

Close your books

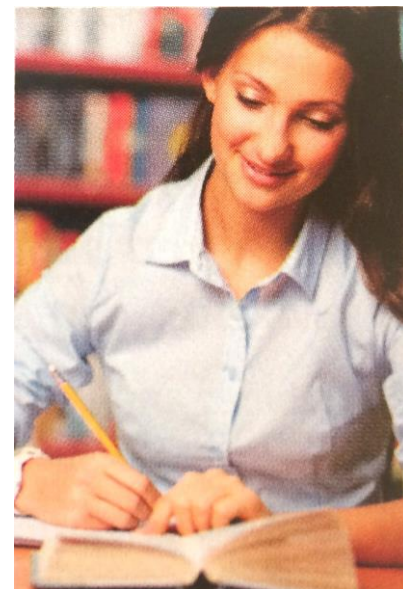
Edmund Dudley
Oxford Days, Vietnam, July 2018



With five minutes to go in the class...

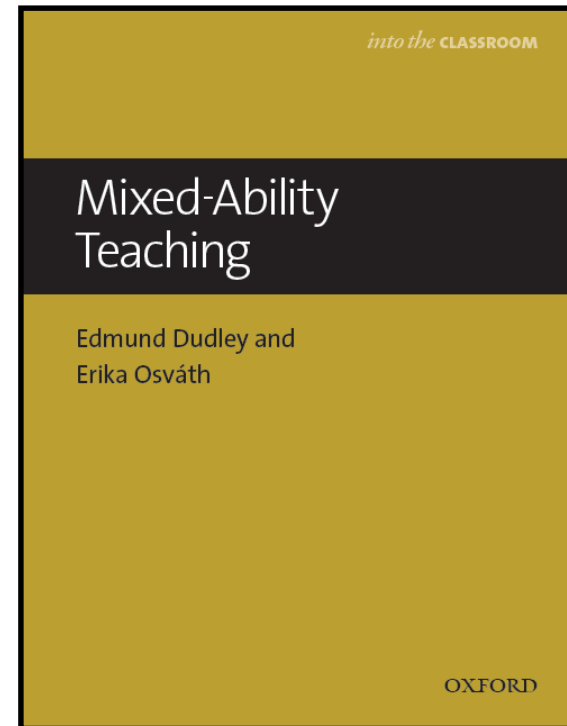
...why might we say, “Close your books”?

- to get students' attention
- to provide variety
- to do free practice
- to look beyond language



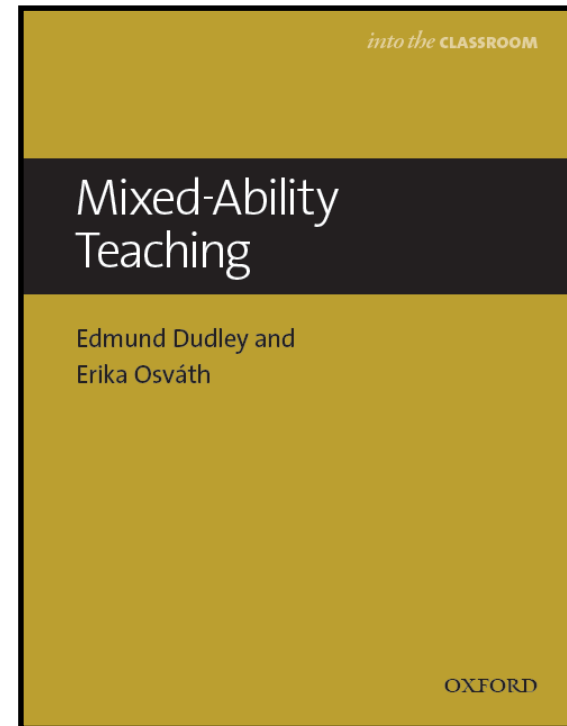
In this talk

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

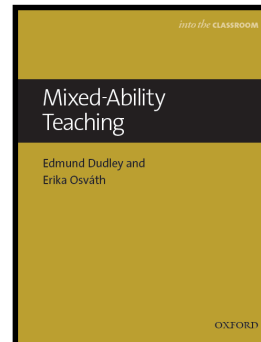


In this talk

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become dehydrated carry climber cold desert
equipment food and water frostbite heat
high altitude oxygen survive temperature tent



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

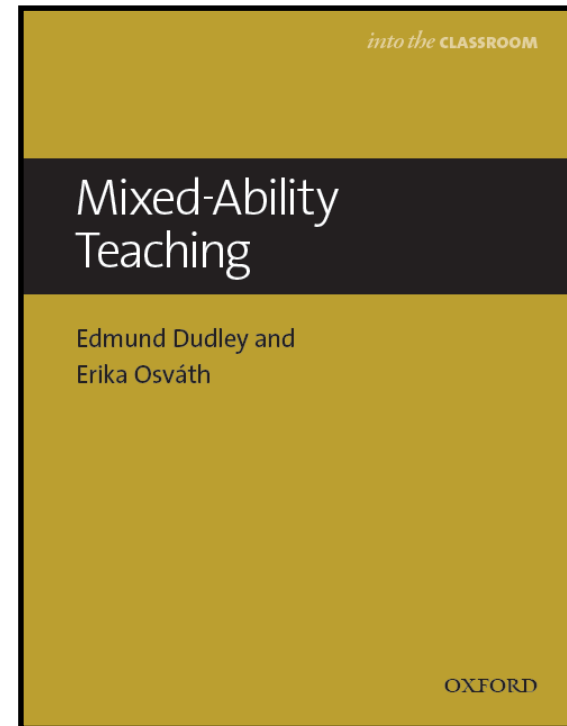
The 'killing vocab items' idea is based on **consensus**.

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

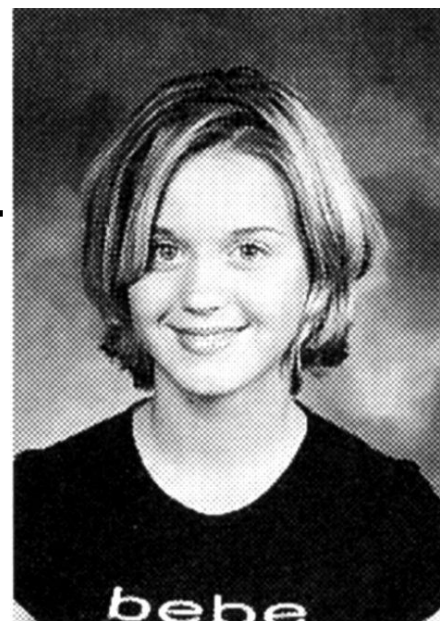
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Scale of 1 - 5

Can you identify the famous person?

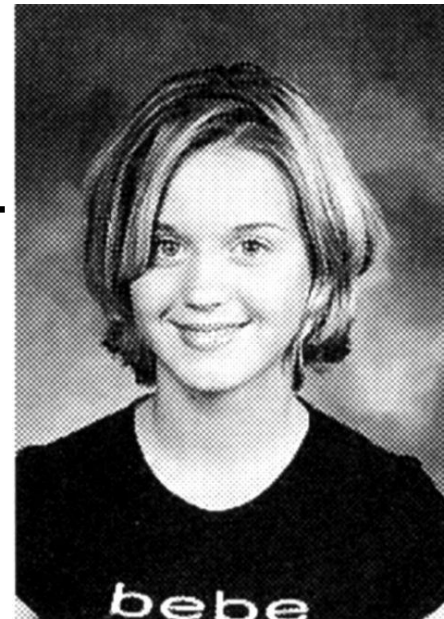
1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



Scale of 1 - 5

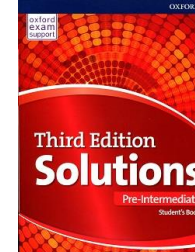
Can you identify the famous person?

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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.

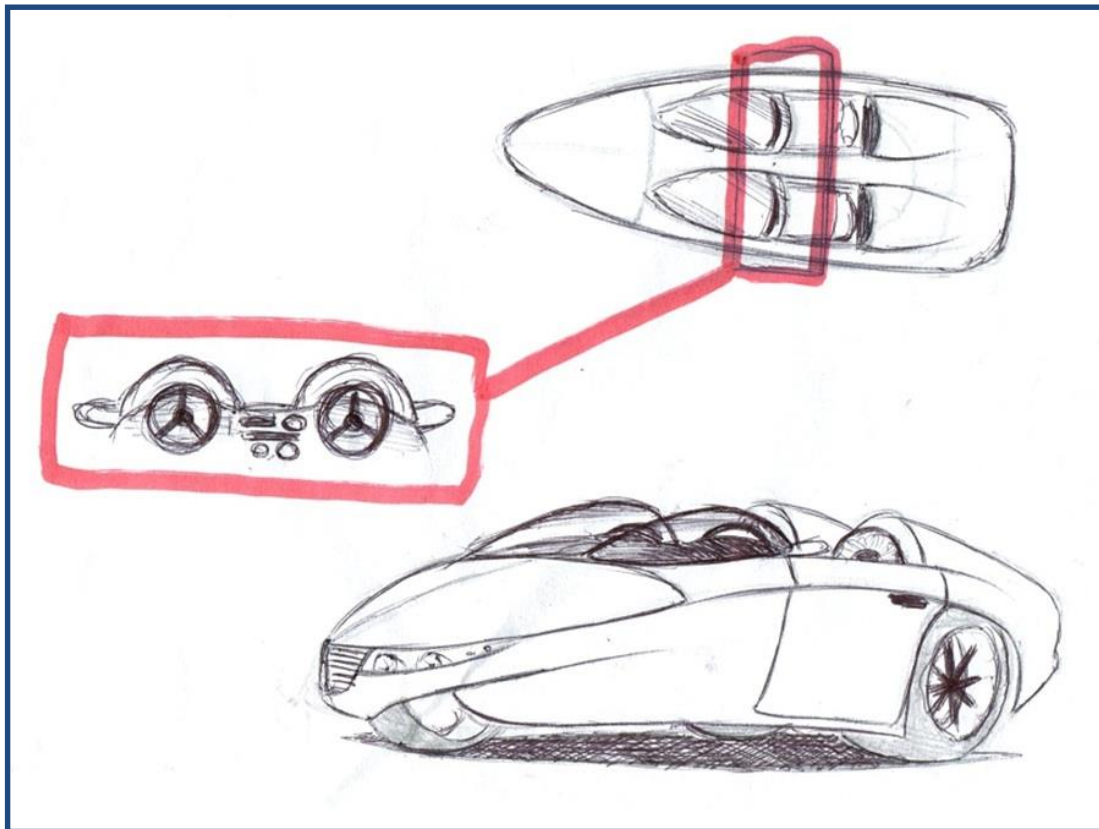
Think different.

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
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- h fast food

Valuing *learning*

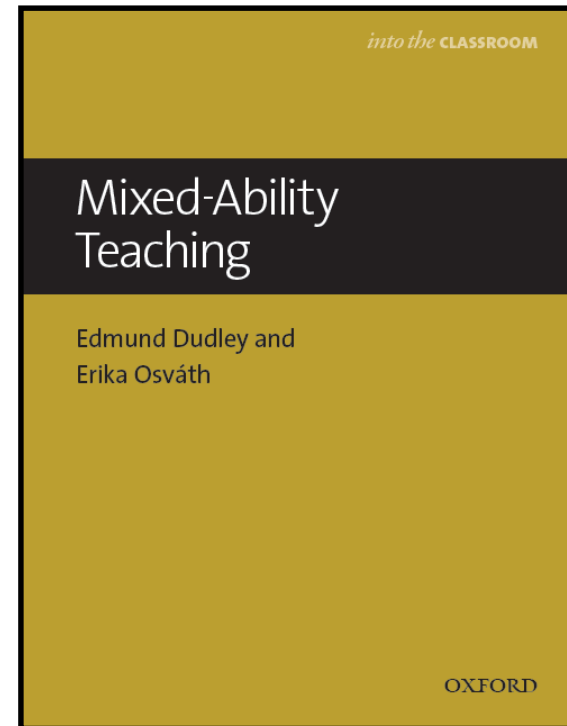
- A student who knows all the answers has not learned anything
- Rewarding knowledge devalues the importance of learning
- *I don't know* is not the end of the road; it's the point at which learning can begin

The value of *I don't know*

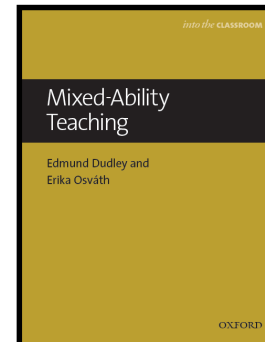
- Becoming comfortable with uncertainty
- Developing the habit of speculation
- Flexing the muscle of curiosity
- Removing the stigma of *I don't know*

In this talk

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- Expanding dialogues
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- 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]

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:

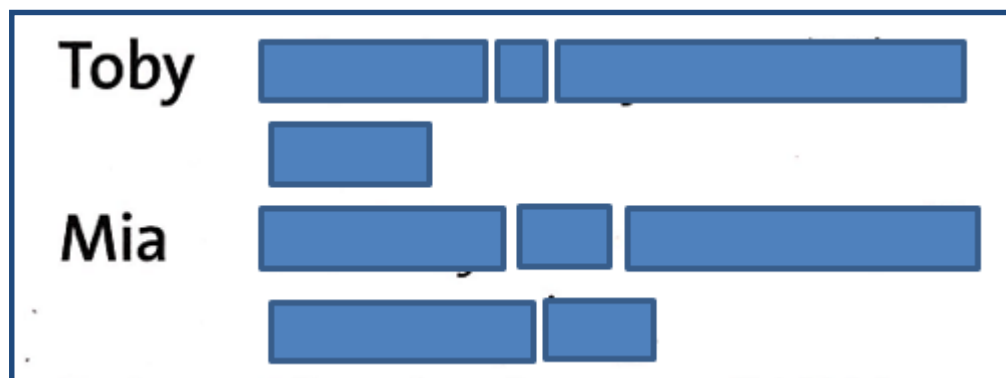
sleepily

angrily

quietly

slowly

impatiently

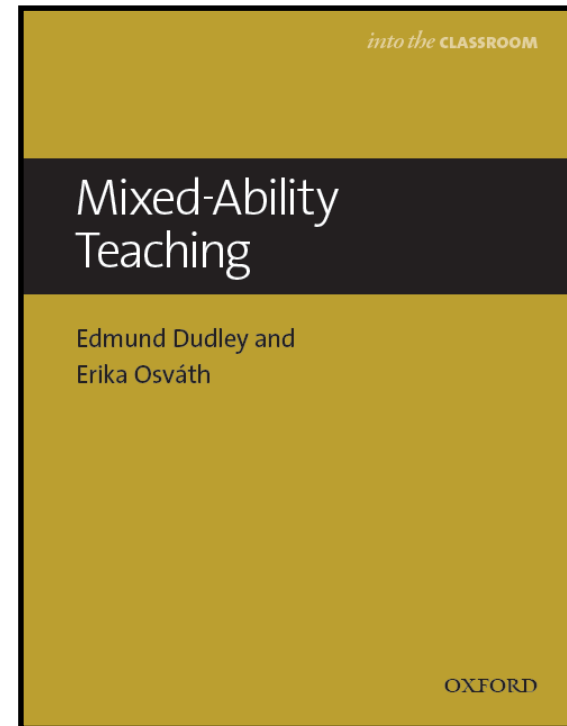


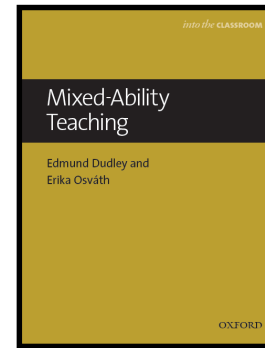
Toby Hi, Mia. Is anyone sitting here?

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

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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

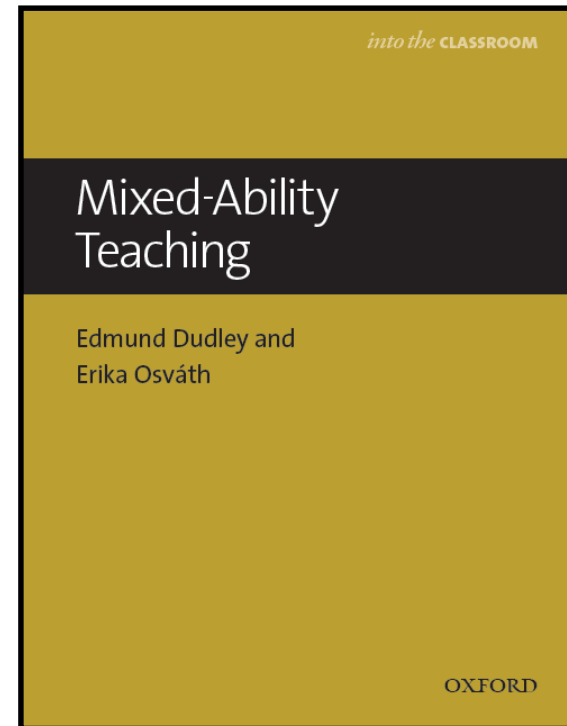
Expanding dialogue

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

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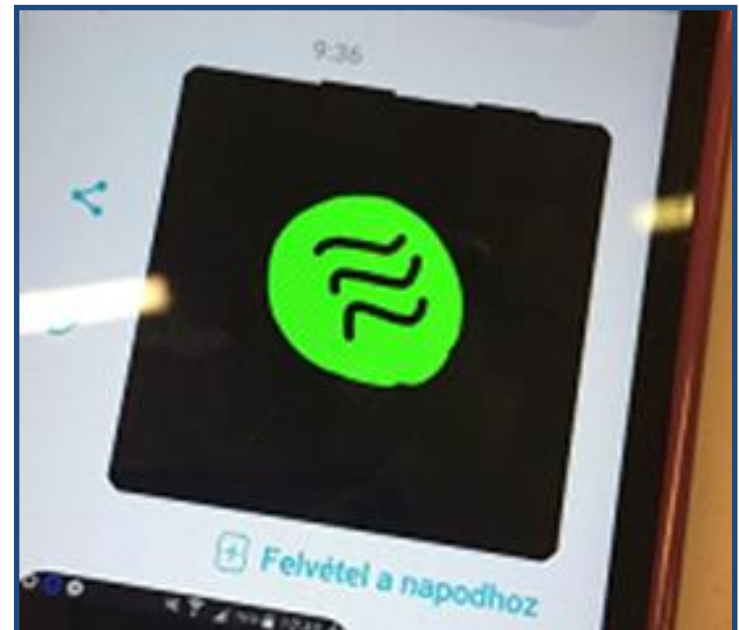
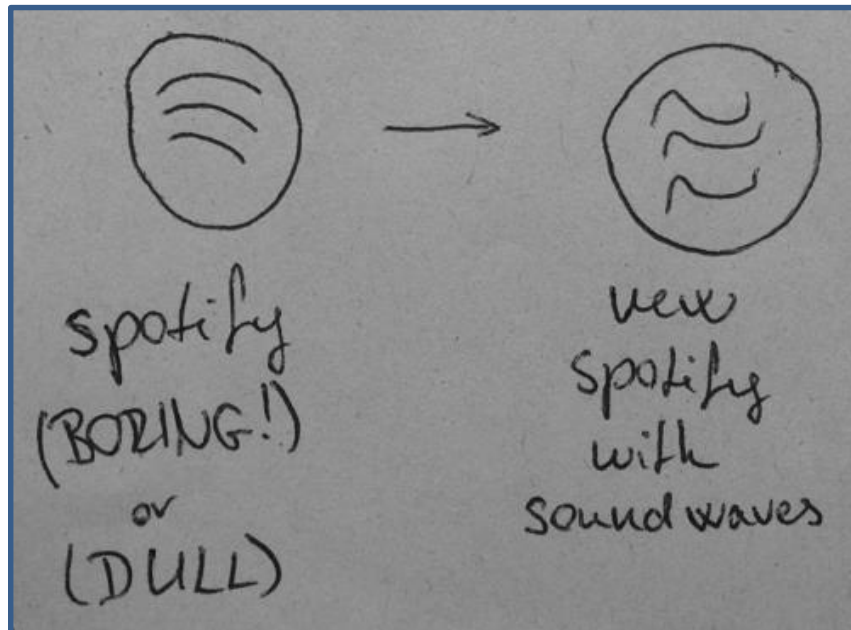


Re-designing icons

- 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



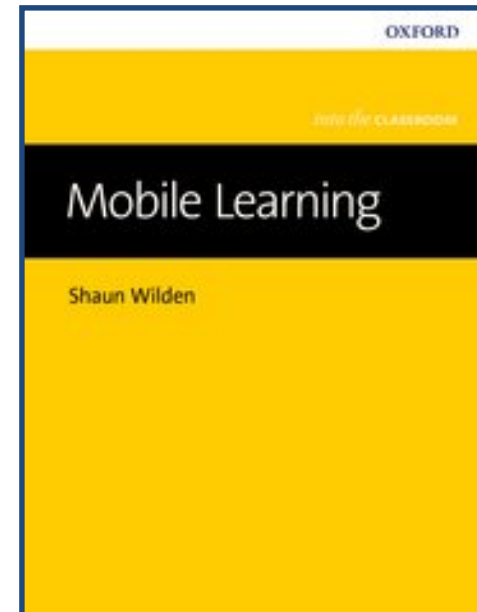
The new icon has a better design.
The picture shows what the program does.

Using phones

What I value

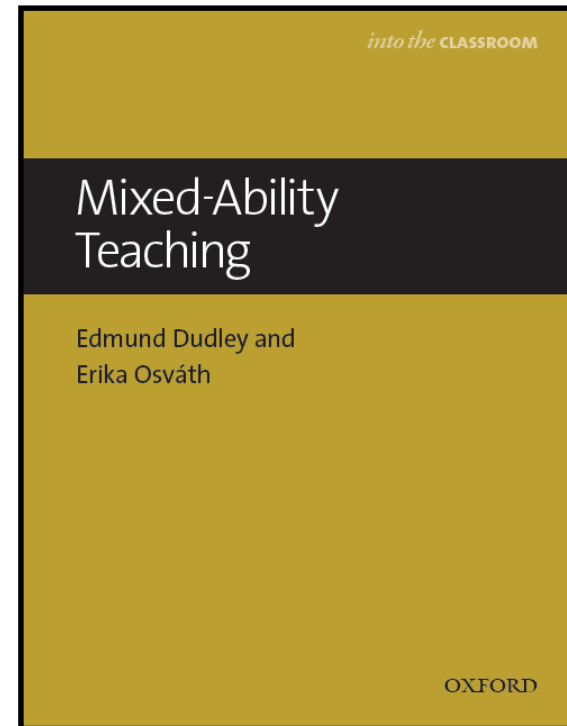
- Offline tasks
- Using basic functionality
- Allowing students to be creative
- Giving them control
- Establishing ground rules

For great ideas on mobile learning:



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- **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.

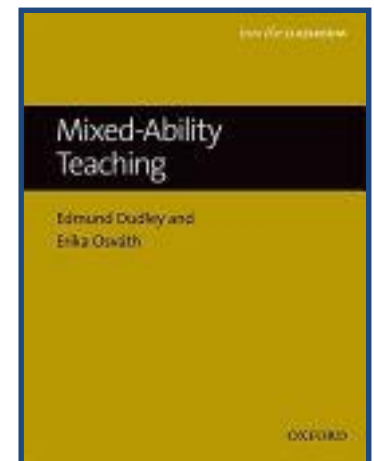
Give advice!

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!

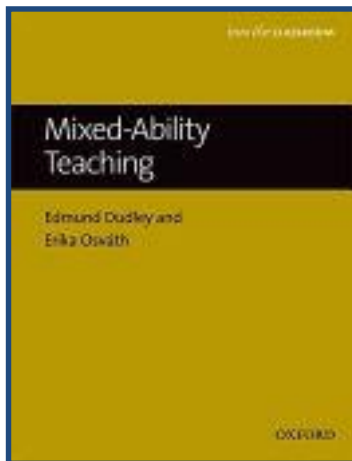


- How were you able to do it?
- What steps did you take before the test?
→ 3 constructive steps, e.g.

I read through my notes

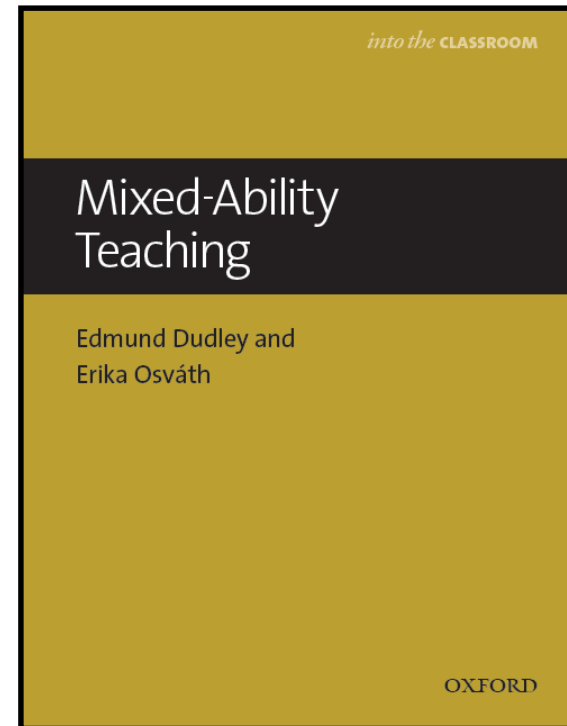
I did practice exercises

I got someone to help me prepare

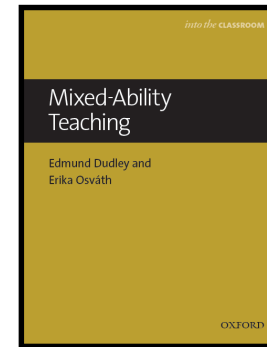


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Who can leave first?



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.

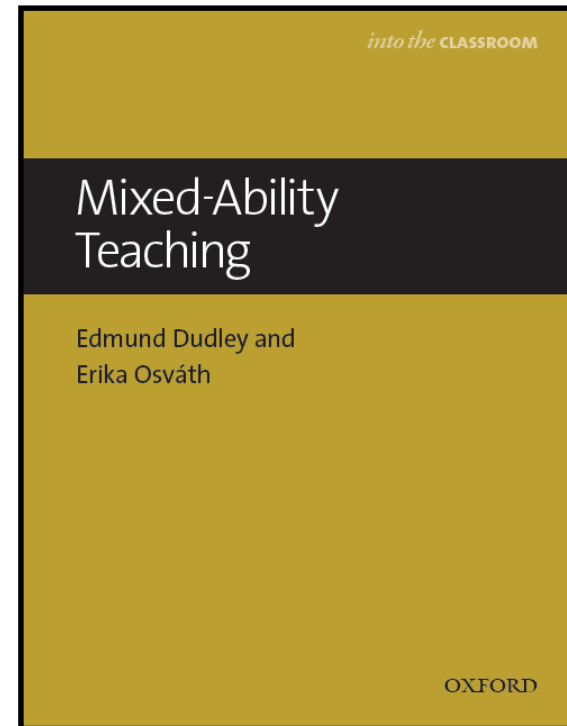
Getting it right

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.

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Oxford Days, Vietnam, July 2018

Slides here:

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