

LESS is MORE:

A way of thinking

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A TDF session brought to you by
Jane Bottomley and Maria Kluczek

Context: some key terms

- Learner-centred – what do we mean by this?



Communicative approach
increased student autonomy
development of learning strategies
differentiation

- group work problem solving student-determined learning
- Campbell and Kryszewska (1992) Learner-based teaching: “All class **activities** can be done using information that the learners themselves bring to the class.”
- Nunan (1988) The learner-centred **curriculum**: “a collaborative effort between teachers and learners” in terms of aims and objectives, content, materials and methodology
- Learner-centred v learning-centred
- Hattie (2008) – whole-class teaching one of the most effective methods

- **‘Materials-driven’; ‘materials-overload’ (Thornbury, 2000)**
 - **‘Getting through’ the book/materials**
 - **‘Drowning in’ materials**
 - **Over-preparing**
 - **Printing off reams of worksheets to use ‘just in case’**
 - **Killing time approach**
 - **“We don’t repeat lessons: teaching students, not materials” (Maxine Gillway, BALEAP Forum)**

Extreme teaching:

A 'Dogme' movement for EFL

- Thornbury (2000)
- Inspired by Lars von Trier's movement towards simplicity in film: making 'a vow of chastity'
- Invites teachers to take a similar 'vow of chastity' with regard to the use of materials in the classroom
- Avoid books/handouts and focus on conversational activities and the language that develops naturally from these

Dogme: The rules

- “Teaching should only be done using the resources that teachers and students bring with them to the classroom – i.e. themselves and whatever happens to be in the classroom.”
- “Real talk, usually relegated to the bookends of the lesson proper, [forms] the lesson core. And the teacher [has] to talk – not *at* the students or even *to* them – but *with* them.”
- No additional ‘props’
- “No methodological structures should interfere with, nor inhibit, the free flow of participant-driven input, output and feedback.”

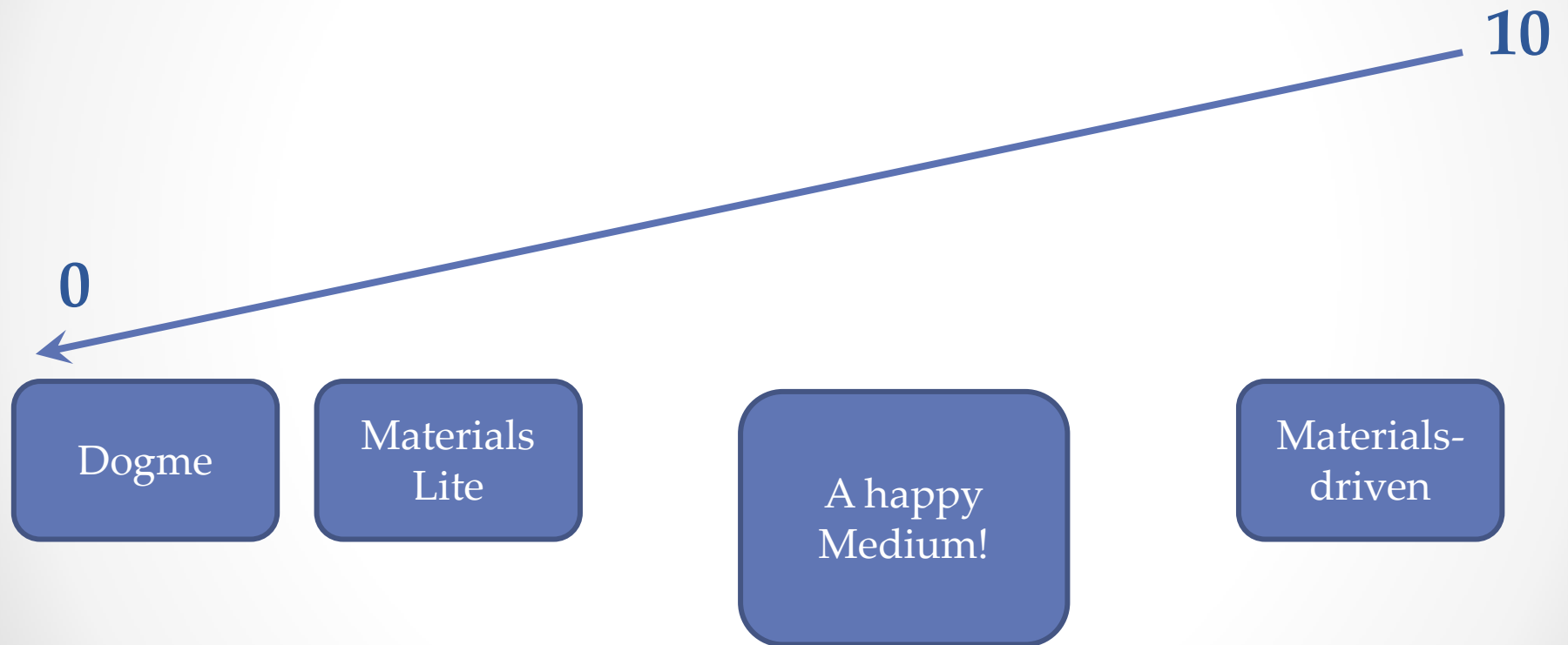
Advantages (McFetridge, 2016)

- Avoids the over-prepping approach
- Can target learner needs more effectively
- More interesting
- Limits planning
- Useful for last-minute cover classes

Criticism (Harmer, 2010)

- “I believe in the richness of techniques, approaches, materials and artefacts available to the modern teacher. I believe that an over-reliance on any of these to the exclusion of others is unattractive and unlikely to be in the best interests of all. I believe that everything – in a classroom – has to be grounded in the expertise of a teacher being able to find the best way of doing things for the benefit of (and with the help and guidance of) the greatest number of students. And often that may be unplugged, but there is no guarantee (or moral reason) why it should be. And sometimes that might be course book-mediated but there is no guarantee (or moral reason) why it should be.”

The reality



Things already going on

- **Everyday CLT tasks in FL and EL**
- **Task-based work on LEAP and pre-sessional**
- **The student-led classroom**

Workshop: Task 1

Form yourselves into **groups of four – six** by **level**:

A1/A2

B1/B2

C1/C2

ensuring that at least **three** different first languages are represented.

Jane's Headline Act

- <https://www.theguardian.com/lifeandstyle/2016/aug/08/should-people-over-40-work-a-three-day-week>
- <https://www.theguardian.com/careers/careers-blog/common-interview-questions-how-to-answer>
- <http://www.bbc.co.uk/news/magazine-38014161>

Students decide

- Film seminars
- Students decide on the approach and tasks
- Students lead the seminars
- Tutor – member of the group (?)

A personal experience

- Liberating!
- Energises students and teachers
- Humanises the classroom
- Simplicity allows for focus on teaching and learning
- Allows for creativity and spontaneity
- Allows for the introduction of immediate cultural relevance



Maria's LEAP into Action

Tom and I

Ghost Protocol

<https://www.youtube.com/watch?v=hR-0po0hzDQ>



Less is More Protocol

ULC Headquarters





.....and this is your next mission.....

<https://www.powtoon.com/home/>

Workshop: Task 2

Shape your plan:

- **Aims/Focus/Theme**
- **Skills**
- **Tasks**
- **Creativity**

Variations on a theme

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The Hook

A1/A/2	B1/B2	C1/C2
Holiday hook	One-word weekend hook	Topic hook
Pick 'n' Mix	Running dictation + Discussion	MyQuestion Time http://www.bbc.co.uk/iplayer/episode/b080bvm3/question-time-20102016
My favourite keepsake	My favourite keepsake	Dictagloss + Discussion

Topic Hook

The
American
Dream

Mysogynist



Success

Name six adjectives/nouns/phrases to describe Trump

Prepare a 2-minute presentation on your chosen description

References

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- <http://www.onestopenglish.com/methodology/minimal-resources/>



Mission Complete

.....or is it?

