

Mindset

The role of attitudes in language learning and self-actualisation

Edmund Dudley

Zürich, 7 March 2018



In this session

- Hard skills and soft skills
- Growth mindset vs fixed mindset
- Promoting a growth mindset
- Working on weaknesses

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Do you recognise this person?



Chris Langan

What makes Chris Langan extraordinary?

Talk to your partner.

Complete the sentence below:

Chris Langan has one of the highest IQs in the world.



Christopher Langan

From Wikipedia, the free encyclopedia

Christopher Michael Langan (born March 25, 1952) is an American whose IQ was reportedly believed to be "between 190 and 210".^[1]

Christopher Langan

Born

March 25, 1952 (age 65)



What was his job for 20 years?

Blue collar?

Construction worker

Farmer

Taxi driver

Firefighter

Bouncer in a bar

White collar?

Teacher

Doctor

Physicist

Tech company CEO

Neuroscientist

The limitations of talent and ability

In addition to IQ, we also need **soft skills**:

- Emotional intelligence (EQ)
- Social skills
- Life skills
- Non-cognitive skills
(curiosity, determination, courage, growth mindset...)

Soft skills v hard skills

Think of a problem you overcame recently. Tell your partner about the problem and how you fixed it.

Examples:

a flat tyre / a broken phone / an angry partner / an unscheduled class

How did you overcome the problem?

Did you need knowledge (hard skills) or initiative (soft skills)?
Or both?

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Growth mindset

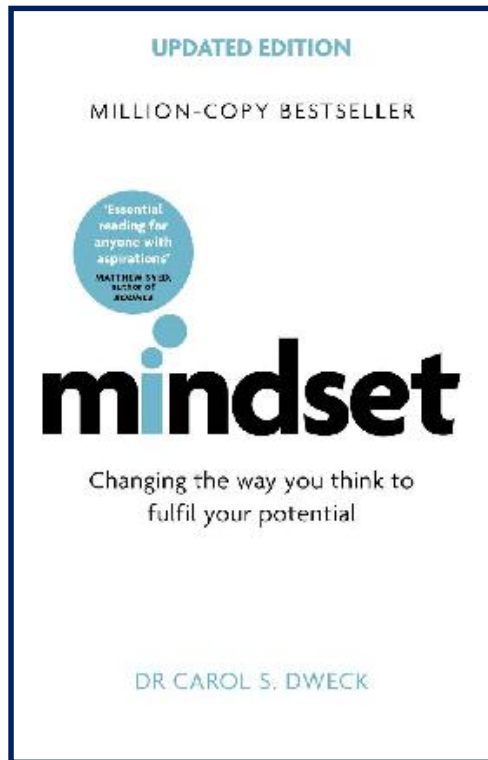
The power of effort, the importance of grit

“your basic qualities are things you can cultivate through your efforts.”
Dweck

I can't do this.

I can't do this yet.

Promoting a growth mindset



“Test scores ...tell you where a student is, but they don’t tell you where a student could end up.”

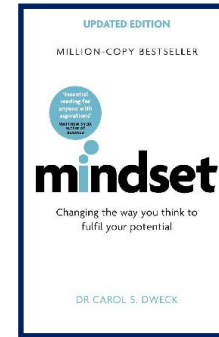
Fixed mindset

- Success is a result of talent
- Success and failure are *identities*
- “You either have it or you don’t”
- Tendency to avoid challenges

Growth mindset

- Success is a result of hard work
- Success and failure are *provisional outcomes*
- “Everyone can improve over time”
- See challenges as learning opportunities

Response to setbacks



After doing badly on a test, college students were given the chance to look at the tests of other students in the group. What did they choose?

Fixed-mindset students:

The test of someone who did much worse

→ a way to feel better

Growth-mindset students:

The test of someone who did much better

→ the desire to improve

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The wrong kind of praise

“After seven experiments with hundreds of children, we had some of the clearest findings I’ve ever seen:

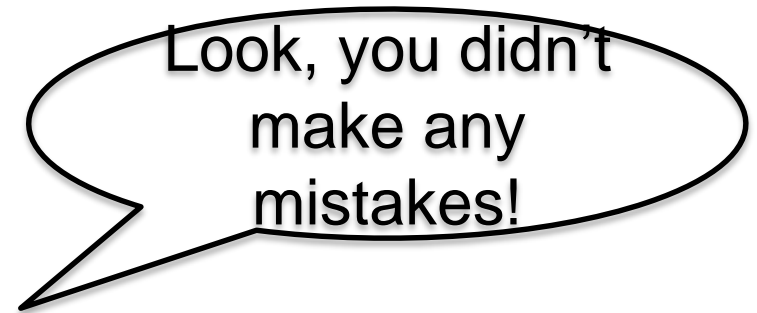
Praising children’s **intelligence** harms their motivation and it harms their performance.” Dweck

The wrong kind of praise

The value of difficult learning



speed



perfection

“Speed and perfection are the enemy of difficult learning.”

Dweck

The right kind of praise

Process feedback

- praise effort, not intelligence

“I can see that you have *worked* really *hard* at this – great *job!*”
- accept setbacks as strategic opportunities

“Everyone *works* in a different way. Let’s *keep trying* to find a way that *works for you.*”

→ be positive; be truthful

Promoting a growth mindset

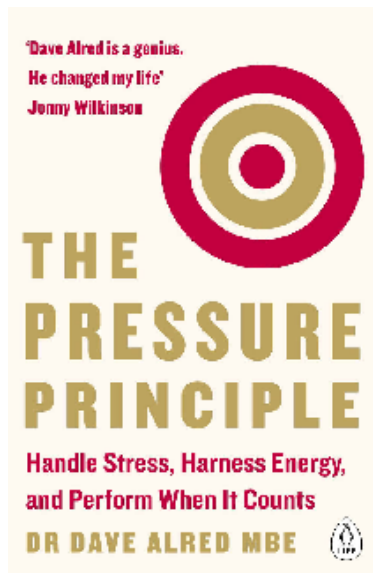
The role of honest feedback

“When people believe their basic qualities can be developed, failures may still hurt, but failures don’t define them.” Dweck

- set appropriate challenges
- praise students for effort and attitude
- be specific
- use the language of *work*, not talent
- make use of the *power of yet*

Communicate positively

The problem with motivational team talks...



Communicate positively

In the classroom

Instead of telling students what they mustn't do...

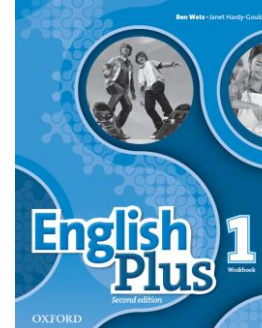
No speaking
L1!

No stupid
mistakes on
the test!

...tell them what you would like them to do, and why/how they can accomplish it.

Say it in English.
You have all the
words you need.

Take your time.
Check your work
carefully when
you're done.



Appropriate challenge

Graded workbook

- 3 ★ Choose the 4 ★★ Write questions and answers about 5 ★★★ A friend from a different town visits you. He / she has got a lot of questions about your town! Write the questions and the answers. Use the words to help you.

Questions: *Is there ... ? Are there ... ?*

Singular

1 / Are there a hotel near here?

Short answers: Affirmative

Singular

Yes, there ²is / are. It's opposite the library.

Short answers: Negative

Singular

No, there ⁵is / isn't.

and answers about a museum in London

restaurant / yes

Is there a restaurant / museum?

Yes, there is.

shops / three

How many shops are there?

There are three.

1 cinema / yes

No, there ⁶aren't / are

Questions: *How many ... ?*

How many schools
⁷is / are there in this area?

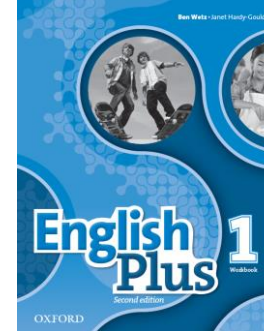
Answers

⁸There / They are three.

Is there ... ? Are there ... ? How many ... ?

in your street in this town near here
next to your house
opposite your school in your area

Friend *Are there any good shops in this town?*
You *Yes, there are. There are some interesting shops in the new shopping centre.*
Friend



Appropriate challenge

Multi-level testing

higher

A

- 1 1.02 Listen and answer the questions. Write full sentences. (10 marks.)

1 Where is Alison's flat?

2 What does she think of the people in Sunley?

basic

B

- 1 1.02 Listen to the conversation. Tick the adjectives you hear. (5 marks)

small ☒ friendly ☐ clean ☐ dirty ☐
modern ☐ dangerous ☐ old ☐ nice ☐

- C 1 1.02 Listen to the conversation. Write *true* or *false*. (5 marks)

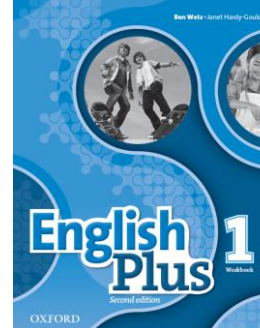
1 Alison lives in a house in Sunley. ____

2 Alison likes Sunley, but she prefers London. ____

standard





Self-evaluation

Which mindset will you promote?







1 **PROGRESS REVIEW**

MY EVALUATION Check your progress. Do the



 I need to try this again.



 I could do this better.

VOCABULARY Places in a town or city

1 Complete the words in the text.

Our town is very good for food! There's a nice Turkish ¹r _____ and an Italian ²c _____ too.

If you like sport, there's a ³s _____ c _____, and there's a nice ⁴p _____ – it's a good place for football.

There's a three-star ⁵h _____ for visitors to the town. And there's a small ⁶c _____ with new films every week, but there isn't a ⁷t _____.

There's a very good ⁸s _____ in our town – I'm a student there and I'm very happy!

I can talk about places in a town or city.

MY EVALUATION



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Become a novice learner

Weaknesses can either make you feel ashamed, or they can inspire you to grow and develop.

Become an elementary-level learner at something:

QUESTION WORDS	
Where?	Waar?
When?	Wanneer?
Why?	Waarom?
What?	Wat?
Who?	Wie?
How?	Hoe?
How much/many?	Hoeveel?
Is/are there?	Is/Zijn er?

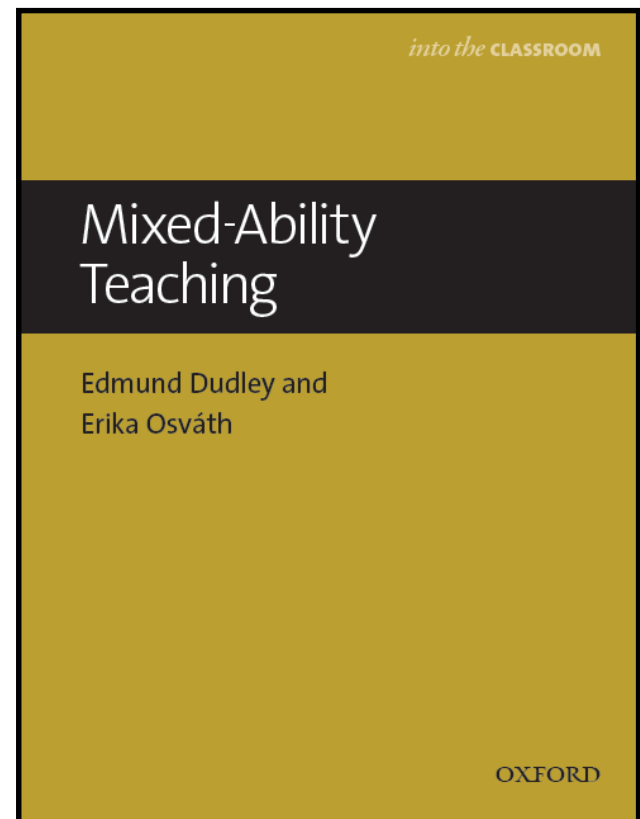


Strong student or weak student?



A whole-person approach

“It makes sense to think of the classroom as a miniature version of the world outside, in which success depends not only on gaining knowledge, but also on having social skills, values, and life skills.”



“Everything will be OK in the end.

If it’s not OK, it’s not the end.”

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edtothemund

