

The Art and Artistry of Language Teaching

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TOEIC
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iBT

- ***The current ethos in education.***
- ***Features of Teaching, Learning and Testing.***
- ***What is wrong with the current ethos?***
- ***What is the alternative?***
- ***Support for an aesthetic view of education.***
- ***How might it be done?***
 - ~ ***The Matter***
 - ~ ***The Methods.***
 - ~ ***The manner.***
- ***A word on Outcomes.***

The Current Ethos



assessment measurement scrutinise **FAIL**

exams quiz judgement **Accountability**

results

guidelines score benchmarks standards

inspect TESTING evaluation *check* pass

objectives

targets **Quality control** *regulation* GRADE

The Current Paradigm



- *It defines Expectations (objectives) and does not create Expectancy.*
- *It breeds Dependency:
does not stimulate Independence.*
- *It seeks Predictability:
does not exploit Unpredictability.*
- *It values Security over Risk.*
- *It promotes Conformity:
does not relish Diversity.*

The Current Paradigm



- *It pre-empts 'Wonder':
does not stimulate Curiosity/Inquiry.*
- *It focuses on what is Taught:
not on what is Learnt.*
- *It seeks to Control:
does not seek to Liberate.*
- *It is more concerned with Testing,
than it is with Teaching / Learning.*

Teaching and Learning



- ***Teaching is an activity. Learning is a process.***
- ***Teaching is intermittent. Learning is continuous.***
- ***Teaching is intentional. Learning is unconscious.***
- ***Teaching is predictable or is often based on the assumption that it is. Learning is unpredictable.***

Teaching and Testing



The worst canker in our school system is the examinations. Everything is arranged with a view to examinations; the parents, the children, and unfortunately also a number of the teachers care for nothing but the results attained in the examinations...poor pay and long hours, too naturally lead to a teacher's looking merely to examination results. (Otto Jespersen 1904.)



Teaching and Testing



Such an image of education requires that schools be organised to prescribe, control, and predict the consequences of their actions, that those consequences be immediate and empirically manifest and that they be measurable. (Elliot Eisner 1985: 356-7)

Teaching and Testing



...it doesn't really make sense to measure ourselves in comparison with other immeasurable beings. In fact, we are what we are; we are not how well we happen to perform at a given moment. The grade on a report card may measure an ability in arithmetic (or grammar!), but it doesn't measure the person's value. (Gallwey 1974:100)

Teaching and Testing



Teach in the right way, then there will be life and love in it all, and when the examination comes your pupils will know more than if your teaching from the very beginning had been fettered by examination requirements. (Otto Jespersen. 1904 :9)

Teaching and Testing

Based on Prodromou 2006



Teaching

success

strengths

error

humour

sharing

cooperation

rapport

positive attitudes

wholes

'Flow'

mother/other culture

achievement

infection

Testing

failure

weaknesses

terror

solemnity

cheating

competition

isolation

negative attitudes

fragments

'blocks'

culture-bound

marks

Injection

What is wrong with the current ethos?



- ~ It implies an Engineering metaphor for learning.. A horticultural metaphor would be more appropriate.*
- ~ It assumes that an atomistic reduction of the key elements to be learned in the teaching stage will lead to an ability to recombine them at the using stage. A more holistic approach is more desirable.*
- ~ It usually has an exclusively intellect-focus, with scant attention paid to the affective dimension.*

What is wrong with the current ethos?



~ It is typical of a 'Banking' concept of education.

This leads to shallow rather than deep processing, (Fraay and Lockhart 1972)

~ It assumes that it is possible to predict (in the case of foreign language learning) which items it will be useful for learners to acquire.

This is virtually impossible to determine.

~ Even if it were possible to predict in this way, we cannot assume that Teaching

Input = Learning Intake.

What is wrong with the current ethos?



- ~ It assumes that everyone in a learning group will progress at roughly the same rate; hence a 'Lockstep' approach to teaching is maintained, whereas learner differences are the rule not the exception, and need to be acknowledged.***
- ~ It breeds a culture of failure and waste.***
- ~ It embodies a top-down philosophy, where one group of people decides unilaterally what is 'good for' another group.***

What is wrong with the current ethos?



~ Above all, it is administratively convenient. It is convenient for educational authorities to choose an approach which offers instant measures of progress, and which has the appearance of rigour and discipline, however flawed it may be in fact.

What is the alternative?



***flow balance playfulness creativity
elegance harmony joy co-creation***

***choice sensuality risk deep-processing
discovery (aaaah!) openness humour***

***space physicality curiosity relaxed energy
economy cooperation***

***independence visualization personal
commitment story mutual-esteem***

***non-judgmental engagement trust self-
esteem confidence tolerance***

How to do it?



- *The Matter*
 - ~ *Visual images drawn from Art*
 - ~ *Music*
 - ~ *Non-referential texts – Literature*
 - ~ *Performance, drama and voice*
 - ~ *Moving images*
 - ~ *Student-made inputs*

How to do it?



- ***The Methods***
 - ~ ***Project work***
 - ~ ***Ensemble work***
 - ~ ***Autonomous engagement***
 - ~ ***Multi-dimensional activities***
 - ~ ***Problem-solving / critical thinking***
 - ~ ***Playfulness***

How to do it?



- *The Manner.*
 - ~ *Atmosphere and 'Flow'.*
 - ~ *Openness, experiment and risk.*
 - ~ *Choice.*
 - ~ *Mutual trust and support.*

Outcomes

Related to Objectives:

- ~ Material outcomes***
- ~ Pedagogical outcomes.***

Related to Aims:

- ~ Educational outcomes.***
- ~ Psycho-social outcomes.***