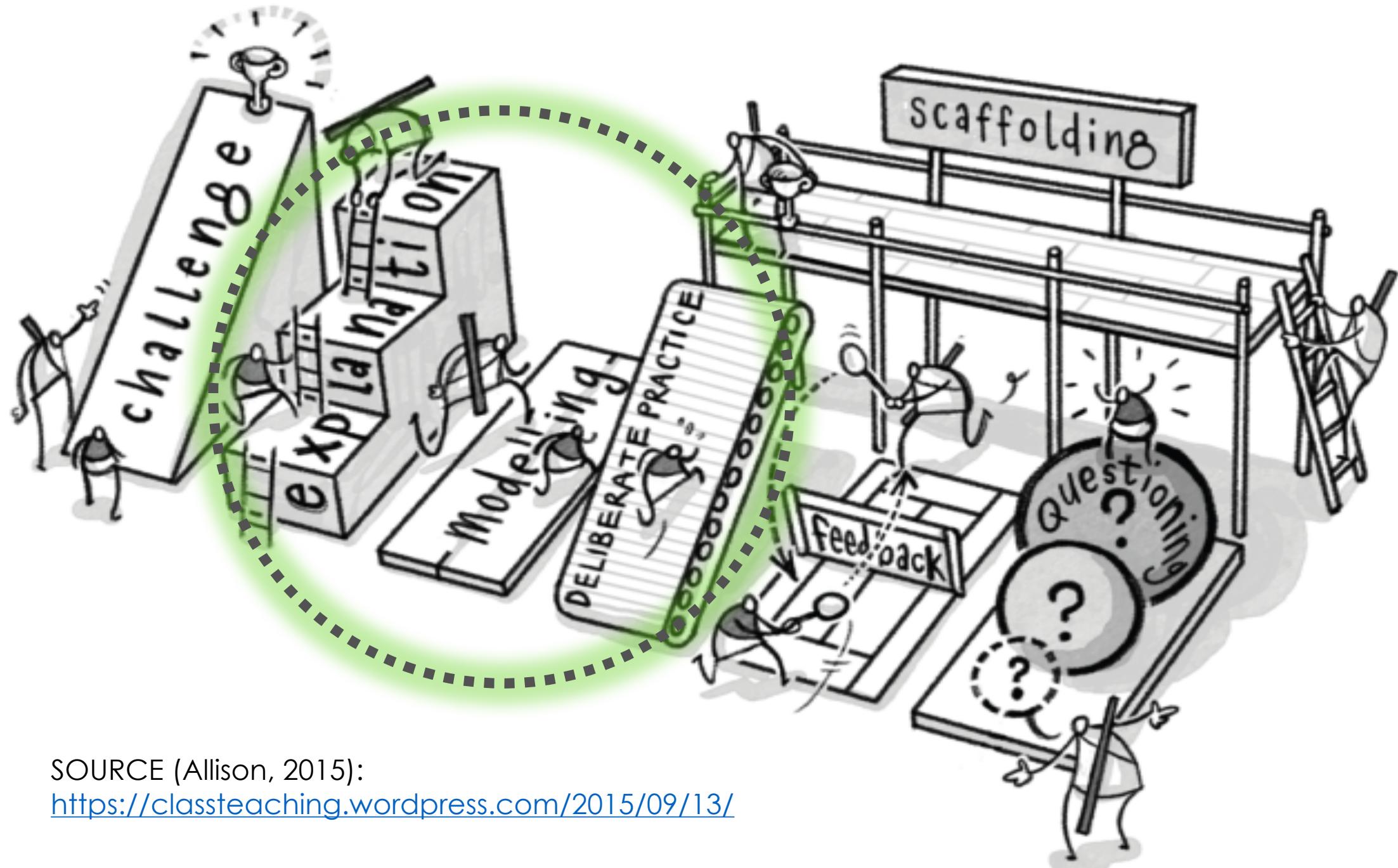


BUT... BUT... BUT...
BUT... BUT... BUT...
BUT... BUT...



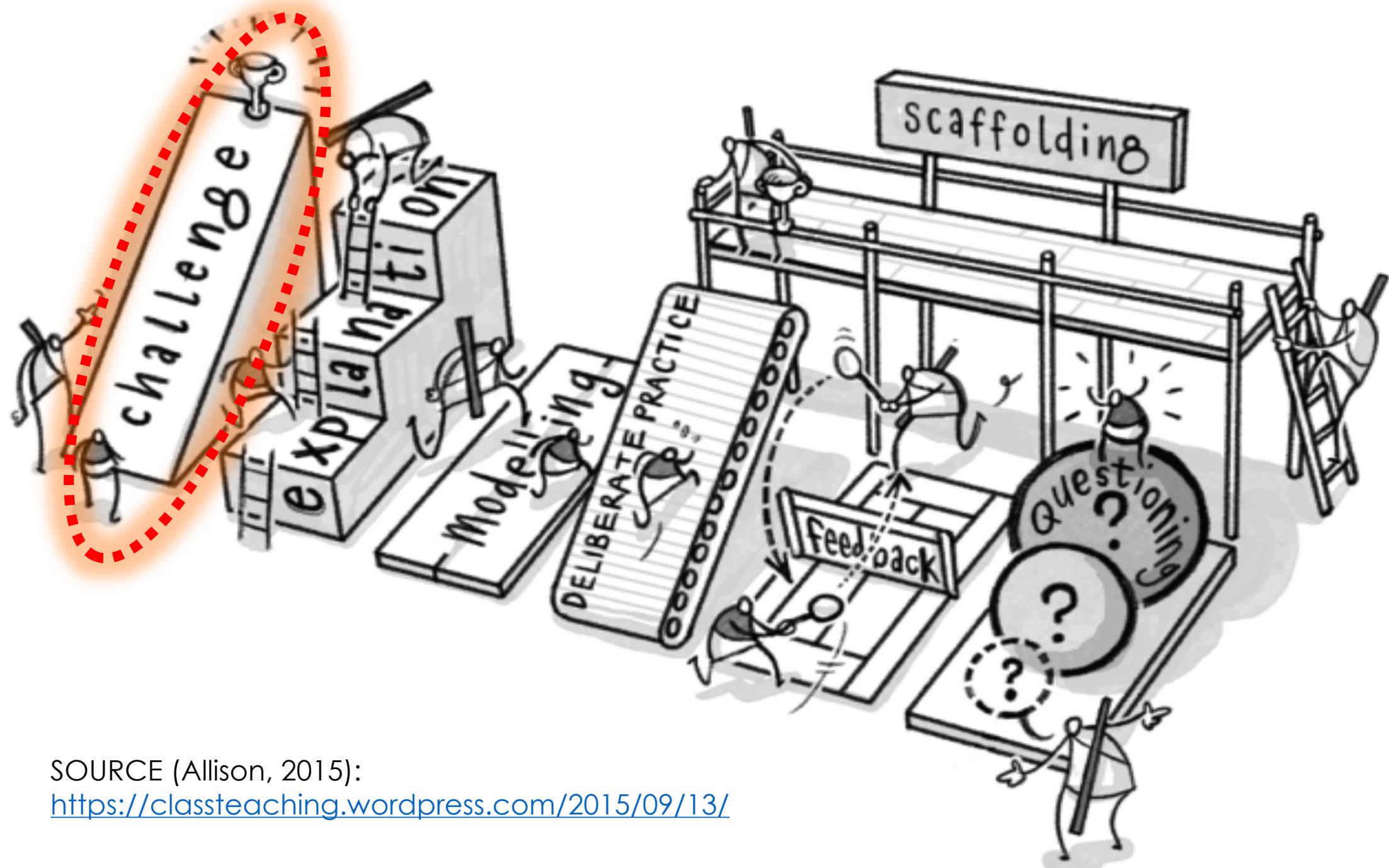
Students **cannot produce** a few days later.

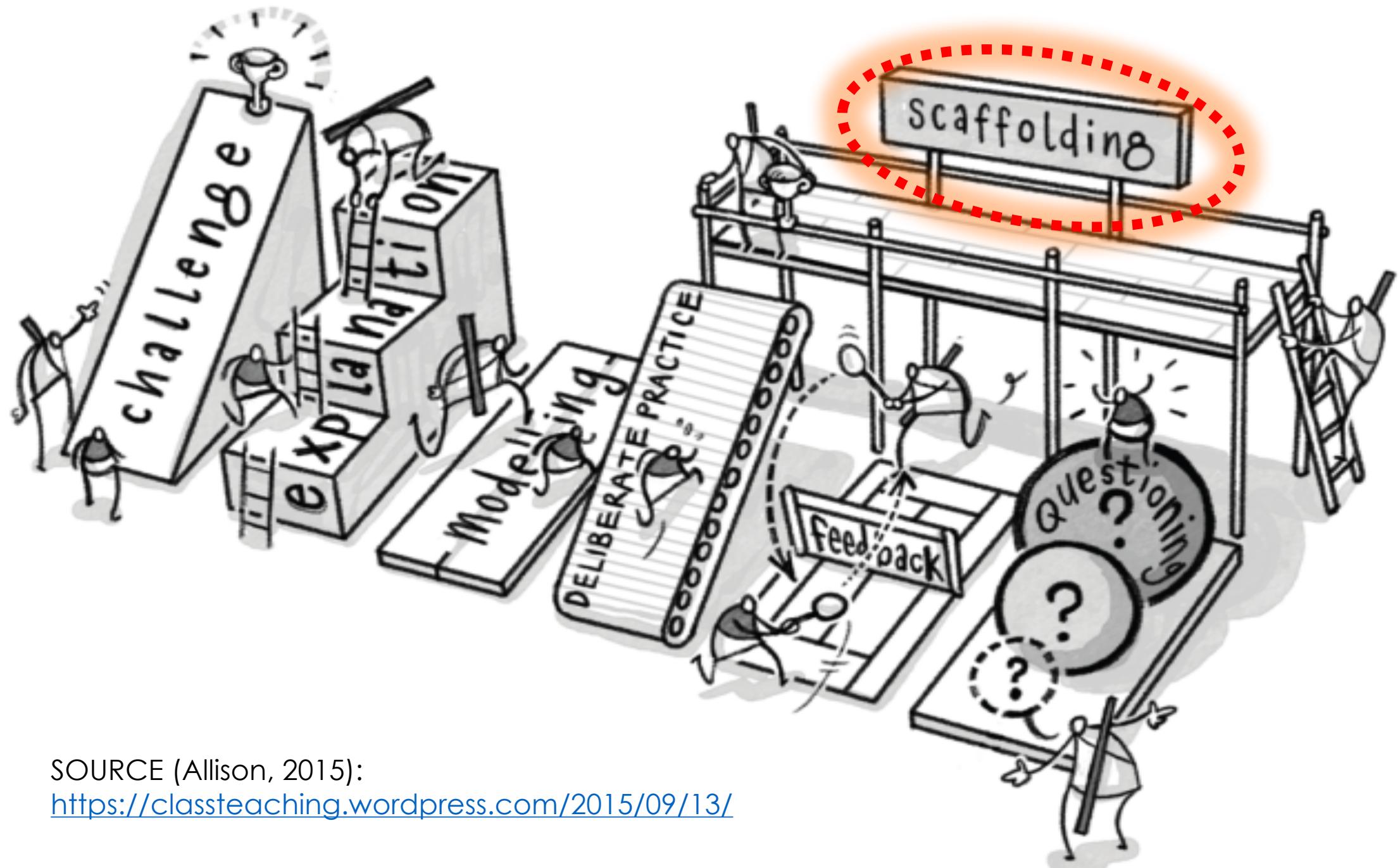
...they have ***simply not learned*** what you taught them!



SOURCE (Allison, 2015):

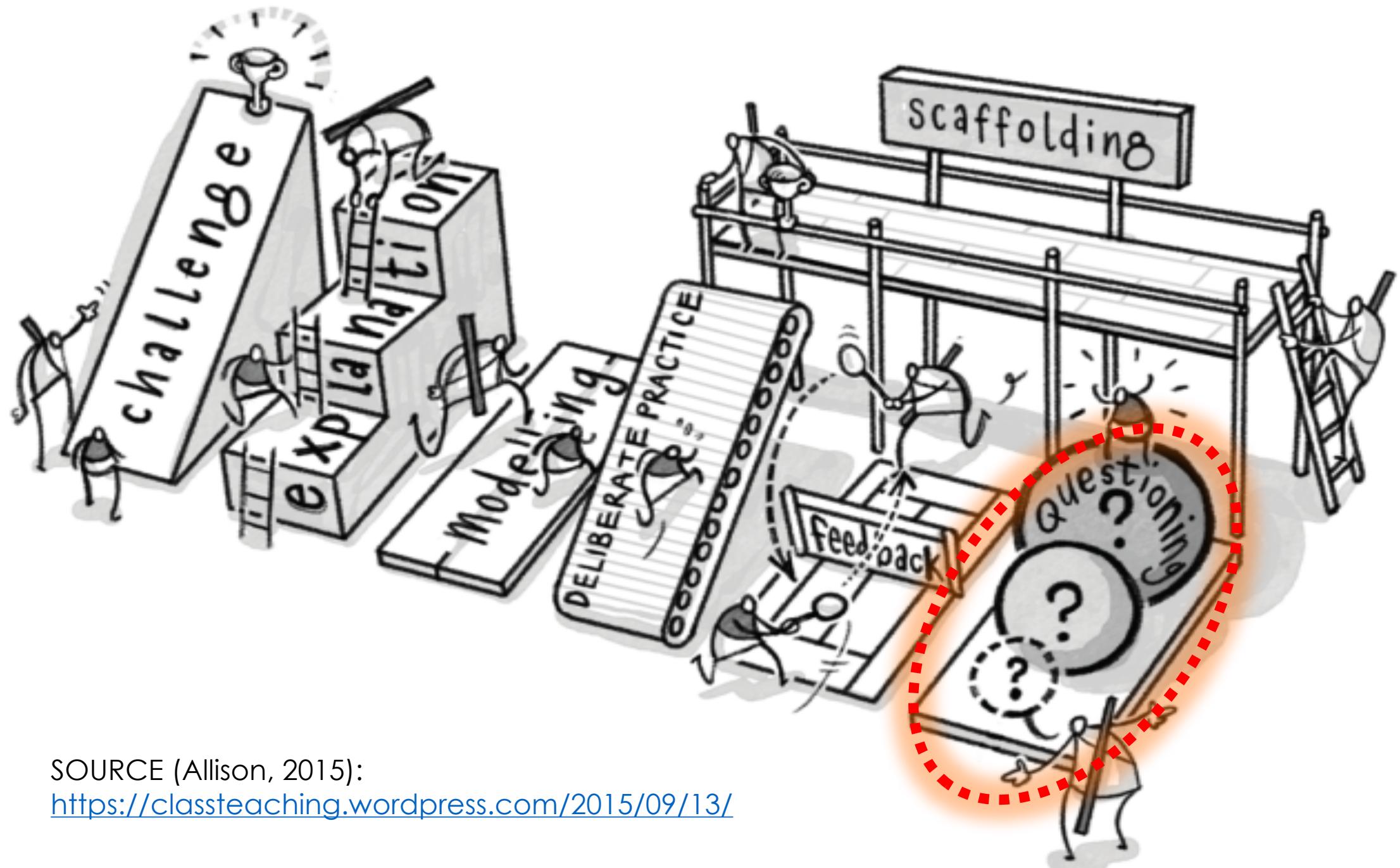
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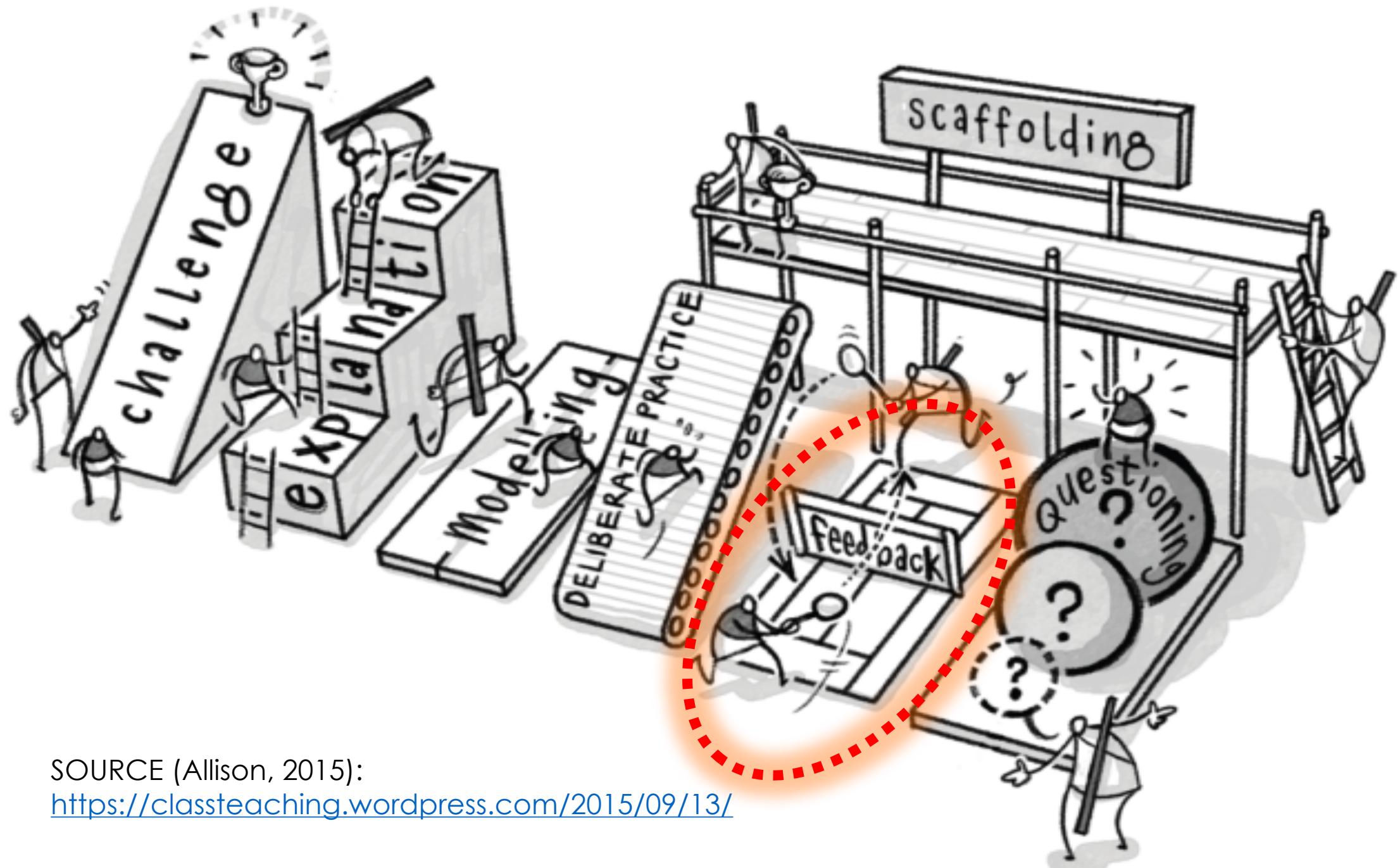


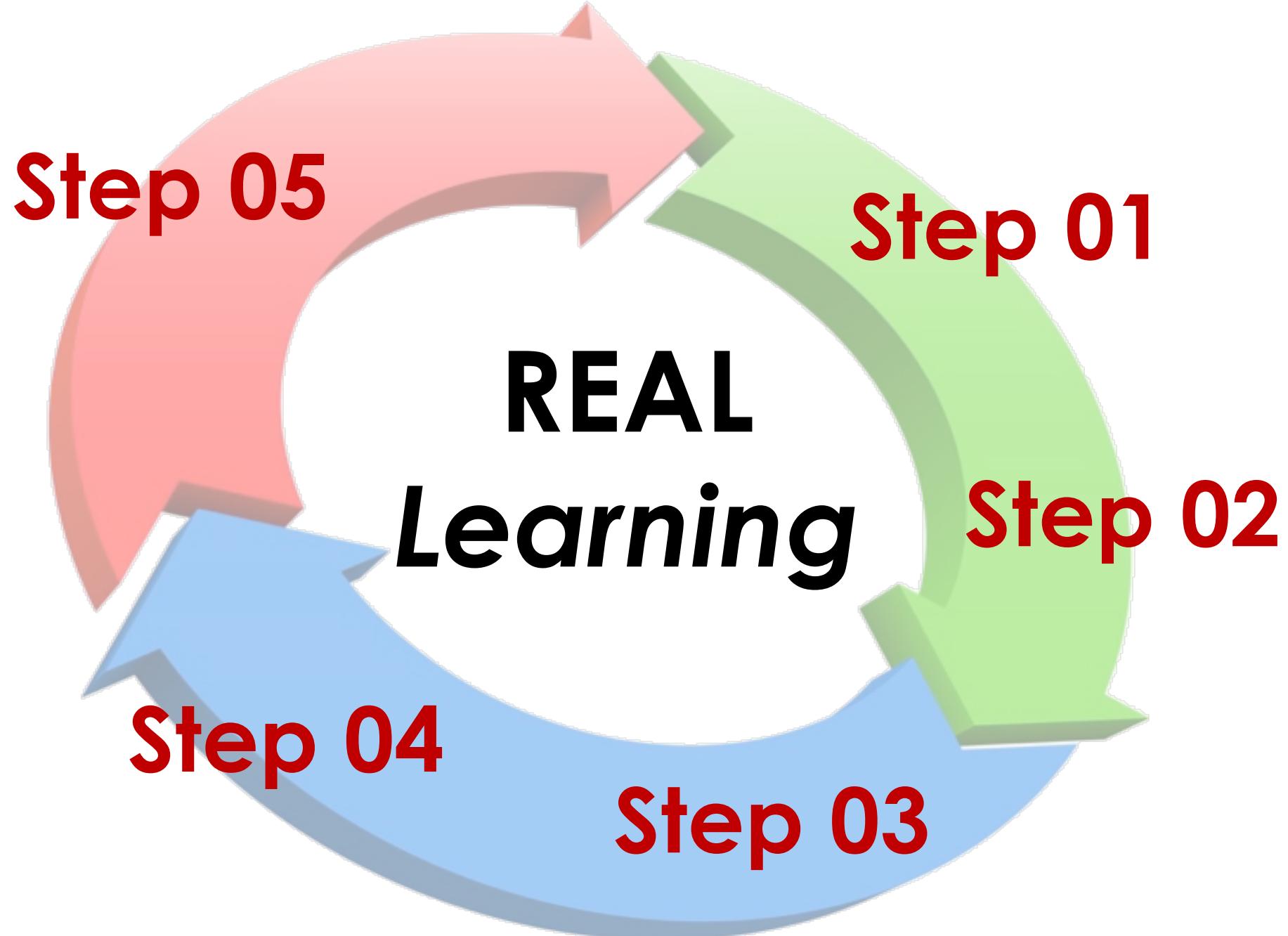


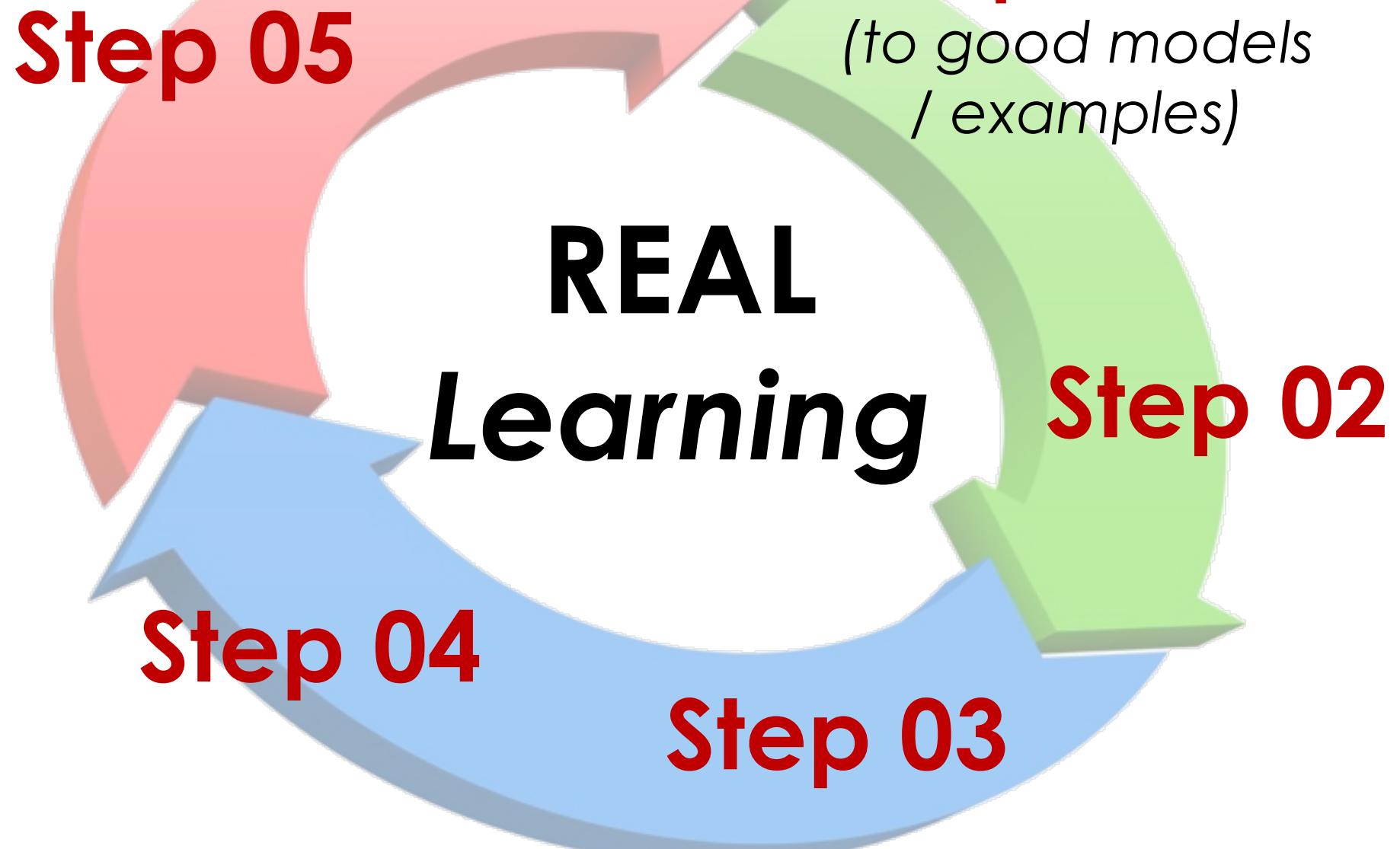
SOURCE (Allison, 2015):

<https://classteaching.wordpress.com/2015/09/13/>









Step 05

Exposure

(to good models
/ examples)

REAL
Learning

Step 02

Step 04

Step 03

REAL Learning

Repetition
(of steps 2-4 until...)

Exposure
(to good models
/ examples)

Application
(learning by doing/
hands-on practice)

Adjustment
(through reflection
& adaptation)

Feedback
(timely & specific)

SUCCESS



WHAT PEOPLE THINK
IT LOOKS LIKE

WWW.ATB

SUCCESS



WHAT IT REALLY
LOOKS LIKE

ATBREAK.COM

SOURCE: <http://www.atbreak.com/tag/what-it-really-looks-like/>

The “Bottom” Line...!



If we want students to learn more, teachers must become ‘students’ of their ‘own teaching’.

Kane, 2013





Communication

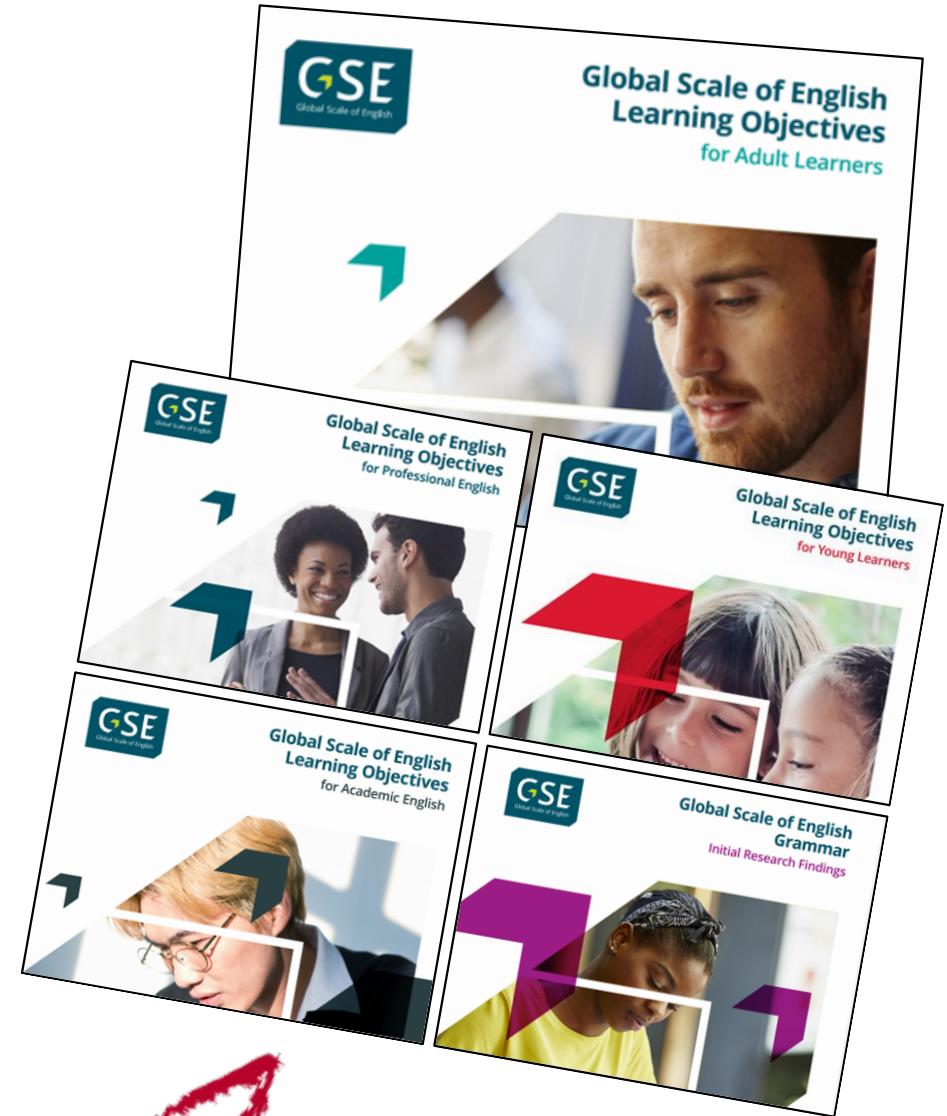
Collaboration



Critical Thinking

Creativity





What are the best approaches
for teachers to use when
'teaching' creativity?



How do we best 'assess / test'
critical thinking skills or collaboration?



tonygurr@gmail.com



Learning, Teaching and Assessment Solutions