

## **Teacher Development with British Council: Jeremy Harmer in Armenia 10 – 12 November, 2017**

Jeremy Harmer, an experienced teacher and trainer, is a writer of methodology titles, learner literature and coursebooks. Among his titles are *The Practice of English Language*, *How to Teach English* and *Essential Teacher Knowledge* (Pearson), and *Trumpet Voluntary and Solo Saxophone* (Cambridge University Press). He is a member of the writing team for *Jetstream*, a new adult course from Helbling.

Jeremy is a course designer and tutor on the MA TESOL at the New School New York and an occasional tutor at the Norwich Institute of Language Education (NILE).

Away from ELT Jeremy enjoys life as a practising musician, songwriter and spoken-word performer.



### **Agenda**

**Friday – 10 November, 2017**

**19:00 ~ 20:30**

**Through a glass darkly: does ELT have a future?**

There is no doubt that things are changing at a vertiginous rate – new-market and low-end disruption threaten a whole lot of things we do. So it would help to have a view of what the future holds, because “change is very slow – until it isn’t”. This talk will look at ELT in this rapidly-changing world and discuss (digital) challenges ‘from outside’, challenges about the syllabus, the kind of classrooms we should have, and the way we teach. It’s all a bit unnerving.

And how good are we at predicting the future anyway?

**Saturday – 11 November, 2017**

**Session 1: 12:00 ~ 13:15**

**I don't teach answers**

The great mathematician Katherine Johnson – a central figure in Hollywood's 'Hidden Figures' about women of colour working for the space race at NASA - says in a TV interview as a sprightly 92-year-old, "I have never taught answers", and sees the process of learning as being a problem-solving activity. In this she fits into a tradition stretching back to Illich and encompassing present-day Sugata Mitra etc. But teachers think they should teach too, and, to some extent, many students expect this.

So what should we do? Where do we fit on a cline between question provider/facilitator and transmission teacher? Is there a halfway house where student-directed thinking can stimulate learning? Is there?

**Session 2: 14:15 ~ 15:30**

**Telling and retelling: the magic of stories in ELT**

Stories are an important resource for language learning – especially when re-told and 'resignified' (given new meaning). But how can teachers tell stories most effectively; how can they use them for language learning, use them for memory training and then have students use them and then tell their own? This session will tell that story - With passing reference to Jetstream (Helbling)

**Sunday –12 November, 2017**

**Session 1: 11:00 ~ 12:15**

**Sacred gift or faithful servant? Focus and creativity in the classroom**

According to Albert Einstein, the intuitive mind is a sacred gift, whereas the rational mind is a faithful servant. So what then, (if you agree with him) does this mean for the kinds of activities we ask students to do in the language classroom. I want to look (again) at the 'force of focus' and try to pin down the kinds of learning opportunities which allow students to focus in on the way language works whilst at the same time encouraging them to use their intuition and creativity to 'go further'.

**Session 2: 13:15 ~ 14:30**

**All together now? Why classes are mixed ability and what we can do about it.**

There isn't a single class in the world that isn't mixed ability to some extent. And at the same time we want to try and respond to the needs of individual students. How can we do that? This talk will look at ways of dealing with mixed ability classes, sometimes with different tasks, sometimes with different material, and sometimes with the same thing for all.