



"LANGUAGE LEARNING IN A DIGITAL WORLD"

New Generation Learning: does the ELT coursebook have a future?

Caroline Moore
English UK Management Conference
5 March 2011



Is there a future for coursebooks?



“It helps teachers by giving structure and organisation to lessons. We will always need an established basis for a course, even if we then diversify. Students need a basis to "hang onto" and to revise from, whether it be online or hard copy or limited to other resources.”

“Books = learning for many Students.” Easy to refer to, flick through, a security blanket for Students and Teachers. Doesn't break down or need electricity.”

“We're becoming more technologically advanced and students expect materials in a more flexible and portable format.”

“The coursebooks will all be digital, conducted on iPads/tablets, but I think the format of coursebooks will be the same. This will save an immense amount of paper and hence trees - a good thing!”

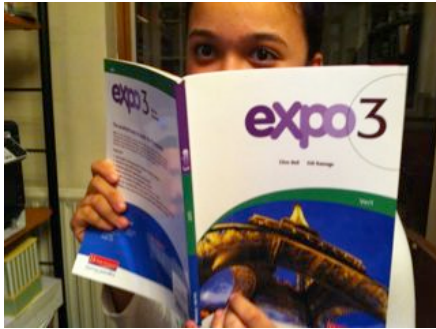


“Publishers treat learners as passive consumers of state curricula.”



English Language Teaching: overview of the sector

- 750m speakers, 1 billion learners, 11 million teachers
- Growth in emerging markets
- UK ELT publishing sector worth approx €2bn (split 3:2 consumer/institutional)
- Wide range of stakeholders including learners, teachers, small private language schools, educational bodies



“There is no standard-setting: nobody is asking what kind of things people should be able to do and then looking up which CEF level descriptors adequately describe those requirements.”
Prof John de Jong

Challenges of learning and teaching a language

- Many greatly underestimate time and effort required
- Experiential/discovery combined with analytical approaches work best
- Student engagement
- Many false starts
- Common European Framework of Reference (CEFR)
- Practice, practice, practice



“And on the iPod [Touch] you can just click on something and just use it, instead of searching though the whole textbook.”

Pupil Aged 8



Impact of mobile learning

- Changing user behaviour
- New sales platform & Apps “ecosystem”
- Mobile internet access problematic
- Smartphone wars
- iPad changing the rules
- Laptops and netbooks
- Gaming consoles & eReaders
- Multiple mobile platforms



New Generation: Pedagogy & Design

“we should all worry about the gap that has opened between the institutions, teachers and learners who have embraced – and are busy astonishing us with – this complex mix of technologies.”
Professor
Stephen Heppell

- Regularly updated **granular** content, pick and mix programmes of study.
- Clearer sense of learner progression: testing, tracking, and e-portfolios
- Exploit authentic content on the Internet
- Easy access and storage
- Hybrid, mixed media
- Self-study components for mobile
- Content that really interests and excites learners
- Wider repertoire of interactive routines



Technology: lessons from the past

“Publishers have been staggeringly bad at technology.” Interviewee

New Cutting Edge Digital



- Language labs
- Video
- CALL
- Multimedia
- Internet
- Interactive Whiteboards
- Second Life
- Web 2
- Implications for mobile

<http://www.constellata.com/articles/>



Is there a future for course books?

Reinhard Tenberg

“I see the future and the future is POD.”



Textbooks should be

- downloadable
- printable on demand
- fully customisable to suit students' needs

“You’ll get a word file with mine and can change [it] at will. None of this “read” only stuff. (David)

The digital book trap



Jeff Bezos, CEO of Amazon.com

Amazon's Kindle ebook reader

- Amazon: sold more of its **top one hundred sellers as ebooks** than as hardback and paperback versions combined (US)
- American Association of Publishers: Sept. 2010 book sales (-12%) vs ebooks +158%
- will our students be asking for electronic ELT course books?
- expect more than turning pages and search facilities in an electronic course book

Book plus – the half-way house



- Book + CD-ROM
- book + exercises on interactive whiteboard (e.g. Touchstone)
- book + free standing skills-based interactive exercises (e.g. Macmillan English Campus)
- English 360 (teachers can write their own 'interactive' exercises and share their materials, CUP)
- 'My Oxford English' - self-study video –based lessons accompanied by online exercises with a virtual tutor (OUP)

Fully-fledged Blended eLearning courses



Caveats:

- huge team effort
- time and money
- training
- changing role of teacher

The course book: publishers' bread and butter



- 90-95% of publishers revenue still comes from textbooks
- Who drives the market?
- What will the future look like?

Lessons from the past



- eclectic approach to language learning
- select the right course for your teaching context
- use the best available technology but don't let technology drive the content

Does the ELT coursebook have a future?

**English UK Management conference
5 March 2011**

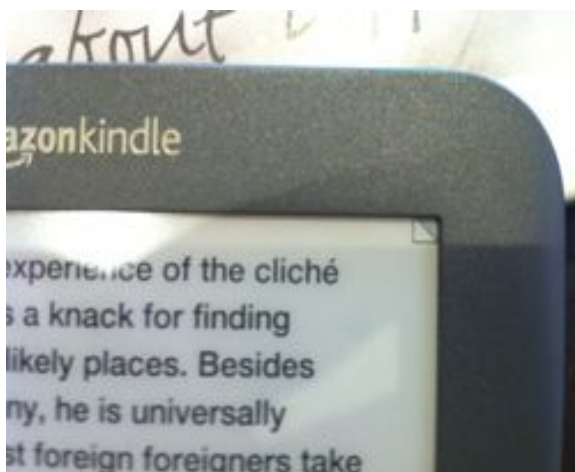
Adam Gadsby
Editorial Director, Pearson Longman ELT

NO

**On Christmas Day 2010,
amazon.com sold more e-books
than print books**

•15m people bought iPADS in 2010

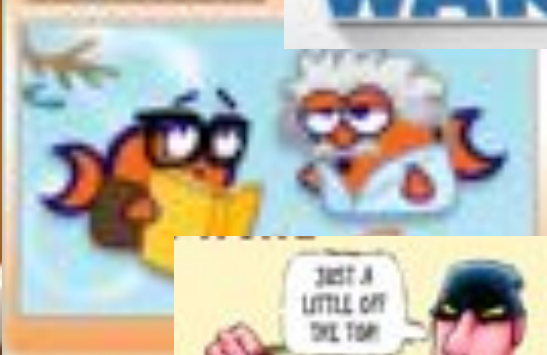
**•In 2010, 29% of Pearson's
turnover came from digital products**



Digital natives



K-52 Bitesize



...and

YES

On the interactive whiteboard ...

Speakout Pre-Intermediate Active Teach

speakout Pre-Intermediate

5.1 AMAZING JOURNEYS

GRAMMAR | past simple and past continuous | VOCABULARY | transport | HOW TO | tell about journeys

5.1

VOCABULARY transport

1 Work in pairs and answer the questions.

- How many types of transport can you think of? Make a list.
- What do you think is the best way to travel? Why?

➔ page 112 PHOTOGRAM

READING

2 Work in pairs. Look at the photos and discuss the questions.

- What type of transport do you think the people are using?
- Where do you think the people are going?
- How do you think these words are connected to their journey?

some rabbit fence oxygen crash experiment

3 Work in groups. Student A read the text on this page. Student B read the text on page 105. Student C read the text on page 103. As you read, make notes about your text.

- Who made the journey?

The motorcycle diaries

When he became a famous neurologist, Che Guevara was always **looking for his**. He was studying medicine when he decided to travel across Latin America by motorcycle with his friend Alberto. They rode on **dirty, steep** roads and drank beer. They walked through deserts and spent some time working at a **small cafe** in Peru. Their only problem was with transport, **so they** bought a motorcycle into a car but it was an amazing journey. They travelled 12,000 miles in four months.

While he was travelling, Guevara met many poor people from Chile, Peru and Bolivia, and this opened his eyes to the lives of poor people. At the end of the journey, he stopped working to be a doctor, and began his life's work – fighting for the poor. Later, Guevara and his friend Alberto made books about this journey and it **was** made into a film, *The Motorcycle Diaries*.

See notes – it was about people with horses in wet areas that go to be.

4 Take turns to tell your group about your text. Make notes about the other texts as you listen. Were your answers to Exercise 2 correct?

GRAMMAR past simple and past continuous

6A Look at sentences (a–d) and answer the questions.

- He was studying medicine when he decided to travel.
- But while they were travelling, something went wrong.
- One night when it was raining, the girl decided to escape.

- What times are the verbs in bold?
- Which action started first in each sentence (study or think, etc.)?

6B Underline the correct alternative to complete the rules.

Rule

- Use the **past simple** (past continuous) for actions that continue.
- Use the **past simple** (past continuous) for completed actions.

6C Find one more example of the past simple and the past continuous in the same sentences in your text.

➔ page 110 LANGUAGEGAME

PRACTICE

7A Make sentences with the prompts.

- I / run / start to snow. So ...
I was running when it started to snow. So I was found.
- I / wait for a bus / meet my friend. So ...
- I / watch TV / recognize my best friend. So ...
- I / walk home / find \$1,000 in a bag. So ...
- We / travel by plane / a man with a gun stand up. So ...
- We / take our bicycles / a cow walk across the road. So ...
- We / take in a museum / a woman ... So ...

6A 5.1 Listen to some ideas for Exercise 7A. Are they similar to yours?

B Listen again. Notice how some are pronounced. Then listen and repeat the first part of the sentences.

9 Work in pairs and take turns. Student A: make sentences with the past simple and the past continuous. Use a prompt from A and a prompt from B. Student B: respond with another sentence beginning with *So ...*

A: I was sleeping in my bed when I heard a strange noise.
B: So I called the police.
A: ...
B: ...

A

sleep / take my umbrella /
go for a drink / feel sorry / deal with a problem /
make a call / get in a taxi / go to a concert /
have some time off / watch a film /

B

get hungry / feel a symptom /
decide to change job / start school term /
fall asleep / see the love of my life /
check my mail / find your way /

hear a strange noise

6A Describe something that happened on a trip or journey. Think about what you did and make notes.

- Where and when did you go?
- Who were you with?
- What was the form of transport?
- How long did the trip take?
- What places did you see during the trip?
- Did anything go wrong during the trip?
- What happened while you were there?
- How did you feel?

Last summer I went on holiday to Galapagos. We started to fly there for two days. We visited some of the islands. One day we were travelling by boat. I dropped

Or online ...

Dr. DA View History Bookmarks Tools Help

http://fronte.com/pearson/main.shtml

Today Page Calendar My Documents My Documents My Courses Contact Email Who's Online?

Choose room ... Go ... Juan Smith

PEARSON

Class file

Course Builder

Gradebook

Assign

Focus

Dictionary

Chat

myspeakoutlab Pre-intermediate

Contents 1 2 3 4 5 Unit 6 7 8 9 10 11 12

GRAMMAR | past simple and past continuous
Choose the correct alternative.

This story 1 while Guillermo Diaz
2 English at a community college in the USA.
Diaz was a very bad student who never attended classes. One evening when he 3 in a bar he
4 another student, Arturo, who told him about an exam the next day. Arturo said the exam was in Room 52 but Diaz thought he said Room 62. The next day, when Diaz was going to the exam, he 5 that he didn't know any of the answers. He tried to ask another student for the answers while the professor 6 , but the other student 7 him. The exam
8 multiple-choice questions so Diaz guessed all of the answers. A week later, while Diaz
9 TV at home, he 10 his results by post. He scored 100 percent in the exam ... on American history!

BACK to unit 6

Stockphoto

SUBMIT

Communication

collaboration

interaction

Personalized learning

Learning paths

Engaging
students

efficacy

CEFR

assessment

feedback

standards

The course(book) provides ...

- structure
- engaging content
- choices

The coursebook isn't dead ...
it's just coming to life.

**Thank
you**