

# **STEAL THIS PDF**

## **THE REVOLUTIONARY'S GUIDE TO LEARNING AND TEACHING LANGUAGES**



**BY CANGURO**

# BE PART OF THE 3%

Most mass uprisings that have mobilized just 3.5% of the population against dictatorships have succeeded.

But how do peaceful revolutions succeed when only tiny percentages of the population participate?

In 2019 a paper in Nature by Erica Chenoweth and Margherita Belgioioso answered this question.

They discovered three key ingredients for a successful revolution:

1. You need to have events OFTEN
2. The events must be NON-VIOLENT (protests, strikes, boycotts)
3. You must have STAMINA

## WHAT YOU CAN DO

HOW TO MAKE A REVOLUTION IN THE LANGUAGE LEARNING INDUSTRY WITH ONLY 3% OF TEACHERS AND STUDENTS:

1. Hold events frequently to demand change
2. Strike to demand effective research-based curricula that help students learn. Boycott competitive exams (IELTS, PTE) and workbooks. Protest against the discrimination of non-native speakers.
3. DON'T GIVE UP!

# FORM A GROUP AND TAKE ACTION!

# YOU CAN MAKE A DIFFERENCE!

# THE FOUR STRANDS

## (BY PAUL NATION)

There are four things that you need to do when you learn a foreign language:

- 1. WORK OUT WHAT YOUR NEEDS ARE AND LEARN WHAT IS MOST USEFUL FOR YOU**
- 2. BALANCE YOUR LEARNING ACROSS THE FOUR STRANDS PRINCIPLE**
- 3. APPLY CONDITIONS THAT HELP LEARNING USING GOOD LANGUAGE LEARNING TECHNIQUES PRINCIPLE**
- 4. KEEP MOTIVATED AND WORK HARD-DO WHAT NEEDS TO BE DONE**

You need to spend EQUAL AMOUNTS OF TIME on each of the four strands:

- 1. LEARNING FROM MEANING-FOCUSED INPUT  
(LISTENING AND READING)**
- 2. LEARNING FROM MEANING-FOCUSED OUTPUT  
(SPEAKING AND WRITING)**
- 3. LANGUAGE-FOCUSED LEARNING  
(STUDYING PRONUNCIATION, VOCABULARY, GRAMMAR ETC)**
- 4. FLUENCY DEVELOPMENT  
(GETTING GOOD AT USING WHAT YOU ALREADY KNOW)**



**YOU CAN'T  
BUY  
FLUENCY!**





# BURN THE WORKBOOKS!

Workbooks are designed for only one purpose: to make money. So there is only one place for them:

IN THE FIRE.

Good books open minds, change lives, and encourage critical thinking. Workbooks are the opposite. Let me give you some reasons why you should incinerate your workbooks today:

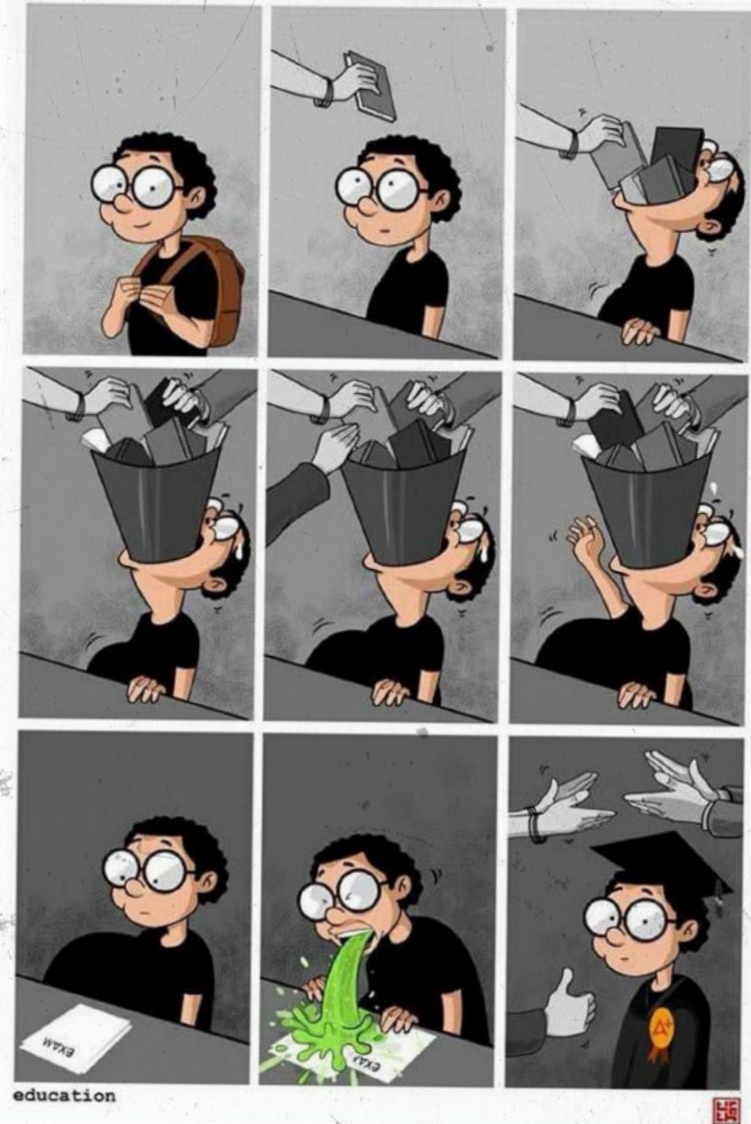
1. Someone else decides what you should learn. GOOD TEACHING TREATS THE STUDENT AS AN INDIVIDUAL. A good class always starts with the question: what do YOU need to learn? When you open a workbook you are learning what someone else decided. Someone who doesn't know anything about you, or your needs, or your culture. Someone sitting in a office thousands of kilometres away who is only thinking about \$\$\$.

2. Workbooks don't work. Research has shown for many many years that teaching people language based on grammar lessons and vocabulary boxes is inefficient and ineffective. But you don't need any fancy research to tell you that. Just look at the thousands of failed students who are churned out of language classes every year thanks to the curse of workbooks.

3. Workbooks treat you as a British/US subject. How many workbooks have pictures of London and the Union Jack? How many of them have stories with two white guys having a conversation about football in Starbucks? English is a global language but workbooks are stuck in the colonial past, selling you the idea that if you want to learn English you need to throw away your culture. The only thing you need to throw away is your workbook.

4. Workbooks are designed for testing. Once you have memorised the contents of your workbook you are expected to regurgitate them. And they call this learning.

# THIS IS NOT LEARNING:





# REJECT THE CURRICULUM!

Most curricula are designed with one thing in mind: scores.

Teachers and students are trapped in a cycle of teaching and testing that kills creativity, critical thinking, motivation, and real learning. What would happen if we changed what we did in class?

In 2001 a group of researchers went into public schools in Chicago and swapped the standard curriculum for AUTHENTIC INTELLECTUAL WORK.

THEY SWAPPED THIS

## Low Scoring Writing Assignment

Identify the part of speech of each underlined word below. All eight parts of speech—nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections—are included in this exercise.

- 1) My room is arranged for comfort and efficiency.
- 2) As you enter, you will find a wooden table on the left.
- 3) I write and type.
- 4) There is a book shelf near the table.
- 5) On this book shelf, I keep both my pencils and paper supplies.
- 6) I spend many hours in this room.
- 7) I often read or write there during the evening.

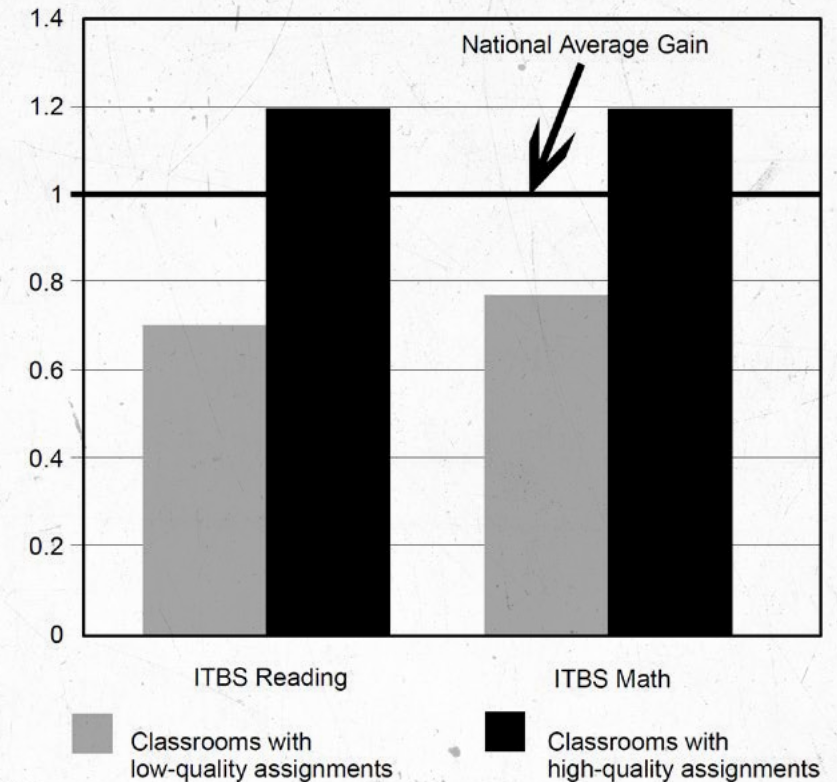
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## High Scoring Writing Assignment

Write a paper persuading someone to do something. Pick any topic that you feel strongly about, convince the reader to agree with your belief, and convince the reader to take a specific action on this belief.

# LOOK AT THE RESULTS!

Students Learn More in Classrooms with High Quality Assignments: Effects on One-Year ITBS Gains



We need to fight against standardised testing and curricula that do not contain AUTHENTIC INTELLECTUAL WORK.

WE NEED TO FIGHT FOR THE BEST FOR STUDENTS!

# BOYCOTT EXAMS!

I would tell you to also burn the exams, but unfortunately most of them are not even made of paper anymore. Most of them are delivered on a computer and graded by a computer, without the involvement of a single human.

So they must be really cheap then, right? NO. They make millions of dollars for big companies every year. They are used by governments and universities all over the world to block access and destroy the futures of intelligent and hard-working people.

They have taken the most beautiful, complex, and human thing we have: language, and reduced it to a series of YES/NO questions.

Here is a fundamentally important question: DO EXAMS MEASURE LANGUAGE ABILITY?

THE ANSWER IS NO!

EXAMS ONLY MEASURE YOUR ABILITY TO DO EXAMS.  
LANGUAGE ABILITY CANNOT BE GIVEN A SCORE.  
EXAMS ARE DESIGNED TO MAKE MONEY AND SELL PRODUCTS.

Every year thousands of native English speakers take English exams. Guess how many NATIVE ENGLISH speakers were classed as a 'very good user' of English in the IELTS exam. FIVE PERCENT! According to the IELTS results Germans are better users of English than native English speakers.

Exams do not treat students as individuals. They measure everyone's success by the same invented standards. But YOU should define your own goals and your own success.

## EXAMS DON'T PREDICT ACADEMIC SUCCESS

Academic success is influenced by a number of factors including professional experience, personal problems and motivation which are far greater predictors of academic success than a high IELTS score.

Additionally, research has suggested that academic difficulties of international students are more often related to a "clash of educational cultures" than merely "poor English".

- Picard, 2007

## DON'T LET EXAMS DEFINE YOU!

## THE ONLY IMPORTANT MEASURE OF YOUR LANGUAGE ABILITY IS SUCCESSFUL COMMUNICATION!



**STOP GIVING  
MONEY TO  
PEOPLE WHO  
DON'T CARE  
ABOUT YOUR  
LEARNING!**





# RUN AWAY FROM THESE THREE FALSE PROMISES!



## 1. SPEAK LIKE A NATIVE

You are not a native speaker. You will never be a native speaker. Don't let people teach you to hate your identity. You do not need to change your identity to communicate perfectly.

85% of communication in English is between non-native speakers. Don't waste your time and effort on outdated ideas.

"The only people who need to pretend to be native speakers are spies."

-David Crystal

## 2. LEARN ENGLISH QUICKLY

It takes about 30 years to reach your maximum level of language ability. You cannot learn a language quickly. The false promise of 'quickly' will make you feel stupid and lead you to failure.

"The time necessary for a beginning learner to develop professional proficiency in each language - proven again and again over a half century of language teaching - cannot be shortened appreciably."

-Foreign Services Institute

## 3. LEARN ENGLISH EASILY

Learning a language is really really REALLY hard. It is probably the hardest thing you can try to do in life. The false promise of 'easily' will make you feel stupid and lead you to failure.

**FLUENCY  
COMES  
FROM  
PRACTICE!**



# HOW TO CHOOSE A GOOD TEACHER

It is absolutely possible to learn a language on your own, without a teacher, but a good teacher makes the process faster, easier, and more enjoyable.

But how do you find a good teacher? Most people choose a teacher for all the WRONG reasons.

HERE ARE THREE STUPID REASONS TO CHOOSE A TEACHER:

1. WHERE THEY WERE BORN
2. HOW THEY SOUND
3. HOW THEY LOOK

Ask yourself if you have ever chosen a teacher for the wrong reasons. There is NO EVIDENCE that language ability has an effect on teaching ability or student outcomes. Native speakers can be excellent teachers, or terrible teachers. "Correct" English does not belong to anyone.

A revolution is required for the idea of a "native language," one's "own" language which nobody else must treat as if it belonged to them. This is a nice comforting way of looking at things, a safe shelter in which to hide from the increasing complexities of our modern world.

- Paikeday 1984

## TEACHER OPTION 1

Level of English: NATIVE SPEAKER

Qualifications: 4-WEEK TEFL COURSE

Experience: NONE

Goals: EARN MONEY WHILE TRAVELLING



## TEACHER OPTION 2

Level of English: ADVANCED

Qualifications: DEGREE IN ENGLISH AND PhD IN EDUCATION

Experience: 10 YEARS TEACHING

Goals: HELP YOU SUCCEED



# CHOOSE WISELY!

It's your precious money, time, and energy. Don't waste it on someone with no experience or knowledge who doesn't care about your learning.

CHOOSE A QUALIFIED, EXPERIENCED AND CARING TEACHER WHO WILL HELP YOU TO SUCCEED (AND ENJOY THE PROCESS).





**LOVE  
YOURSELF  
AND DON'T  
BE AFRAID**



# GET THE RIGHT MINDSET REVERSE YOUR THINKING!

**MY ENGLISH IS BAD  
SO DON'T TRY TO CONVINCE ME THAT  
I CAN HAVE A CONVERSATION  
BECAUSE AT THE END OF THE DAY  
I HATE THE WAY I SPEAK  
AND I'M NOT GOING TO LIE TO MYSELF AND SAY  
THERE ARE THINGS INSIDE ME I WANT TO EXPRESS  
SO DON'T WORRY, I WILL REMIND MYSELF  
THAT I AM A STUPID PERSON  
AND NOTHING YOU SAY WILL MAKE ME BELIEVE  
MY ENGLISH IS GOOD ENOUGH**

**(NOW READ FROM THE BOTTOM UP)**



## ENGLISH PRACTICE GUIDE<sup>1</sup>

Before practicing your English think on these things:

### DAILY AFFIRMATIONS

- Today is the best day of the week
- I am lucky to be alive and to be allowed to create beauty with language
- It is my responsibility to create beauty, peace, and love with language
- Language is a tool for communication and is art, not science

### I WILL BE KIND TO MYSELF

- Regardless of my level of English, or how good or bad I think my level is, I can communicate and I am a beautiful person
- I will not compare myself to others. If others have amazing language skills I will enjoy their language and be proud that I am part of their community
- There will always be people with better English, and people with worse English

### REASONS TO LEARN ENGLISH

- To communicate the invisible contents of my mind
- To contribute in a positive way to the world and my personal development
- To pay homage to the thousands of generations of people before me who created language and culture

### ELIMINATE THESE REASONS TO LEARN ENGLISH

- To satisfy other people
- To pass an English exam
- To put English on my CV

<sup>1</sup> Adapted from Ron Miller, 1991

# **WHAT TO DO NOW:**

**1. SHARE THIS PDF**

**2. TRANSLATE IT INTO  
YOUR LANGUAGE**

**3. FORM A GROUP**

**4. DISCUSS THE IDEAS  
AND TAKE ACTION!**



**[WWW.CANGUROENGLISH.COM](http://WWW.CANGUROENGLISH.COM)**