



MACQUARIE
University

Preparing for the future challenges and opportunities in the ELT profession

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Australia

Teachers

Teacher educators

Publishers

ELT/TESOL Profession

Administrators

Policy makers

Task 1:

1. Think about your own professional career.
2. List THREE things that have changed during your career.
3. If you are new to ELT/TESOL, list THREE things you think will change in the future.
4. Share with a neighbor.

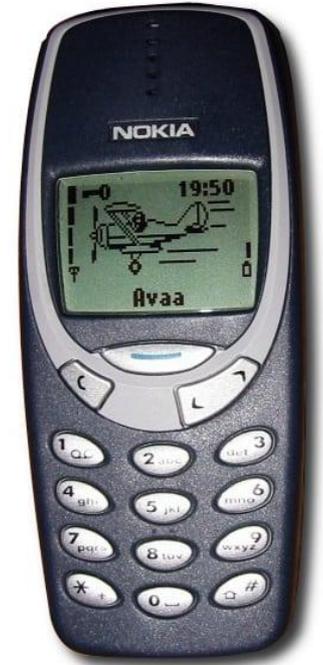
TESOL Italy 2000



FORZA
ITALIA

LE TRE @ INGLESE, INTERNET, IMPRESA
PER UNA SCUOLA
che davvero
PREPARI AL FUTURO

The world in 2000



Paulo Coelho: ‘When we least expect it, life sets us a challenge to test our courage and willingness to change’”

Challenge

- Change is inevitable
- Innovation is not

Megatrends

- changes in demographics that will bring more people to urban cities,
- technology and science continue to grow at a rapid rate,
- an uneven growth in economics which will increase inequality,
- political power shifts to and from nationalism and globalization,
- climate change with an increase in natural disasters displacing people, and
- prolonged patterns of conflict forcing unintentional migration

Ferris, E. (2011). Megatrends and the future of humanitarian action. *International Review of the Red Cross*, 93(884), 915-938.

Task 2: Which of these will affect ELT?

- a. changes in demographics that will bring more people to urban cities,
- b. technology and science continue to grow at a rapid rate,
- c. an uneven growth in economics which will increase inequality,
- d. political power shifts to and from nationalism and globalization,
- e. climate change with an increase in natural disasters displacing people, and
- f. prolonged patterns of conflict forcing unintentional migration

How do we prepare?

- Across all TESOL professionals
- Informally
- Formally

Teachers

Teacher educators

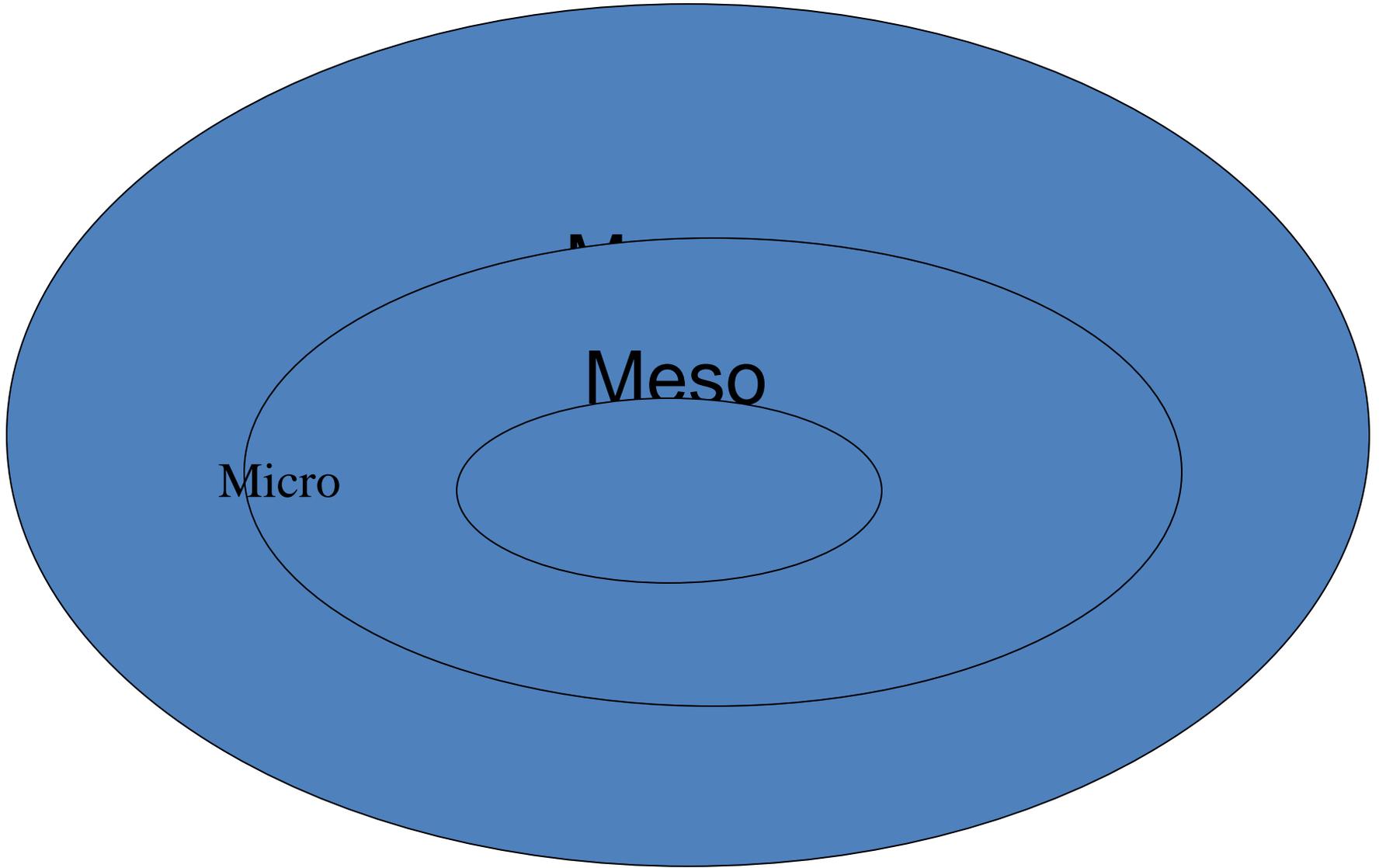
Publishers

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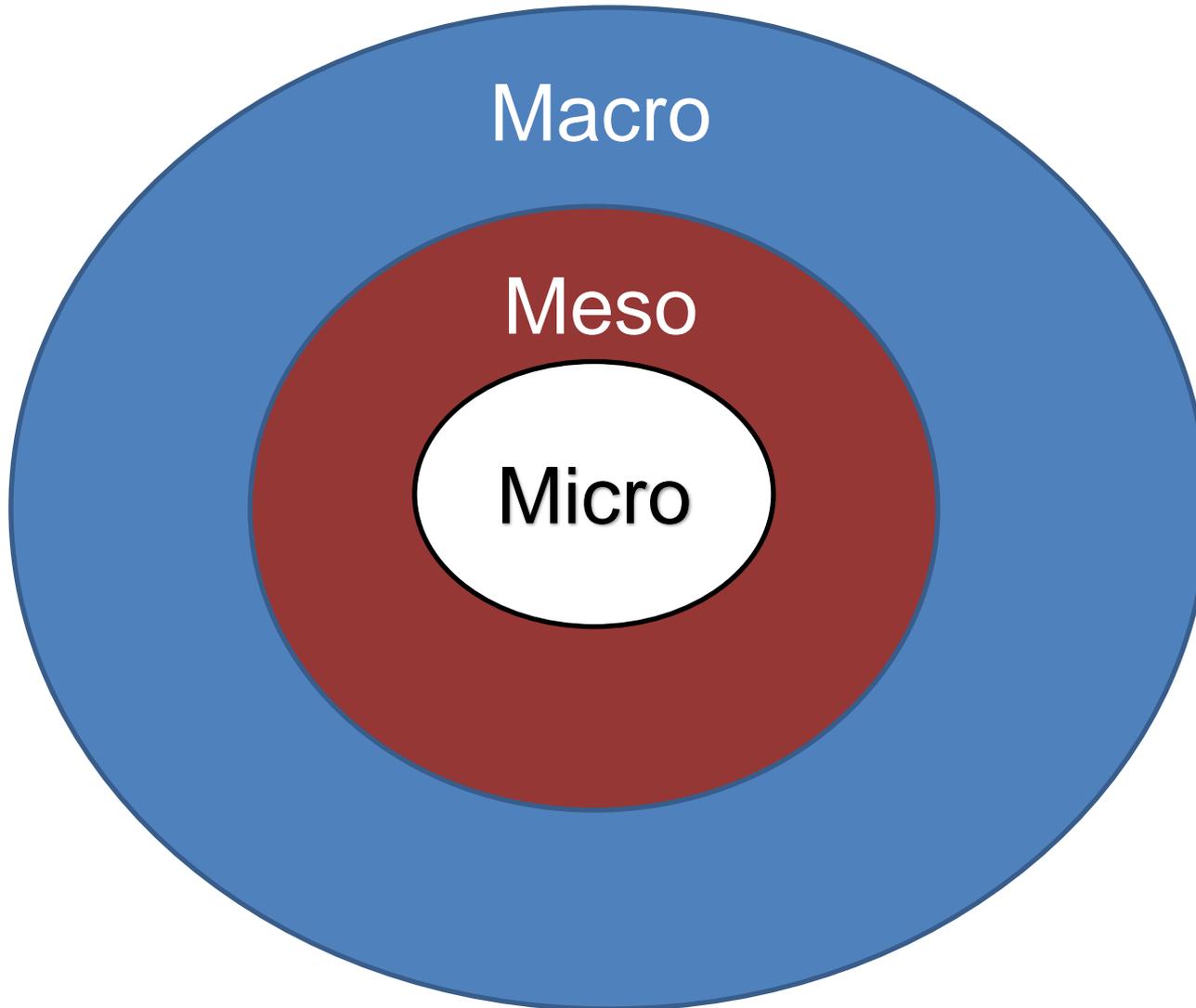
Administrators

Policy makers

How do we prepare?



Where can teachers innovate?





How do we prepare?

(Priorities from TESOL Summit)

- Strengthen the status and visibility of the profession
- Reconfigure English language education programs to develop global citizens
- Mobilize leaders to confront and embrace the challenges and complexities of English language teaching
- Expand capacity for inclusive and comprehensive research
- Cultivate a culture of innovation to respond to global trends

How do we prepare?

Practitioners can jolly well influence policy.... but I would argue that in addition to encouraging policy makers to empower teachers, teachers themselves will need to take the initiative and responsibility of transitioning from mere agents of policy implementation to informed practitioners capable of articulating the principles which guide their practice and providing evidence that their practices produce quality learning.

Harry Kuchah, TESOL Summit discussion, 2017

How do we prepare?

Practitioners can jolly well influence policy.... but I would argue that in addition to encouraging policy makers to empower teachers, teachers themselves will need to take the initiative and responsibility of transitioning from mere agents of policy implementation to **informed practitioners** capable of **articulating the principles which guide their practice** and **providing evidence** that their practices produce quality learning.

Harry Kuchah, TESOL Summit discussion, 2017

How do we prepare?

- Informed practitioners: Constantly add to our knowledge base; articulate pedagogic principles; provide evidence
- Mechanisms
 - Inquiry
 - Teacher education
 - Materials
 - Technology
 - Associations
 - Disseminate

**Collaboration across
all stakeholders**

How do we prepare?

Some examples

- Inquiry
- Teacher education
- Materials
- Technology
- Associations
- Disseminate



CAMELTA

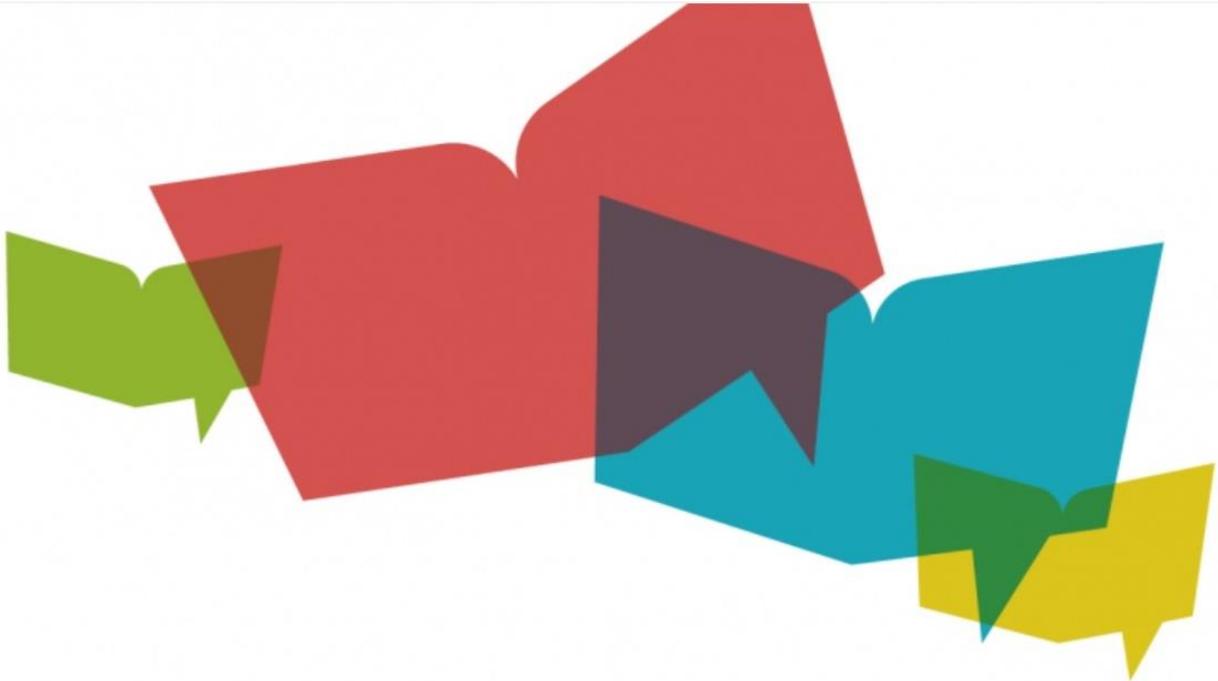




Suggested topics

- Research on how to manage and teach large classroom and the easiest way to assess large classes
- How can you make students interact actively in English during English language lessons?
- Motivation





BrELT

- Informal, teacher-driven
- Social media platform
 - Facebook
 - Blog
 - Chat

Facebook page Oct 14, 2017

The screenshot shows a web browser window displaying the Facebook page for the group "BrELT - Brazil's English Language Teachers". The browser's address bar shows the URL "https://www.facebook.com/groups/brelt/". The page header includes the group name and a search bar. The main content area features a large banner with the BrELT logo, which is a stylized "Br" in a rainbow speech bubble followed by "ELT" in bold black letters. Below the logo, it says "BRAZIL'S ENGLISH LANGUAGE TEACHERS" and "QUEER DAY ON DECEMBER 10, 2017 ONLINE EVENT VIA GOOGLE HANGOUTS". To the right of the logo, there is a graphic with horizontal rainbow bars and the text "CALL FOR PAPERS IS OPEN" and "check bit.ly/BrELTqueerday2017papers". Below the banner are buttons for "Joined", "Notifications", "Share", and "More".

On the left side, there is a navigation menu with options like "Discussion", "Members", "Events", "Videos", "Photos", "Files", "Recommendations", and "Shortcuts". The "Shortcuts" section lists various sub-groups and topics. A search bar for the group is also present.

The main post area shows a "Write Post" section with a "Write something..." prompt and options for "Add Photo/Video", "Live Video", and "More". Below this is a "PINNED POST" by Juan Alberto Lopez Uribe, dated October 11 at 10:02pm. The post text reads: "Venha viver o ensino afetivo do inglês com crianças com o Buddy the Frog em comigo! Conheça mais sobre o nosso curso online: http://deprofpraprof.com.br/ensinoafetivodelinguas/". Below the text is a video thumbnail showing a man speaking.

On the right side, there are sections for "YOUR GAMES", "RECOMMENDED GAMES", "YOUR PAGES", and "CONTACTS". The "MEMBERS" section shows 17,033 members (77 new) with a grid of profile pictures. The "DESCRIPTION" section states: "Esta comunidade dedica-se a profissionais do ensino de inglês no... See More". The "GROUP TYPE" is "Support". The "LOCATIONS" section shows "Brazil".

The bottom of the page shows a taskbar with various application icons and a system tray with the date and time "10/14/2017 5:30 PM".

Do you think anybody can learn a second language up to C2?

What does it take?

[Like](#)

[Comment](#)

40 André Hedlund and 39 others

Comments



[Silas Couto](#) Would a course like IELTS prep do the trick?

[Like](#)

· [Reply](#) · [October 12 at 11:56am](#)

[Remove](#)



[Rafael Sanches](#) "What does it take?"

- Studying. 🧐.

[Like](#)

· [Reply](#) ·

20

· [October 12 at 11:59am](#)

[Remove](#)



[Silas Couto](#) So anybody can do it if they study hard enough?

[Like](#)

· [Reply](#) · [October 12 at 12:01pm](#)

[Remove](#)



[Paula Rezende](#) Yes!

[Like](#)

· [Reply](#) · [October 12 at 12:40pm](#)

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[View more replies](#)



Write a reply...



Otávio Luiz Dantas I don't think anyone can. Not everyone is really interested, engaged, and dedicated to do what it takes to get there, besides, some people just don't have the gift for languages as I don't have for Math. It is what it is.

[Like](#)

· [Reply](#) ·

12

· [October 12 at 12:02pm](#) · [Edited](#)

[Remove](#)



Silas Couto I was remembering a frustrating attempt of teaching calculus that had in 2013. It was like the area under a curve was a huge indomitable dragon. And hey, why would It be different for learning a second language?

[Like](#)

· [Reply](#) ·

1

· [October 12 at 12:14pm](#)

[Remove](#)



Vinicius Almeida Martins Otávio, you are so right.

[Like](#)

· [Reply](#) ·

2

· [October 12 at 1:10pm](#)

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Blog



**We cannot all succeed
when half of us are
held back.**

Malala Yousafzai





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Curriculum

The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians.

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Learning areas

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Health and Physical Education
- Languages

Learning areas

- English – EALD resource
- Mathematics – EALD resource
- Science – EALD resource
- Humanities and Social Sciences – EALD resource (History)
- The Arts
- Health and Physical Education
- Languages

Task 3

What will you do in the next six months to become

A more informed practitioners about principles that guide your practice and provide evidence that your practices produce quality learning?

- Make a note in your diary/calendar for six months from now (Thursday, May 17 2018) to answer the question:

Task:

What **did** you do to become

A more informed practitioners about principles that guide your practice and provide evidence that your practices produce quality learning?

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