

REFERENCE E-BOOK

Constructions in present-day English

Thematic section

EDUCATION CONSTRUCTIONS

Immediate constructions (in bold-type) are word combinations with the dependent units on the left and on the right.

Extended constructions (underlined in the examples) include the immediate constructions into an utterance or text.

EDUCATION CONSTRUCTION

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SPEAKING ABOUT TEACHERS

* *teacher respect-constructions*

The shadow education secretary told a teachers' union conference a future Labour government, would give teachers "the respect that you deserve".

Education Secretary Nicky Morgan said Labour would "undo all of the hard work we've done to increase teachers' freedoms".

"What possible justification can there ever be for a government to denigrate the contribution of public servants in this manner?" said Mr Hunt.

Setting out the education priorities for Labour in the election campaign, he called for all teachers to have qualified teacher status or to be moving towards it and to allow local authorities to be able to open new schools "on an equal footing with other providers".

"Trusting teachers is at the heart of our school reforms - we're giving them more control over what they teach and how they teach it. That's because we respect our teachers and recognize they know what's best for young people in their charge.

"Tristram Hunt and the Labour party would undo all of the hard work we've done to increase teachers' freedoms, raise standards in the classroom and restore faith in our qualifications."

"The overwhelming majority of teachers came into the profession for the right reasons and with high ambitions for children. We need to protect education budgets to ensure that the profession can continue to attract, reward and retain the very best people."

<http://www.bbc.com/news/education-32181849>

Teaching needs to be the most important profession in the world and they've got to be given their due respect," says Mr Varkey.

"As I got more involved in the education business and setting up more schools, I kept finding that the image and the respect for teachers was in decline.

<http://www.bbc.com/news/business-32397213>

* *status of teachers / of teaching –constructions*

Sunny Varkey was the founder and funder of this global project to bring status and recognition - as well as some glitz and glamour - to teaching.

But he was "shocked" at how this high status seemed to be disappearing.

<http://www.bbc.com/news/business-32397213>

The college will aim to protect standards and **to raise the status of the teaching profession.**

Ms Morgan says she wants **teaching to be seen as having a similar status as professions such as medicine and law.**

This examined public attitudes to professional status, trust, pay and the desirability of teaching as a career.

Finland, often seen as **a model for recruiting high-quality, high-status teachers,** was in the bottom half of the rankings, in 13th place.

Sadly, in many countries around the world **teachers no longer retain the elevated status** that we used to take for granted."

"To recruit the brightest and best, **teaching needs to be a high status occupation,** and we need to understand better what contributes to **the social standing of teachers,**" said Lord Adonis.

<http://www.bbc.com/news/education-24381946>

The college will aim to protect standards and to raise the status of the teaching profession.

Ms Morgan says she wants **teaching to be seen as having a similar status as professions such as medicine and law.**

Christine Blower, leader of the National Union of Teachers, said: "**Attempts to raise the status of the teaching profession are now critical.** Teacher morale is dangerously low".

"Helping both new and existing teachers increase their effectiveness and quality, and **raising the status of the profession,** are the most vital drivers to ensure every child, especially the most disadvantaged, gets a fair and world class education," said Mr Westhead.

<http://www.bbc.com/news/education-30386512>

Prof Courtney said **the need for highly trained primary school teachers should not be underestimated.**

<http://www.bbc.com/news/education-36480071>

Report author Andreas Schleicher says **teachers need to be given "status, pay and professional autonomy"**.

At present, **teachers across the industrialized world are not receiving levels of pay that reflect their importance,** says the report.

It says that **good levels of pay, progression and training are necessary to keep high quality teachers.**

In Finland, **a high social status** is attached to teaching, making it very competitive, with nine out of 10 applicants for teacher training being turned away.

<http://www.bbc.com/news/education-17357646>

**** teachers' qualification – constructions***

Teachers' unions are demanding that **schools in England should only employ fully-qualified teachers.**

The NASUWT conference has also warned that allowing **unqualified teachers** is an "attack on professional status".

"The decision to remove **qualified teacher status** had nothing to do with raising standards and everything to do with reducing costs, depressing teachers' pay and feeding the free market."

The Labour Party has promised to make **qualified teacher status** a requirement for permanent teaching staff in state schools – and the shadow education secretary Tristram Hunt delivered this message at the NASUWT conference on Saturday.

<http://www.bbc.com/news/education-27071953>

"Our review of initial teacher training (ITT) will ensure that trainee teachers can demonstrate good subject and curriculum knowledge across different subjects, and we have committed to go further by replacing **qualified teacher status (QTS)** with a new, stronger accreditation system to raise the bar for new teachers."

<http://www.bbc.com/news/education-36480071>

SPEAKING ABOUT TEACHING PROCESS

**** artificial intelligence in education-constructions***

This is computer-generated wordplay and an example of how the boundaries of **artificial intelligence** are shifting.

Artificial intelligence has become an increasingly big issue for education – not least because many tech companies and publishers are circling around the huge commercial opportunities.

But could students really get their answers from **a robot** rather than a teacher?

And he highlighted experiments already taking place in using **artificial intelligence** in teaching.

Except that Jill Watson was really **a robot**, who helped students and answered their questions in an online forum, without revealing her cyber-identity.

Dr Besold, from Bremen University, said such **robotic teachers** were becoming increasingly sophisticated and had advantages over human teachers.

There are also more subtle questions about online help from **a robot**. Would you feel the same about positive feedback if it came from **a machine** rather than a person?

Donald Clark, a professor at Derby University and an education technology entrepreneur, said it was a mistake for anyone to think that education would be exempt from the impact of **automation**.

"Are we really saying that accountants, lawyers and managers can all be replaced by **artificial intelligence** – but not teachers?" he told the OEB conference.

He argued that **artificial intelligence** would change office jobs and professions in the way that **automation** had already transformed production lines.

"**Artificial intelligence** will destroy jobs – so why not use it for a social good such as learning?" he asked.

The acceleration of big data and more powerful computer systems meant that more and more sophisticated tasks could **be automated**, said Prof Clark.

Pearson is testing a digital education project that combines an interactive textbook, online course and **automated tutor**.

A student follows lessons on the computer screen, with a **Watson-powered robot** helper integrated into the system – asking questions about each topic, offering prompts and giving assistance.

There are also questions about whether **automation** will create a social divide – with stripped down, low cost, semi-automated courses, for those who cannot afford a traditional taught course.

Entrepreneur Nell Watson told the OEB conference that despite describing herself as a "happy clappy evangelist" for **artificial intelligence**, the role of teacher would not be replicated by a robot.

But **automation** is advancing.

<http://www.bbc.com/news/business-38289079>

** **mindfulness – constructions***

"Using **mindfulness techniques**, we can acknowledge that we do not feel like doing something without making a judgement on this feeling, then remind ourselves why the task is important, and commit to making a start," says Prof Pychyl.

Practice **techniques of mindfulness** and meditation to gain control over negative thoughts.

Sir Anthony Seldon, vice chancellor of the University of Buckingham, has introduced **mindfulness sessions** for staff and students.

At the University of Warwick's Warwick Manufacturing Group, Paul Roberts runs **mind-mapping workshops** for students.

<http://www.bbc.com/news/business-38496775>

** **procrastination-constructions***

But why do we keep **putting things off**? Why is **procrastination** such a common problem?

Procrastination, it's claimed, can affect student grades, drop-out rates and mental and physical health.

Lecturers suffer from **procrastination** too, with academic Twitter feeds talking about "writing guilt" and the battle between marking papers and watching Netflix.

A lecture in which he gives advice to students on how to stop **procrastinating** recently passed 170,000 views on YouTube.

Based on his research with Dr Fuchsia Sirois of the University of Sheffield, Prof Pychyl insists that anyone can reduce **procrastination** with the following steps.

Prof Pychyl's research shows that students who forgive themselves for **procrastinating** are less likely to delay in the same way on their next assignment.

<http://www.bbc.com/news/business-38496775>