

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

Tony GURR

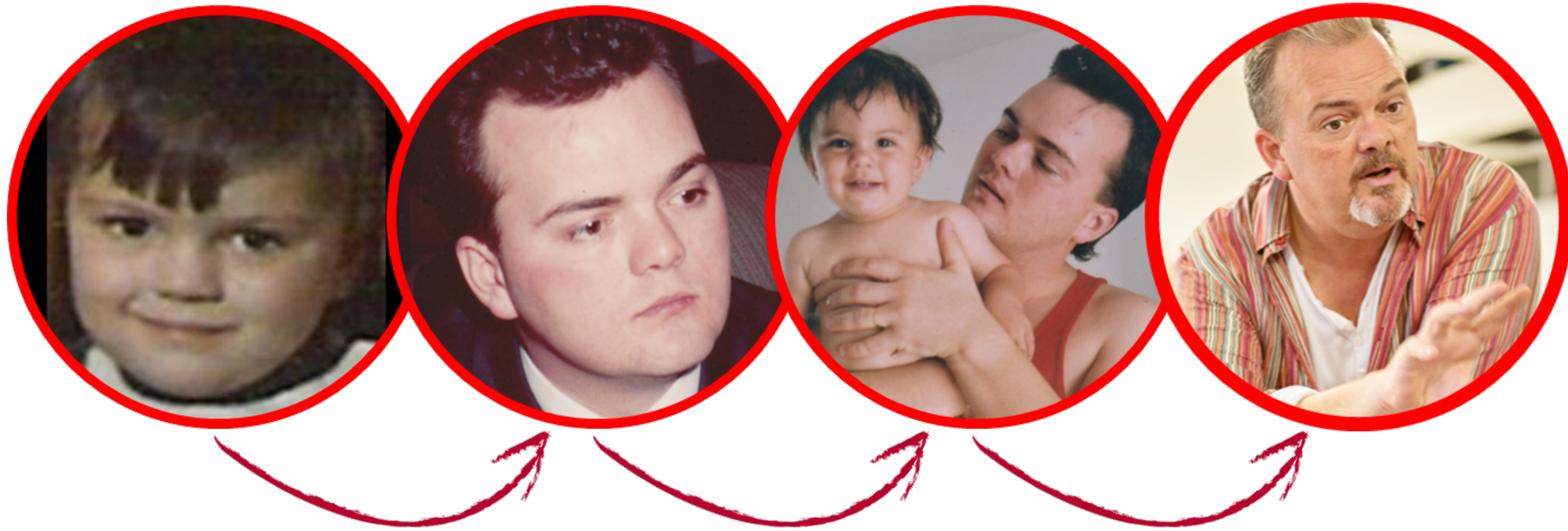
**6th CEBS Sprachenforum - Bad Hofgastein / AUSTRIA
23-25 October 2018**

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**



**Ways of
THINKING**

**Ways of
LIVING**

**Ways of
WORKING**



Oral
Communication

Literacy

Numeracy

Scientific Literacy

Financial Literacy

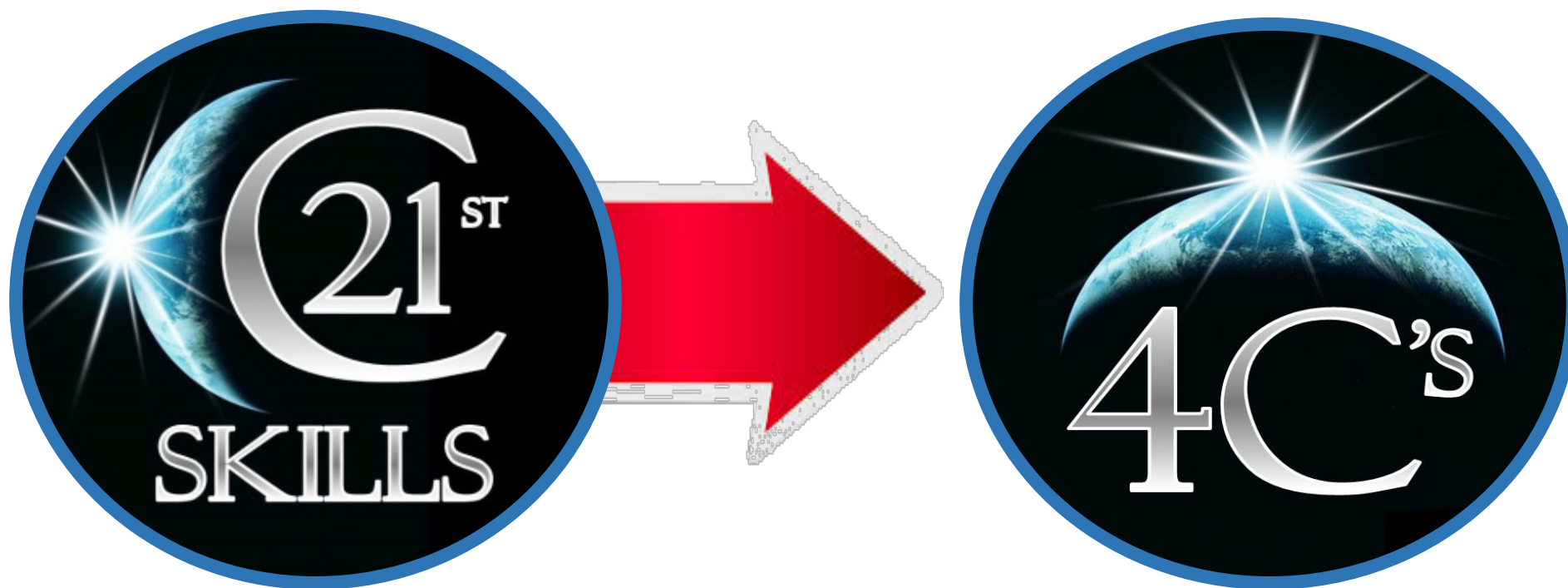
Digital Literacy

Civic Literacy

Problem-Solving



**DUDE,
WTF?**





C

Creativity

C

C



Communication

Creativity

Critical Thinking

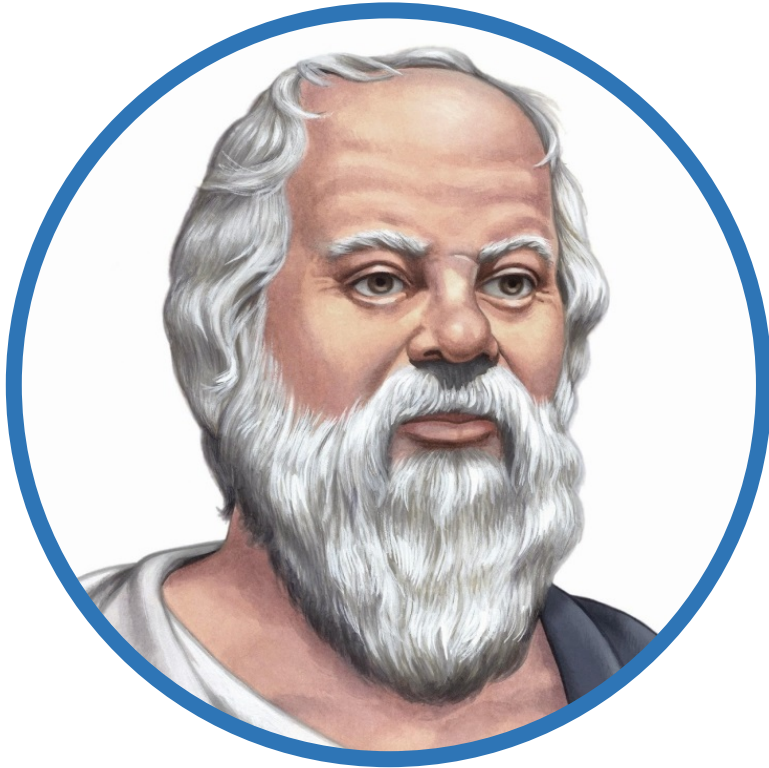
Collaboration

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

LEARNiNg

TEACHiNg

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





Listening

Speaking

**Grammar
Skills**

**Vocabulary
Skills**

Reading

Writing



Skills are ‘naturally’ INTEGRATED...



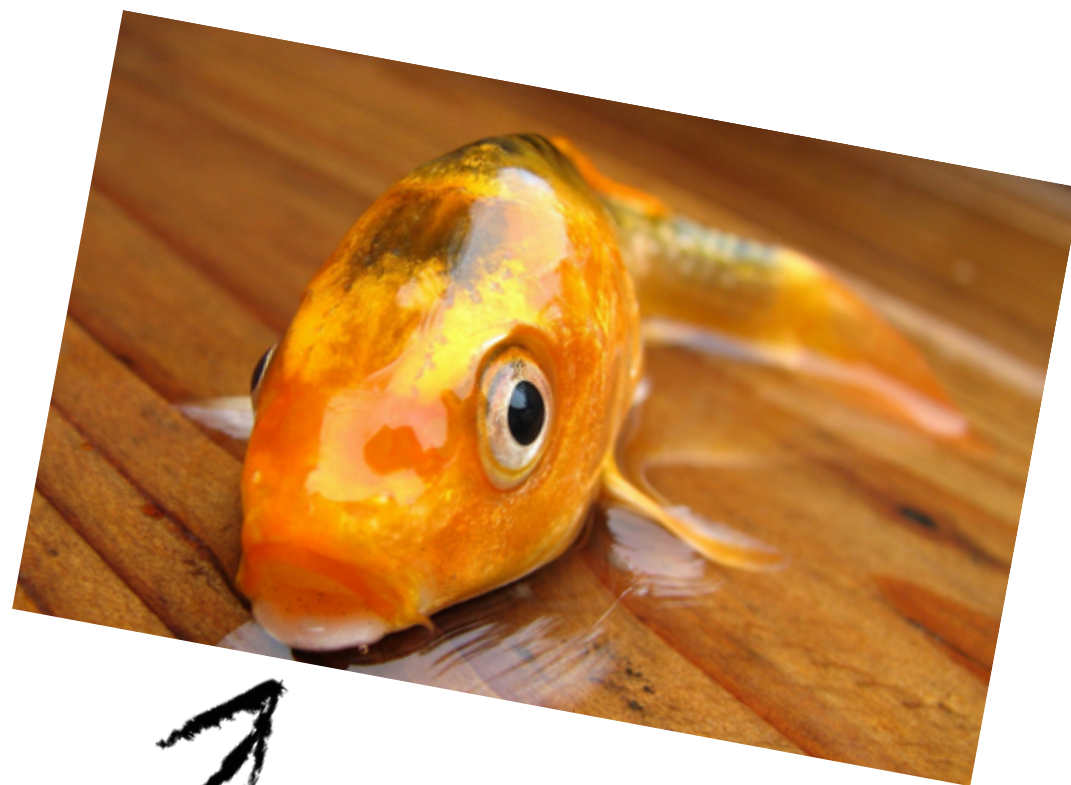
Listening

Speaking

Lexico-Grammatical Skills

Reading

Writing





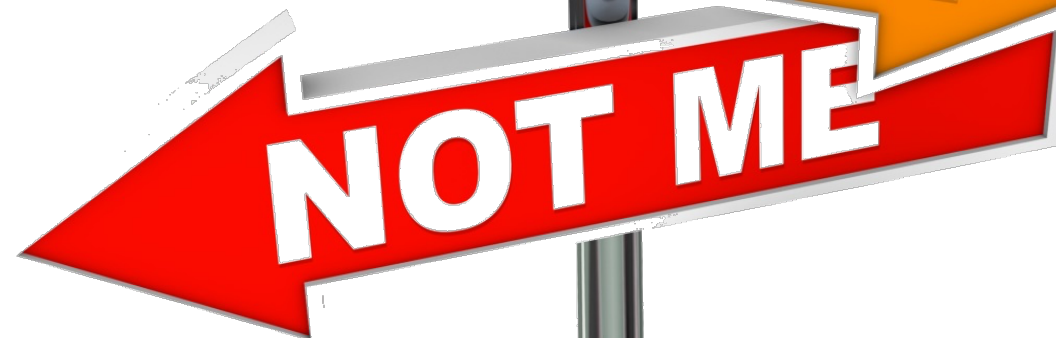
HIS FAULT



HER FAULT



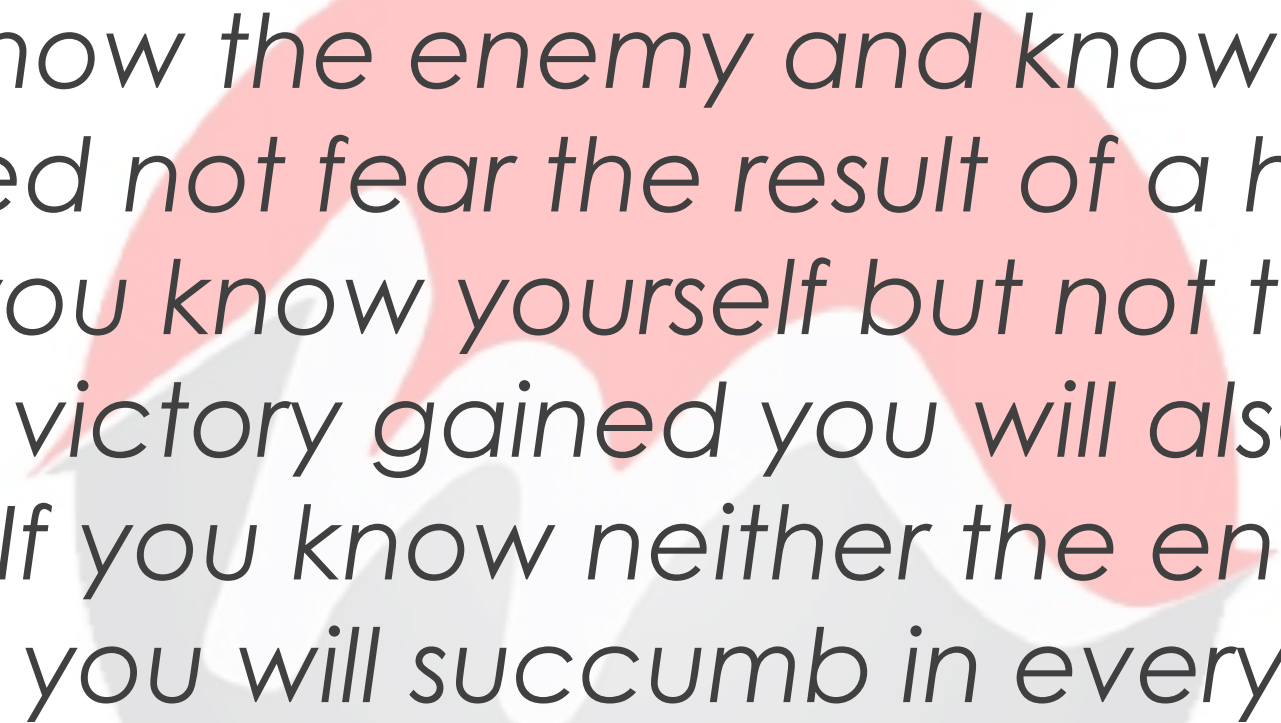
THEIR FAULT



NOT ME

Reflection TIME...

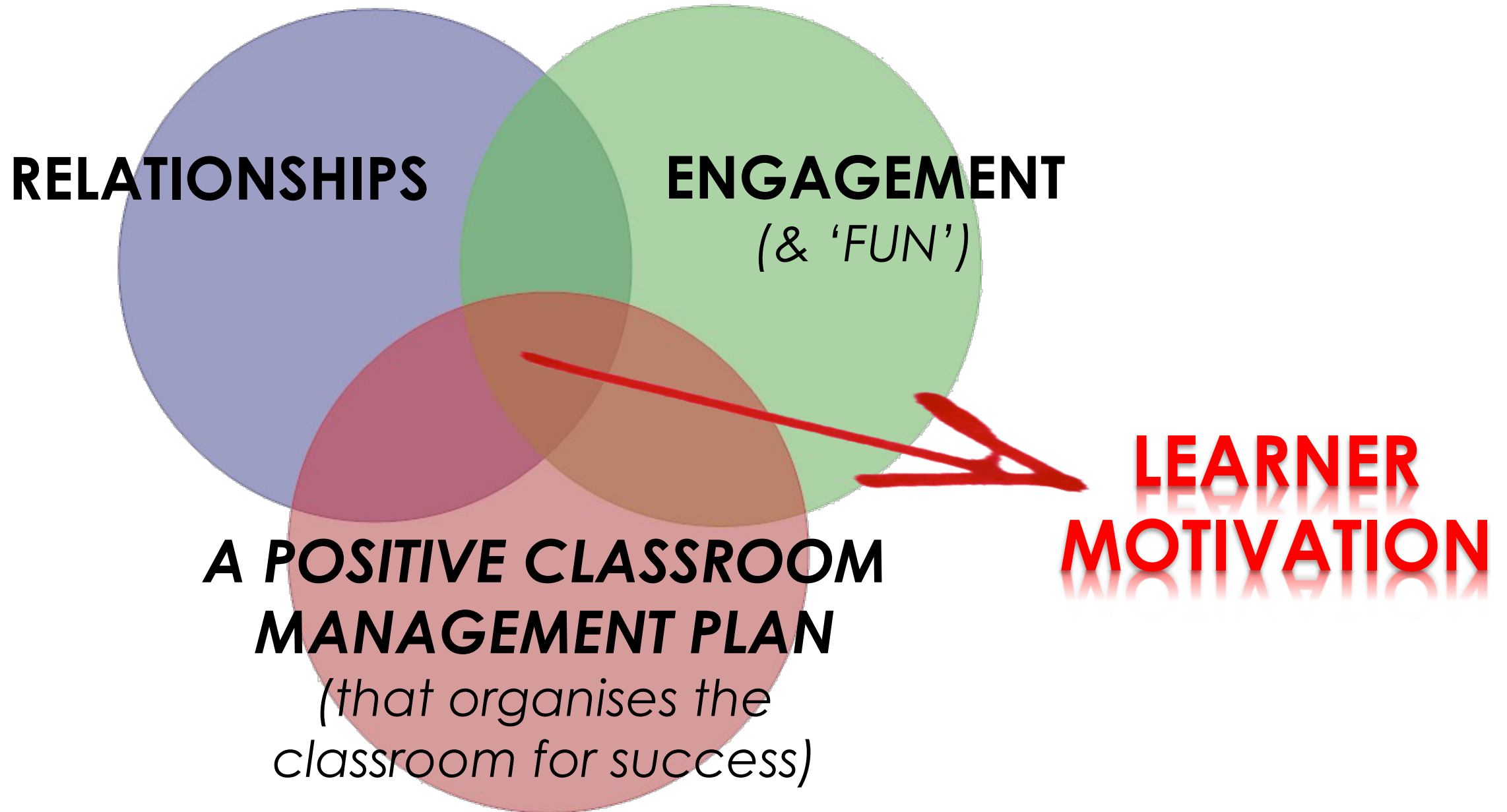




*“If you know the enemy and know yourself,
you need not fear the result of a hundred
battles. If you know yourself but not the enemy,
for every victory gained you will also suffer a
defeat. If you know neither the enemy nor
yourself, you will succumb in every battle”.*

Sun Tzu
(The Art of War)

[illegible]





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

Kane, 2013



Communication

Collaboration

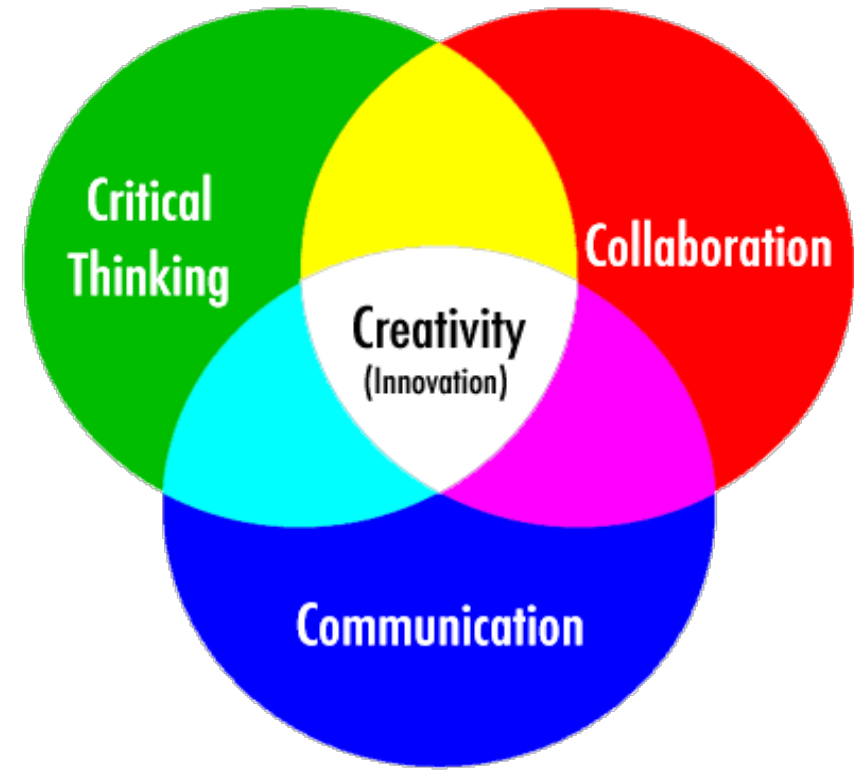
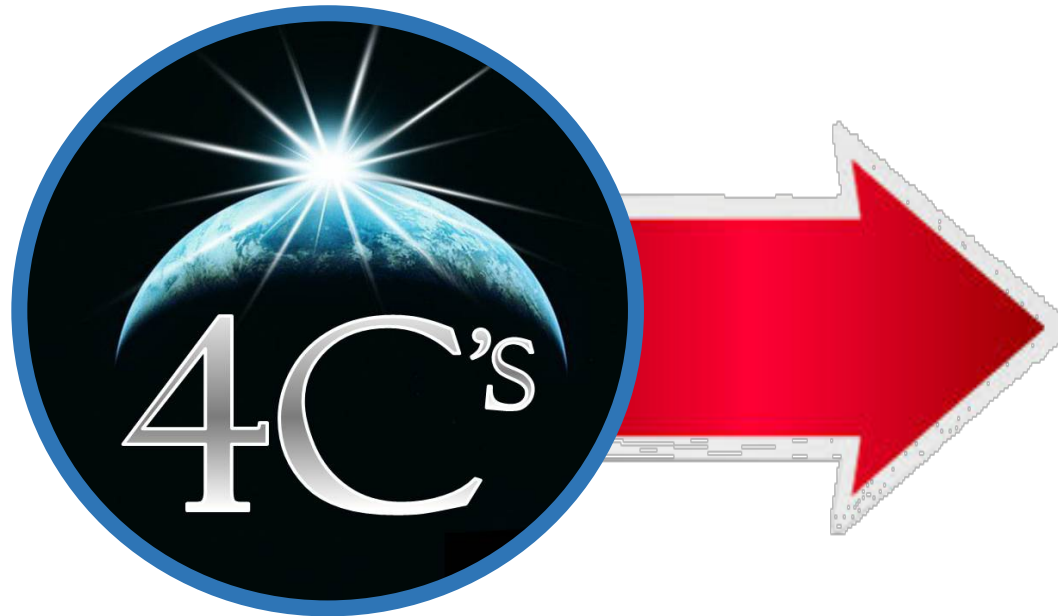


Critical Thinking

Creativity



Skills are ‘naturally’ INTEGRATED...





Listening

Speaking

Lexico-Grammatical Skills

Reading

Writing



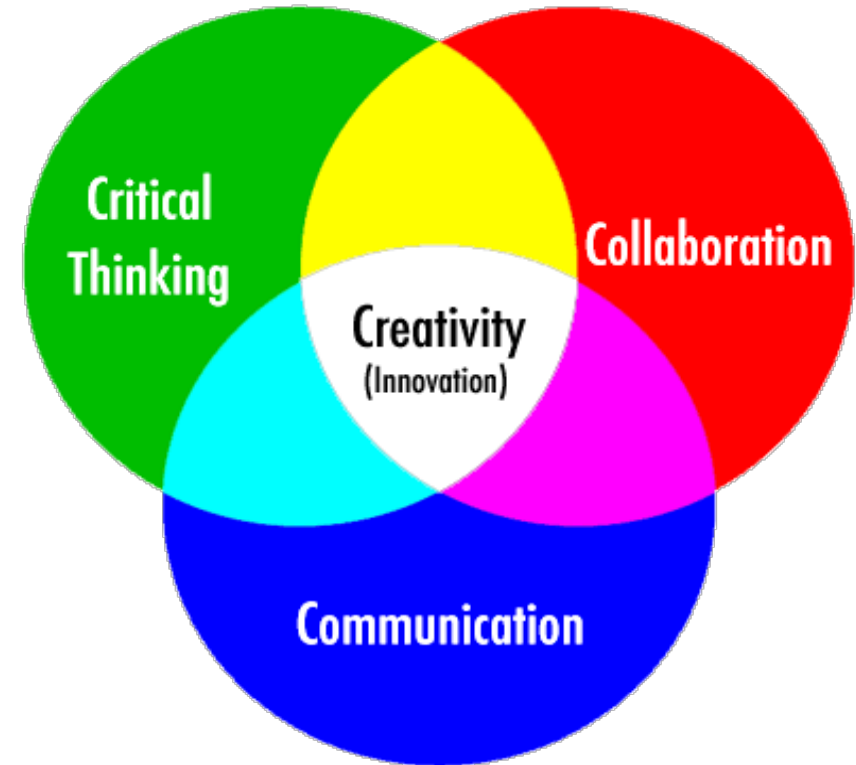
Listening

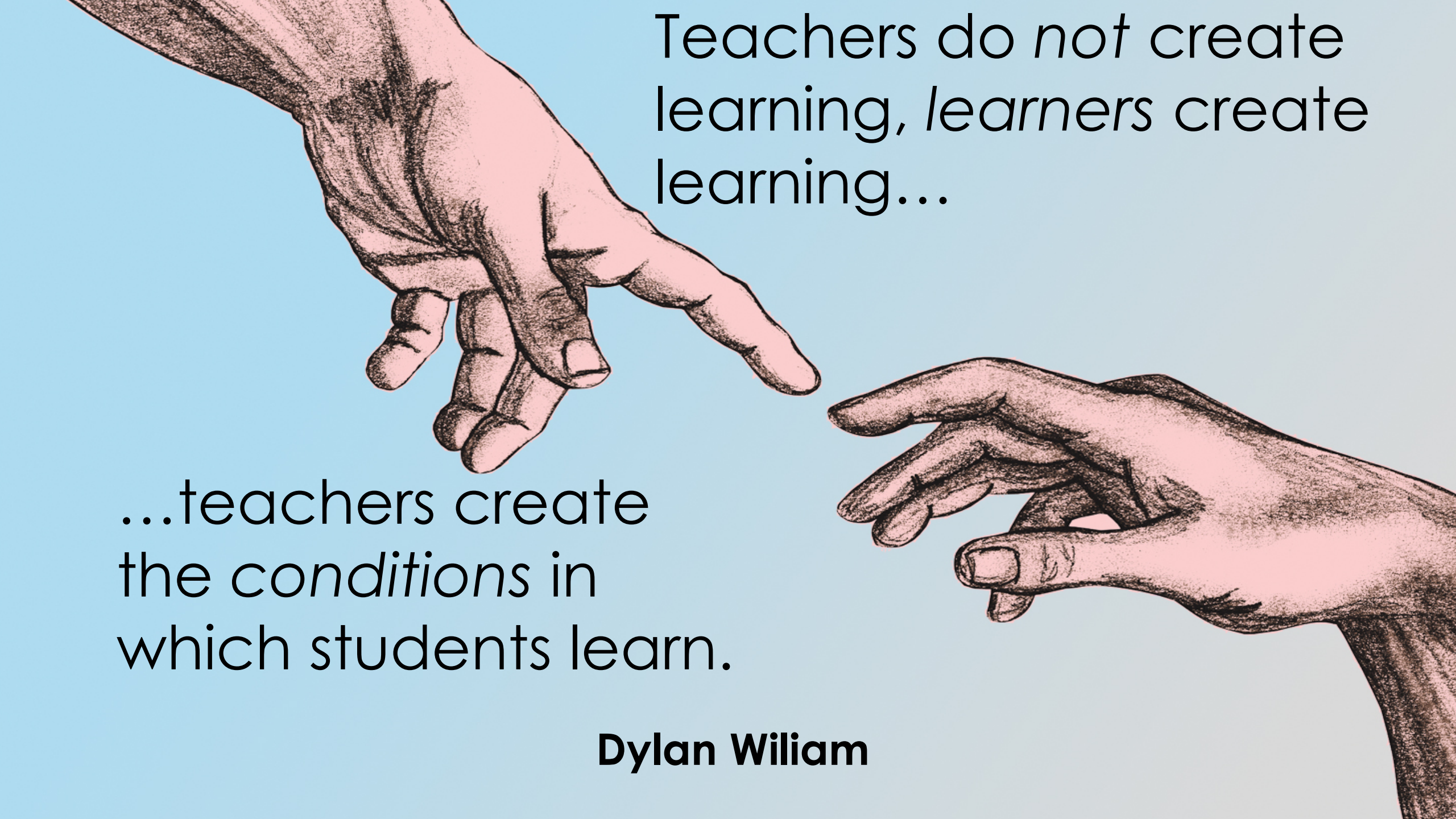
Speaking

Lexico-Grammatical Skills

Reading

Writing

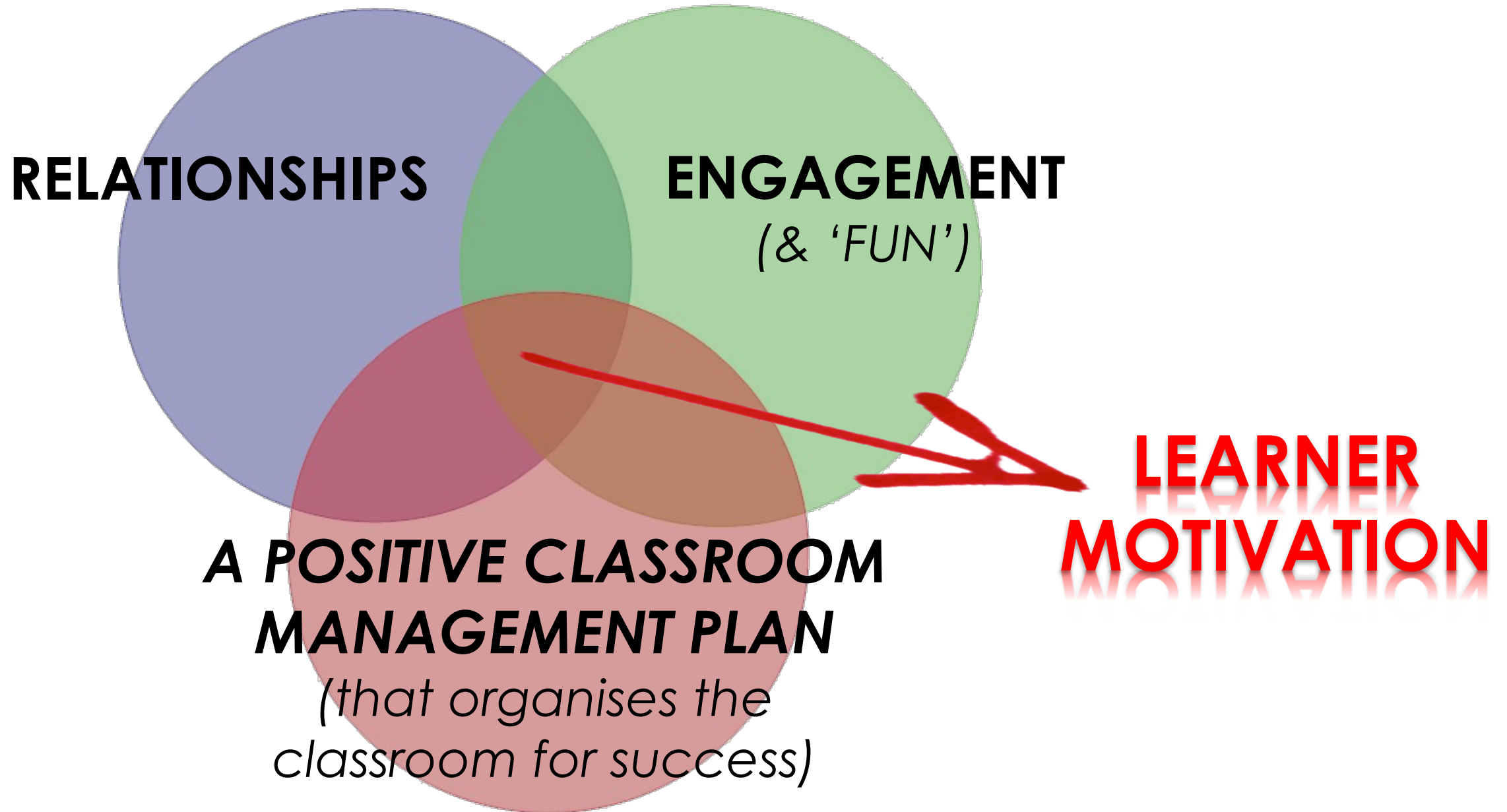


The image features a light blue background with a detailed, textured drawing of two hands. One hand is positioned in the upper left, reaching downwards and to the right. The other hand is in the lower right, reaching upwards and to the left. Their fingers are just inches apart, creating a sense of tension and divine spark. The drawing style uses fine lines and cross-hatching for shading.

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

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

Dylan Wiliam



How did your
teaching change?



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

John Rogers

LEARNiNg

TEACHing

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



ELT 'Best Practice' in Planning



PLANNING



IMPLEMENTATION



TESTING

- Select a *textbook*.
- Divide the textbook units by the *number of weeks available*.
- Write a '*pacing guide*'.
- Teach the units, pages & activities.
- Do NOT fall behind the *pacing guide*!
- Do NOT forget to cover *everything*!
- 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*!

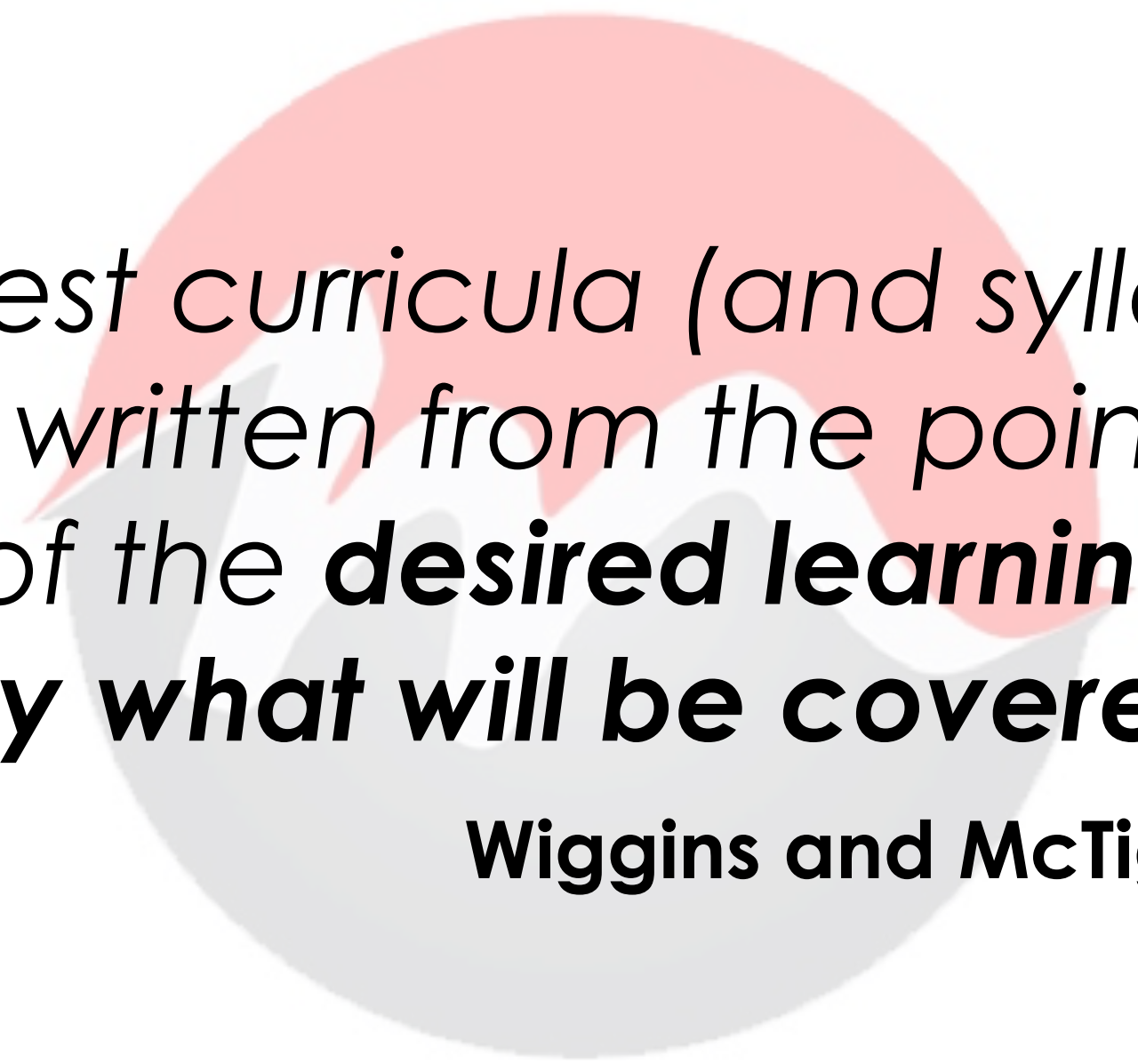


- Starts with the *textbook!*
- Is totally *teacher-centred!*
- Does not even mention *the student!*



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

Contents

Contents

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	to be: positive	Countries and nationalities	Word stress	L: Countries and nationalities
	1.2 Family ties	Exchange information about your family	Possessive 's Possessive adjectives to be: questions	Families	Guessing game	L: My family
	1.3 Working for a living	Talk about jobs	a/an to be: negative	Jobs	a/an: /ə/	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 (3): 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/you/we	Holidays	How to... your daily routine	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 ending Information gap: routines	R: Special jobs
	2.3 Hell's Kitchen, NYC	Talk about everyday objects	Noun plurals this, that, these, those	Adjectives (3): colour, opinion	/s/ and /z/	L: Hell's Kitchen
	Communication p 26 Writing bank p 136	Talk about what you do on holidays Write about your routine How to... join sentences (2): and, then, after that				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	Verbs of frequency	Activities	Activities questionnaire	L: What people do in their lunch break R: An online message board
	3.2 Can you do it?	Talk about your abilities	can/can't	Sports and games	can/can't	R: Live the dream
	3.3 Phone fun	Take and send a simple text message		Numbers	Word stress How to... use the phone and leave a message	L: Mobile phone messages
	Communication p 36 Writing bank p 137	Talk about other people's activities 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	Think about quantities	Countable and uncountable nouns much/many/a lot of	Food		L: Eat and drink around the world
	4.2 Trash tales	Talk about your diet and lifestyle	a/an, some and any	Verbs (2): to be, to have	and /ə/	L: A television programme about rubbish
	4.3 Ready to order?	Order food in a restaurant	Object pronouns	How to... order in a restaurant Requests: ordering a meal		L: Ordering a meal in a restaurant
	Communication p 46 Writing bank p 138	Ask people for things and give people things Describe yourself and other people How to... use pronouns	How to... shopping at a supermarket			Reference p 47, Review and Practice p 48
5 Home p 49–58	5.1 Dream homes	Talk about what you want in a home	where is/there are	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 and don't have	have/has	Furniture and equipment	/æ/ and /ə/	L: A call about insurance
	5.3 A World of Homes	Describe different types of homes	Modifiers (very, quite, really)	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): and, but, or				Reference p 57, Review and Practice p 58
6 City life p 59–68	6.1 The past	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): because, so				Reference p 67, Review and Practice p 68

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	3.3 Phone fun	Take and receive a simple message <i>Would/could</i>	Numbers	Would/could use the phone; take and receive a message	L: Crazy! Messages
	Communication p 36 Writing bank p 137	Talk about other people's activities 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	Think about quantities Countable and uncountable nouns <i>much/many/a lot of</i>	Food		L: and R: Living around the world
	4.2 Trash tales	Talk about your diet and lifestyle <i>a/an, some and any</i>	Adjectives (2): feelings	and R: Quiz	L: A television programme about rubbish
	4.3 Ready to order?	Order food in a restaurant Object pronouns	How to... order food in a restaurant Roleplay: ordering a meal		L: Ordering a meal in a restaurant
	Communication p 46 Writing bank p 138	Ask people for things and give people things Describe yourself and other people How to... shopping a market <i>How to...</i> introduce a person			
5 Home p 49–58	5.1 Dream homes	Talk about your dreams <i>Wishes (1)</i>	Homes Prepositions of place	Information gap: homes	R: Unusual homes for sale L: Asking for details about a house
	5.2 To have or have not	Talk about things you have <i>to have</i>	Furniture and equipment	<i>/æ/ and /ə/</i>	L: A call about insurance
	5.3 World class	Describe the world Modifiers (<i>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
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OUTCOMES



ASSESSMENT

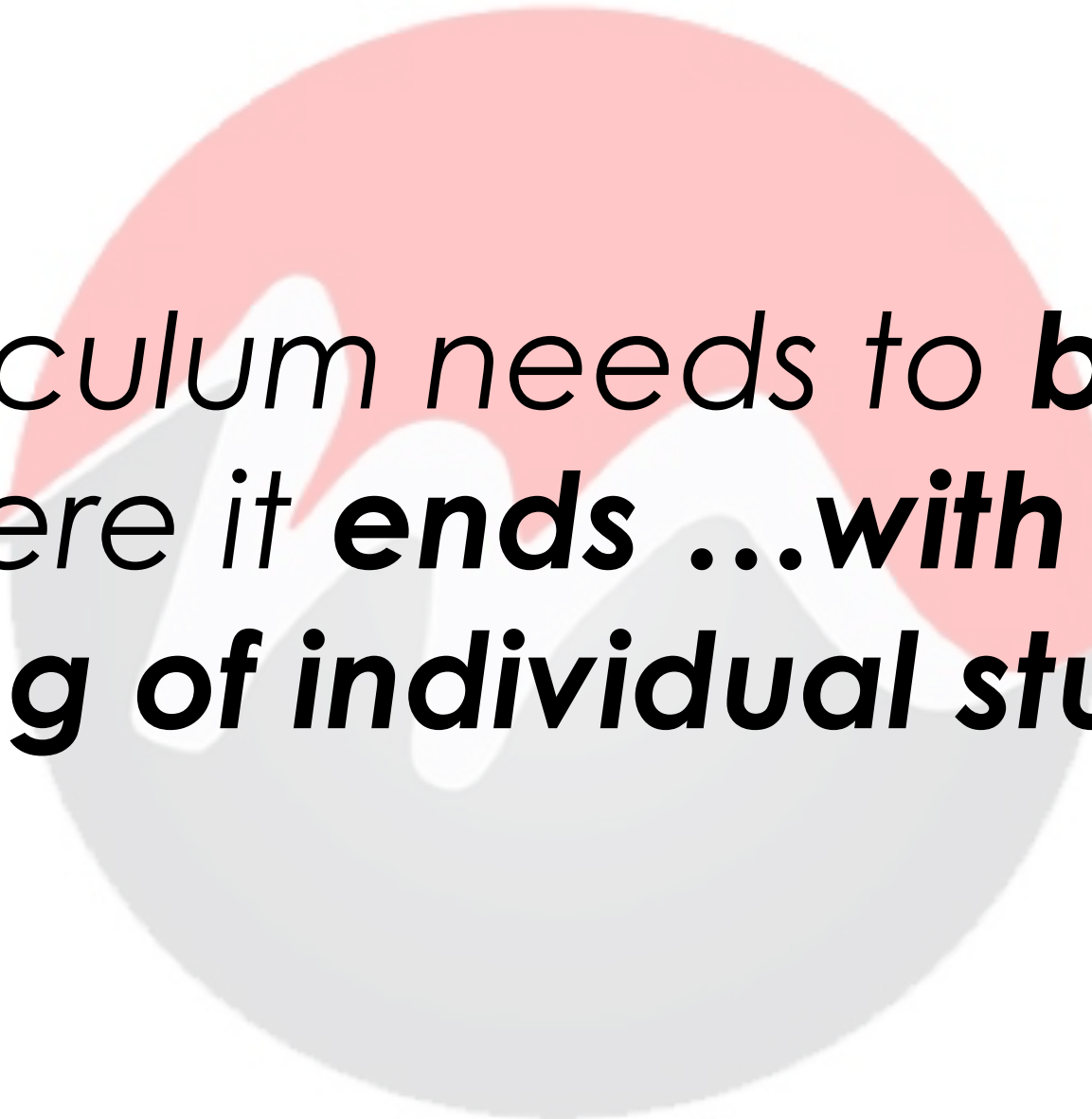


IMPLEMENTATION



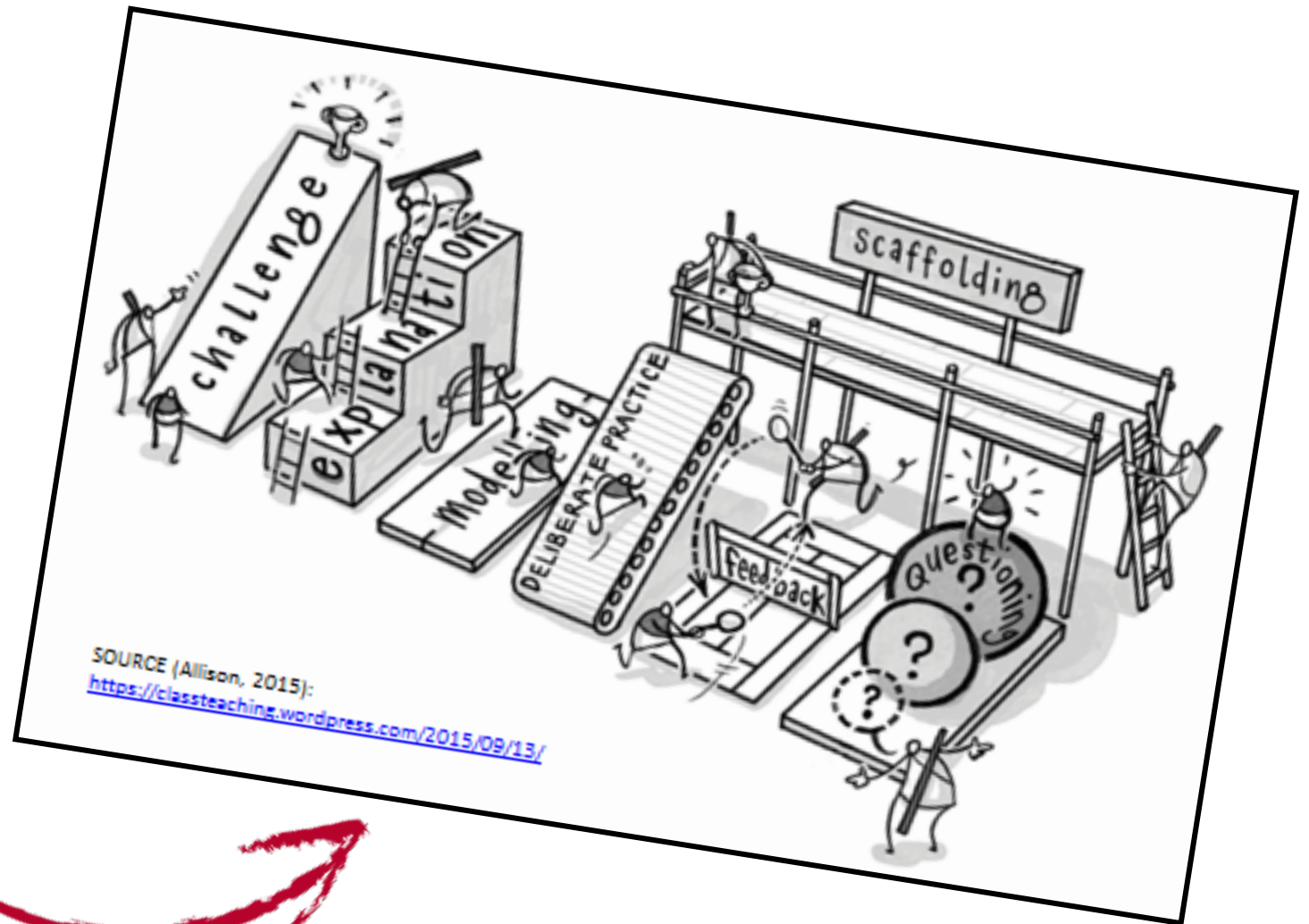


Backwards Design...




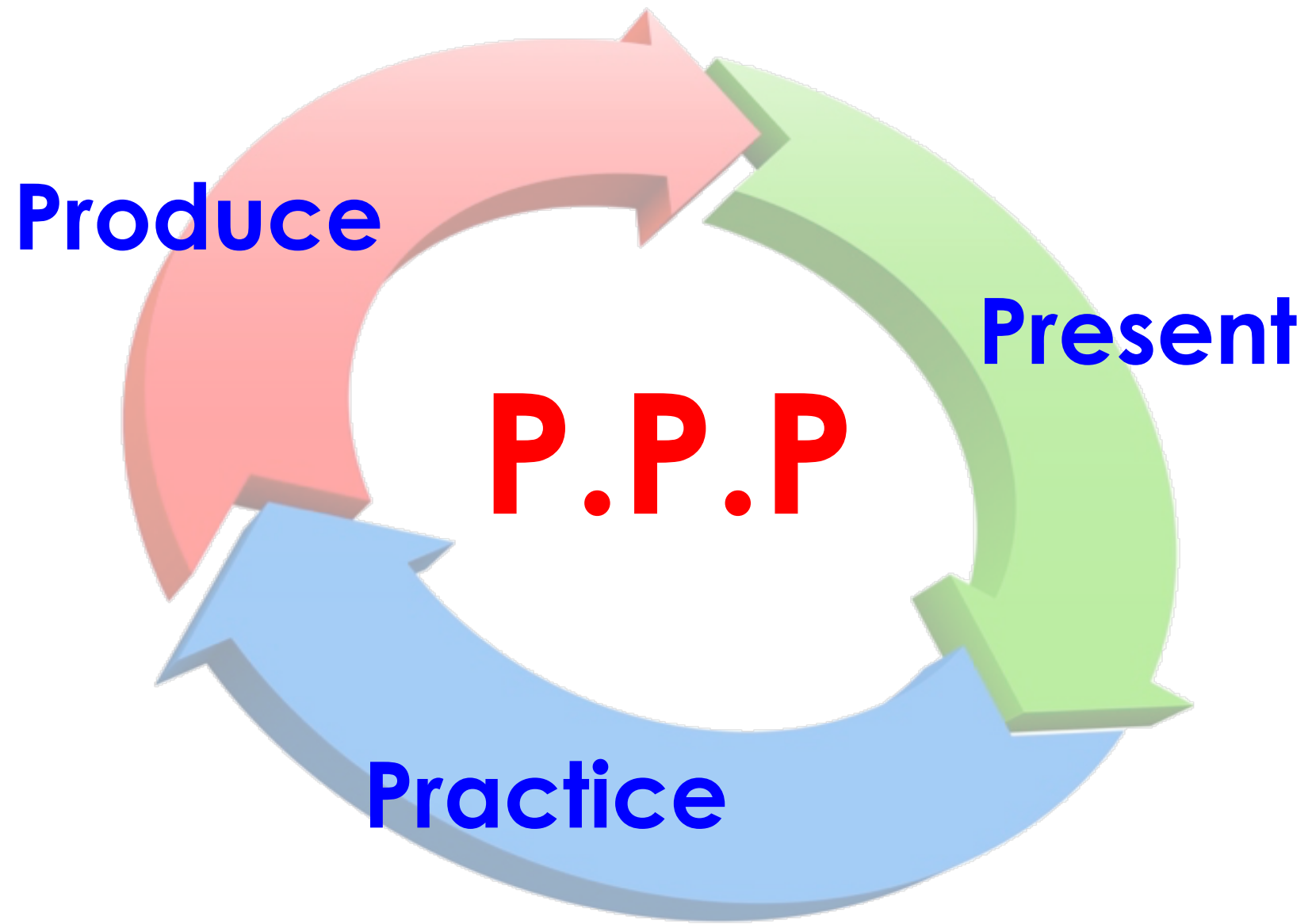
*Curriculum needs to **begin**
where it **ends ...with the**
learning of individual students.*

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.”*

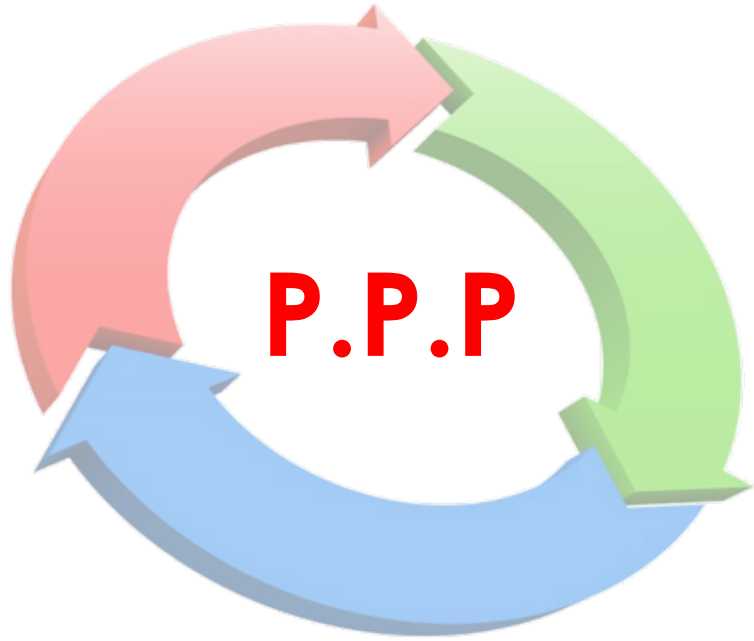
E M Forster



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

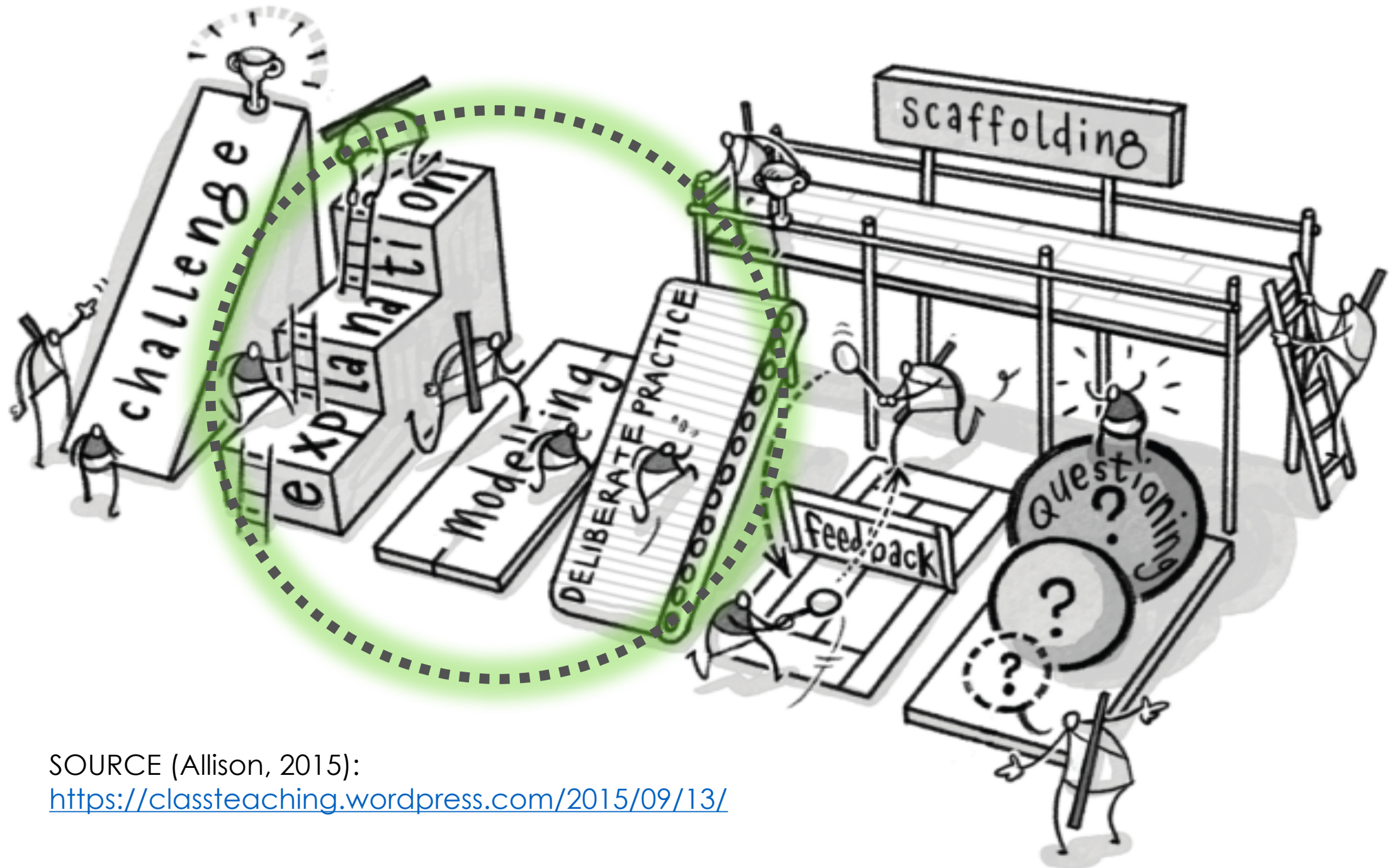
BUT... BUT... BUT...

BUT... BUT...



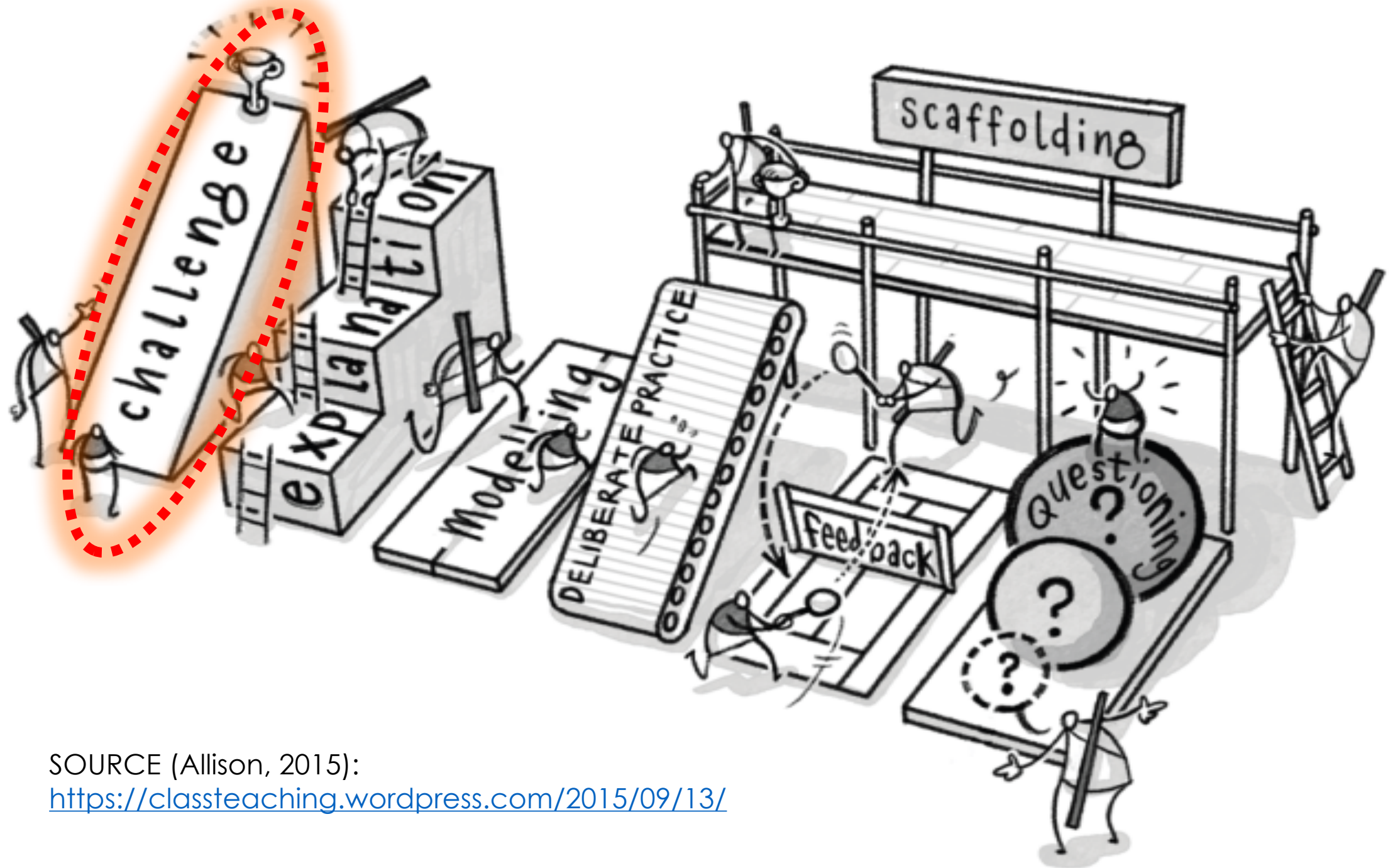
Students **cannot produce** a few days later.

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



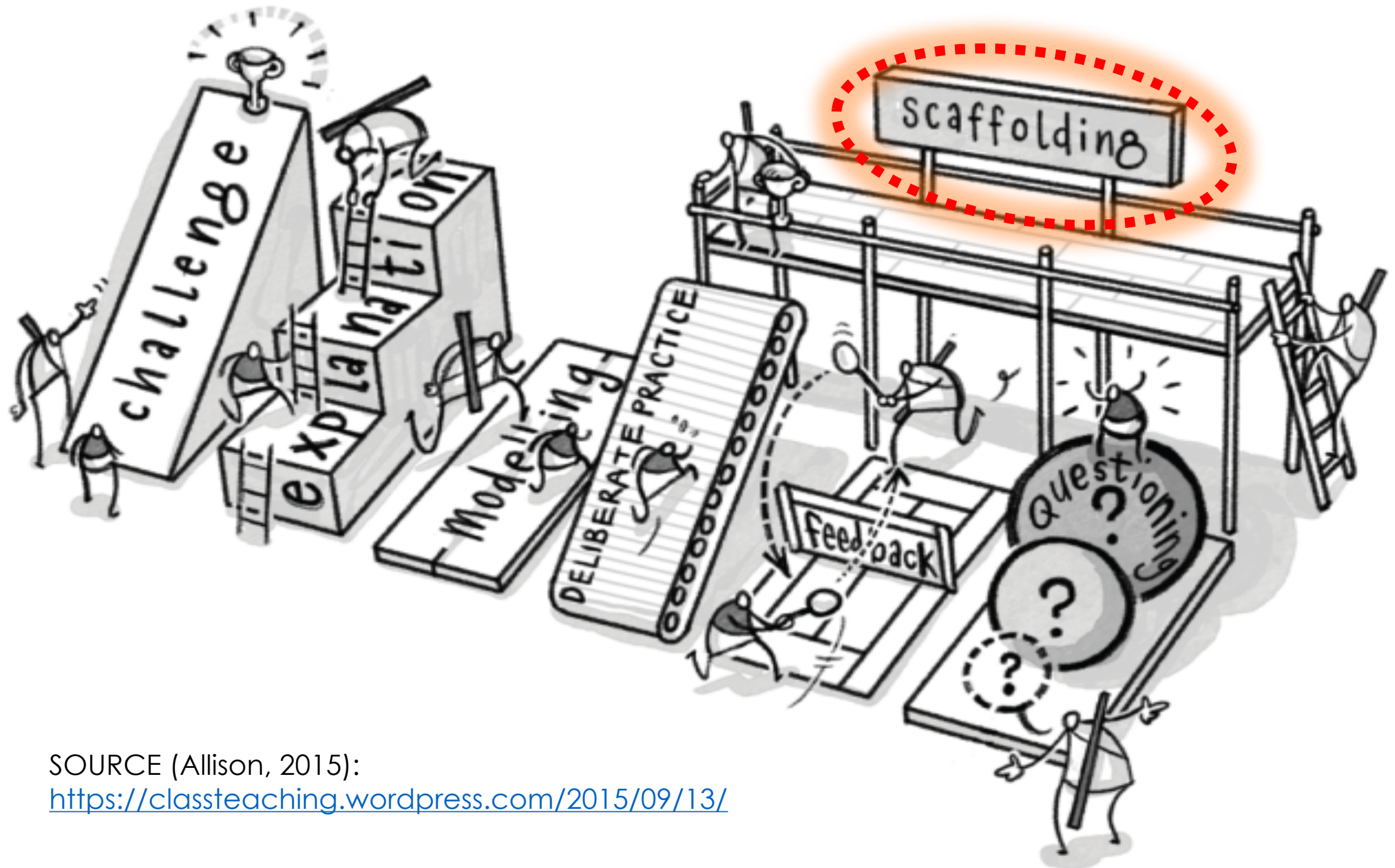
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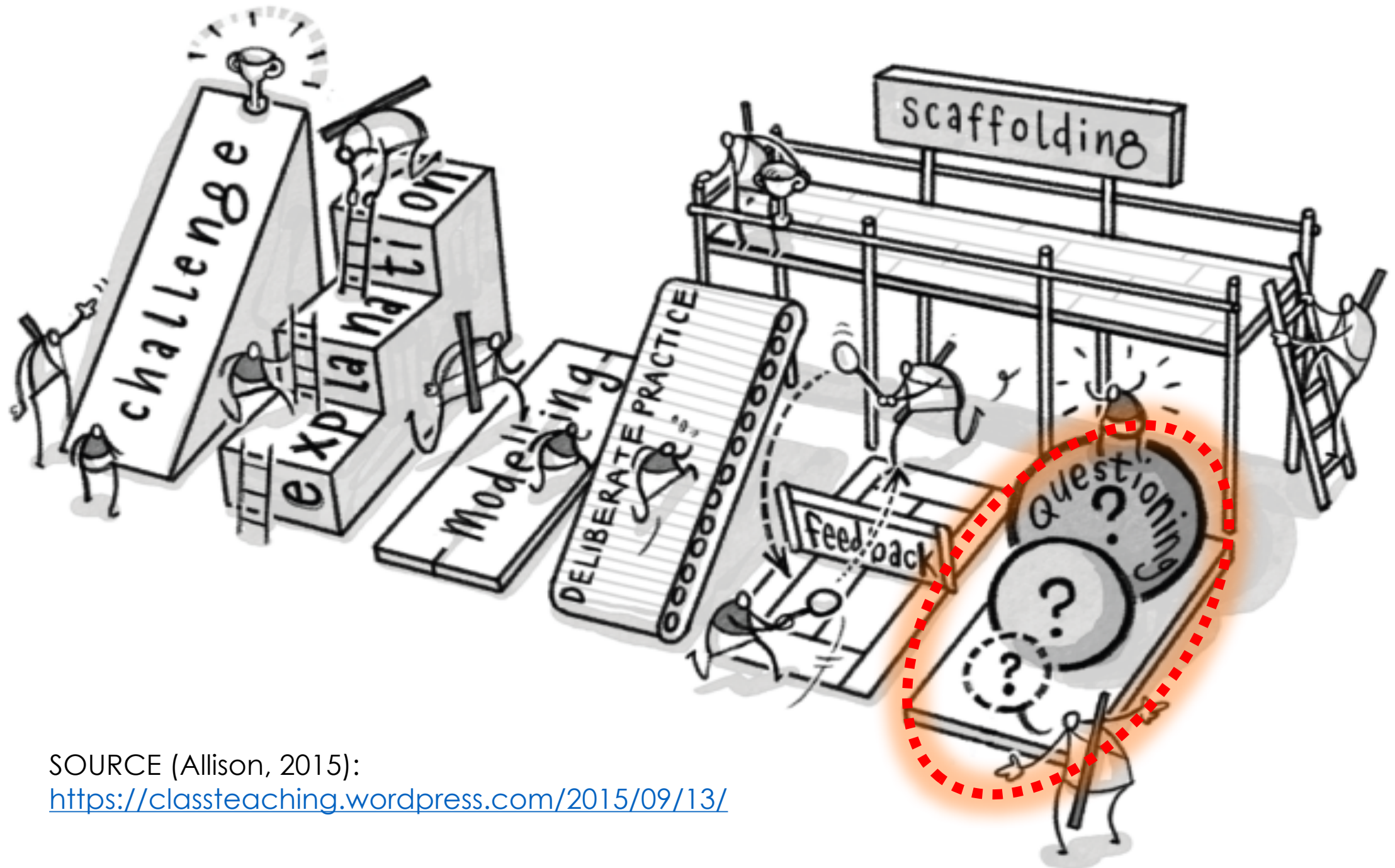
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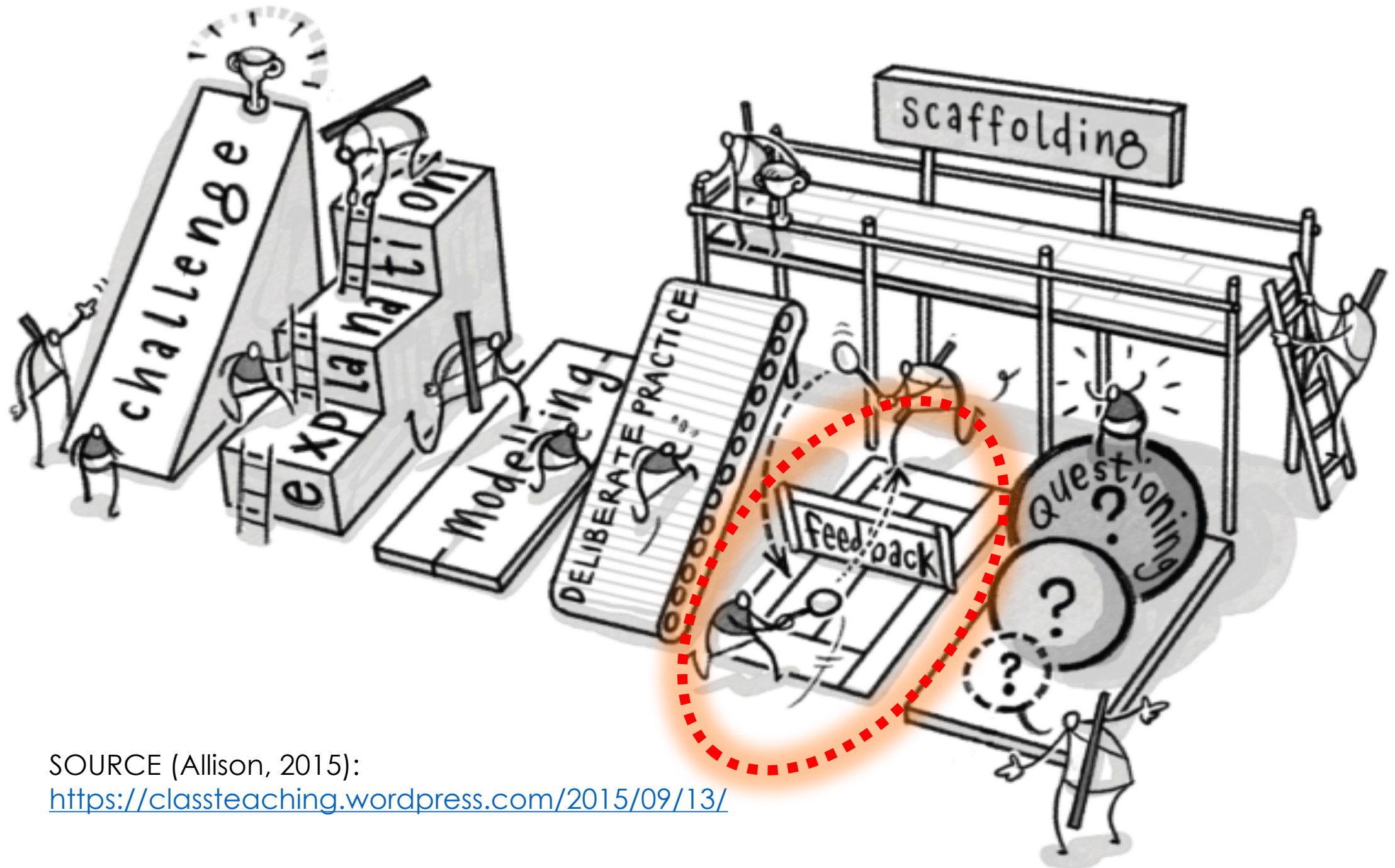
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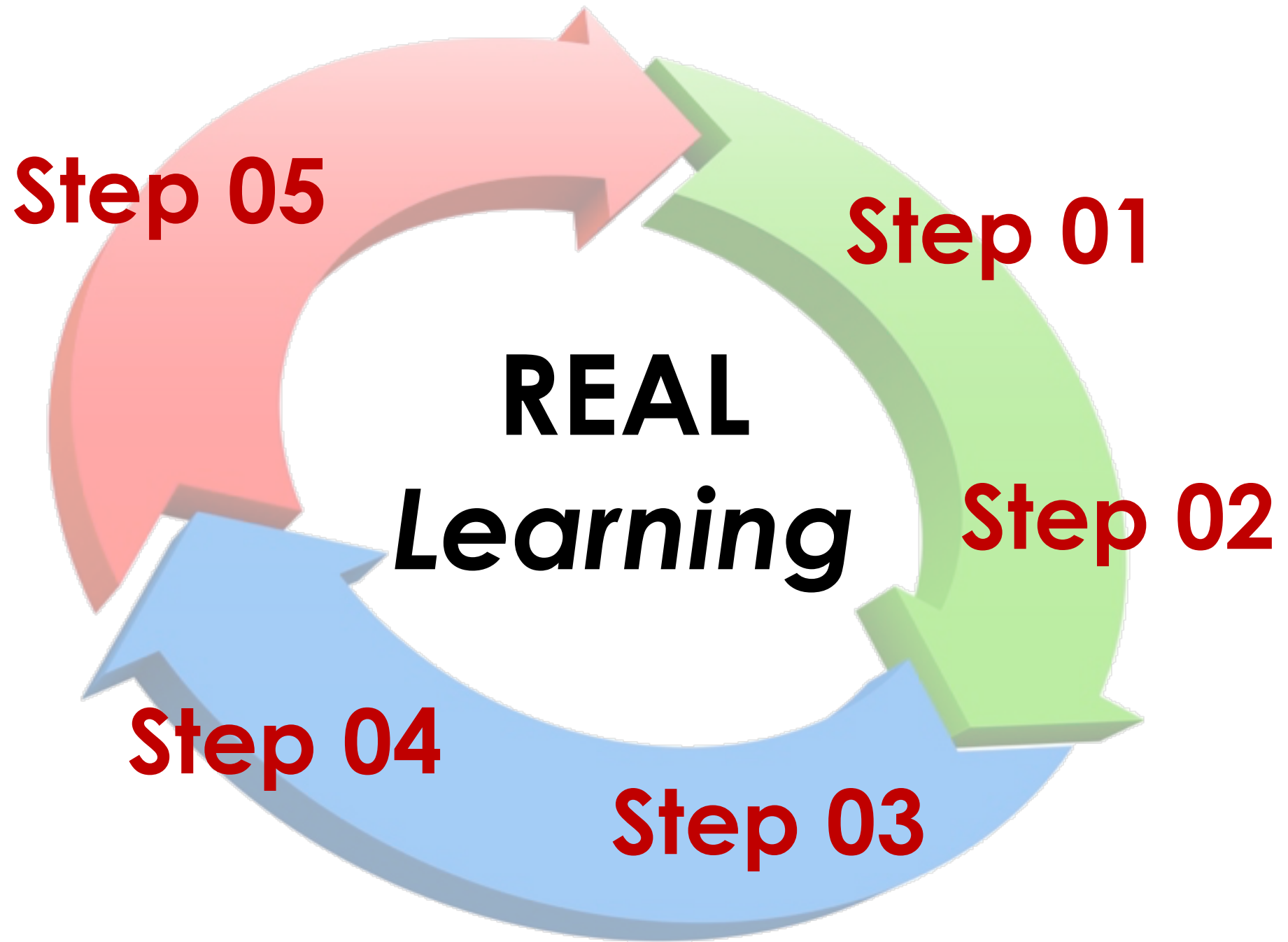
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Step 05

Exposure

*(to good models
/ examples)*

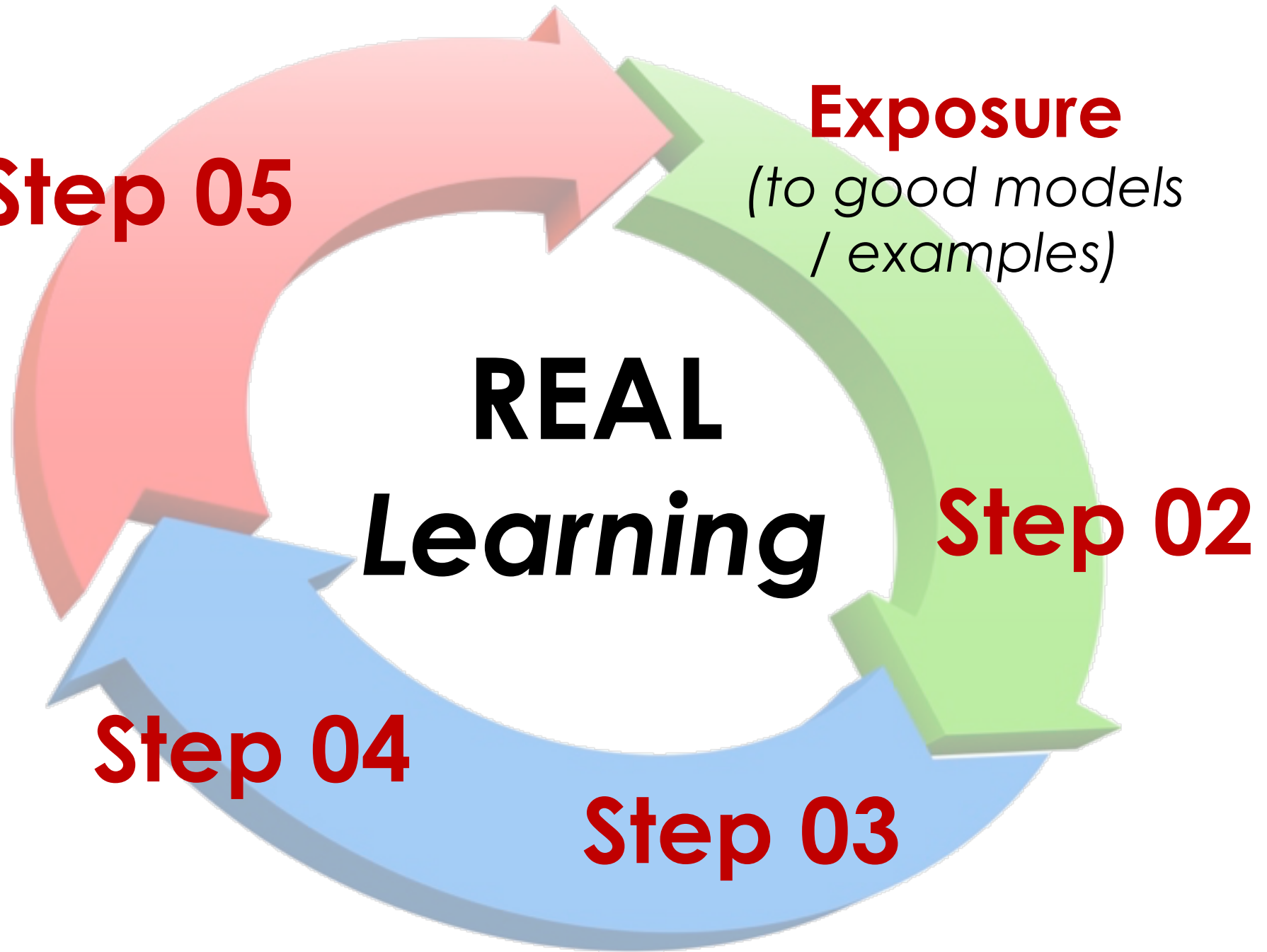
REAL

Learning

Step 02

Step 04

Step 03



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

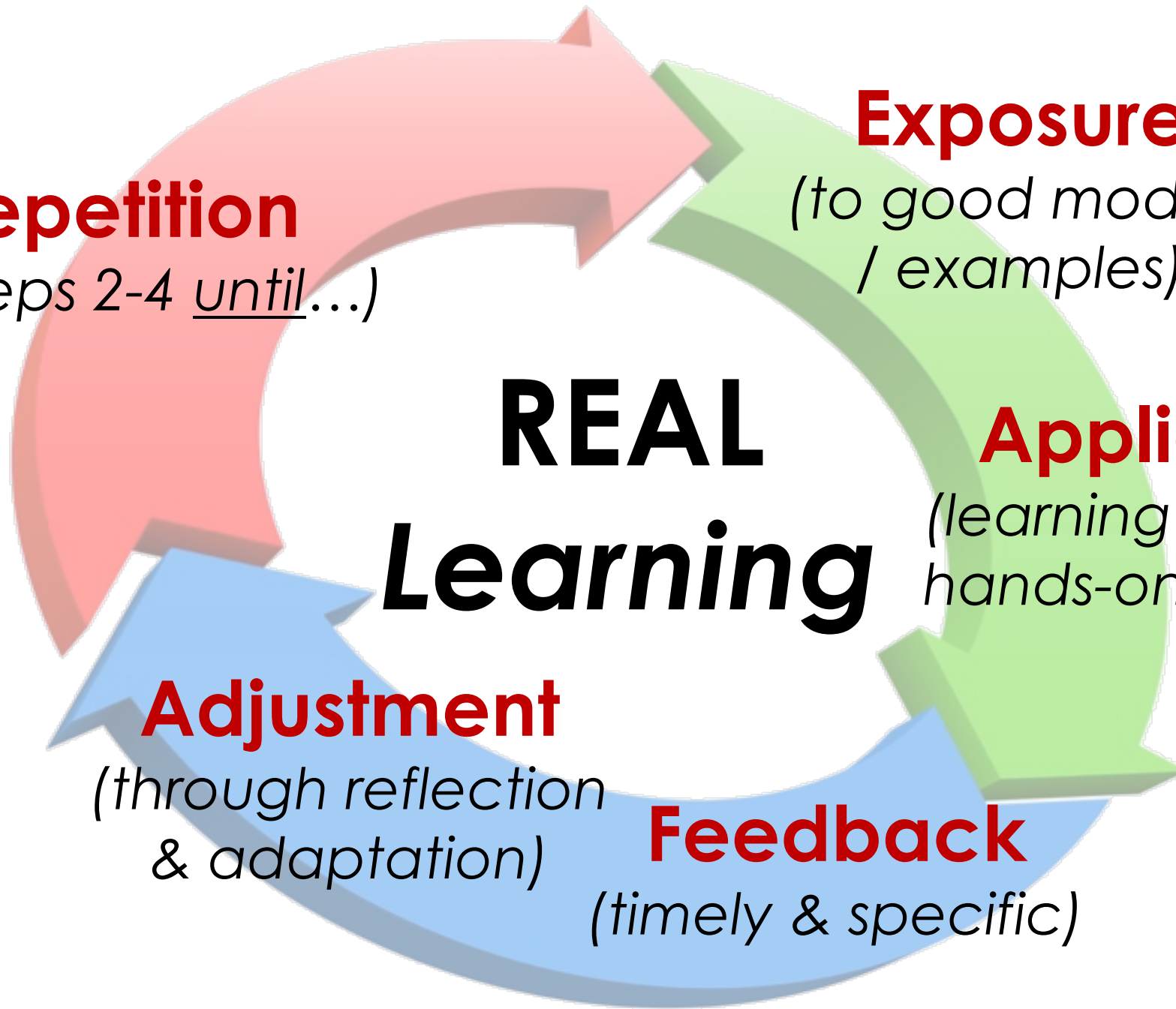
Exposure
(to good models
/ examples)

Application
(learning by doing/
hands-on practice)

Feedback
(timely & specific)

Adjustment
(through reflection
& adaptation)

REAL Learning





The “Bottom” Line...!



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

Kane, 2013





Communication

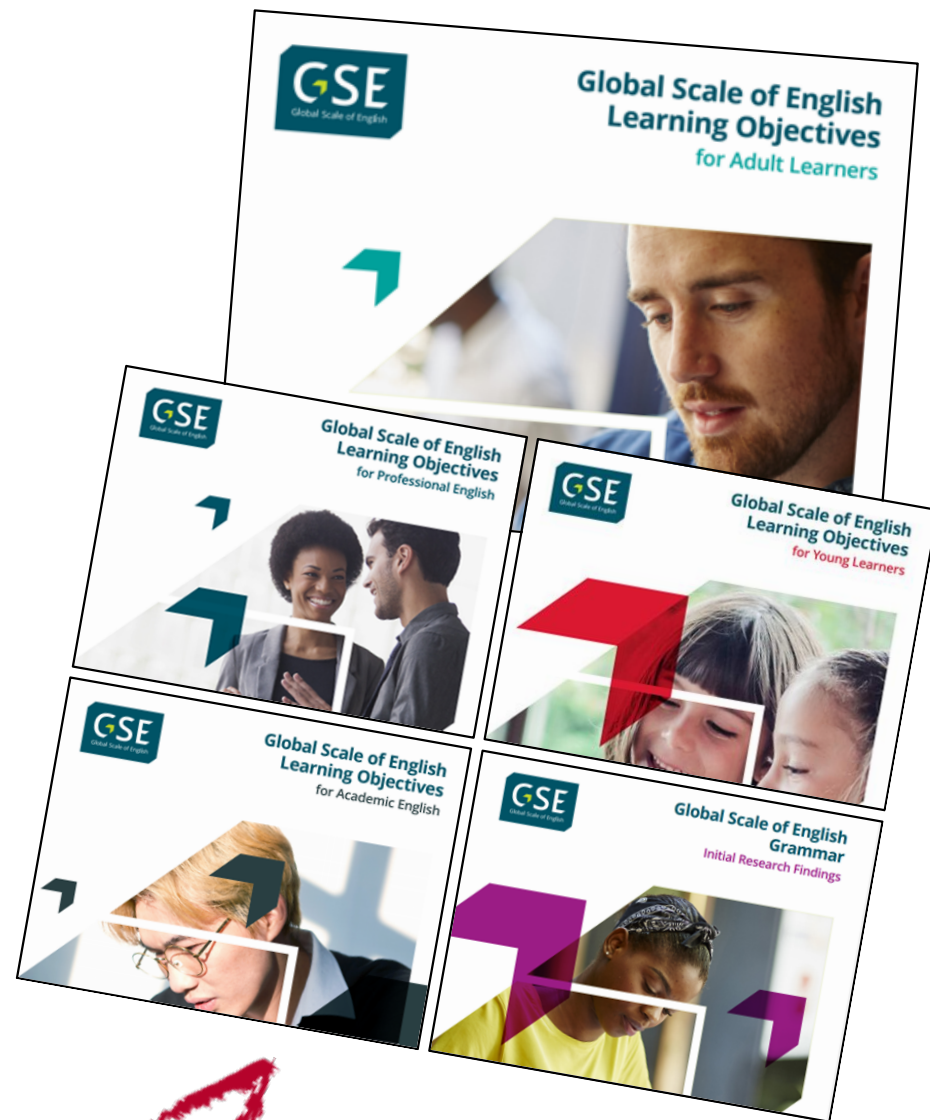
Collaboration



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

