



PART OF THE **INTO** GROUP



In our hands! Teachers as materials designers

15th  **ANGLO CONGRESS**
RADISSON MONTEVIDEO VICTORIA PLAZA HOTEL

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www.nile-elt.com

It's story time!



West Fargo Public Library

***There's a little bit of truth
in every story***

What questions would you ask about the story?

- Describe Truth's dress
- What is the first village like? Draw it.
- What colour is the first door Truth knocks on?
- How does Story look?
- Describe the house where they both spend the night.
- Why do you think Story is welcomed into the house and Truth is not?

2016 word of the year?

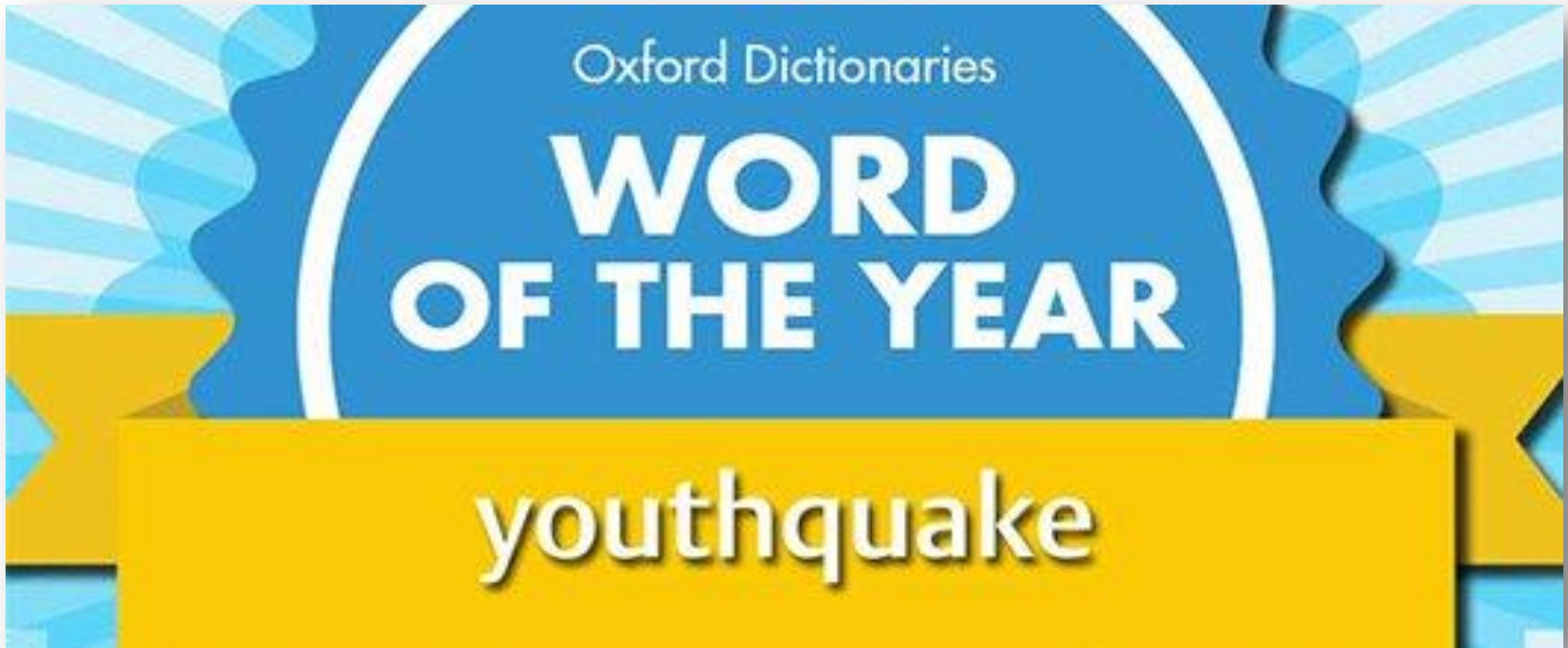




Post-Truth

relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief

2017 word of the year?



‘a significant cultural, political, or social change arising from the actions or influence of young people’

2018 word of the year?



This year, 'toxic masculinity' is the second most used word consisting toxic as per the data. It comes right after 'toxic chemical'.

The only certainty: change

learn – unlearn – relearn

the anguish of upgrading

new habits

new thinking skills

XXIst century competences

C

COMMUNICATION

Sharing thoughts,
questions, ideas &
solutions

C

COLLABORATION

Working together to
reach a goal. Putting
talent, expertise,
and smarts to work

C

CRITICAL
THINKING

Looking at problems in
a new way and linking
learning across
subjects & disciplines

C

CREATIVITY

Trying new approaches
to get things done equals
innovation & invention

New
technologies

Inter cultural
competence

How can we help develop these skills?

By helping learners :

- in the way they **think** – helping them to think creatively and critically
- and the way they **work** – helping them to communicate and collaborate effectively

We need adequate **MATERIALS** and didactic strategies



-
- **Resources:** anything we can potentially use in class (videos, songs, newspaper articles, food packages, recordings of students' performance, etc.)
 - **Materials:** resources to which a pedagogic purpose has been added

Freda Mishan and Ivor Timmis, *Materials Development for TESOL*, Edinburgh University Press, 2015

What materials shall we use to achieve our aims?

- select
- adapt
- design

Principled evaluation

- Establish criteria for selection
- Establish their importance
- Decide on the aims of adaptation and design
- If you design text-based materials, respect copyright

5F

Reading

Dream jobs

I can understand a text about people's ideal jobs.

1



2



3



1 **SPEAKING** Look at the photos. What do you think these people's jobs are? Compare ideas in pairs.

2 Look quickly at texts A–C opposite. Match each text with a photo from exercise 1 (1–3) and one of the titles below. There are two extra titles.

- | | |
|----------------------------|--------------------|
| a Duvet tester | Photo ___ Text ___ |
| b Lego sculptor | Photo ___ Text ___ |
| c Costume designer | Photo ___ Text ___ |
| d Film tagger | Photo ___ Text ___ |
| e Special effects designer | Photo ___ Text ___ |

Reading Strategy

When you complete gap-fill sentences about a text, the words you need to write are in the text. However, the words immediately before or after the gap may be different. Think carefully about the meaning and look for synonyms and paraphrases.

3 Read the Reading Strategy. Then look at the sentences in exercise 4 below. Find a synonym or paraphrase in the text for each underlined phrase in the sentences.

4 Complete the sentences with information from the text. Use your answers to exercise 3 to help you.

- 1 The Lego company was very keen on the _____ that Andrew Johnson sent with his job application. [1 word]

Criteria:
topic relevance
up-to-date vocabulary

1

- Film tagger

2

- Duvet tester

3

- Lego sculptor

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Questioning stereotypes

Bruno Bozzetto (video not included for copyright reasons)



Screen-mediated lives





- Critical technological literacy
- Serious fun



Binging



Screenagers



Anti-phubbing campaigns and apps

While you finish





UPDATING
YOUR STATUS

WE'LL GLADLY SERVE THE
POLITE PERSON
behind you.

STOPPHUBBING.COM



UNPLUGGED

-  Use Unplugged to help you focus
-  Timers help track your progress
-  Try to go a little longer every day
-  We'll remind you if you slip up

This is our World - Steve Cutts

(video not included for copyright reasons)



A text-based approach

- **Before watching**, look at the two stills from the video: what do you think the short film is about?
- **As you watch**, identify issues presented in the video
- **After watching**, select two issues which you identify with your daily life. In groups, discuss the following:
 - Does Steve Cutts exaggerate in his picture of reality?
 - Would you like to change the way things are? If so, how can you do it? Suggest concrete measures you can put into practice.
 - Present your ideas to the rest of the class.

When designing your own materials...

- Make sure tasks allow students to respond with their OWN identity texts
- Find forms of assessment which are consistent with you approach

Before and after (video not included for copyright reasons)



Esther Honig, a freelance journalist based out of Kansas City, sent an unaltered photograph of herself to more than 40 Photoshop aficionados around the world. “Make me beautiful,” she said, hoping to bring to light how standards of beauty differ across various cultures.

Learning outcomes

By the end of the unit, students will have

- revised and extended vocabulary for physical description
- compared and contrasted pictures edited with Photoshop
- given opinions on what they consider beautiful
- noticed how beauty standards differ across cultures
- reflected on a video based on Esther Honig's research (image selection, captions, relevance of comments)
- discussed how beauty standards affect their lives in their own context
- Responded by creating their own projects related to beauty standards

Out of the aims identified, which ones will you select at the level you teach?

- What **language support** do they need?
(revision - extension)
- Is there enough **cognitive challenge**?
(scaffolding through guidance and examples, HOTs in the type of tasks, etc.)
- Are there opportunities for intercultural awareness?

Refugees - Brian Bilston

They have no need of our help
So do not tell me
These haggard faces could belong to you or me
Should life have dealt a different hand
We need to see them for who they really are
Chancers and scroungers
Layabouts and loungers
With bombs up their sleeves
Cut-throats and thieves
They are not
Welcome here
We should make them
Go back to where they came from



They cannot
Share our food
Share our homes
Share our countries
Instead let us
Build a wall to keep them out
It is not okay to say
These are people just like us
A place should only belong to those who are born there
Do not be so stupid to think that
The world can be looked at another way

(now read from bottom to top)

palindrome poem

BRIAN BILSTON'S POETRY LABOETRY

From Ideation to Poemification

[HOME](#)

[ABOUT BRIAN](#)

[BLOODY AWFUL POETRY](#)

[THE CLARKSON VERSES](#)

[POEMS ABOUT POEMS](#)

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Brian Bilston is often described as the "Poet Laureate of Twitter." He is a secretive figure.

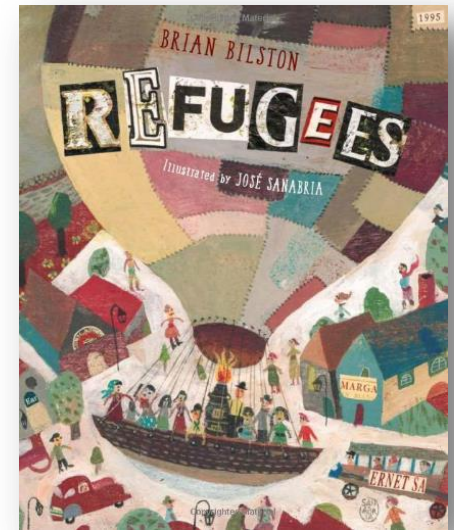
His true identity is hidden behind his twitter account.

From fragments of information

pulled together from various social media feeds, we know he likes cycling... He is a published writer in anthologies.

This is his first picture book.

José Sanabria was born in Colombia and lives in Argentina. He is a highly accomplished artist, illustrator and writer and his books are published around the world. This is his first English Language book.



Shaun Tan, *The Arrival*



BYUNG-CHUL HAN The burnout society

«... a society of work in which the master himself has become a labouring slave. In this society of of compulsion, everyone carries a work camp inside.»

Rather than adding to the compulsiveness of «I can do more!»...

a pedagogy of seeing

Select critically, adapt creatively!



Thank you!

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