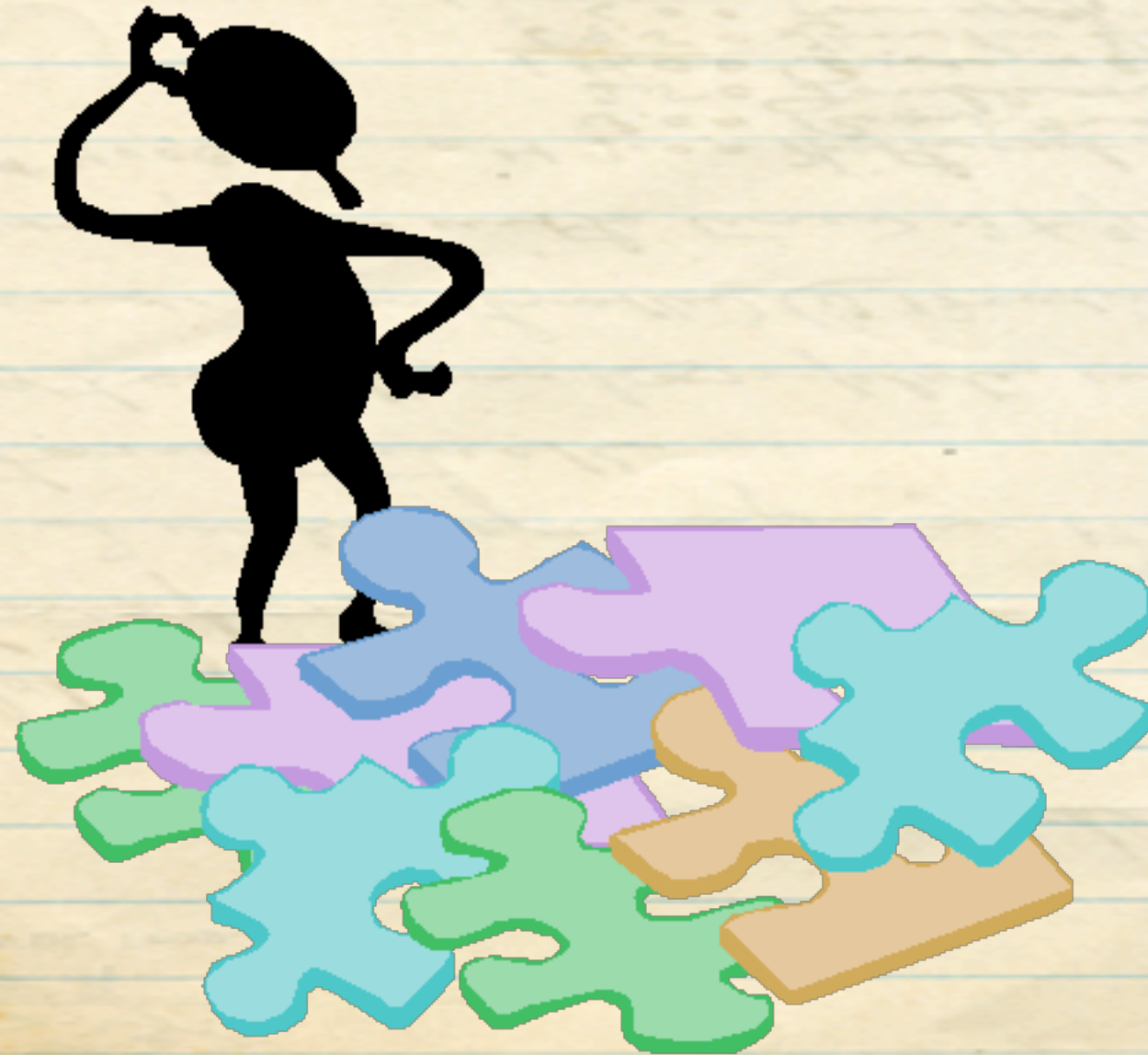


Another hype?
21st century
skills revisited

Piotr Steinbrich

Brno, 3rd November 2012

What we've been through
so far...



European Language
Portfolio

Blended Learning

English as a Lingua
Franca

Common European
Framework of
Reference

Multiple
Intelligences

Content and Language
Integrated Learning

The Lexical Approach

21st Century Skills

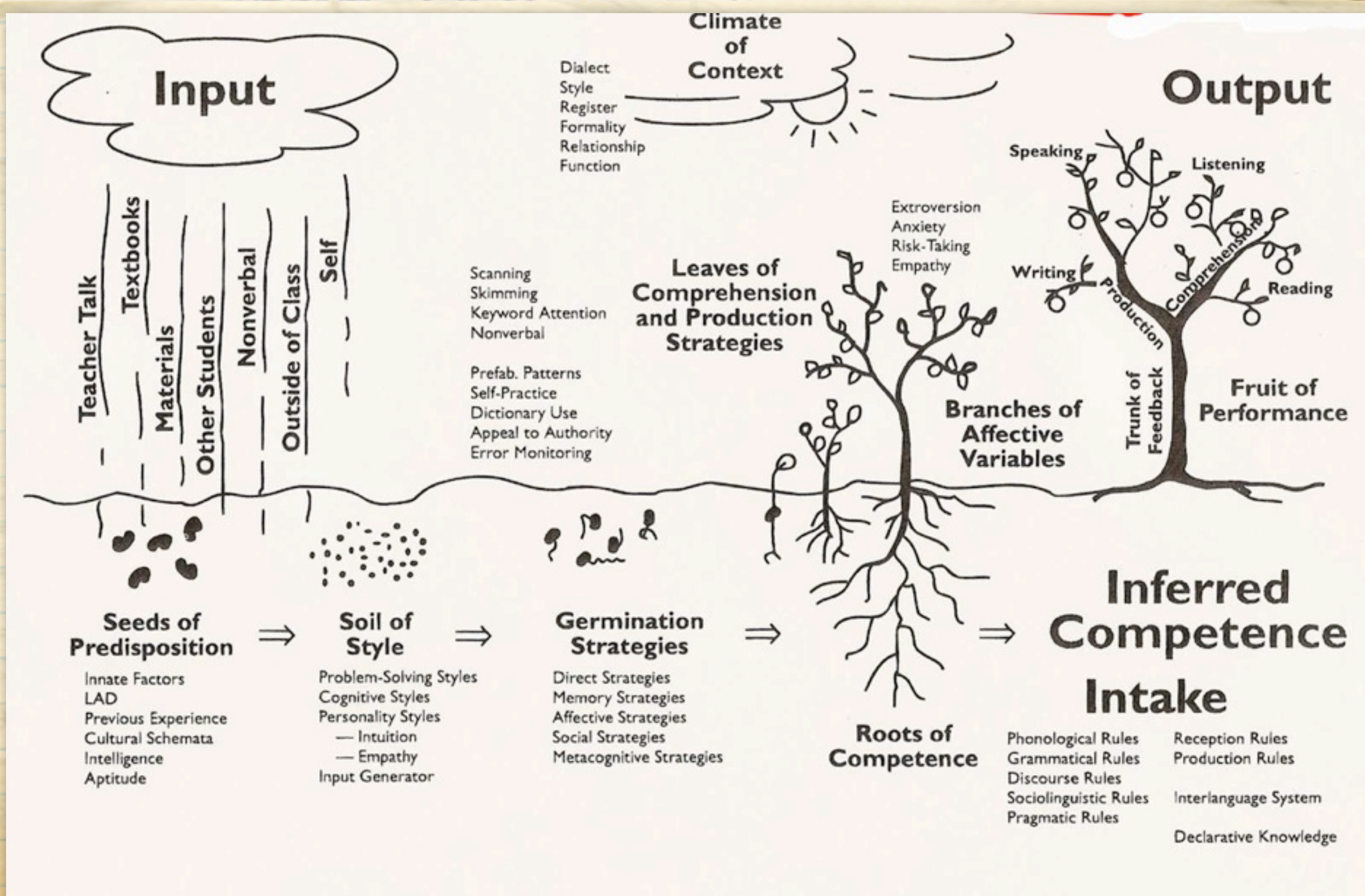
What's this 21st century
skills thing all about?

"To be productive contributors to society in our 21st century, you need to be able to quickly learn the core content of a field of knowledge while also mastering a broad portfolio of essentials in learning, innovation, technology, and careers skills needed for work and life."

Trilling, B. & Fadel, C. (2009) '21st Century Skills: Learning for Life in our Times'. San Francisco, CA: Jossey-Bass, p16.

"Students will not necessarily learn what we teach them when we teach them"

Willis, J. (1996). 'A Framework for Task-Based Learning'. Longman.



The ecology of language acquisition (Brown, D. H. (1991).
'Breaking the Language Barrier'. Yarmouth, ME:
Intercultural Press)

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88 years to go...

- * I think there's a world market for maybe five computers. Thomas Watson, Chairman of IBM, 1943
- * There's no reason anyone would want a computer in their home. Ken Olson, President, Chairman and Founder of Digital Equipment Corp., 1977
- * 640K ought to be enough for anybody. Bill Gates, 1981
- * Everything that can be invented has been invented. Charles H. Duell, Commissioner, US Office of Patents, 1899

Quiz with a twist



Texting became common in Europe in the year 2001.

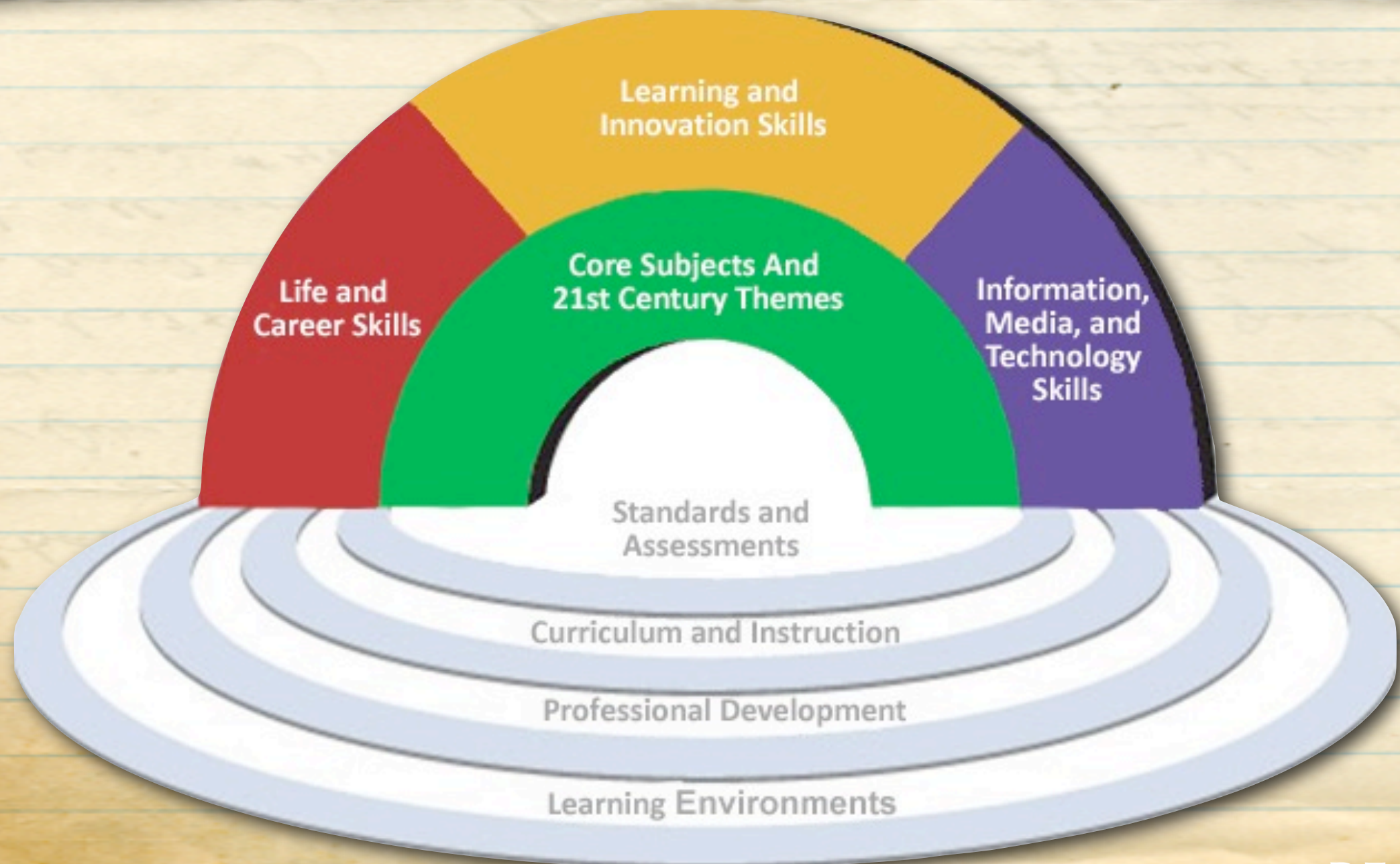
Facebook started in the year 2004.

The first mobile phone that could be connected to the internet was introduced in the year 1999.

In 2030, people will use ???? in the same way they are using Facebook now.

Children starting school this year will graduate in the year 2030.

Framework for the 21st century learning



Learning and Innovation	Digital Literacy	Career and Life
Critical thinking and problem solving	Information literacy	Flexibility and adaptability
Creativity and innovation	Media literacy	Initiative and self-direction
Communication	ICT literacy	Social and cross-cultural interaction
Collaboration		Productivity and accountability
		Leadership and responsibility

Learning and Innovation

Creativity is as important as literacy and we should treat it with the same status.

Sir Ken Robinson

thinking



Learning and Innovation



(a) cunmati kid.

A child is coming.

(b) go-ti kid't.

The child is going.

(c) mu-kid'n go-pi.

A cow and a child are going.

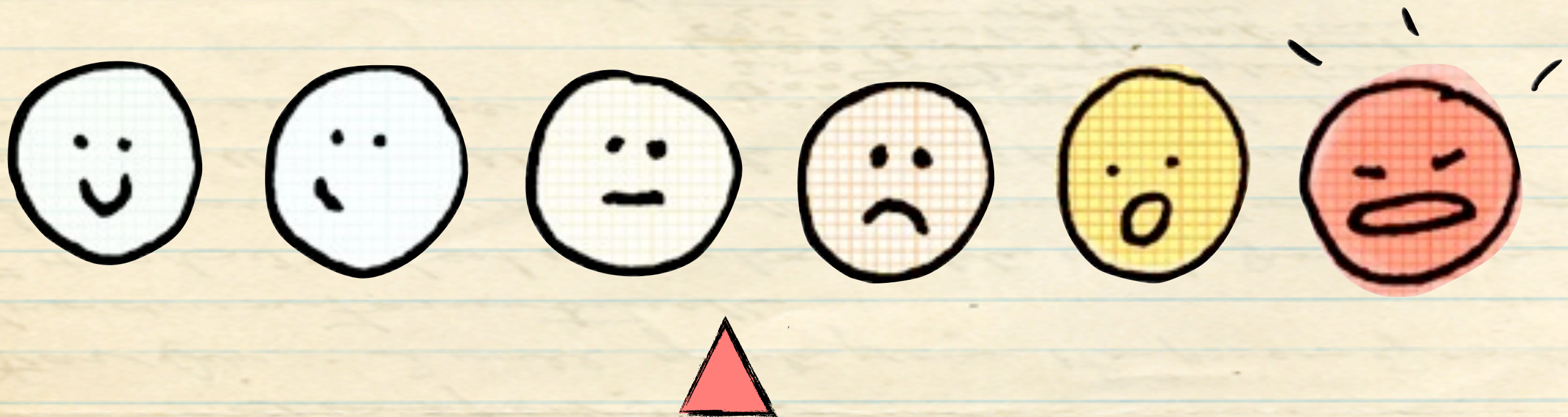
(d) cunmapi ben mu-'t'n, la-pi'n.

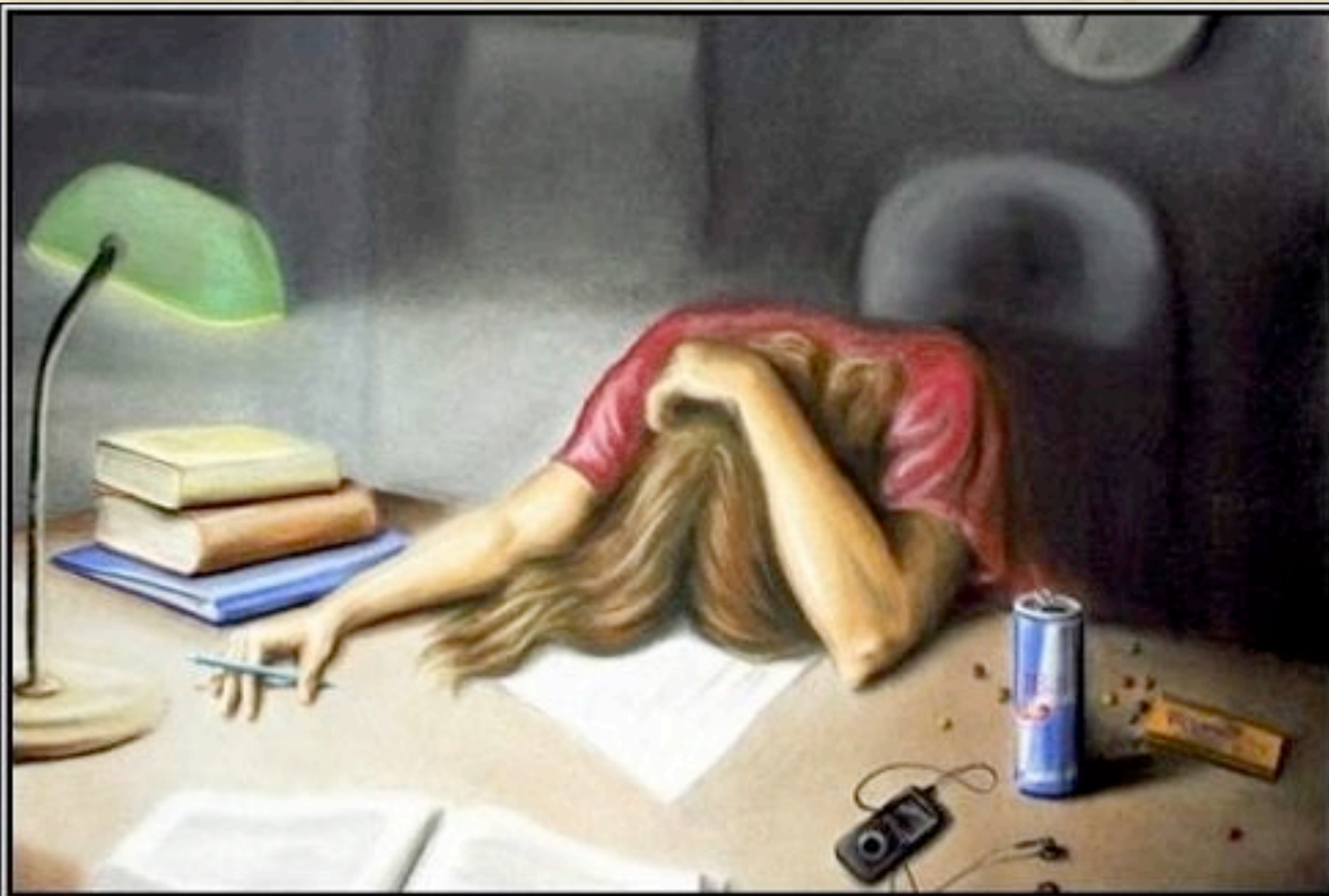
A boy and the cow are coming and singing.

kid't mu-'n cunmapi, sno-'n go-pi.



Where are you on the
frustration scale?





STUDYING

Notice how they conveniently put "DYING" at the end of this word.

Critical thinking?

* A boy and the cow are coming and singing.

Why a boy and the cow?

What does the verb coming mean?

Did the cow and the boy sing in the same language, or was she perhaps just mooing the tune?

How to make cows sing in the first place?

What kind of aptitude
are we testing here?

- * abstract, logical thinking
- * structural associations
- * cognitive ability
- * academic performance

What kind of learner
is neglected?

- * average
- * communicative
- * right-brain
- * down-to-earth

Which 21st Century
Skills are promoted?

* ???

* ???

* ???

* ???

Learning styles

- * VAK
- * tolerance of ambiguity
- * field dependence
- * left/right brain dominance

Learning strategies

- * learner awareness
- * teacher's readiness to accept them

Learner types

- * impulsive

- * reflective

Multiple intelligences

* logical/
mathematical

* linguistic

* spatial

* bodily-
kinaesthetic

* musical

* interpersonal

* intrapersonal

* naturalistic

* existential

Communication and Collaboration

<T> Now, as a warm-up, you've got three words on the blackboard describing appearance. And in pairs discuss if they are positive or negative for men and women. And then join another pair and compare.

Communication and Collaboration

<S1> Hair is ... err, ... for women, err, I don't know. O čem máme mluvit? [What are we supposed to say?]

<T> Your opinion.

<S1> Aaaa! Opinion! So, Hair, ..., err, long hair is good for women, and...

<S2> And for men.

<S1> Yeah.

Communication and Collaboration

<S2> To je blbost. Paní učitelko, co teda máme říkat? [It doesn't make sense.

Miss, what are we supposed to say?]

<T> For example, a man having long hair.

Is it positive or negative?

<S2> Jirka je má dlouhý a nevypadá úplně

blbě. [Jirka has long hair and it's not so bad, really.]

Communication and Collaboration

<T> In English, please.

<S2> Jirka has long.

<T> Yeah. Is it positive or negative?

<S2> Positive. I think.

<T> Very good. And skin?

<S2> Jirka skin?

<T> No, men and women. Positive or negative?

<S2> Skin?

Communication and Collaboration

<T> What do you think?

<S3> Paní učitelko, ať mluví s někým jiným.

Nech mě být, jo? Nebo popíšu tvoje build, že to bude tak positive, až se ti to nebude... [Miss, can she choose someone else? Get off me, will you? Or else, if I describe your build, it'll be so positive that...]

<T> Jirka, in English, please.

Communication and Collaboration problem

- * naturalistic and pedagogic discourse
in the classroom
- * L1-undiscussable topics
- * L2 as a serious obstacle

Naturalistic v Pedagogic discourse

greetings + niceties



phatic exchanges



unstructured nitty-gritty

Naturalistic v Pedagogic discourse scenario

Three friends, John, Steve and David, meet in a pub. John arrives a bit late, Steve and David have already had a few sips from their pints.



Naturalistic v Pedagogic discourse scenario

<J> Hi guys, How's it going?

<S> Fine.

<D> I'm good.

<J> Right. So, today, we're going to talk about pollution, ok? David, Do you think cars should be banned from city centres?

<D> Yeah.

<J> Why?

Naturalistic v Pedagogic discourse scenario

<D> There would be less pollution. It would be so much nicer.

<J> Good. Steve, what do you think?

<S> I agree with David.

<J> Why?

<S> With less cars...

<J> You mean fewer?

<S> Yeah, sorry. With fewer cars, it would be

Digital literacy

Dear students,
I know when you're
texting in class.

Seriously,
No one just looks
down at their crotch
and smiles.

Sincerely,
Your teacher Lili 😊



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somebody / anybody



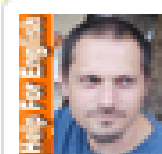
[👤](#) mteda95

 Vloženo před 4 měsíci 



Chtěl bych se zeptat jestli je gramaticky správně otázka:

'Is there somebody else on your mind?'

viděl jsem to takhle napsáno na jednom britském webu, ale mně osobně tam více sedí to ANYBODY. 😞



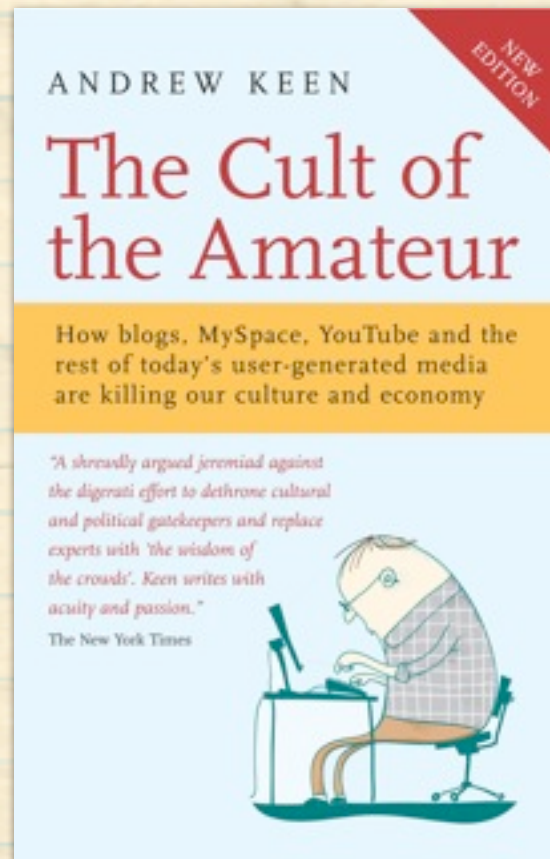
[👤](#) Marek Vít @Marek Vít 

 Vloženo před 4 měsíci 

obojí je správně, význam trochu jiný.

IS THERE ANYBODY ELSE ON YOUR MIND – nevíme, ptáme se

IS THERE SOMEBODY ELSE ON YOUR MIND – máme tušení, očekáváme, že ano.



'To-day's media is shattering the world into a billion personalized truths, each seemingly equally valid and worthwhile.'



'We need to teach our students the interpretative skills first before we teach them the technological skills. Students must be trained to be dynamic and critical thinkers rather than drifting to the first site returned by Google.'

Critical thinking in ELT materials

- * a minuscule fraction
- * 'digitally-oriented' critical thinking sections replaced with Maturita sheets

Career and Life

Tapeworms are hermaphrodites.

What is meant by the term "hermaphrodite"?

Body Gaba

To change centimeters to meters
you ?.

take out centi

2. Write a fraction that is equivalent

123memex.com

Good language learners

- * Find their own way
- * Experiment with language
- * Learn to live with uncertainty
- * Make errors work for them
- * Learn to make intelligent guesses
- * Follow the teacher's way
- * Duplicate language
- * Are spoonfed
- * Are penalized for errors
- * Are given the answers

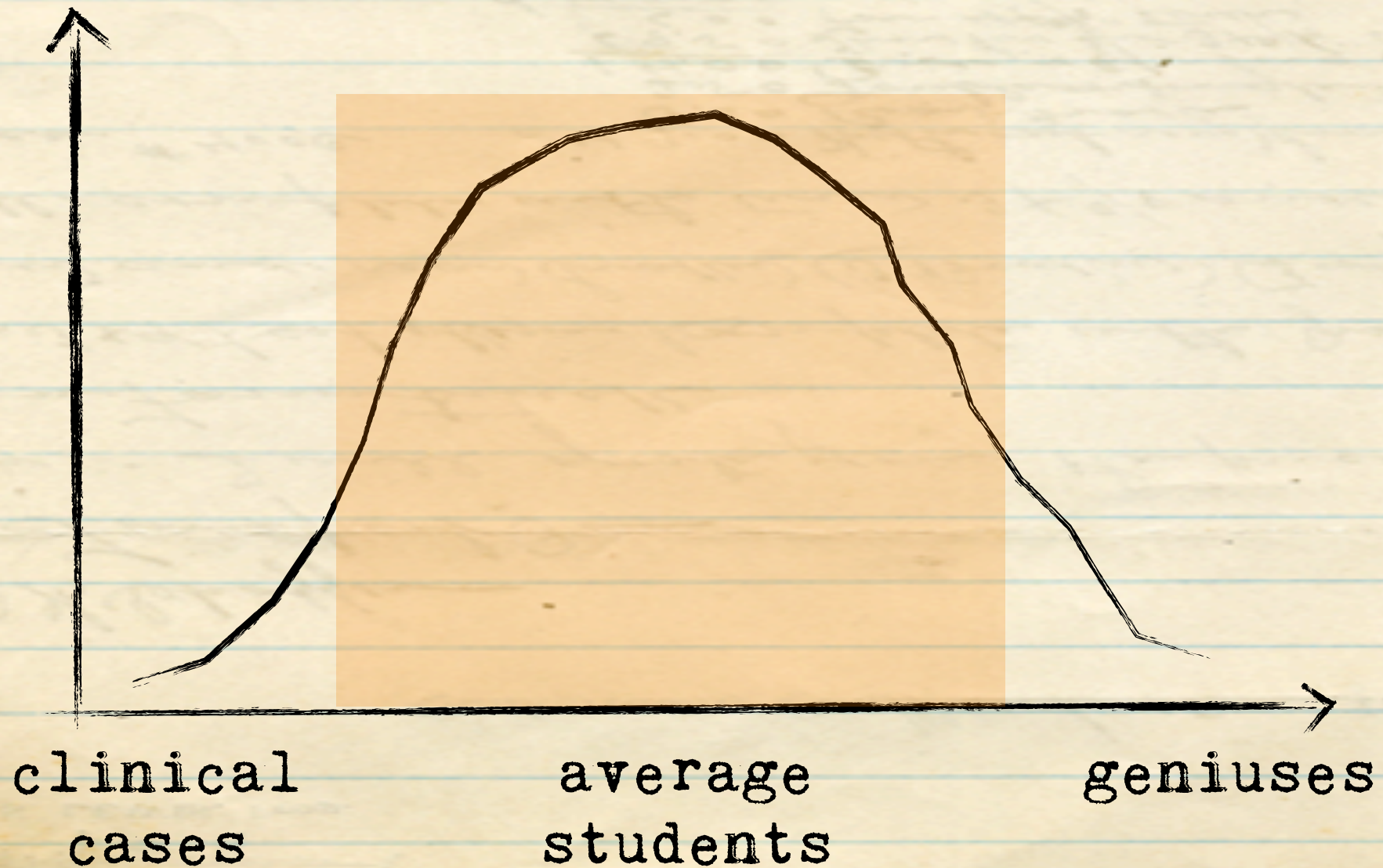
(adapted from Rubin and Thompson (1982)
'How to be a more successful language learner'. Boston: Heinle and Heinle Publishers)

(based on the classroom research in the years 2010-2011 in selected secondary schools in Poland)

Time to shift paradigms?

- * What was the average score for Maturita in 2012?
- * How many candidates score more than 90%?
- * How many failed the exam?

Is the curve ever going to change?



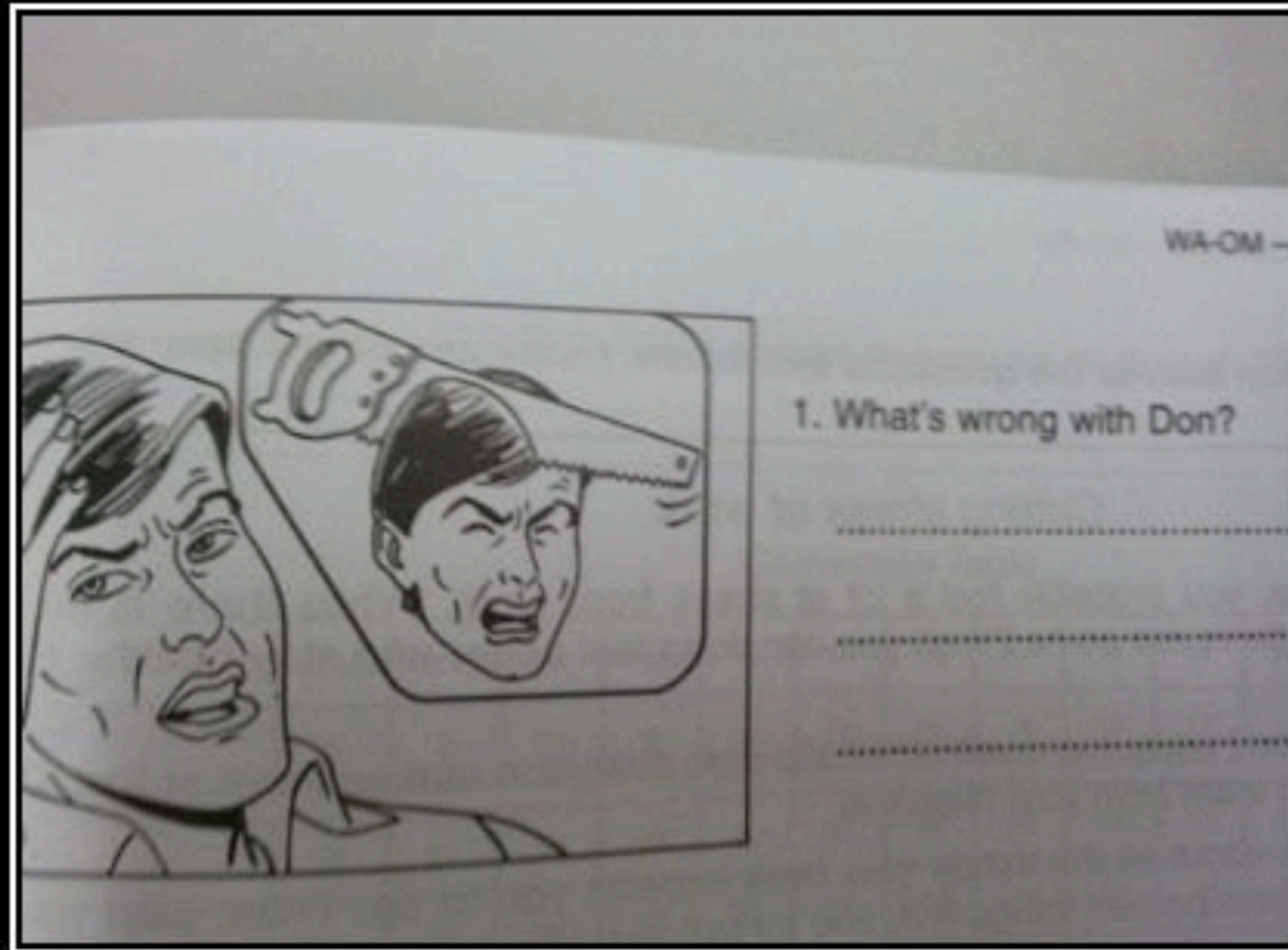


1. What's wrong with Don?

.....

.....

.....



**HE SAW A FLOATING HEAD BEING
SAWED IN HALF OUTSIDE OF HIS
AIRPLANE'S WINDOW**

That is what's wrong with Don.

Instead of conclusions

- * How can we incorporate critical thinking and problem solving into ELT teaching programmes?
- * Can/Should we focus on digital literacy?
- * Is the Career and Life goal possible to implement?



Thank you!