Language learning in an international context

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Rome, Italy
Today’s talk

- Introduction
- Changing nature of a globalised world
- Preparing learners for tomorrow
- 5 Minds of the future
- Alignment and curriculum design
- Examples from English B textbook
Which way is north?
Paradigm shift

Knowledge-based
• Phone books
• Book reports
• Topics / facts
• Vocabulary lists

Creation-based
• Google search
• Blogs / reviews
• Concepts
• Semantic fields
Global challenges
What employers want
Contributions from education

Chart 13: Contributions that education can make to improving intercultural skills as seen by employers (top eight suggestions from employers)

- Teach communication skills: 37%
- Encourage/rerequire foreign languages: 32%
- Encourage/rerequire studies overseas: 27%
- Develop international research partnerships: 24%
- Teach leadership skills: 23%
- Encourage/rerequire classes on international subjects: 21%
- Bring in international faculty/students: 21%
5 Minds for the future

- Disciplined mind,
- Synthesizing mind,
- Creating mind,
- Respectful mind
- Ethical mind
The disciplined mind
The synthesizing mind
The creating mind
The respectful mind
The ethical mind

- Beauty
- Migration
- Uniforms
- Extreme sports
- New technologies
- Animal testing
- Global warming
- Alternative medicine
Curriculum design
Learning outcomes English B

• Develop intercultural understanding
• Use target language in a range of contexts
• Appreciate different perspectives and cultures
• Develop awareness of language in relation to other areas of knowledge
Learning outcomes English B

• Develop awareness of the relationship between the languages and cultures
• Introduce a basis for further study, work and leisure through an additional language
• Introduce an opportunity for enjoyment, creativity and intellectual stimulation through an additional language
Approaches to teaching

• Inquiry based
• Conceptually focused
• Contextualized
• Collaborative
• Differentiated
• Informed by assessment
Stimulate and build on existing knowledge

What associations come to mind when you think of:

• Google
• MSN
• eBay
• YouTube
• Facebook
Imagine you had to live for a week without Internet. How would your life be different?

<table>
<thead>
<tr>
<th>If I could not access the Internet</th>
<th>I would not be able it would be impossible</th>
<th>to chat with my friends to check my homework to see what’s going on in the news</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I couldn’t check my email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During a week without Internet</td>
<td></td>
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Form and meaning

Complete the sentence
A. If we still had dial-up,...
B. If there were no censorship of the Internet...
C. ....then I might be able to work from home.
D. ....then citizens would be more informed voters.
In TOK we ask ourselves how knowledge is gained. One way we learn is through experience. What do you think Paul Miller will learn by living for a year without the Internet?
Engage with new input

Place these words in categories:

<table>
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<tr>
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<th>interruption</th>
<th>producer</th>
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<td>connectivity</td>
<td>office</td>
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<td>school</td>
<td>driver</td>
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<td>rendezvous</td>
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<td>temptations</td>
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<tr>
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Engage with new input

Use the words from the previous activity to predict what the following text will be about.
Semantic fields

- World wide web
- Database
- Device
- Connectivity
- Ethernet
- Cache
- Gadget
- Social networking

- Netizen
- Security
- Malware
- Phishing
- Privacy
- Internet Protocol (IP) address
- Surfing
Recap

Meaningful moments in the language classroom are:

• creation-based,
• 5-mind oriented,
• aligned with learning outcomes and assessment objectives,
• in sync with the challenges of a globalised world.