

Beyond the classroom

The real lessons of the English class

Edmund Dudley

Sofia, 25 March 2018



Beyond the classroom

In this session

- The classroom and beyond
- Asking questions
- Developing non-language skills



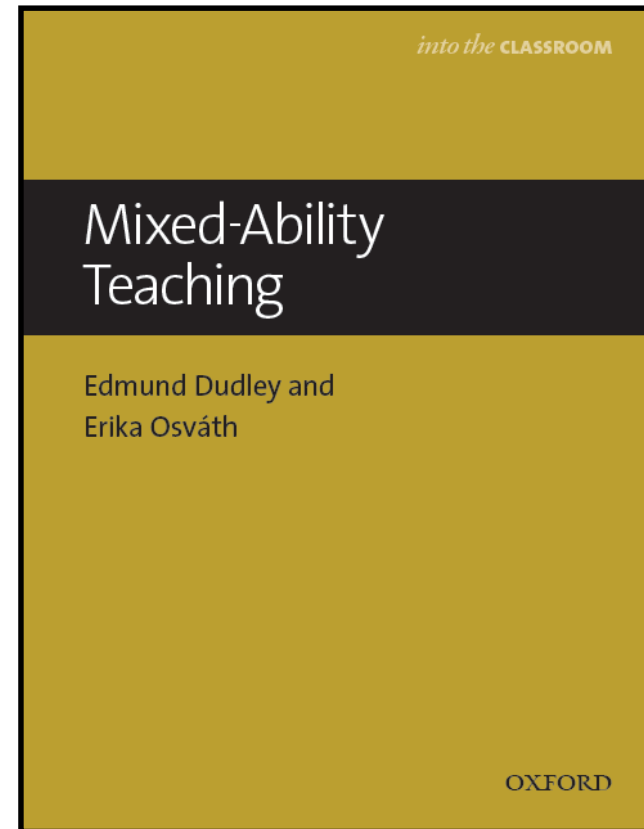
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“It makes sense to think of the classroom as a miniature version of the world outside, in which success depends not only on gaining knowledge, but also on having social skills, values, and life skills.”



The challenges of the classroom

What do students learn?

Language skills

- Reading, writing, speaking, listening
- Grammar, vocabulary, pronunciation

Non-language skills

- Social skills
- Personal skills
- Life skills



Look at the activity

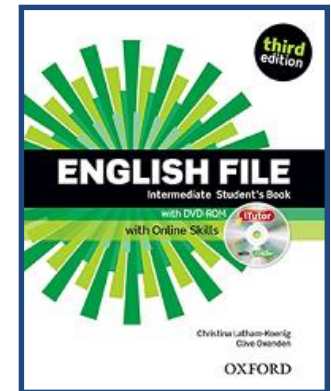
What skills are your students learning?

7 SPEAKING

- a You are going to tell your partner two anecdotes. Choose two of the topics below and plan what you are going to say. Ask your teacher for any words you need.

TELL YOUR PARTNER ABOUT...

- a time you cheated (in a sport / game or in an exam)
When and where did this happen? What were you doing? Why did you cheat? What happened in the end?



- Language skills:
- Non-language skills:

Look at the activity

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- Language skills: *describing past events (sp)* , *discourse management (sp)*, *reacting to a speaker (lis)*
- Non-language skills: *asking for help*, *co-operating with others*, *paying attention*

The challenges of the classroom

What skills are your students learning?

- Language skills
- Non-language skills
- Both
- Neither



- Different students will learn different things
- It's hard to predict and measure learning outcomes
- We can help students become aware of learning opportunities

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Asking questions

- The limitations of *hands up*
- Speak, pass, or nominate
- Scale of 1-5
- From closed to open

The limitations of hands up

Lollipop sticks

- Alternative to 'hands up'
- Write student names on lollipop sticks
- Choose a student at random
- Chosen student tries to answer



Lollipop sticks

Areas to consider and discuss

- The purpose of asking and answering questions
- The value of taking part in discussions
- The difficulty of adapting to new methods





Speak, pass, or nominate

For feedback on paired speaking

Do you want to
**speak, pass, or
nominate?**

- **Speak** = I'll give an answer
- **Pass** = Not now. Maybe later.
- **Nominate** = My partner has a good answer. 😊

b In pairs, tell each other about *three* of the following. Give as much information as you can. How do you feel about these people and things now?

Is there...

- a kind of **food** or **drink** you didn't use to like at all, but which you now like?
- a **TV series** you used to be addicted to? Why did you like it?
- a **singer** or a **kind of music** you used to listen to a lot (but don't any more)?



Speak, pass, or nominate

Some observations

- The majority of students choose to speak
- Students who pass have a sense of relief...
- ...which often leads to renewed confidence
- Nominated students can pass!
- Students appreciate being given options

Scale of 1-5

Can you identify the famous person?

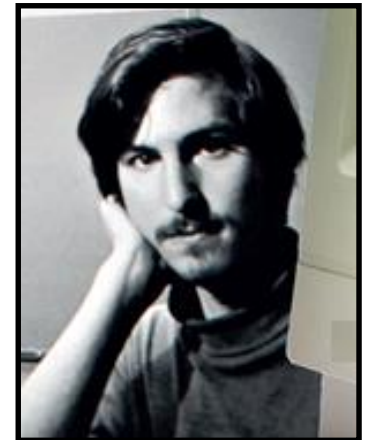
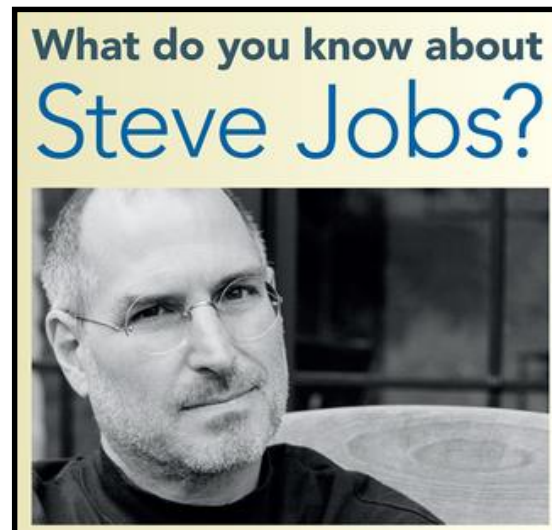
1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



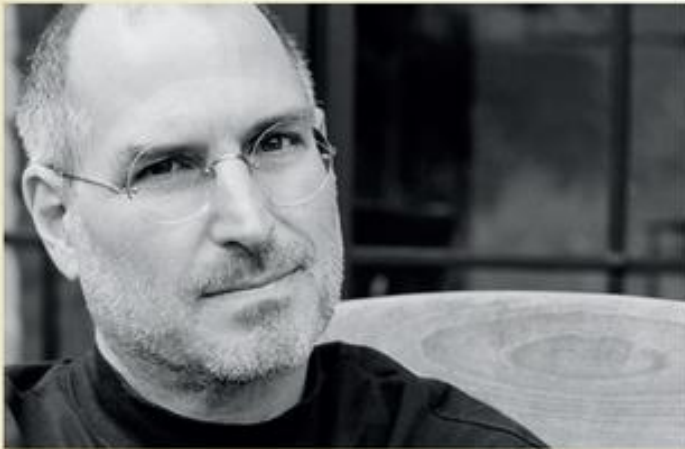
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What do you know about Steve Jobs?



1 He was born in...

- a New York
- b San Francisco
- c Texas

2 At college...

- a he was a star pupil
- b he dropped out
- c he was expelled

1. I have no idea, but I'll say...
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From closed to open

Closed

b ~~Cross out~~ the extra word in each of the sentences.

- 1 Why don't you stay in the hotel where we stayed ~~there~~ last year?
- 2 He's the actor who he played the role of Sherlock Holmes.
- 3 Those are the students who they won first prize.
- 4 I'll go to the supermarket which it has the best offers.
- 5 She's the woman whose her daughter went to the same school as me.
- 6 What's the name of the shop where we bought the USB cable there?
- 7 That's the computer that it isn't working.

From closed to open

Open

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Closed:

- Nominated student reads an answer

→ Ask a follow-up question

Open:

- Students have to 'own' the information in the sentence

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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?

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?



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Slides here:

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