Jim Scrivener

Biodata

Jim is currently Head of Teacher Development for Bell International. Previously he has been Head of Teacher Training for International House, Hastings and Director of Education for IH Budapest.

His publications include Learning Teaching (Macmillan ELT) which won the ARELS Frank Bell Prize 1995, Oxford Basics: Teaching Grammar, Teachers’ Books and Portfolios for Straightforward, two business coursebooks for OUP and he has many articles on onestopenglish.com. His most recent book, Teaching English Grammar (Macmillan ELT) won the HRH Duke of Edinburgh English Speaking Union 2010 award as “Best Entry for Teachers”. His next book will be “Classroom Management Techniques” from CUP early in 2012.

Jim has worked in many different countries over the years, including two years in Kenya, three in the USSR and seven in Hungary. He is a frequent conference presenter and course leader around the world. He was head of the team that designed the Euro exams, now widely taken in Central Europe and has been actively involved with Cambridge ESOL exams including design of their online teacher portfolio. He recently designed and implemented the first Online Delta course.

Jim is married to Noémi and has two grown-up sons - Alex and Ben - a young daughter, Maisie and a new baby, Orlando!

Abstract

A Manifesto: For Active Interventionist Teaching

Are we really as effective at teaching as we imagine we are?

. We say that we are "communicative" but, do we, in practice, do "whatever's in the coursebook"?
. Is our methodology really rather hit and miss?
. Does much contemporary teaching (fluency tasks, communicative focus, fear of being "teacher-centred") actually sidestep the real teaching work and the real needs of learners?

And is it possible that the majority of teachers who have been trained in the last twenty or so years have become so used to delegating the teaching work to "good enough" books that they have lost many of the teaching techniques that previous generations took for granted?

This talk proposes a muscular reinvigoration of teaching: focused, active, alert and getting much closer to where the learning is.

I will suggest that there is a particular type of teaching skill that has been lost more than others. This is the skill of getting in close to where the learning is going on - for example, looking closely at language and materials, helping learners to zoom in on language items in order to recognise them, understand them, say them better and use them well. I will propose that this kind of exploratory, reflective, quantum-level, analytical, language and learning-focused teaching is essential and its absence in so many classrooms is becoming a serious problem.