

Reimagine English Competence



In order to assist groups who would like to facilitate their own Summit on the Future of the TESOL Profession, TESOL International Association would like to provide the following “ready to use” theme-based session outlines. A simple workshop plan might run as follows:

1. Share the theme, brief definition, and starter questions with your group (5 minutes)
2. View the Guiding Principle Presentations (50 minutes)
3. Facilitate round table discussions (60 minutes)
4. View the Session Summary and Q&A (65 minutes)
5. Send feedback to TESOL International Association (per your feedback)

Feel free to start and stop the videos to engage in your own facilitated conversations. It will take roughly 3 hours and 15 minutes to get through this theme.

1. Reimagine English Competence

English competence has been traditionally defined in reference to a native or ideal speaker norm and in terms of the grammar of the language. This definition has been challenged.

- How can we overcome the native speaker as the standard and address the changing realities of English language use around the world, both with regard to students’ needs for English and to teachers’ needs for proficiency in English?
- What new research-based models and goals for English competence can be developed to guide policy and practice?
- How can the multiple Englishes that arise in different contexts be incorporated in frameworks, standards, large-scale tests, and rubrics?

2. View the Guiding Principle Presentations

Middle of the page:

<http://www.tesol.org/summit-2017/themes/reimagining-english-competence-recorded-sessions>

3. Facilitate round table discussions

Here are the Reimagining English Competence questions that we asked of the Summit Delegates in Athens:

- What are your initial thoughts and reactions to these presentations?
- What are the biggest impediments standing in the way of instituting equity in teacher hiring?
- What are some concrete ideas you have for debunking the myth that Native English speakers are better teachers?
- One principle of good education design is ‘alignment’. How are teacher education programs aligned with the needs of English language learners in your context?

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- How do the complex and varied language learning needs of students impact policy and practice in your context?

Choose trusted colleagues to facilitate these round table discussions. We recommend groups of 6 people, one facilitator, and one note-taker. Sit these groups of 8 at round tables to maximize conversations.

4. View the Session Summary and Q&A

End of the page:

<http://www.tesol.org/summit-2017/themes/reimagining-english-competence-recorded-sessions>

5. Send feedback to TESOL International Association

Please share your Reimagining English Competence feedback here:

<https://tesolorg.wufoo.com/forms/z11fxmfv0kcs41z/>

Sections at this link are organized by the round table discussion questions. Feel free to share the notes you have taken under each question. There is also a place to add any additional comments/feedback.

In order for TESOL International Association to capture your content, please complete this short questionnaire by 30 September 2017.