

Language learning in an international context

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17 October 2014

Rome, Italy



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Today's talk

- Introduction
- Changing nature of a globalised world
- Preparing learners for tomorrow
- 5 Minds of the future
- Alignment and curriculum design
- Examples from English B textbook

Which way is north?



Paradigm shift

Knowledge-based

- Phone books
- Book reports
- Topics / facts
- Vocabulary lists

Creation-based

- Google search
- Blogs / reviews
- Concepts
- Semantic fields

Global challenges



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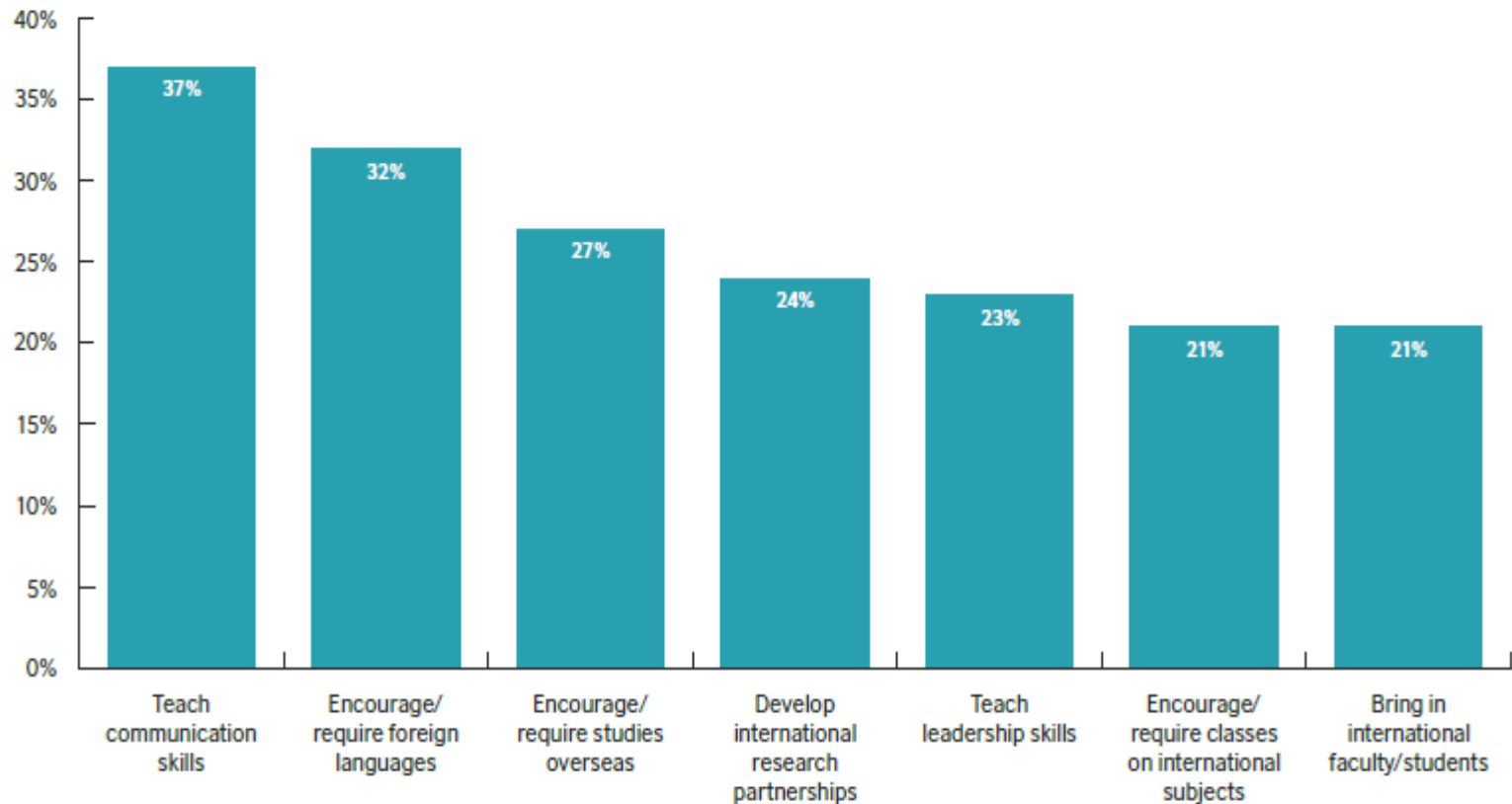
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What employers want



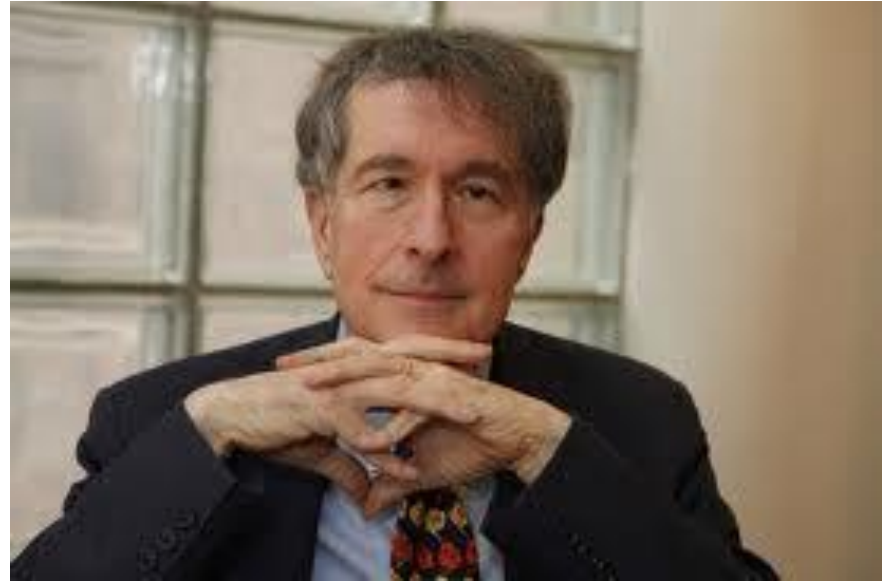
Contributions from education

Chart 13: Contributions that education can make to improving intercultural skills as seen by employers (top eight suggestions from employers)



5 Minds for the future

- *Disciplined mind,*
- *Synthesizing mind,*
- *Creating mind,*
- *Respectful mind*
- *Ethical mind*



The synthesizing mind



The creating mind



The respectful mind

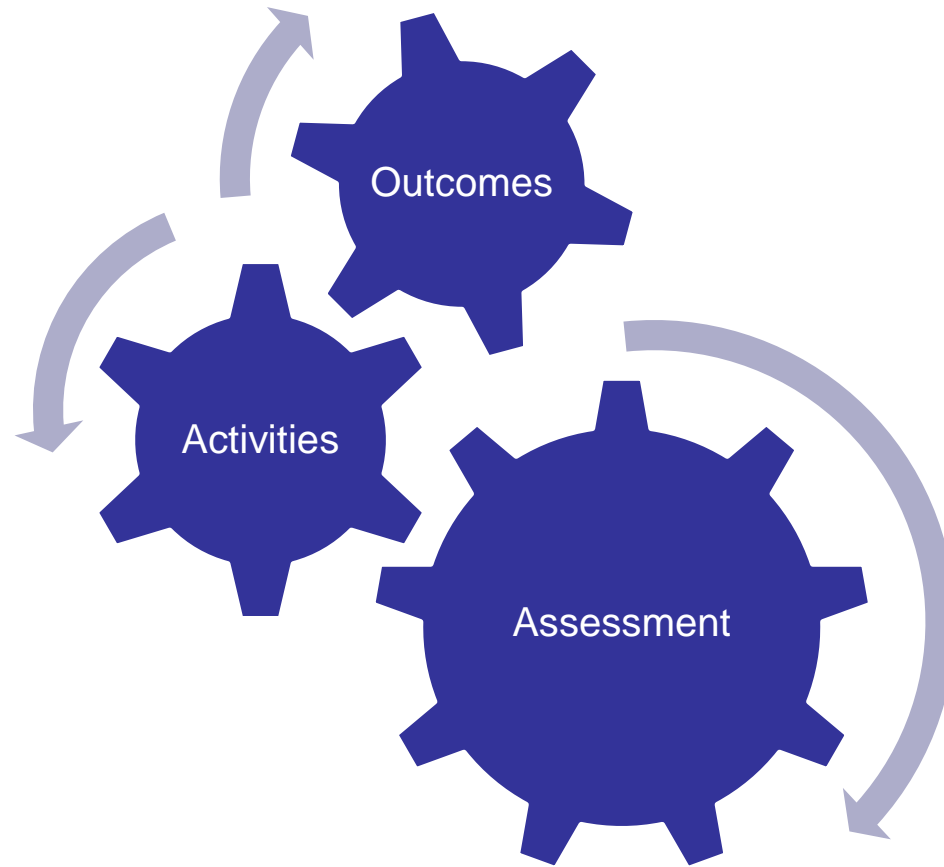


The ethical mind



- Beauty
- Migration
- Uniforms
- Extreme sports
- New technologies
- Animal testing
- Global warming
- Alternative medicine

Curriculum design



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Learning outcomes English B

- Develop intercultural understanding
- Use target language in a range of contexts
- Appreciate different perspectives and cultures
- Develop awareness of language in relation to other areas of knowledge



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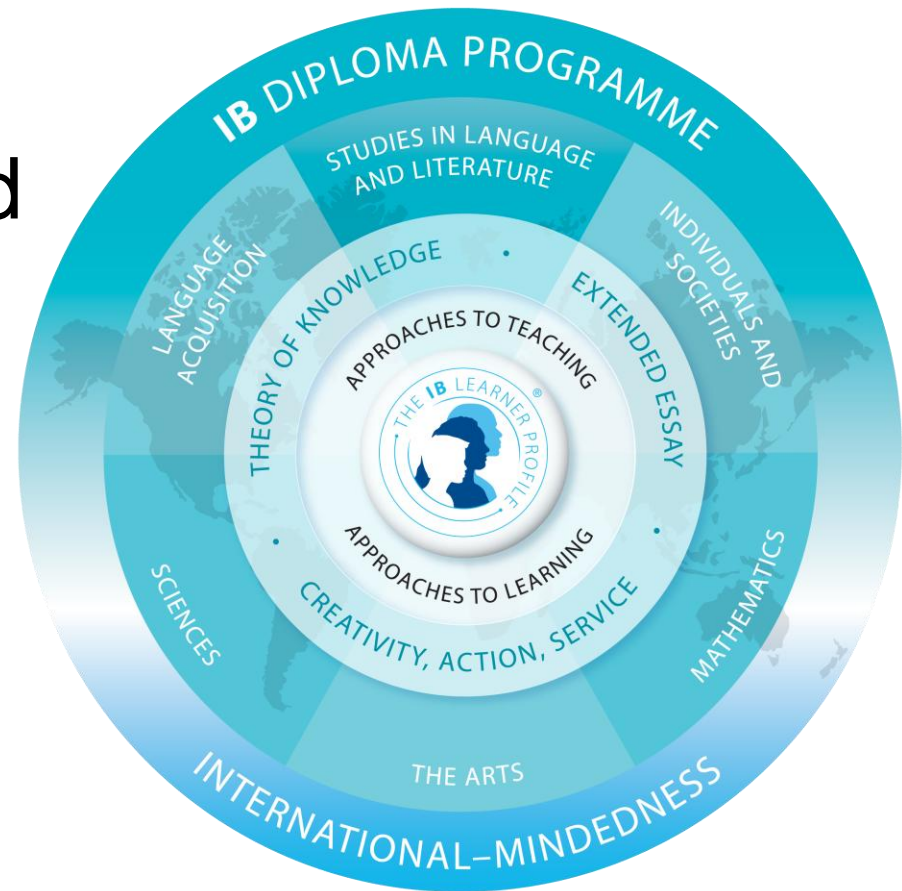
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Learning outcomes English B

- Develop awareness of the relationship between the languages and cultures
- Introduce a basis for further study, work and leisure through an additional language
- Introduce an opportunity for enjoyment, creativity and intellectual stimulation through an additional language

Approaches to teaching

- Inquiry based
- Conceptually focused
- Contextualized
- Collaborative
- Differentiated
- Informed by assessment



Stimulate and build on existing knowledge

What associations come to mind when you think of:

- Google
- MSN
- eBay
- YouTube
- Facebook



Give structures to build on

Imagine you had to live for a week without Internet. How would your life be different?

<p>If I could not access the Internet</p> <p>If I couldn't check my email</p> <p>During a week without Internet</p>	<p>I would not be able</p> <p>it would be impossible</p>	<p>to chat with my friends</p> <p>to check my homework</p> <p>to see what's going on in the news</p>
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Form and meaning

Complete the sentence

A.If we still had dial-up,...

B.If there were no censorship of the Internet...

C....then I might be able to work from home.

D....then citizens would be more informed voters.

Theory of knowledge

In TOK we ask ourselves how knowledge is gained. One way we learn is through experience. What do you think Paul Miller will learn by living for a year without the Internet?



Engage with new input

Place these words in categories:

technology

interruption

producer

device

connectivity

office

distraction

school

driver

rendezvous

social engagement

PC

Cab

temptations

information

Phone

prison

conversation

friend

gadget

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Engage with new input

Use the words from the previous activity to predict what the following text will be about.



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Semantic fields

- World wide web
- Database
- Device
- Connectivity
- Ethernet
- Cache
- Gadget
- Social networking
- Netizen
- Security
- Malware
- Phishing
- Privacy
- Internet Protocol (IP) address
- Surfing

Recap

Meaningful moments in the language classroom are:

- creation-based,
- 5-mind oriented,
- aligned with learning outcomes and assessment objectives,
- in sync with the challenges of a globalised world.