



PART OF THE **INTO** GROUP

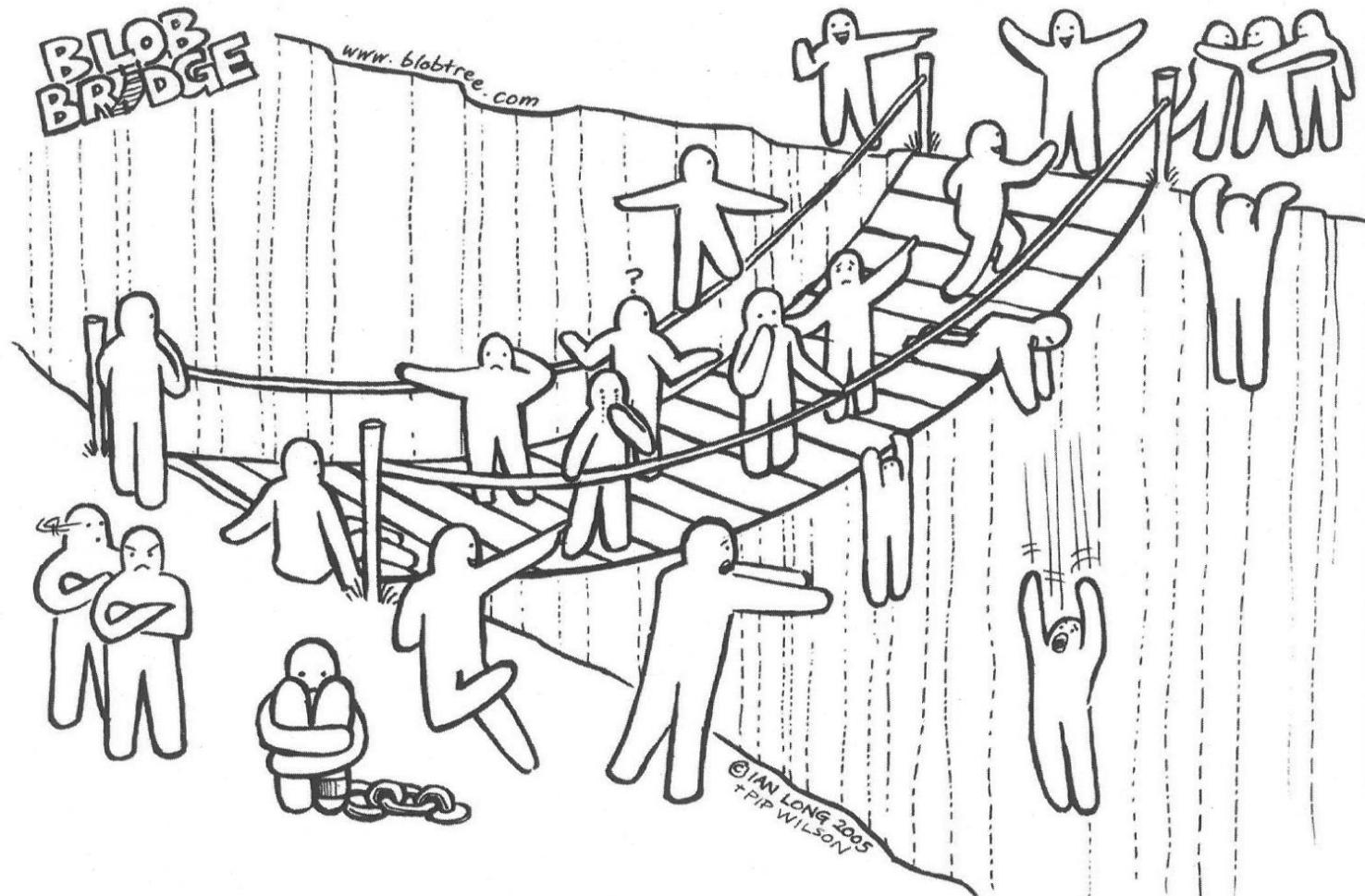
Key language teacher competences in the 2020s

CEBS conference 2023
Bad Hofgastein, Austria
Thom Kiddie
Director

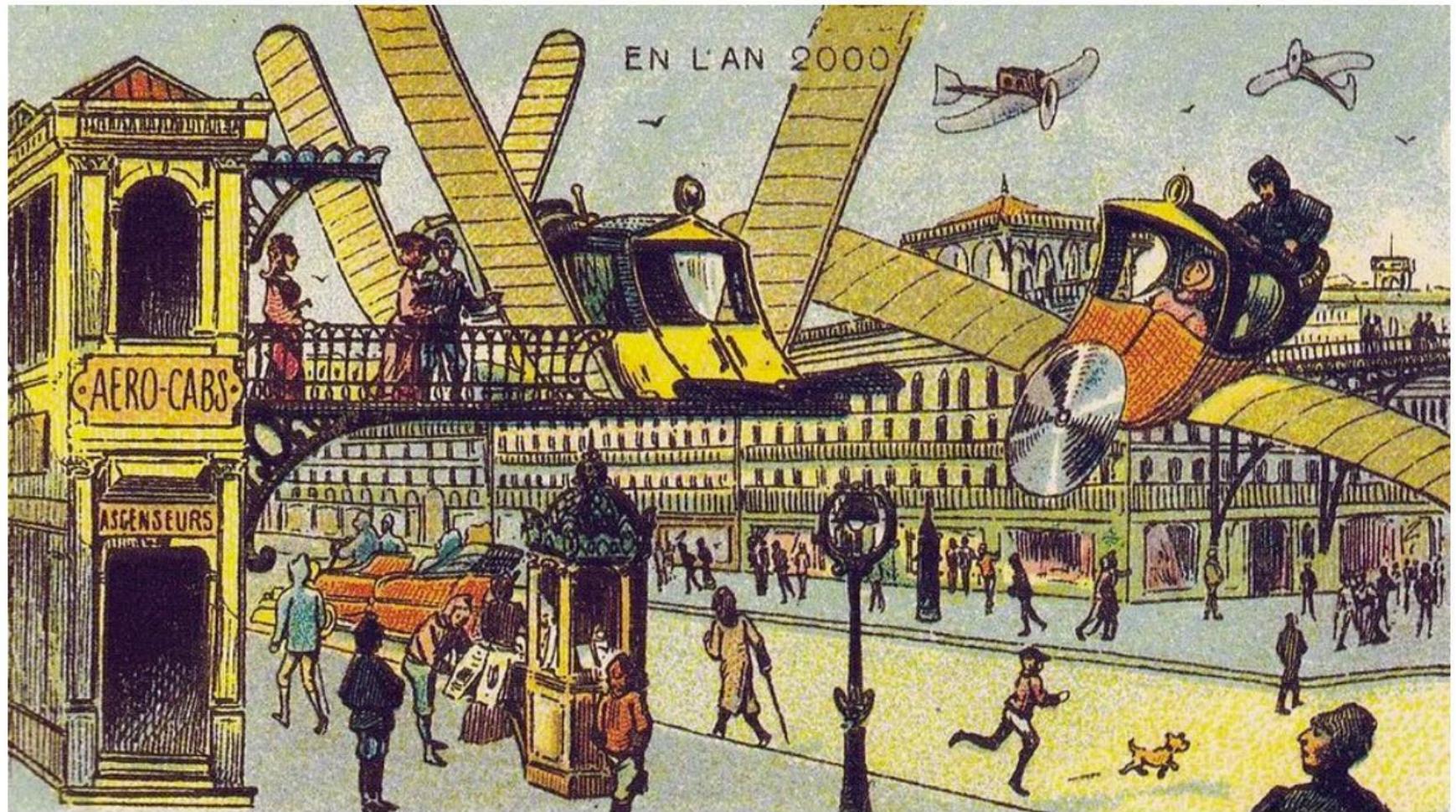


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The teacher development journey

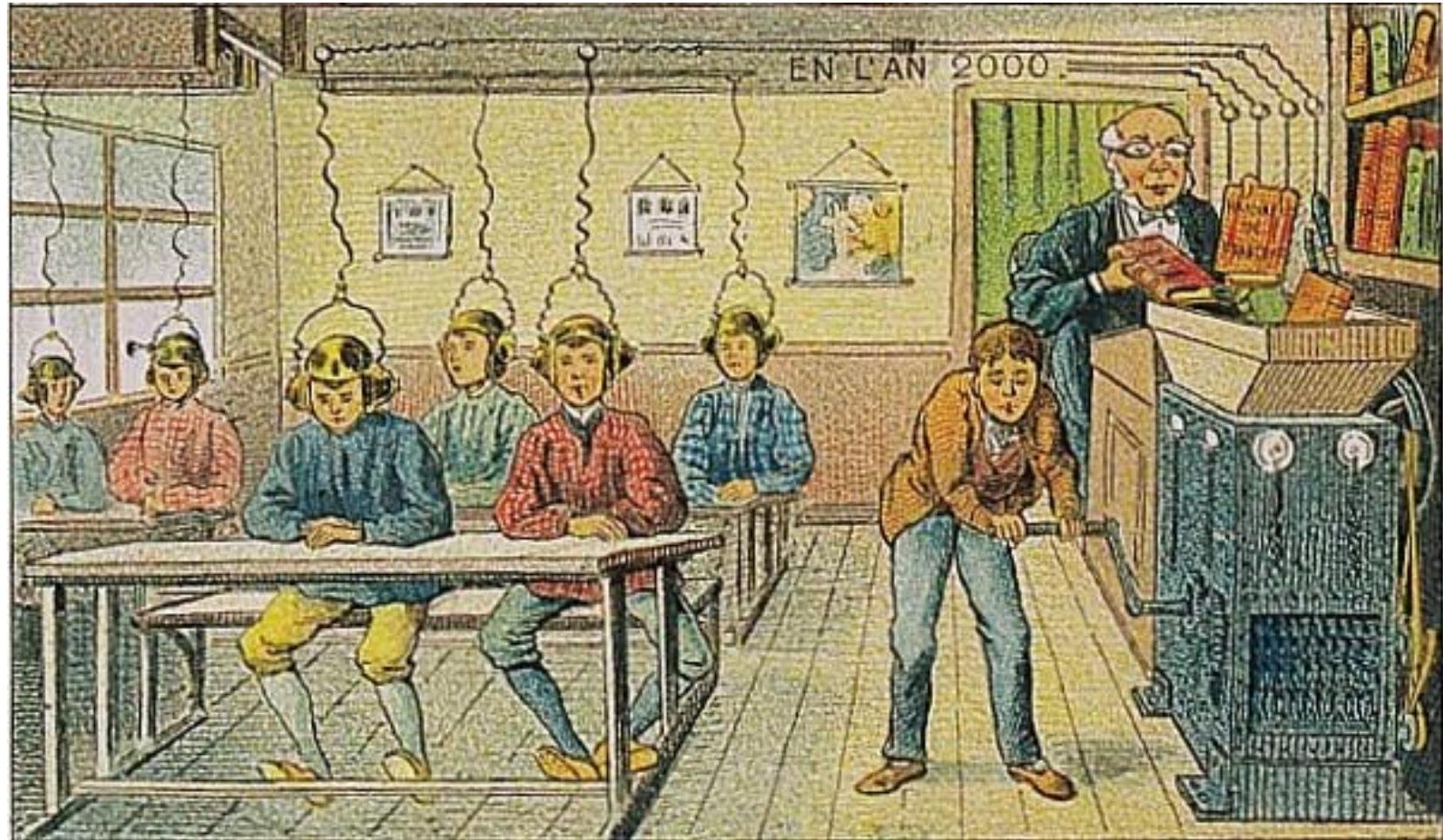


A view of the future from the past

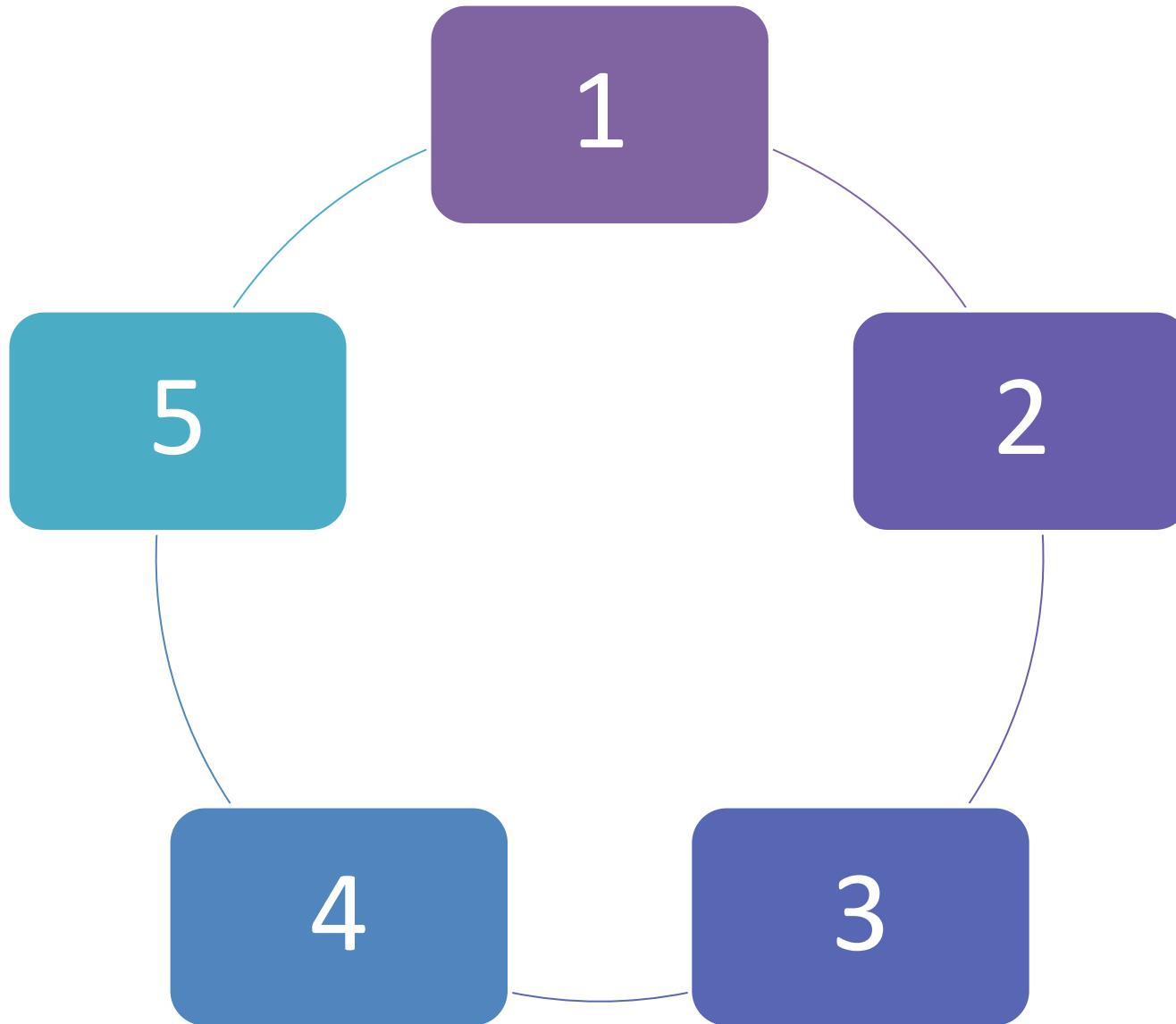


Teaching in the 21st Century

A view of the future from the past



Key language teacher competences in the 2020s



1. Teacher language awareness



“A common man
marvels at uncommon
things; a wise man
marvels at the
commonplace.”

Awareness of language change

'The Canterbury Tales' – extract from 'The Wife of Bath's tale'

Now, sire, now wol I telle forth my tale,
As evere moote I drynken wyn or ale,
I shal seye sooth, tho housbondes that I hadde,
As thre of hem were goode, and two were bade,
The thre were goode men, and riche, and olde;
Unnethe myghte they the statut holde
In which that they were bounden unto me.
Ye woot wel what I meene of this, pardee!

Geoffrey Chaucer 1340(?) - 1400

Awareness of language change

Now, sire, now wol I telle forth my tale,

(Now, sir, I will tell my tale,)

As evere moote I drynken wyn or ale,

(If I'm ever to drink wine or ale again)

I shal seye sooth, tho housbondes that I hadde,

(I'll tell the truthThose husbands that I had,)

As thre of hem were goode, and two were bade,

(Three were good and two were bad.)

The thre were goode men, and riche, and olde;

(The three that were good men were rich and old,)

Unnethe myghte they the statut holde

(They could hardly manage the contract)

In which that they were bounden unto me.

(That bound them to me.)

Ye woot wel what I meene of this, pardee!

(If you know what I mean, friend!)

Awareness of language change

'Trainspotting'

"Mark! Mark! Answer the door! Ah ken yir thair son! Ah ken your in thair!"

It's ma Ma. It's been quite a while since ah've seen Ma. Ah'm lying here jist a few feet fae the door, which leads tae a narrow hallway which leads tae another door. Behind that door is ma mother.

"Mark! Please son, please! Answer the door! It's yir mother, Mark! Answer the door!"

Irving Welsh 1957 -

What's the difference between...

“He told me that he had already been there and I responded that I hadn’t seen him.”

And...

“And he’s like ‘I’ve been there, innit?’ and so I go ‘Well I din’t see ya there.’”

?

What's the difference between...

“If that happens, we'll sort it.”

And...

“If that happened, we'd sort it.”

?

**DISTANCE FROM
EVENTS**

**AIMS AND
INTENTIONS**

SHARED KNOWLEDGE

**DISTANCE BETWEEN
PEOPLE**

EMOTIONS

**DISTANCE FROM
RESPONSIBILITY**



Have we got the right approach to language awareness?

“They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions [...] leads to the reinforcement or modification of their competences.”

“They learn by analyzing text data and identifying patterns. They use neural networks to process and understand language. During training, these models adjust their parameters based on the input data to predict the next word or sequence of words in a sentence. Through repeated exposure to diverse language patterns, the model learns grammar, context, and meaning. The process, called deep learning, enables the model to generate coherent and contextually appropriate responses.”

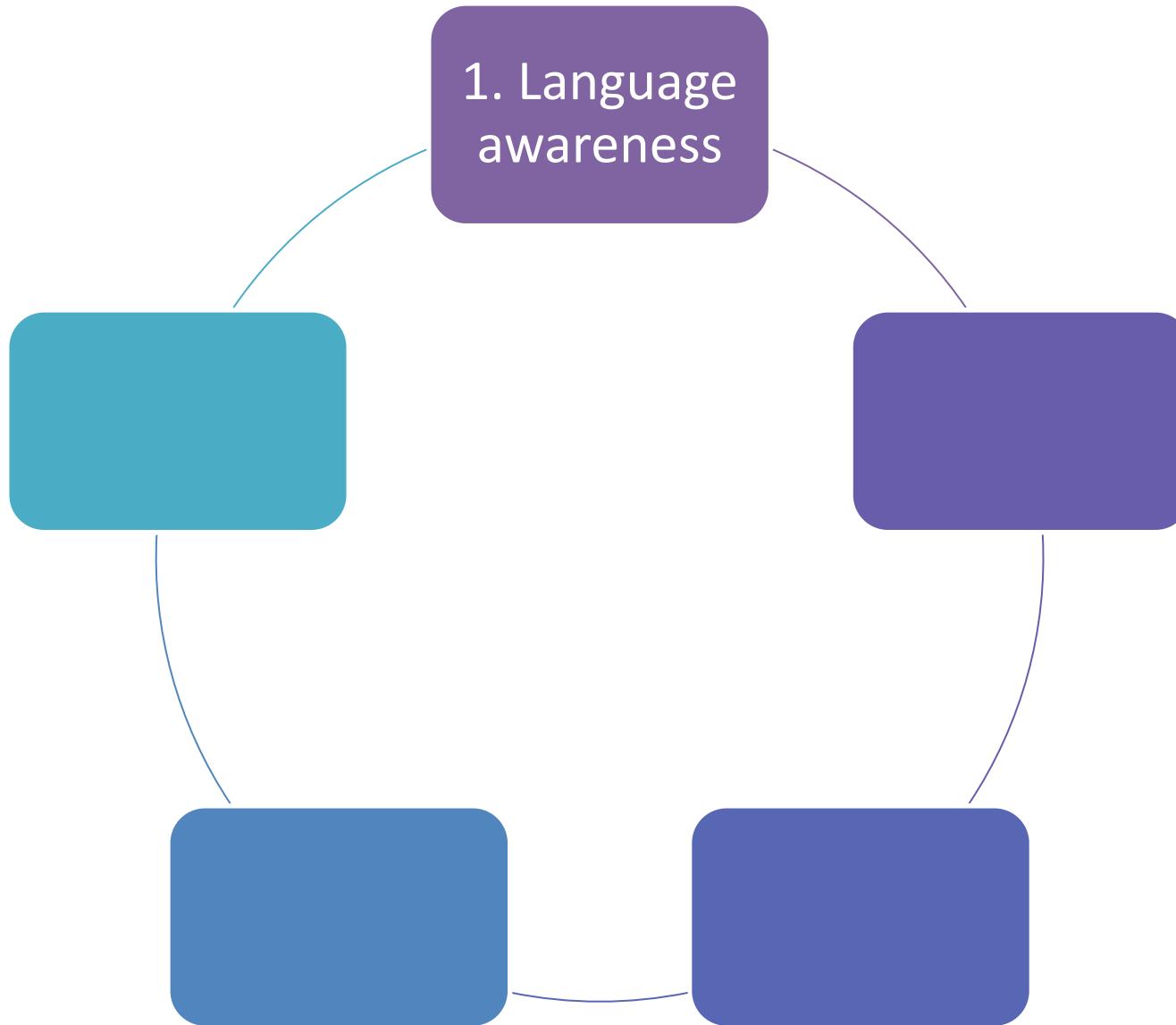
Have we got the right approach to language learning?

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**.

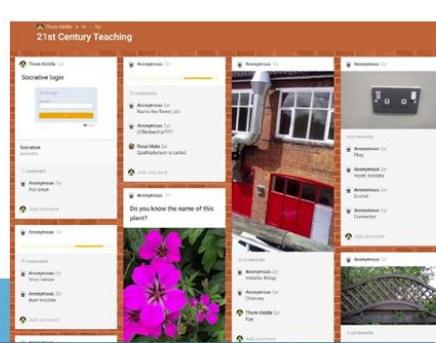
They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

CEFR 2001 Section 2.1 / CEFR CV 2020, p.32

Key language teacher competences in the 2020s



2. Digital literacy



Teaching English for Aviation - Sept 23

This eight-week course introduces teachers and trainers to communication approaches and language training practice specifically for aeronautical communication between pilots and air traffic control. The course is designed for education professionals who currently work in, or are considering working in, the domain of teaching English in an aviation context. Their learners would typically be either pilots or Air Traffic Controllers, but the principles of specific purpose language learning can also apply in other aviation contexts.

The course provides a detailed introduction of what to expect from the course, with a specific focus on the real-life communication of their learners through practical guidance and interactive tasks. This enables teachers to develop their understanding of the actual communication processes taking place in the operational environment and how language fits into this. Developing skills and knowledge for professional language training in such a dynamic environment is imperative and a prerequisite in helping to promote and support flight safety.

Unit 1 introduces participants to the platform, the tutor and each other. It also allows an introductory overview to how language is used in constructing aeronautical communication. It finishes with a look at your current or potential classroom activities and introduces the role of practical communication to enhance the skills of speaking and listening.

Unit 2 aims to continue the communication learning process by exploring the important and unique aeronautical environment of aviation. Unit 3 follows on to introduce communication competence and continue an in-depth learning of where language fits into the communication tasks of your students. Unit 4 helps you to develop effective analysis skills with real-life authentic communication by breaking down the language used into manageable and task-based components. Unit 5 goes behind the scenes of aviation and explores the critical operational factors that affect language and communication in unexpected and non-routine situations. Finally Units 6-8 bring all this theory and knowledge into the classroom to analyse the key steps in course and classroom preparation, as well as investigating and experimenting with the different methodological materials and technology available.

The course will finish with an assignment aimed to bring all your knowledge together from the course and to put into a practical project to help you address your needs as a practitioner of English teaching for aviation.

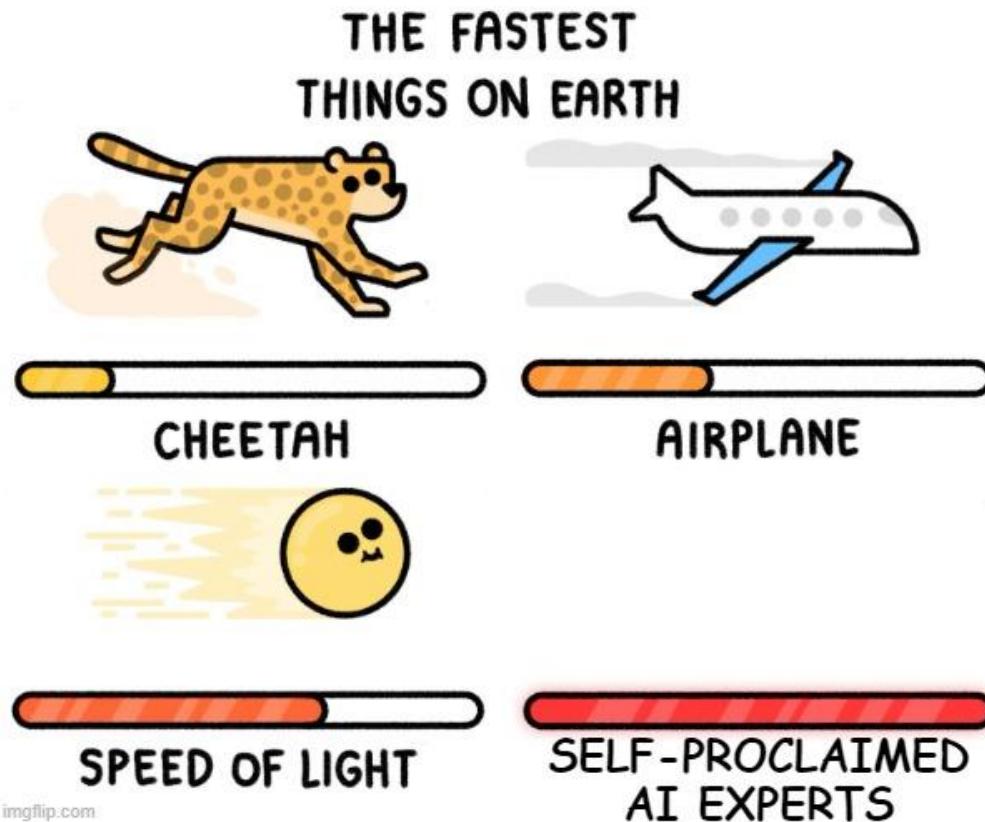
Course content

- Welcome to NILE Online (0 of 3 Topics Completed)
- Orientation (0 of 6 Topics Completed)
- Tutor Profile (0 of 1 Topics Completed)

Activity Feed

- Create a post...
- Hello (Share something to get started...)

2. Digital literacy



2. Digital literacy

Mushroom pickers urged to avoid foraging books on Amazon that appear to be written by AI

■ TECHNOLOGY

Sample of books they contain dangerous

Artificial intelligence (AI)

AI systems 'could kill many humans' within two years

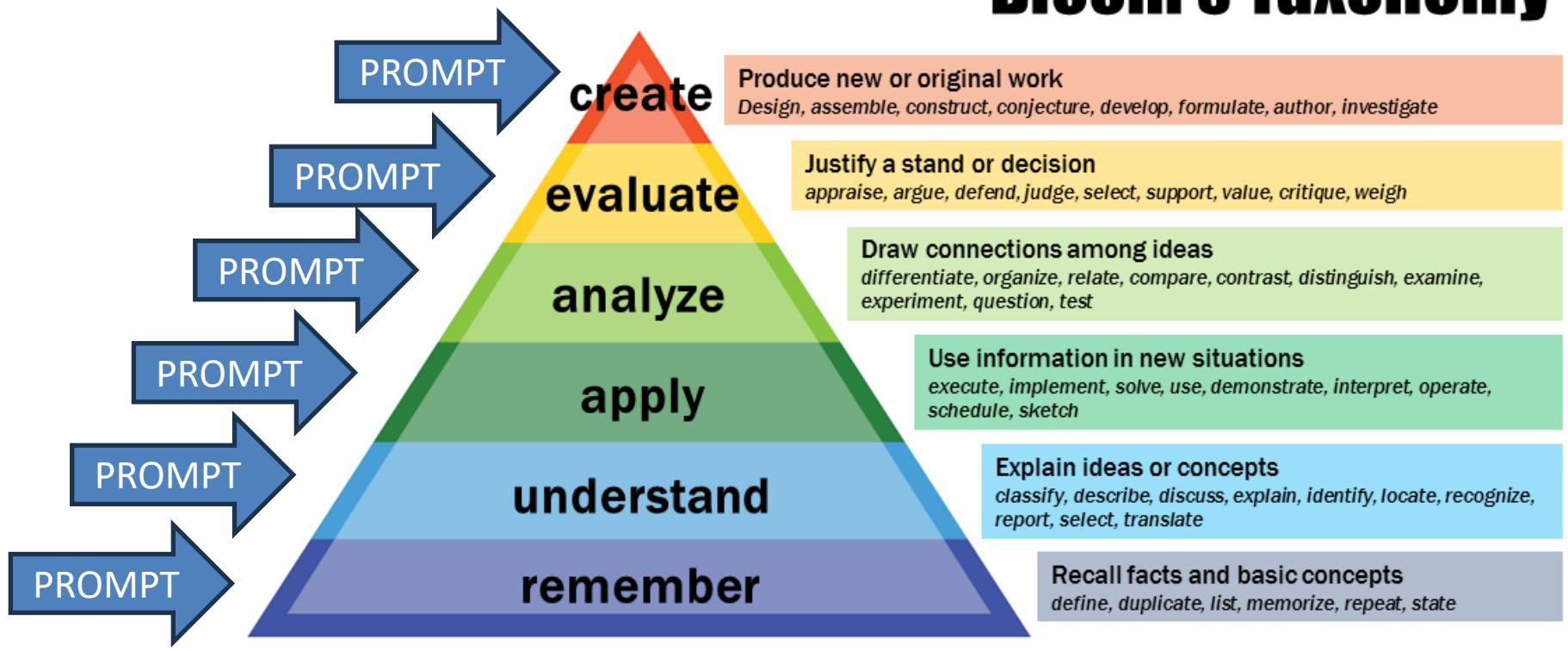
Five ways AI might destroy the world: 'Everyone on Earth could fall over dead in the same second'

AI likely to spell end of traditional school classroom, leading expert says

Exclusive: Prof Stuart Russell says technology could result in 'fewer teachers being employed - possibly even none'

Prompt literacy – the new digital competence?

Bloom's Taxonomy



Vanderbilt University Center for Teaching

Horses for courses? Assigning roles to AI and humans


 Oregon State University
 Ecampus

Bloom's Taxonomy Revisited

Use this table as a reference for evaluating and making changes to aligned course activities and assessments (or, where possible, learning outcomes) that account for generative Artificial Intelligence (AI) tool capabilities and distinctive human skills.

All course activities and assessments will benefit from **review** given the capabilities of AI tools; those at the **Remember** and **Analyze** levels may be more likely to need **amendment**.



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	RECOMMENDATION	AI CAPABILITIES	DISTINCTIVE HUMAN SKILLS
CREATE	Review	Suggest a range of alternatives, enumerate potential drawbacks and advantages, describe successful real-world cases	Formulate original solutions incorporating human judgement, collaborate spontaneously
EVALUATE	Review	Identify pros and cons of various courses of action, develop rubrics	Engage in metacognitive reflection, holistically appraise ethical consequences of alternative courses of action
ANALYZE	Amend	Compare and contrast data, infer trends and themes, compute, predict	Critically think and reason within the cognitive and affective domains, interpret and relate to authentic problems, decisions, & choices
APPLY	Review	Make use of a process, model, or method to illustrate how to solve a quantitative inquiry	Operate, implement, conduct, execute, experiment, and test in the real world; apply creativity and imagination to idea & solution development
UNDERSTAND	Review	Describe a concept in different words, recognize a related example, translate	Contextualize answers within emotional, moral, or ethical considerations
REMEMBER	Amend	Recall factual information, list possible answers, define a term, construct a basic chronology	Recall information in situations where technology is not readily accessible

Digital overload for teachers

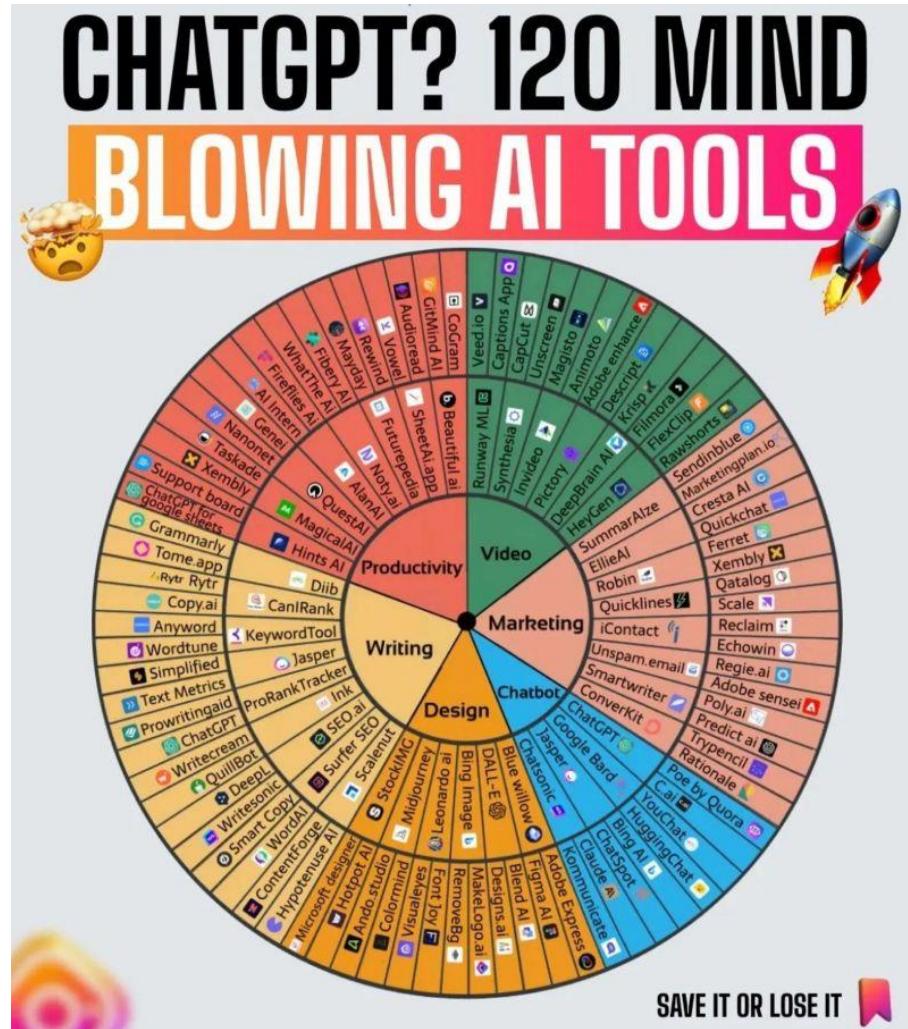
The Pedagogy Wheel ENG V5.0 for both Apple iOS and Android

188 Suggested
Educational
Apps available

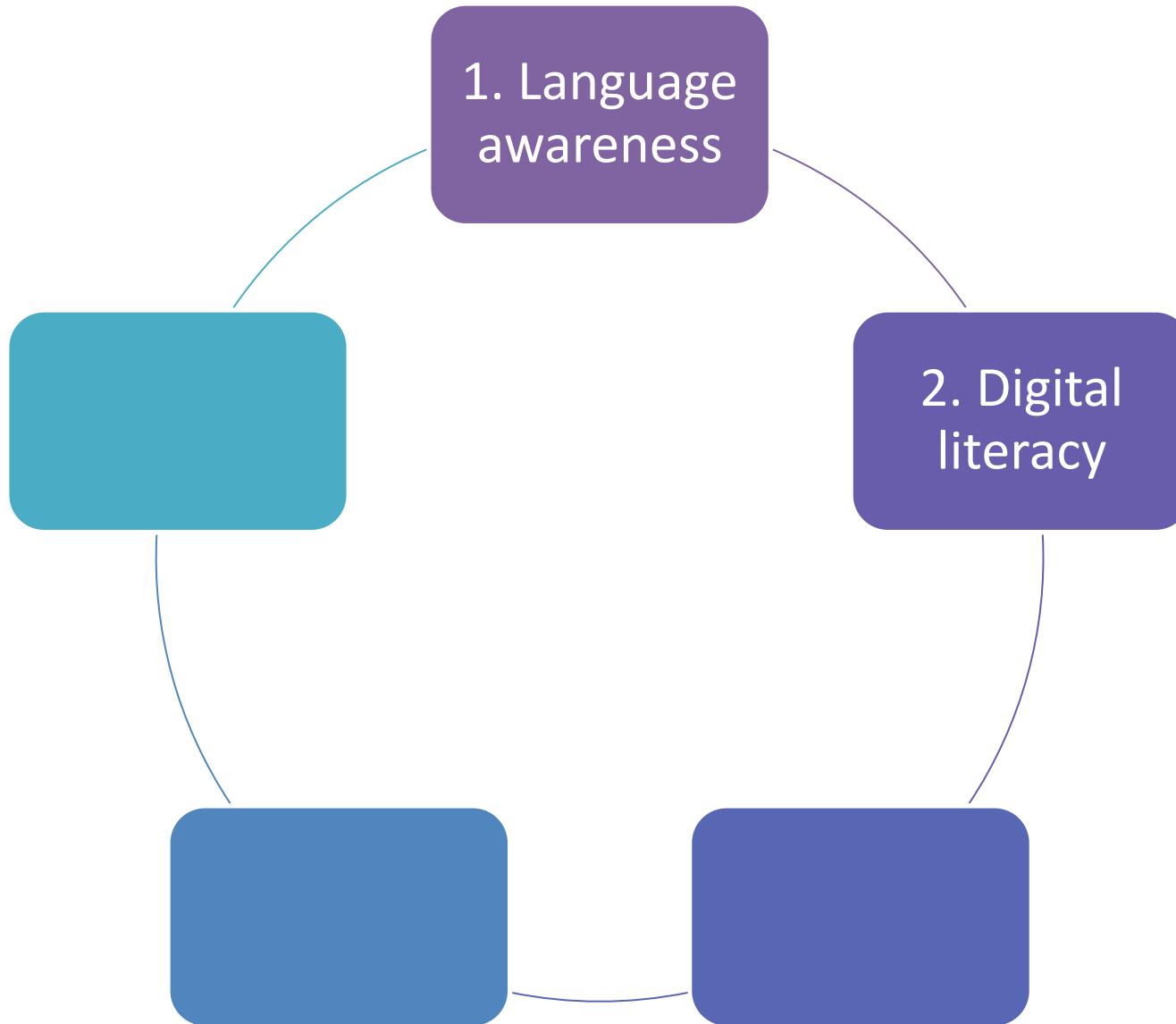


188 Suggested
Educational
Apps available





Key language teacher competences in the 2020s



3. Teacher assessment literacy

A



B



C



D



“Not everything that can be counted counts, and not everything that counts can be counted.”

(Cameron, 1963)

“...trying to describe complex phenomena in a small number of words on the basis of incomplete theory.”

(North, 1996)

Assessment and learning



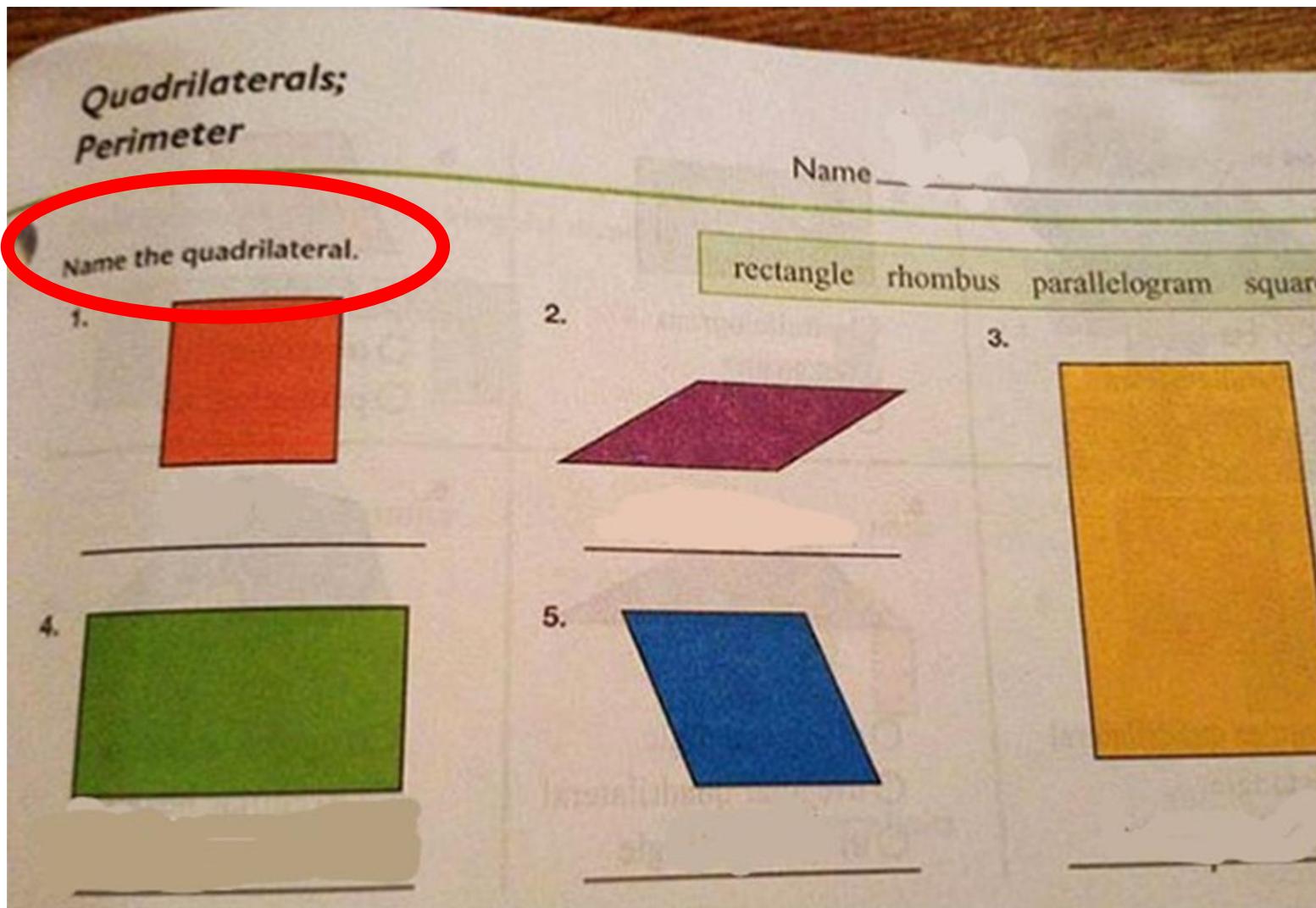
Assessment and learning



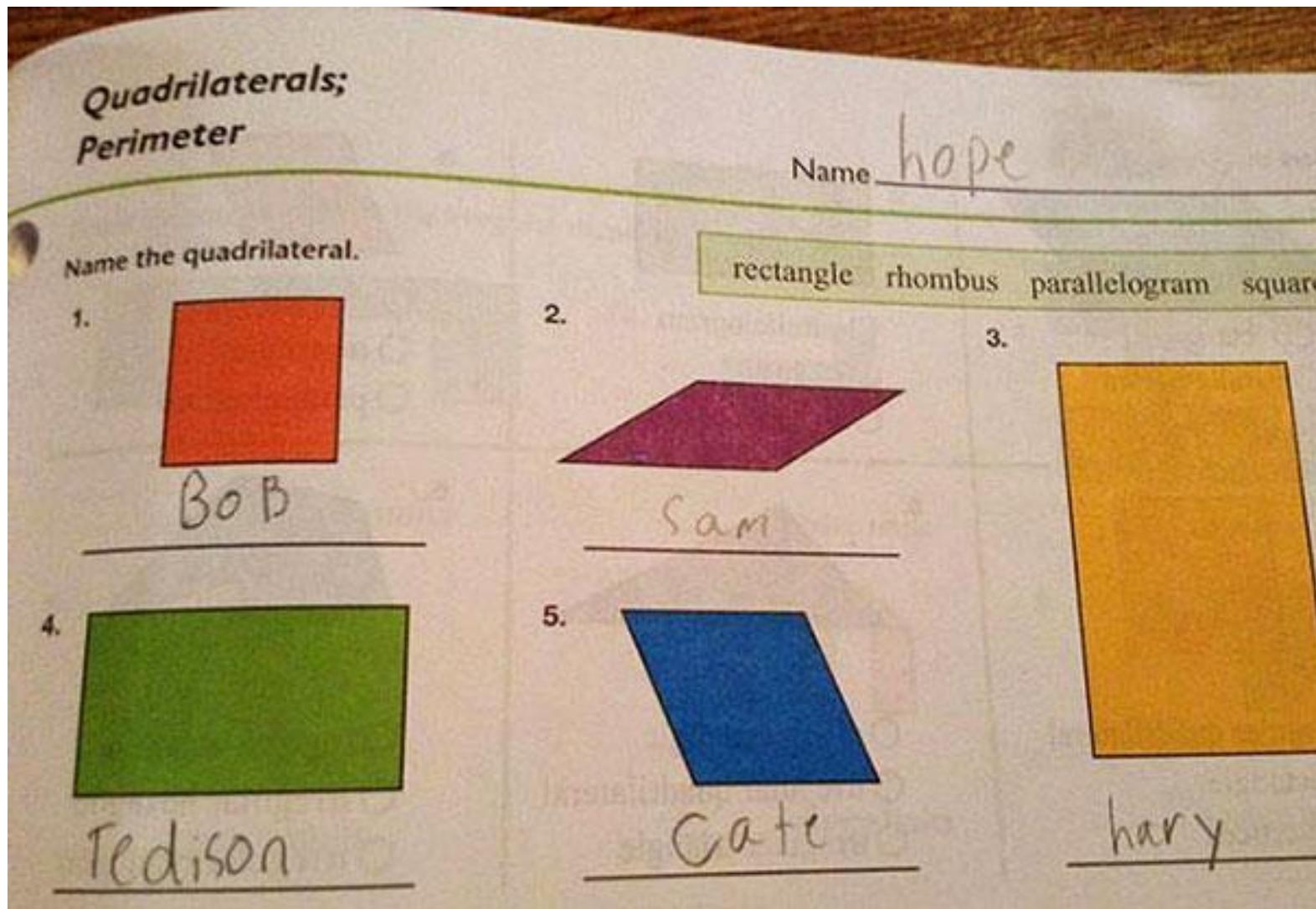
Assessment and learning



Item-writing perils



Assessment and measurement



Item-writing perils

Where was the American Declaration of Independence signed?

Item-writing perils

Where was the American Declaration of Independence signed?

At the bottom.

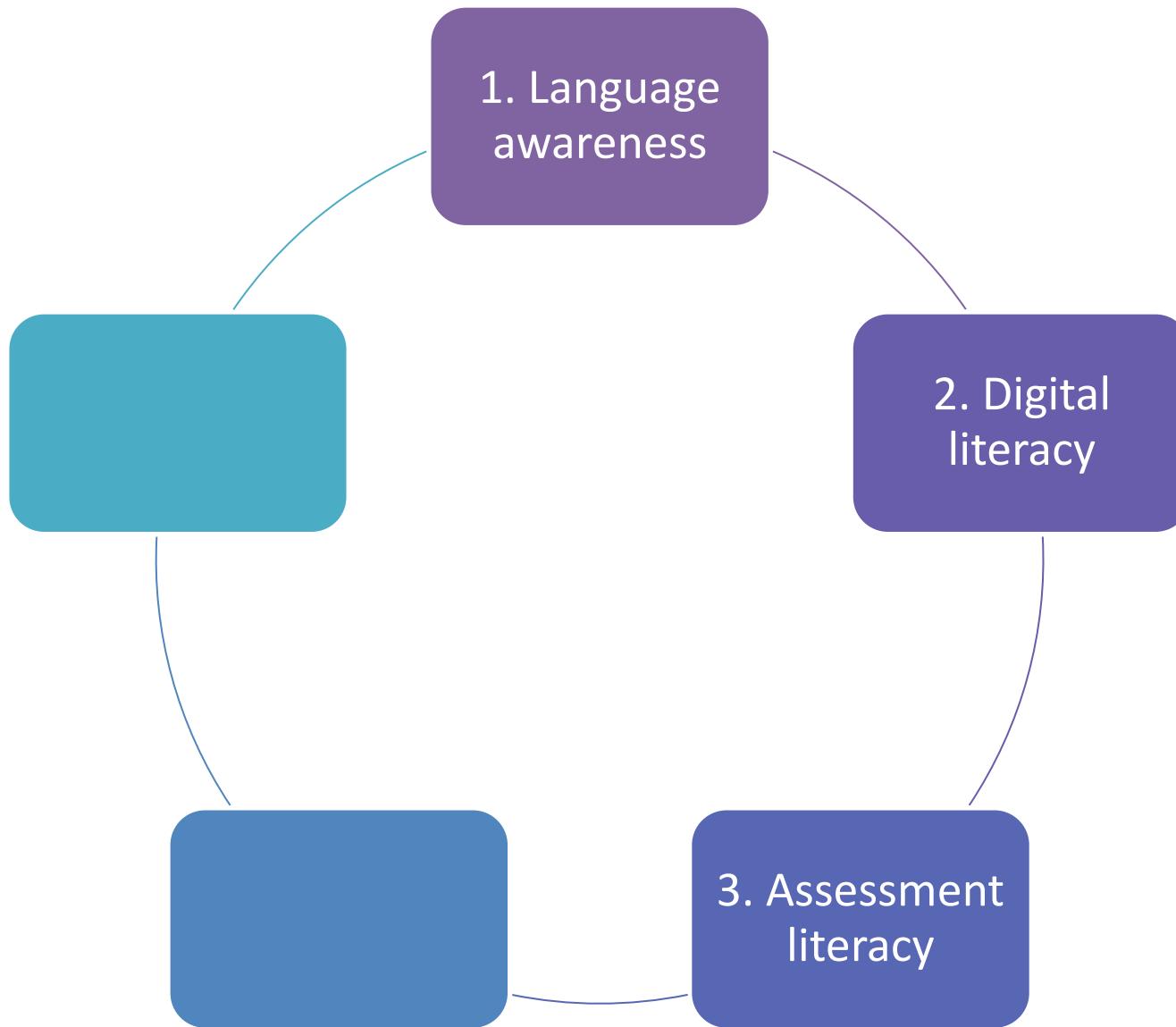
Key 21st Century Skills:

Creativity
Collaboration
Team-working
Digital literacy

But when used in a test, we call this...

Cheating!!

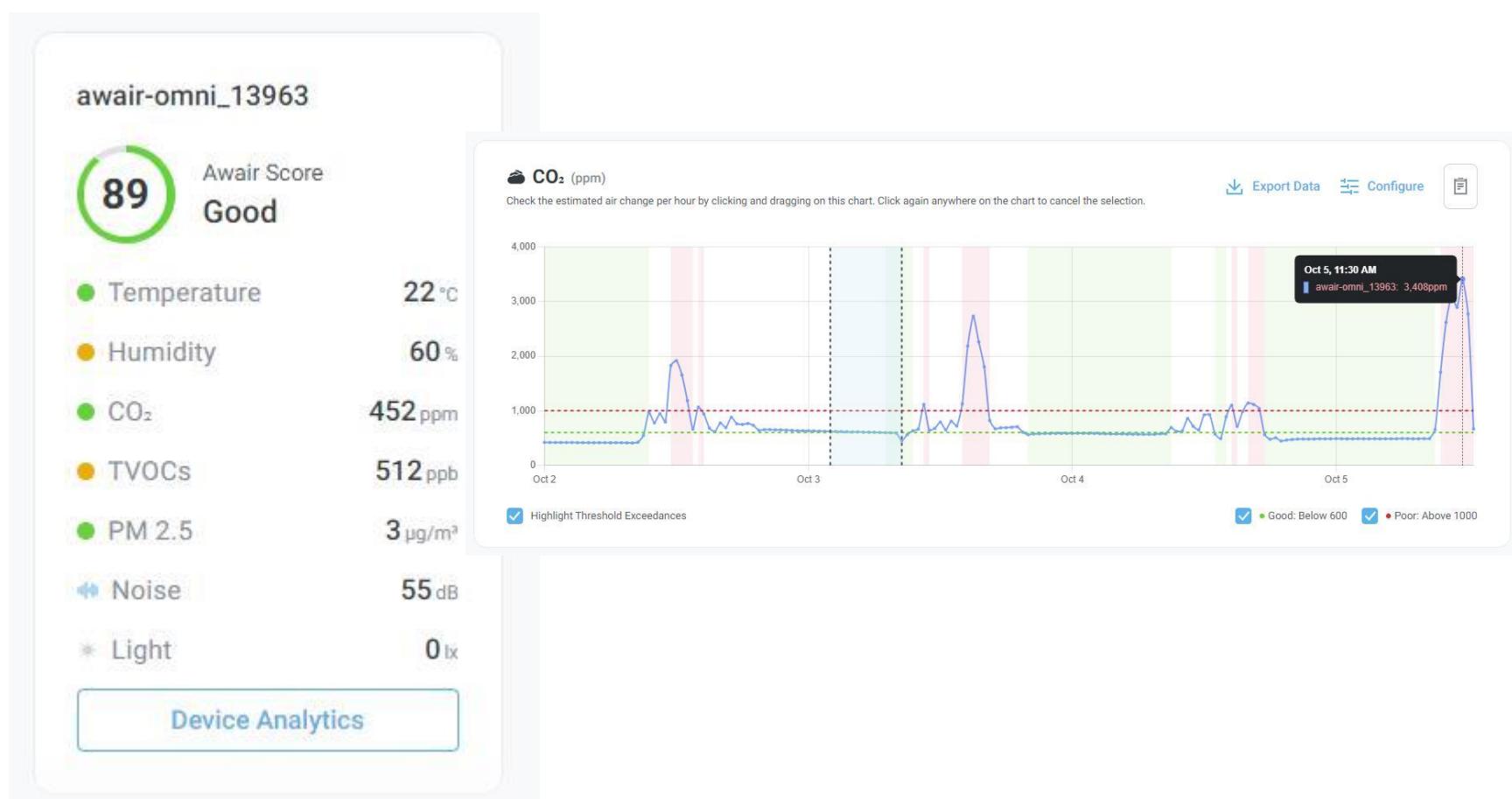
Key language teacher competences in the 2020s



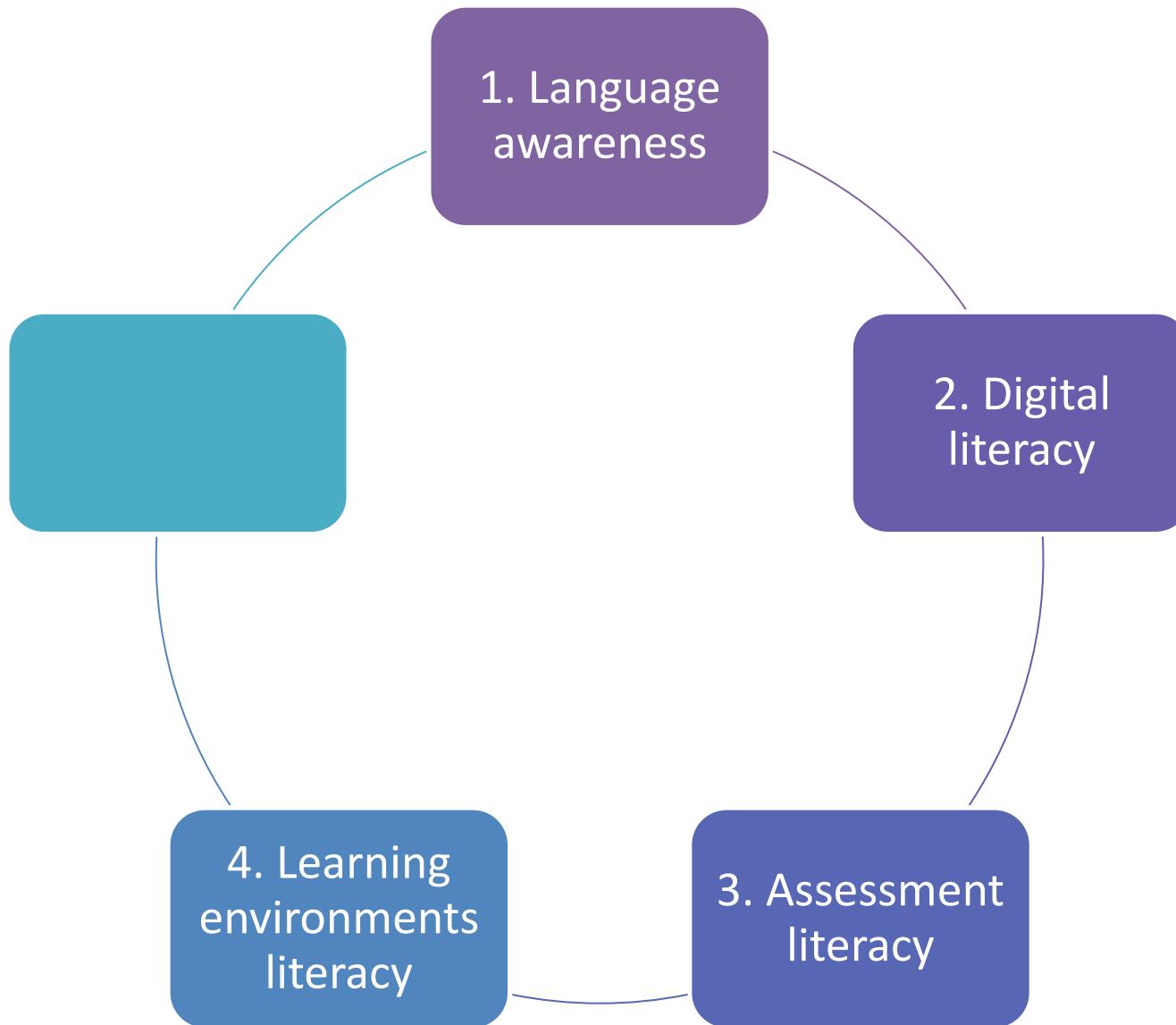
4. Learning Environments literacy



4. Learning Environments literacy



Key language teacher competences in the 2020s



5. Integration of language and content



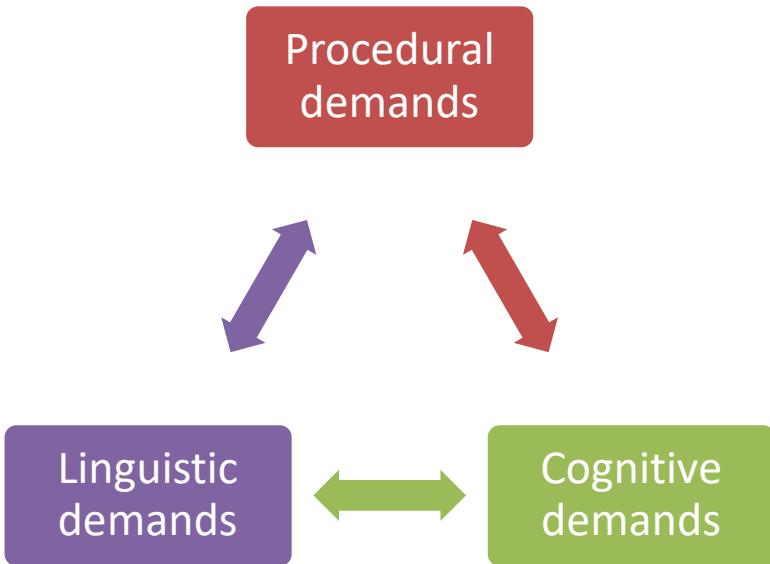
“If you want to teach language, teach something else.”

Phil Ball, NILE CLIL trainer and author

5. Integration of language and content

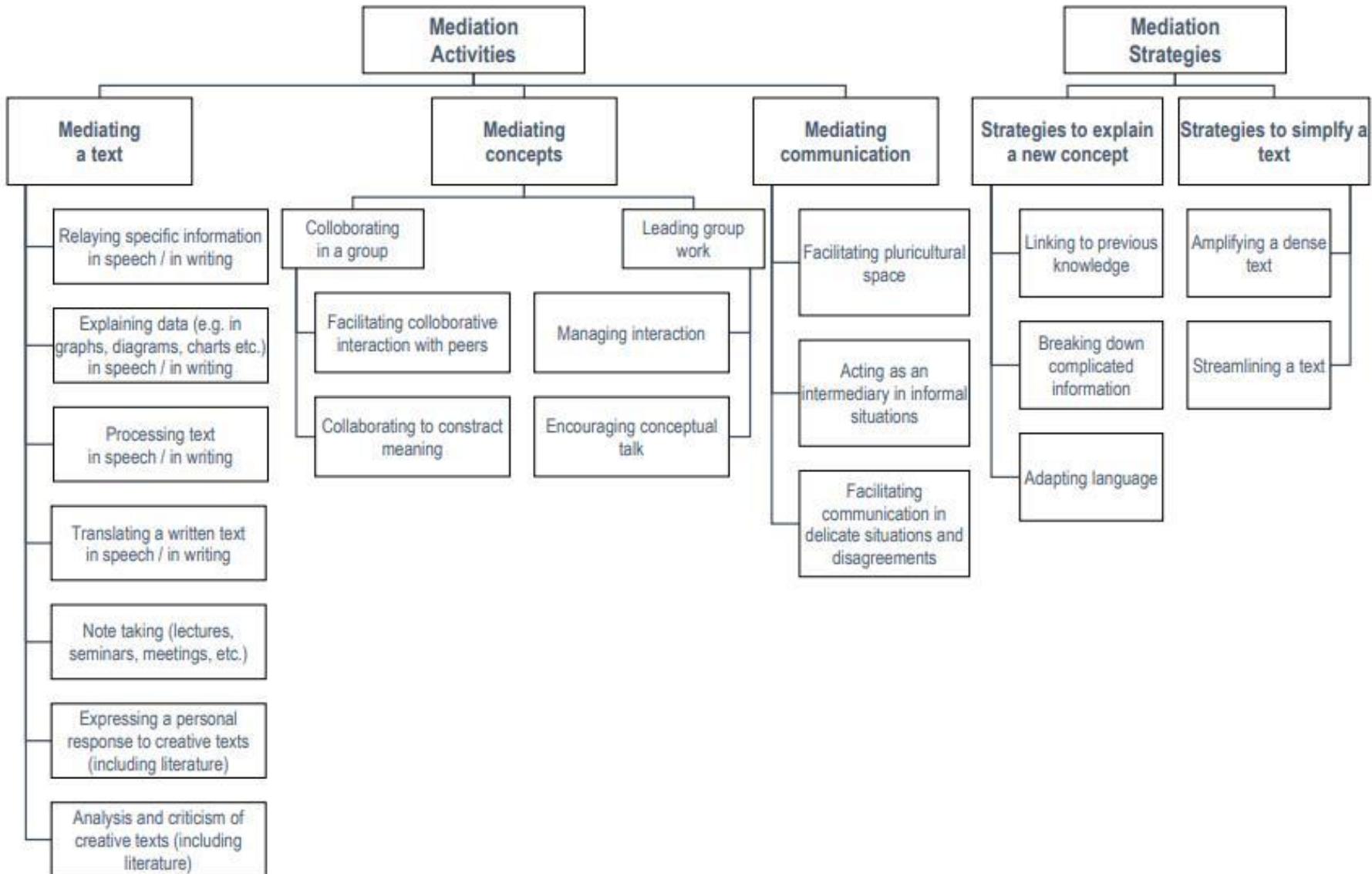


Integration of language and content

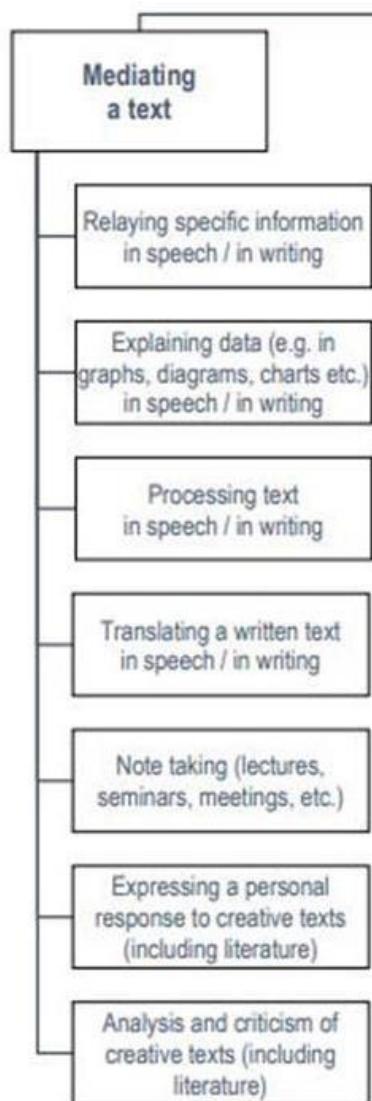


- Teaching language *with* and *through* content
- Project-based learning
- Increasing role of CLIL and EMI
- Mediation of information (content)

Mediation of information



Mediation of information



Relaying specific information in speech / in writing

Explaining data

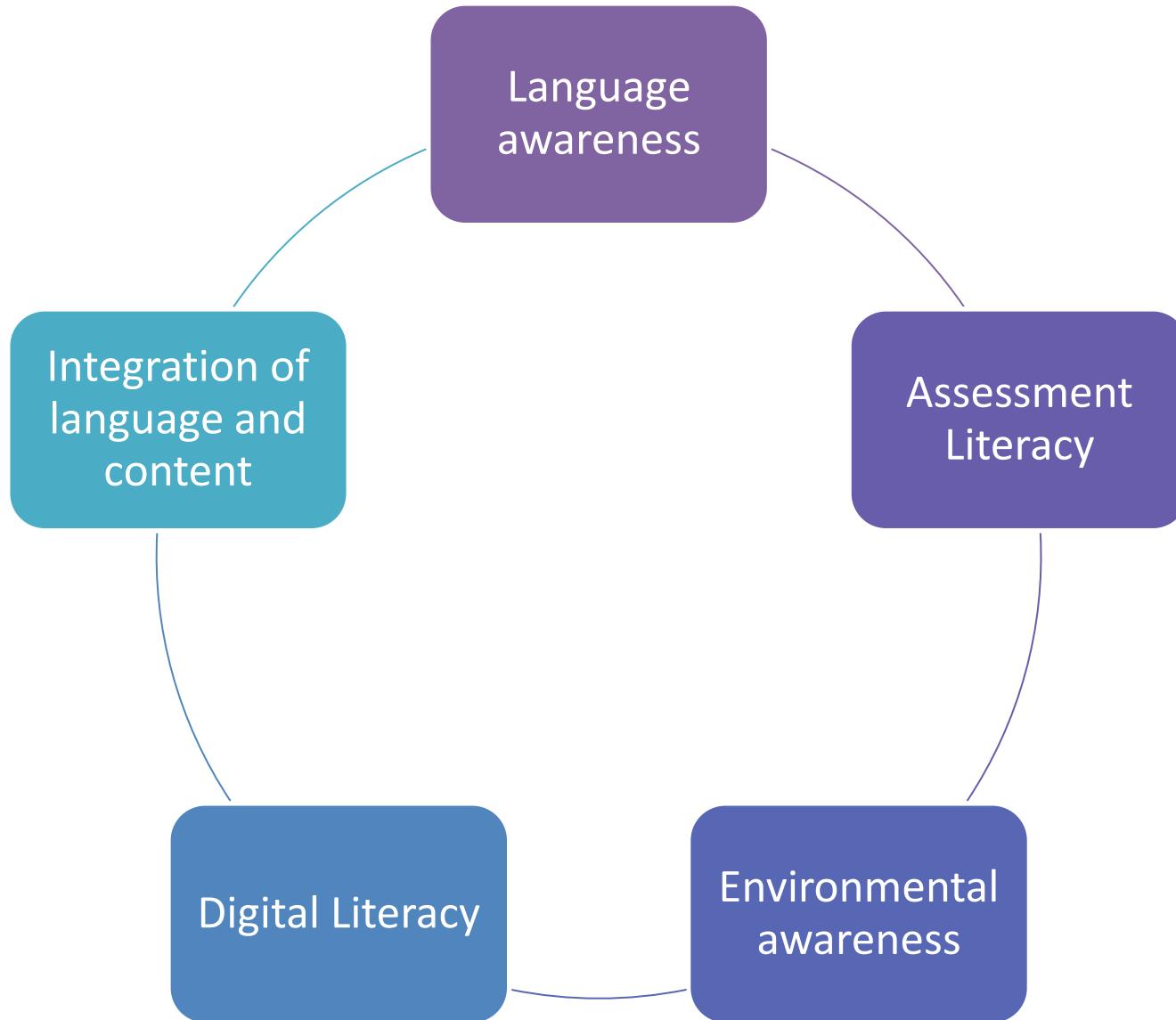
Processing text in speech / in writing

Note-taking

Expressing a personal response (to creative texts)

Analysis and criticism (of creative texts)

Key language teacher competences in the 2020s



Teacher empowerment

“It is...advisable that the teacher should _____, and even be able to criticize, the general principles upon which the whole educational system is formed and administered. He is not like a private soldier in an army, expected merely to _____, or like a cog in a wheel, expected merely to respond to and _____ external energy; he must be an intelligent medium of action.”

obey

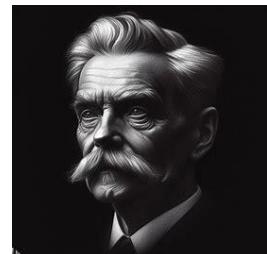
understand

transmit

Teacher empowerment

“It is...advisable that the teacher should understand, and even be able to criticize, the general principles upon which the whole educational system is formed and administered. He is not like a private soldier in an army, expected merely to obey, or like a cog in a wheel, expected merely to respond to and transmit external energy; he must be an intelligent medium of action.”

John Dewey, 1895

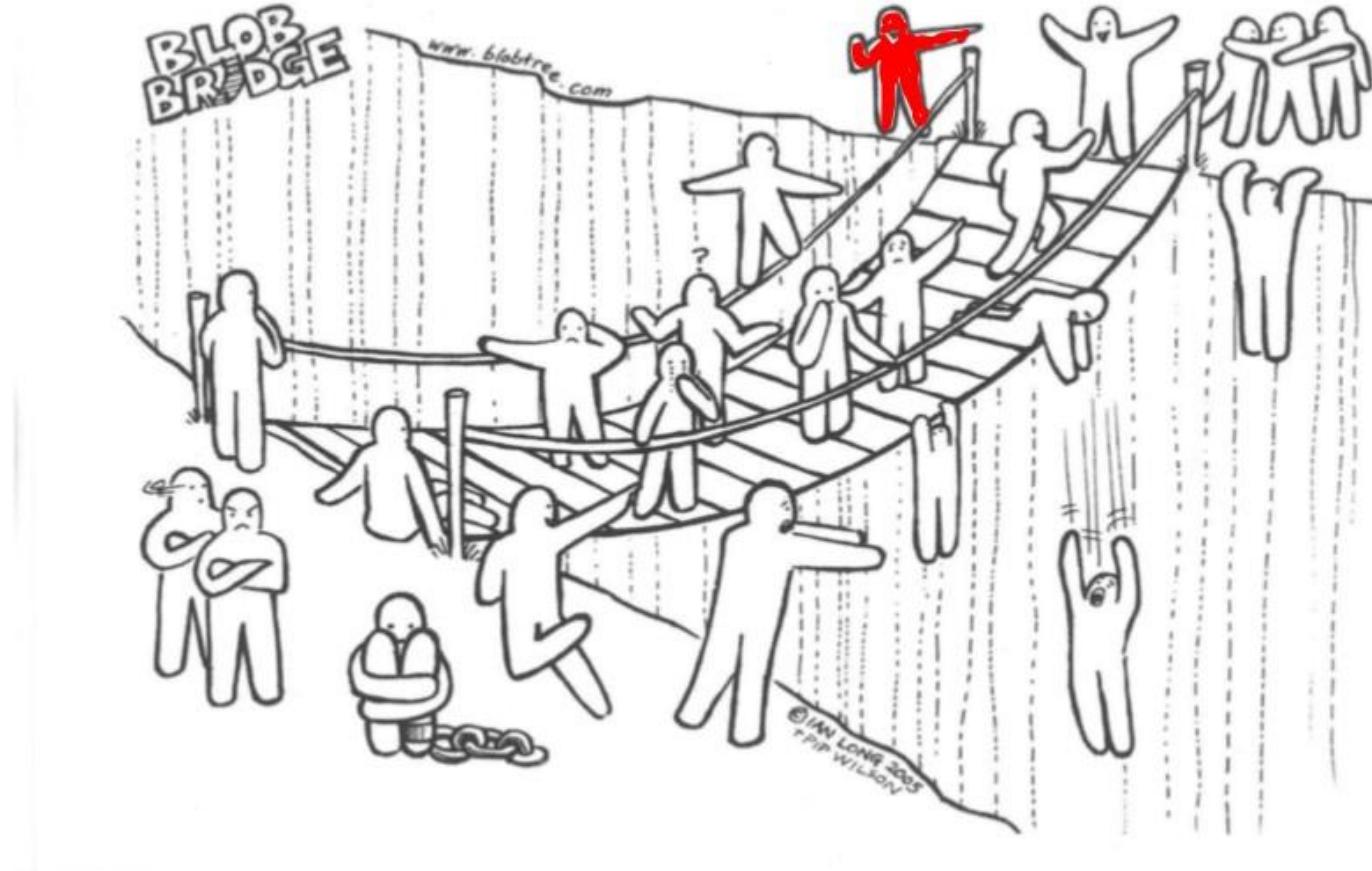


Teacher responsibility

**“The stone age did not end
because people ran out of stones.”**

Pinker (2018), Enlightenment Now, p.127

The teacher development journey



Thank you!



PART OF THE **INTO** GROUP

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