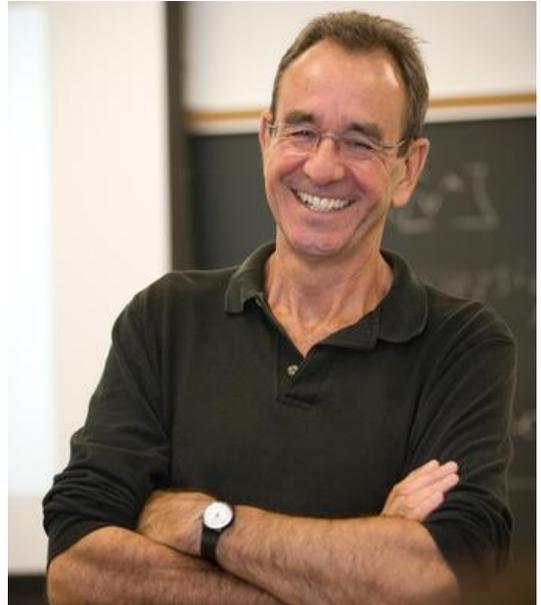


Scott Thornbury in Armenia 18 – 20 November, 2016

Scott is a teacher and teacher educator, with over 30 years' experience in English language teaching, and an MA from the University of Reading. He is currently Curriculum Coordinator of the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain (where he lives), and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology, as well as authoring a number of papers and book chapters on language and language teaching. He is series editor for the Cambridge Handbooks for Teachers (CUP). He is also the co-founder of the dogme ELT group and, currently, he is an associate of the International Teacher Development Institute (iTDi), an online campus dedicated to teacher development.



Agenda

Friday – 18 November, 2016

18:30 ~ 19:45

Seven Things beginning with M

It's a truism that no single method is going to meet the needs of all teachers and all learners, either locally or globally. Hence, we now operate in what is called the post-method era. Yet methods formerly provided teachers with a certain sense of security, a role which perhaps coursebooks now fulfil. This security is illusory, though, if it is not grounded in some basic principles of learning and education, principles that I will attempt to identify, and which (I will argue) constitute a blueprint for a coherent approach to language teaching.

Saturday – 19 November, 2016

Session 1: 14:00 ~ 15:15

Teaching Unplugged

Teachers, I will argue, could learn a lesson from the Dogme 95 group of film makers, who have pledged to rid film-making of an obsessive concern for technique and to rehabilitate a cinema which foregrounds the story, and the inner life of the characters. In a similar spirit, I will be putting the case for what is called "a pedagogy of bare essentials": one in which dependence on imported materials is reduced, and in which the learners' texts and meanings are foregrounded. I will be looking at practical ways of achieving these goals.

Session 2: 16:00 ~ 17:15
The Secret History of Methods

I'm regularly asked "What's the latest method?", suggesting that the concept of method persists, despite recent attempts to bury it ("The method concept is dead!"). I will review the history of methods, both to critique it, and to draw some lessons from past methods, arguing (a) there is nothing new under the sun and (b) dogme is not a method!

Sunday – 20 November, 2016

Session 1: 11:30 ~ 12:45
Fluency and how to achieve it

Fluency is an elusive concept: we know it when we meet it, but we don't know how to define it. In this talk we will together assess a speaker's fluency, and then address the difference between 'productive fluency' and 'perceptive fluency' – that is, the impression speakers give that they are fluent even if their overall language competence is relatively low. Finally we will look at how these ideas might impact on classroom teaching.

Session 2: 13:45 ~ 15:00
Ed tech: the mouse that roared

Despite a paucity of evidence to show that digital technology enhances language learning, the fever for new tools and apps continues unabated. Moreover, each innovation arrives garlanded with promises that are seldom if ever fulfilled, such that the history of educational technology in the 20th century has been characterised as a continuous cycle of 'hype, hope, and disappointment' (Selwyn 2011, p. 59). To guard against the hype and to avoid disappointment, the vigilant teacher needs to ask: *What is the problem for which this technology is the solution?* In this talk I reduce language learning to six 'problems' and evaluate the solutions that technology offers.