

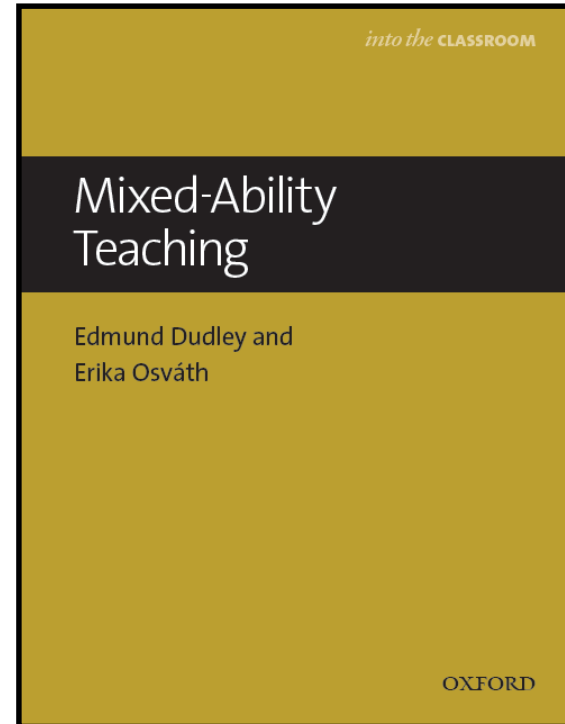
## Close your books

Edmund Dudley  
Lithuania, March 2018



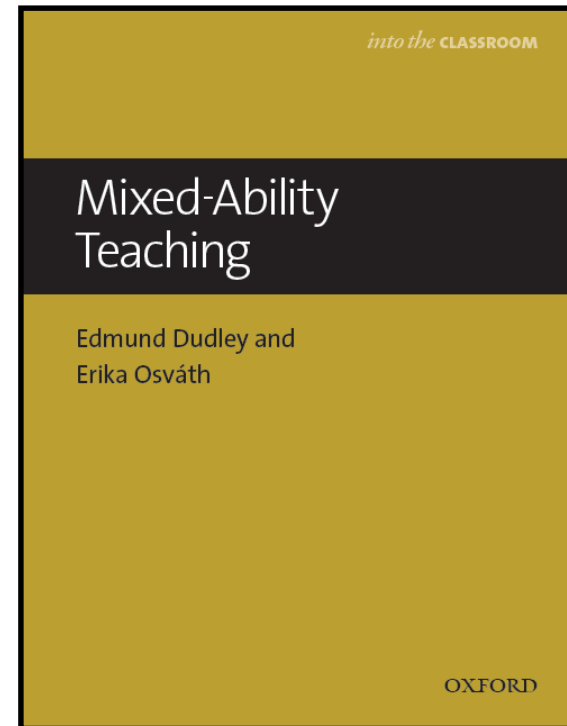
## In this talk

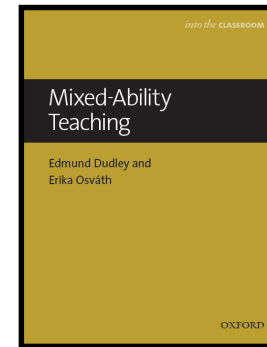
- Killing vocab items
- Scale of 1-5
- Disappearing dialogues
- Expanding dialogues
- Re-designing icons
- Visualisation
- Who can leave first?



## In this talk

- **Killing vocab items**
- Scale of 1-5
- Disappearing dialogues
- Expanding dialogues
- Re-designing icons
- Visualisation
- Who can leave first?





### Try this **'Killing' vocab items**

Reward students by getting the class to look at a list of words which they have to learn for a vocabulary test and giving them the option of 'killing' any three items. In groups, ask them to decide which three words they consider to be the most difficult to learn, and why. Go round each group in turn. Write their selections on the board and listen to what they have to say. When the class has reached a final decision, make sure that these words do not appear in the next vocabulary test.

### Why this works

#### **'Killing' vocab items**

The reward on offer suits both students and the teacher. Students are happy that the three most difficult words are not on the test. The teacher also benefits because – paradoxically – students will almost certainly have learnt those three words as a result of the classroom discussion!

# The value of consensus

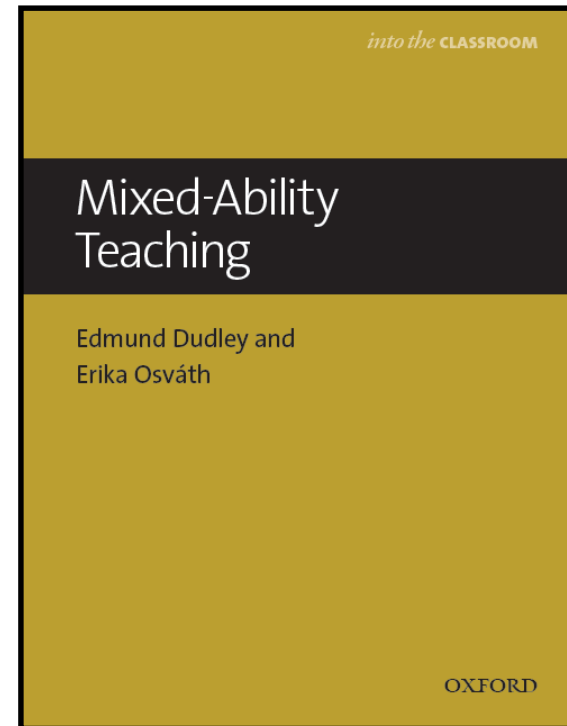
The 'killing vocab items' idea is based on **consensus**.

If we can achieve consensus, then...

- channels of communication open up
- students and teacher can negotiate learning
- important life skills (compromise, respect, tolerance) are developed
- classroom harmony improves

## In this talk

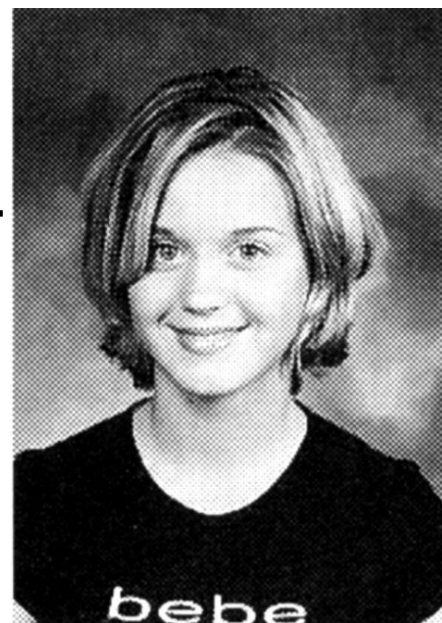
- Killing vocab items
- **Scale of 1-5**
- Disappearing dialogues
- Expanding dialogues
- Re-designing icons
- Visualisation
- Who can leave first?



## Scale of 1 - 5

Can you identify the famous person?

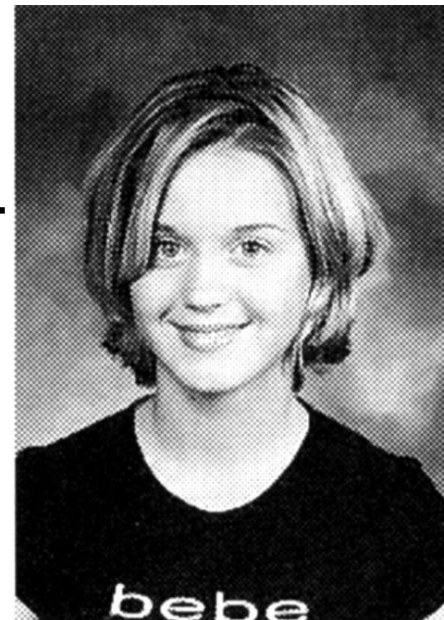
1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



## Scale of 1 - 5

Can you identify the famous person?

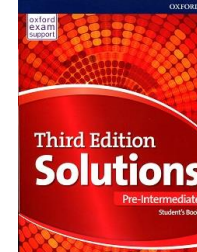
1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



Katy Perry



# Slogans quiz



OXFORD  
UNIVERSITY PRESS

Can you match these TV advertising slogans with their products (a–h)?

Because I'm worth it.

DON'T LEAVE HOME  
WITHOUT IT.

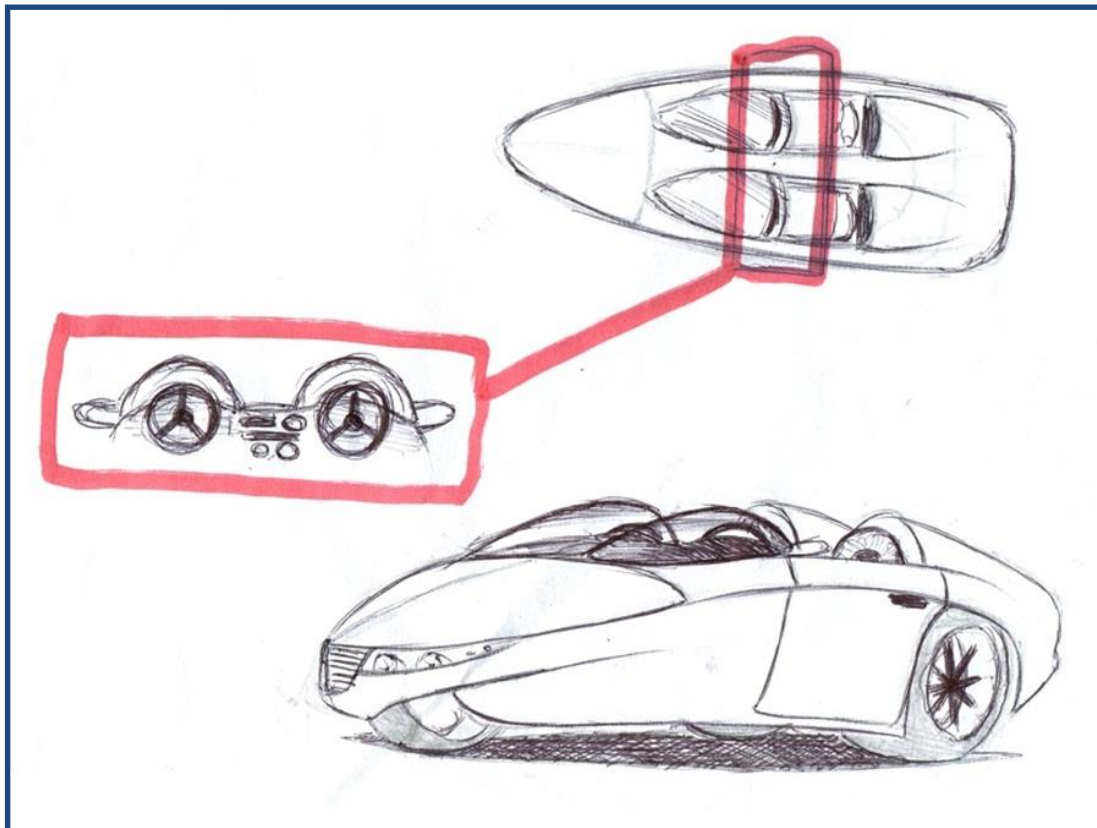
Think different.

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...

- a sports clothes
- b a car
- c a computer
- d a credit card
- e a phone network
- f hair products
- g sweets
- h fast food

# Brainstorming

## Creative thinking



Think different.

- a sports clothes
- b a car
- c a computer
- d a credit card
- e a phone network
- f hair products
- g sweets
- h fast food

# Valuing *learning*

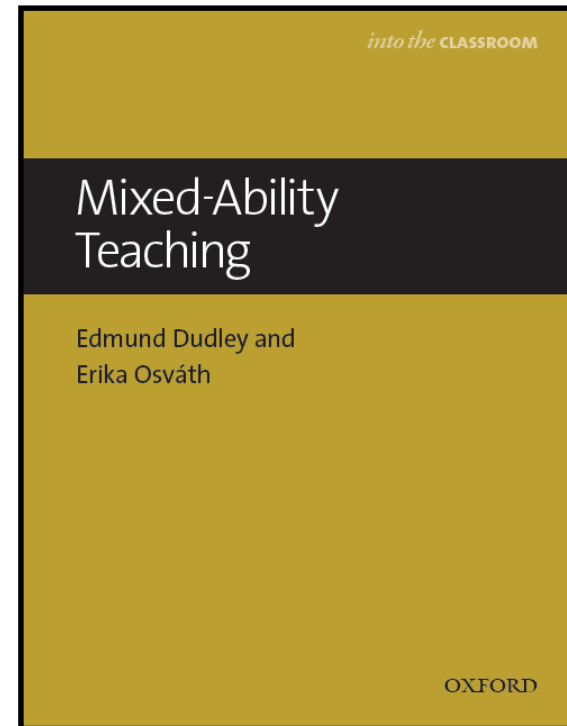
- A student who knows all the answers has not learned anything
- Rewarding knowledge devalues the importance of learning
- *I don't know* is not the end of the road; it's the point at which learning can begin

# The value of *I don't know*

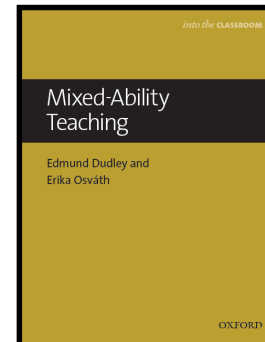
- Becoming comfortable with uncertainty
- Developing the habit of speculation
- Flexing the muscle of curiosity
- Removing the stigma of *I don't know*

## In this talk

- Killing vocab items
- Scale of 1-5
- **Disappearing dialogues**
- Expanding dialogues
- Re-designing icons
- Visualisation
- Who can leave first?



# Disappearing dialogue



## Try this **Disappearing dialogue**

Working in pairs, students practise a dialogue written on the board. They should repeat the dialogue several times, swapping roles each time. Meanwhile, the teacher gradually erases the text word by word until there is nothing on the board.

### ***Getting it right***

#### **Erasing words from the board**

Make sure you do not delete too many words at once. It is important to achieve a manageable challenge. Praise students for being able to fill the gaps – either with the original word or with appropriate alternatives.



# Disappearing dialogue

**Toby** Hi, Mia. Is anyone sitting here?

**Mia** Hi, Toby. No. Sit down, I'll move my bag.

**Toby** Thanks. Are you OK? You look a bit anxious.

**Mia** I've got a job interview in twenty minutes.

**Toby** Oh! I won't chat, then, I promise!

**Mia** It's OK. I'm going to leave soon anyway.

# Disappearing dialogue

**Toby** [redacted] [redacted]  
[redacted]

**Mia** [redacted] [redacted] [redacted]  
[redacted] [redacted]

**Toby** Thanks. Are you OK? You  
look a bit anxious.

**Mia** I've got a job interview in  
twenty minutes.

**Toby** Oh! I won't chat, then,  
I promise!

**Mia** It's OK. I'm going to leave  
soon anyway.



# Disappearing dialogue

Try this, too

Adverb cards

Read your part in one of the following ways:

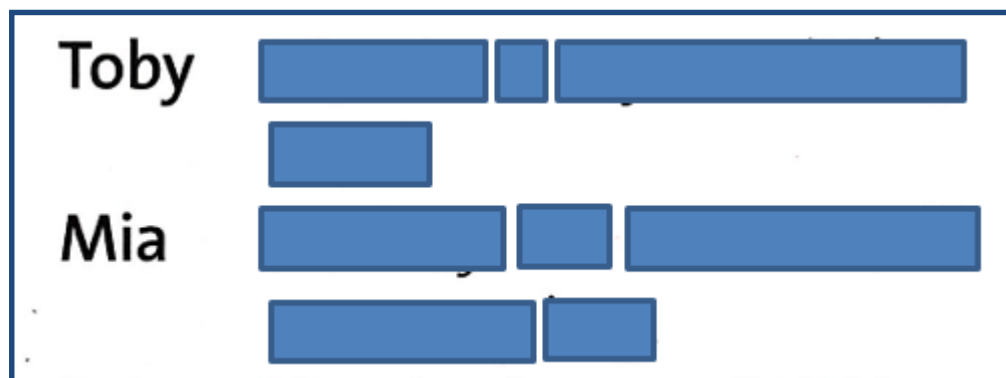
sleepily

angrily

quietly

slowly

impatiently

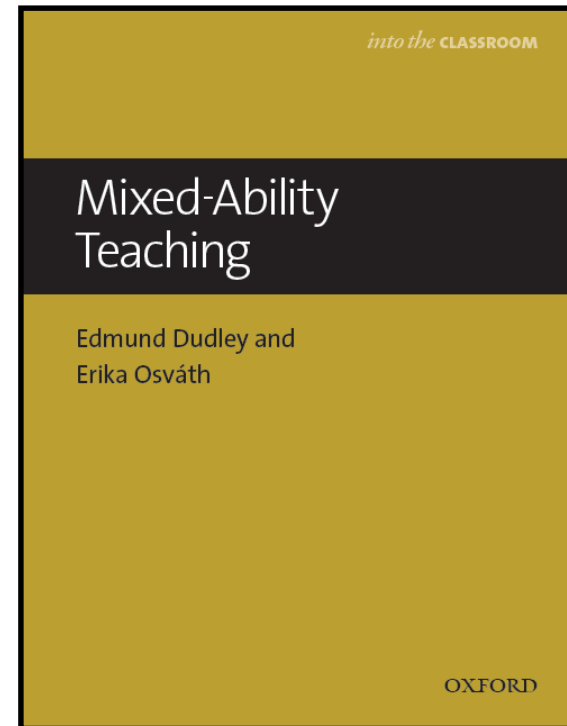


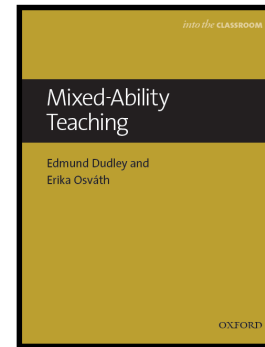
**Toby** Hi, Mia. Is anyone sitting here?

**Mia** Hi, Toby. No. Sit down, I'll move my bag.

## In this talk

- Killing vocab items
- Scale of 1-5
- Disappearing dialogues
- **Expanding dialogues**
- Re-designing icons
- Visualisation
- Who can leave first?





# Expanding dialogue

A: Tea?

B: Yes.

A: Sugar?

B: Yes.

A: How many?

B: Two.

A: Milk?

B: No.

A: Here.

B: Thanks.

- Read the dialogue in pairs
- Then re-write it:
  - make each line longer
  - use complete sentences
  - be creative, if you can!

## Expanding dialogue

**A: OK**

**B: OK**

**A: OK**

**B: OK**

**A: OK**

**B: OK**

**A: OK**

**B: OK**

**A: OK**

**B: OK**

- Read the 'dialogue' in pairs
- Discuss what meaning it could have
- Add punctuation marks to help make it comprehensible
- Perform it
  
- Then re-write it:
  - make each line longer
  - use complete sentences

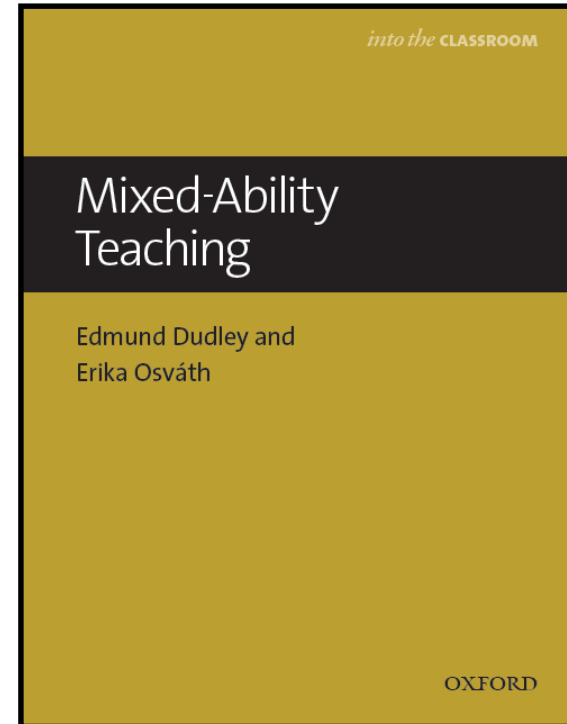
# Expanding dialogue

Why it works well in mixed groups

- Open-endedness
- Scope for creativity
- Students have control
- Non-verbal skills engaged (gestures, expressions)
- One-size-fits-all

## In this talk

- Killing vocab items
- Scale of 1-5
- Disappearing dialogues
- Expanding dialogues
- **Re-designing icons**
- Visualisation
- Who can leave first?



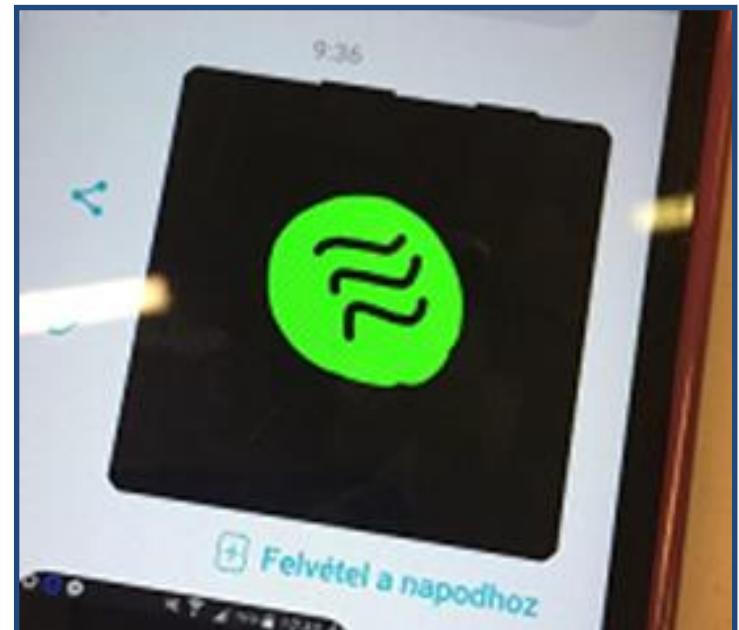
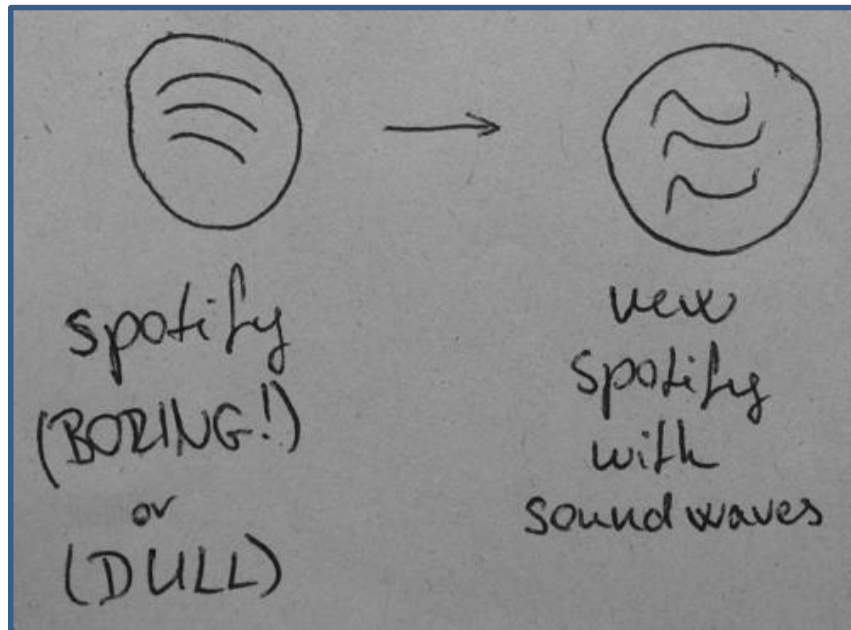
# Re-designing icons

- Which icons do you know?
- What do the various apps do?
- Which icon is the best?
- Look at your own phone.
- Which icons need re-designing?
- Choose one. Re-design it.
- Present it to the class.





# New (and improved) icons



## New (and improved) icons



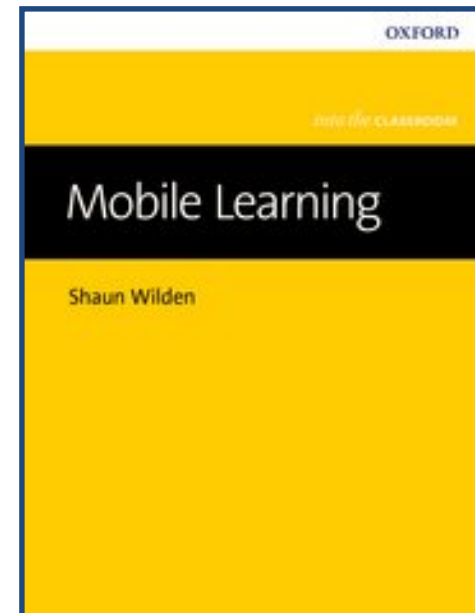
The new icon has a better design.  
The picture shows what the program does.

# Using phones

What I value

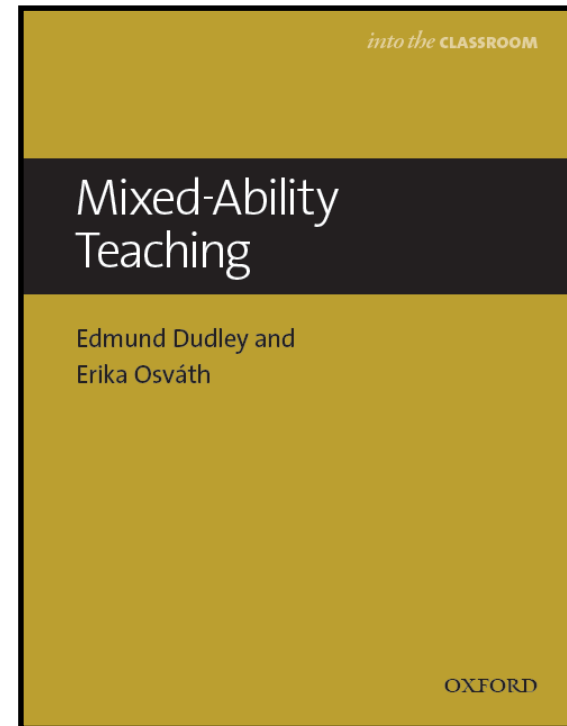
- Offline tasks
- Using basic functionality
- Allowing students to be creative
- Giving them control
- Establishing ground rules

For great ideas on mobile learning:



## In this talk

- Killing vocab items
- Scale of 1-5
- Disappearing dialogues
- Expanding dialogues
- Re-designing icons
- **Visualisation**
- Who can leave first?



# The power of visualisation

- Breaking the cycle of negative thoughts
- Linking success to attitude
- Helping students develop vital skills

# Visualisation

## 1. A letter to my nine year-old self

Think back to when you were nine years old.

Were you worried or anxious about your future learning?

Were you afraid of anything in particular?

Think about the ways you have succeeded since then.

Write a letter to your nine-year-old self.

Explain how you were able to succeed.

Give advice!

# Visualisation

## 2. A letter from my future self

Think about your future learning.

What are you worried or anxious about?

Are you afraid of anything in particular?

Now imagine it's the future. You have managed to succeed.

Write a letter from the future to yourself as you are today.

Explain how you were able to succeed.

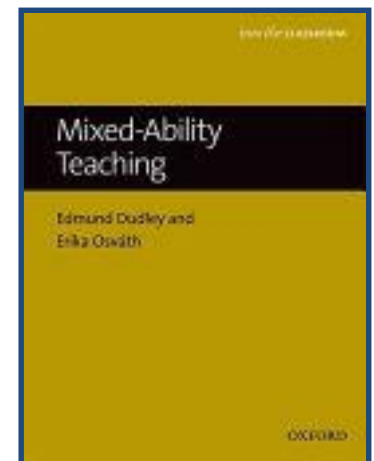
Give advice!

# Visualisation

## 3. Backtracking from future success to now

- Think about a tough challenge ahead, e.g. a test
- Imagine yourself having succeeded

Close your eyes ... Imagine you're doing the test ... You feel calm and relaxed ... You're ready to begin ... You read through the questions on the test ... It isn't easy, but you know what you have to do ... You understand ... You can concentrate ... You complete the answers ... You don't understand everything, but you can do the task ... You read through your work again ... You've finished ... You're happy with it ... You feel good about yourself!



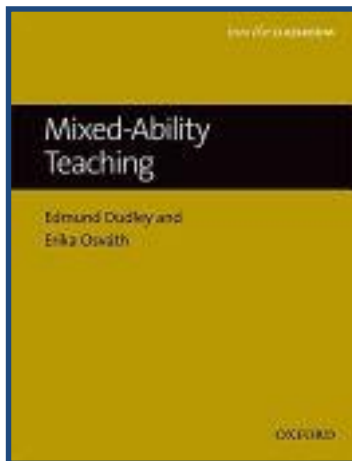


- How were you able to do it?
- What steps did you take before the test?  
→ 3 constructive steps, e.g.

*I read through my notes*

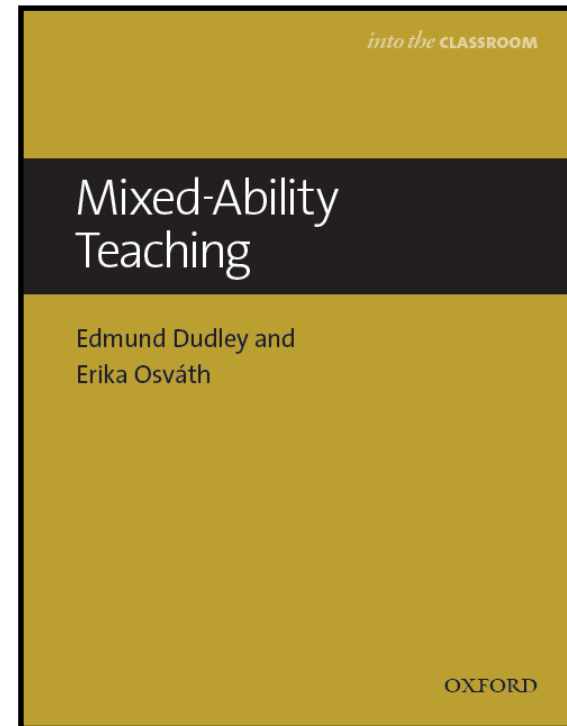
*I did practice exercises*

*I got someone to help me prepare*

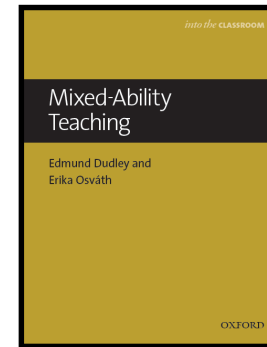


## In this talk

- Killing vocab items
- Scale of 1-5
- Disappearing dialogues
- Expanding dialogues
- Re-designing icons
- Visualisation
- **Who can leave first?**



# Who can leave first?



## Try this **Who can leave first?**

Give one student the chance to be the first to leave the classroom at the end of the lesson. Ask the whole class to decide which one of them most deserves this privilege based on specific criteria. You might ask: *Who has been the most helpful today?* or *Which one of you asked the best question today?* Get students to vote, and allow the one who gets the most votes to gather their things and leave first, with the others having to wait a little longer.

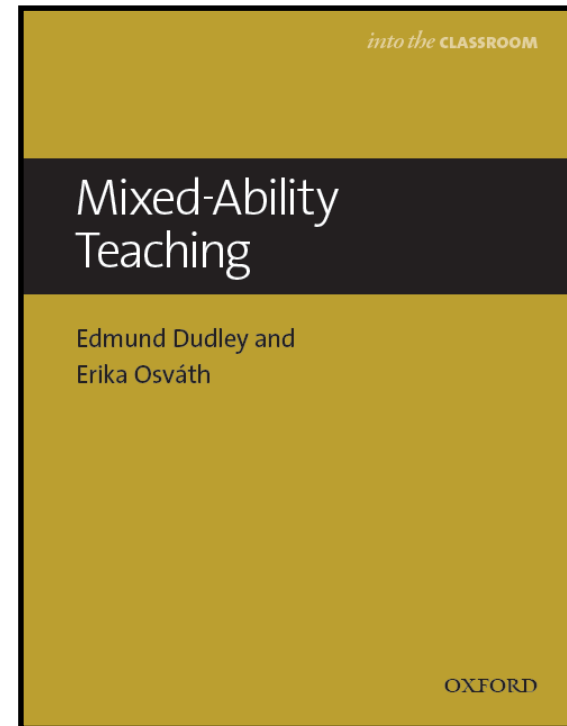
## **Getting it right**

### **Who can leave first?**

This technique does not actually involve letting certain students leave much earlier, or keeping others back. It simply focuses on the order in which they can leave the room. A few seconds' head start on the others is often more than enough to make most students happy.

## In this talk

- Killing vocab items
- Scale of 1-5
- Disappearing dialogues
- Expanding dialogues
- Re-designing icons
- Visualisation
- Who can leave first?



## Close your books

Edmund Dudley  
Lithuania, March 2018

Slides here:

[legyened.edublogs.org](http://legyened.edublogs.org)



edtothemund