
An open book with a pair of glasses resting on it, symbolizing study or research.

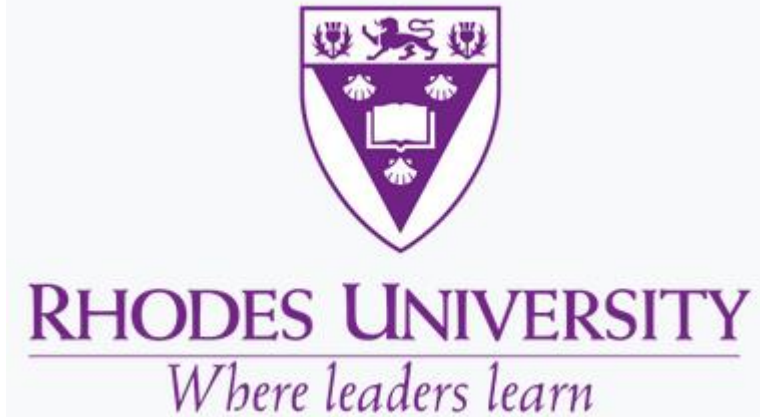
IATEFL BESIG webinar: The synthetic vs. analytic syllabus dichotomy in business language coaching online

Robert Szabó
March 2019

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- 1 IN SEARCH OF A SOUND BASIS
 - 2 EDTECH AND TEACHING ONLINE
 - 3 TYPE A AND TYPE B SYLLABUSES
 - 4 THE COMMON EUROPEAN FRAMEWORK
 - 5 ESP, SOFT SKILLS

In search of a sound basis



- Piaget
- Vygotsky
- Bruner

“The practice of narrative and argument does not lead to invention, but it compels a certain coherence of thought.”

Jean Piaget

In search of a sound basis



- Durban
- Katowice
- Lisbon

CELTA orthodoxy and
“Principled Eclecticism”

In search of a sound basis



The Open University

Skidelsky vs Hammersley

But I claim that the recognition of these different kinds of research in education effectively counters the criticism that Lord **Skidelsky**, at the beginning of this chapter, made when he said that ‘education is an immature discipline’ and ‘there is no theoretically based good practice which defines professional teaching.’

Educational Research and Evidence-based Practice.
Hammersley, Martyn ed. (2007).

Martyn Hammersley is Emeritus Professor of Educational and Social Research at The Open University, UK.

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1 A DESIGN THINKING CHALLENGE

2 EDTECH AND TEACHING ONLINE

3 TYPE A AND TYPE B SYLLABUSES

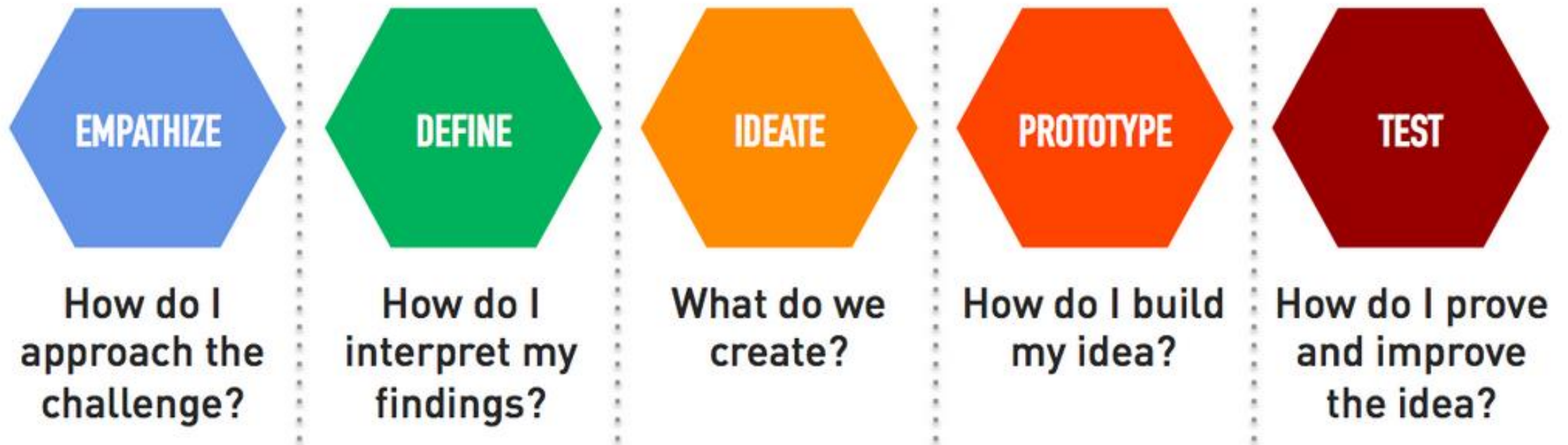
4 THE COMMON EUROPEAN FRAMEWORK

5 ESP, SOFT SKILLS

What is EdTech

EdTech refers to software designed to enhance teacher-led learning in classrooms and improve students' education outcomes. EdTech is in the early stages of development but it shows promise as a method of customizing curriculum for a student's ability level by introducing and reinforcing new content at a pace the student can handle. EdTech is a portmanteau of "education" and "technology."

A **design thinking** challenge



Source: <https://medium.com/wharton-innovation-design/what-is-design-thinking-anyways-c59428031331>

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Type A & Type B Syllabuses

Type A syllabuses focus on **what is to be learned**: the L2. They are interventionist. Someone preselects and predigests the language to be taught, dividing it up into small pieces, and determining learning objectives in advance of any consideration of who the learners may be or of how languages are learned. Type A syllabuses, White points out, are thus **external to the learner**, other-directed, determined by authority, set the teacher as decision maker, treat the subject matter of instruction as important, and assess success and failure in terms of achievement or mastery.

Type A & Type B Syllabuses

Type B syllabuses, on the other hand, focus on **how the language is to be learned**. They are noninterventionist. They involve no artificial preselection or arrangement of items and allow objectives to be determined by a process of negotiation between teacher and learners after they meet, as a course evolves. They are thus **internal to the learner**, negotiated between learners and teacher as joint decision makers, emphasize the process of learning rather than the subject matter, and assess accomplishment in relationship to learners' criteria for success.

“Hidden curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. While the “formal” [curriculum](#) consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach to students, the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school.”

<https://www.edglossary.org/hidden-curriculum/>

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The Common European Framework



COUNCIL OF EUROPE

Common European Framework of Reference for Languages (CEFR)

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Use of the CEFR



The CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe.

It describes in a comprehensive way what language learners have to learn to do in order **to use a language for communication** and what knowledge and skills they have to develop so as to be able to act

effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

Main objectives of the CEFR:

- ⇒ promoting plurilingualism and **diversification** in the choice of languages in the curriculum
- ⇒ supporting the development and demonstration of the **plurilingual profile** of individual learners
- ⇒ developing and reviewing the content of **language curricula** and defining positive 'can do' descriptors adapted to the age, interests and needs of learners
- ⇒ designing and developing **textbooks** and teaching material
- ⇒ supporting **teacher education** and cooperation among teachers of different languages
- ⇒ enhancing **quality** and success in learning, teaching and assessment
- ⇒ facilitating **transparency in testing** and the comparability of certifications



CEFR

Common European Framework
of Reference for Languages
www.coe.int/lang-CEFR

SHORTCUTS

Purposes

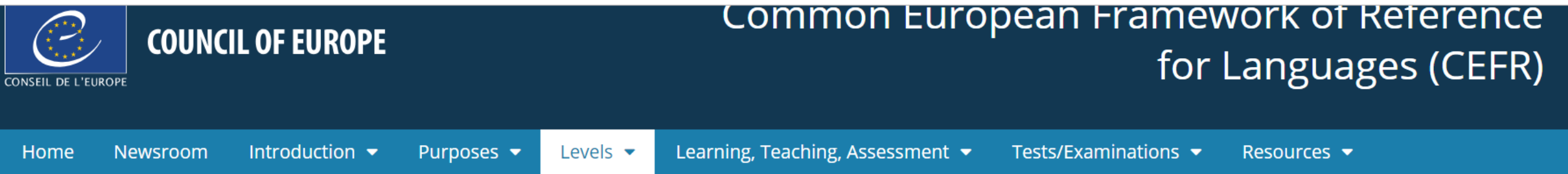
Use of the CEFR

Responsibility of member states

The CEFR online :

- [Full 2001 English text](#)
- [Prefatory Note](#)

The Common European Framework



You are here: [Democracy](#) > [Common European Framework of Reference for Languages \(CEFR\)](#) > [Levels](#)

Reference Level Descriptions (language by language)

Reference Level Descriptions (RLDs) for national and regional languages provide detailed specifications of content at the different CEFR levels for a given language.

The *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* is potentially applicable to all the languages taught in Europe and does not, therefore, relate to any specific one. However, authors of textbooks, syllabus designers and language teachers have found its specifications to be insufficiently precise. *Reference Level Descriptions (RLDs) language by language* have therefore been drawn up to provide reference descriptions based on the CEFR for individual languages.



CEFR
Common European Framework
of Reference for Languages

How Business Language Coaching Online was conceptualised and launched

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Training vs. Coaching

TRAINING

- Directional
- Passive
- Book related, following chapters and the order of language learning books
- Teacher takes the role as the expert denoting a superior status
- Instructive and mandatory
- Demonstrative
- Often encompasses a more formal approach
- Normally not cost-effective and no awareness relating to cost-effectiveness
- Often does not take into account the social context and cultural interaction of the learner
- With groups – often trial and error – not tailored to individuals
- The relationship between the teacher and the learner is often not so close nor is it a realistic or personalized experience
- It could sometimes be described as mainly a one-way process
- Often limited to the materials/books used
- Often the subject must be learnt, so the teacher is interested in the topic but the learner is not

COACHING

- Motivation takes top priority
- Empathy is important
- Client takes responsibility and ownership
- Normally no books are used
- One objective is to maximize the potential of the learner
- 'Teaching' is kept to a minimum
- Coach has the ability to adapt to the client
- There is an equal status coach and learner
- Coach has the ability to keep client engaged, motivated, valued and committed
- There is an awareness of limitations
- Focus on cost effectiveness
- Continuous feedback and acknowledgement
- Flexible and self-directed
- Client-focused and tailor-made
- Matches the needs of the client
- Stimulates reflexion

ESP, Soft Skills



TeachingEnglish

ELT-30

Common Ground: Shared interests in ESP and Communication Studies

Milestones in ELT

ESP, Soft Skills

TWO HALVES OF A SINGLE PROFESSION: CURRENT CONCERNS OF SHARED INTEREST IN COMMUNICATION STUDIES AND ESP

RAY WILLIAMS and JOHN SWALES

University of Aston in Birmingham

JOHN KIRKMAN

University of Wales Institute of Science and Technology

In the context of the papers in this volume, there is no doubt that L1 Communication Studies and L2 ESP are generally regarded as two separate professions. However, changing attitudes in recent years require us to reconsider this compartmentalization. After all, both fulfil a 'service role',

Turning to the second conference theme, we would like to emphasize the need for a sociolinguistic basis for course and syllabus design. The background to this need is that there is widespread complaint *from engineers, scientists, managers, doctors*, etc. about the quality of communication in their specialist fields. The very existence of courses in Communication Studies and ESP stems from this complaint. Such courses are not taught simply because specialists in Communication Studies or English do not like the way scientists write or speak, but because of frequently-voiced complaints from the specialist professions themselves.

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Get in touch and continue the dialogue.