

A skills-based recipe for success

From isolation to integration and back

Edmund Dudley

Croatia, March 2019



In this talk

- Focus on skills
- Thoughts on evaluation
- Deliberate practice
- Project work

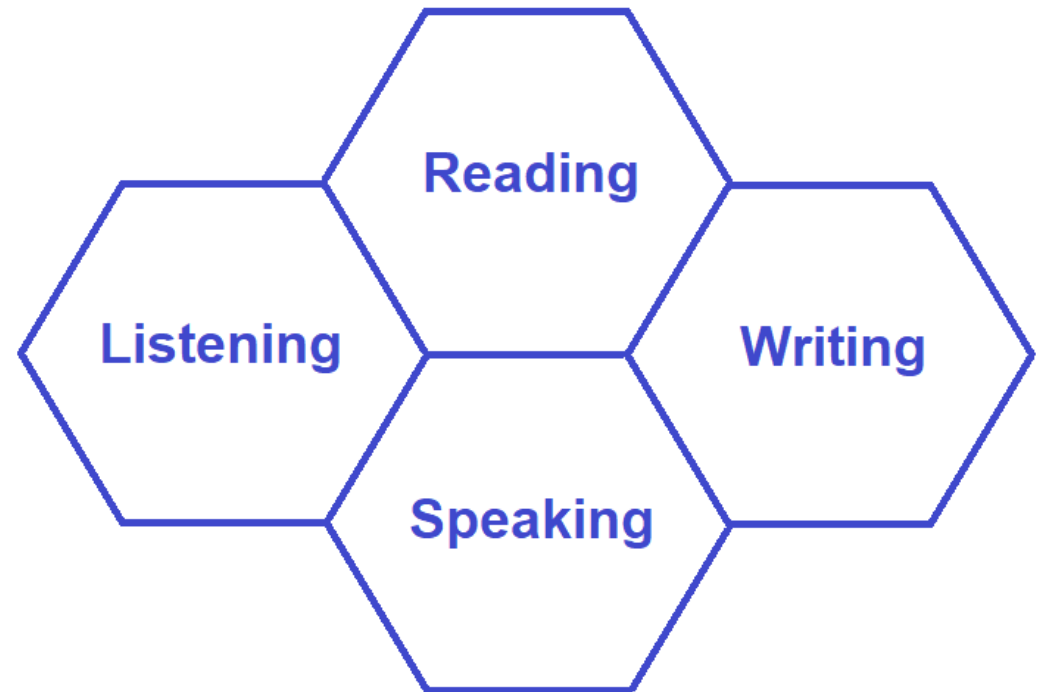
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Skills

Isolation and integration

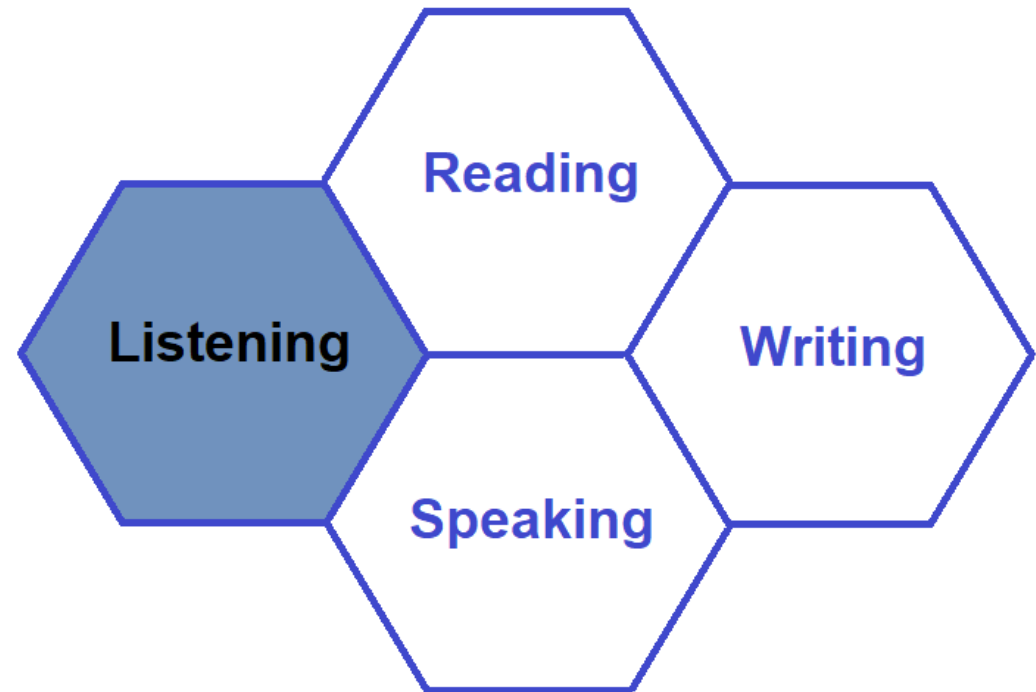
- skills have micro-features
- we can practise them in isolation
- competence requires combining different skills
- extend from isolated to integrated tasks



Listening

Three techniques

- short dictation
- open-ended listening
- collaborative listening



Listening



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- short dictation: how many words am I saying?

nine words:

I'm really looking forward to my holiday in Spain

- open-ended listening:

instead of comprehension questions, ask:

What was that about? or What was going on?

Listening



- collaborative listening
- Work with a partner. What was the misunderstanding?

wanted Granada / got Grenada / booked on the phone / didn't notice spelling difference / confused about time zones

8 2.22 Listen to a true story about a holiday that went wrong. What was the misunderstanding between Georgina and the travel agent?

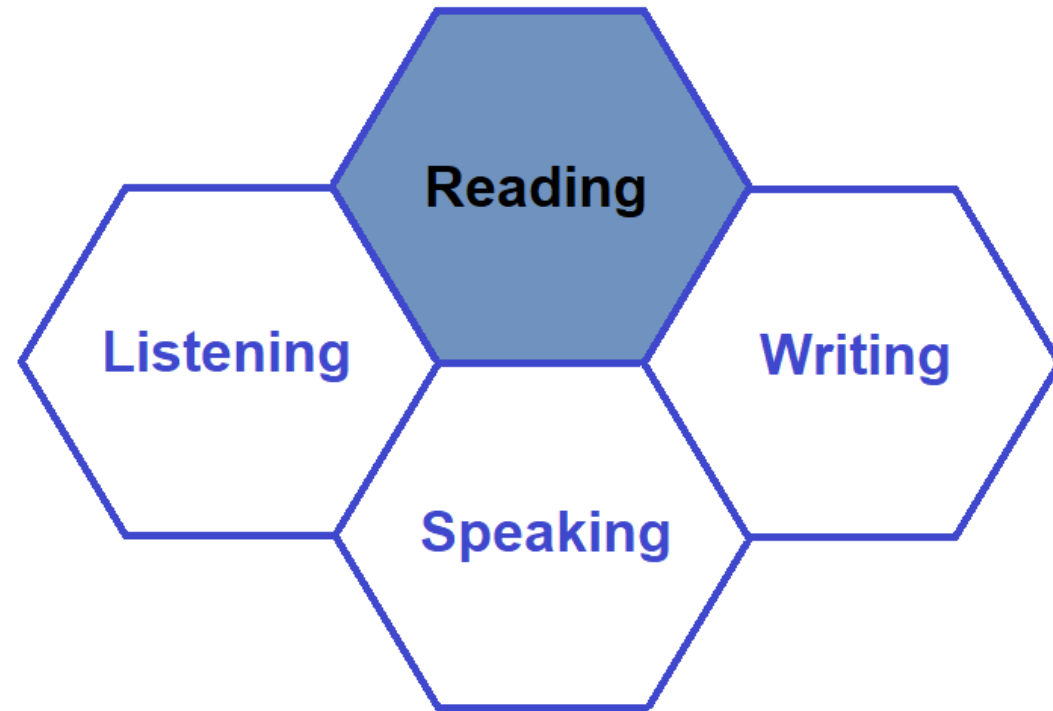
9 2.22 Listen again. Are the sentences true or false? Write T or F.

- 1 The woman next to Georgina was the first to mention Spain. ___
- 2 Georgina booked the holiday by phone. ___
- 3 She discovered her mistake just after the plane took off. ___
- 4 The flight attendant was kind and helpful. ___
- 5 The travel agent has given her a free holiday in Australia. ___

Reading

Three techniques

- pronoun guessing
- jigsaw reading
- flame challenge



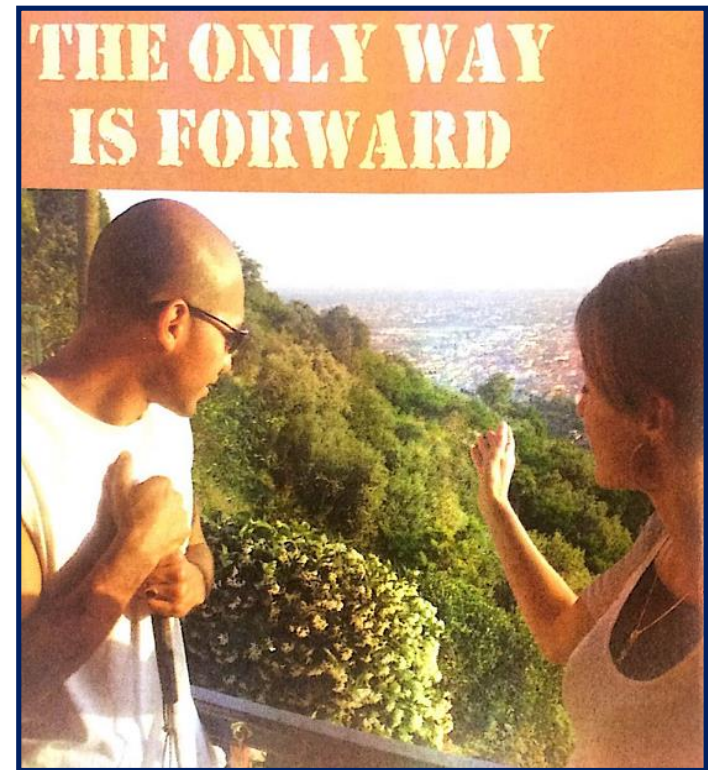
Reading

Pronoun guessing

Pre-reading task:

- brainstorm ideas
- replace the personal pronoun with possible nouns

*Then one day, after yet another accident, his parents decided that enough was enough, and sold **it**.*





Reading

Jigsaw reading / peer dictation

- take a short extract from a SB reading text

A Like most sixteen-year-old teenagers, Amar Latif loved riding his bike. He'd often fall off, but undeterred he'd always get right back on. Then one day, after yet another accident, his parents decided that enough was enough, and sold it. It was his first major setback in life, but he managed to **get over** it.

- create three gapped versions of the text (e.g. **red**, **green**, **blue**)

Reading

Jigsaw reading / peer dictation

Like most sixteen-year-old teenagers, Amar Latif _____ riding his bike. He'd often fall _____, but undeterred, he'd always get right _____ on. Then one day, after yet _____ accident, his parents decided that enough _____ enough, and sold it. It was _____ first major setback in life, but _____ managed to get over it.

Every 7th word missing

Like most sixteen-year-old teenagers, Amar Latif loved riding _____ bike. He'd often fall off, but undeterred, he'd _____ get right back on. Then one day, after _____ another accident, his parents decided that enough was _____, and sold it. It was his first major _____ in life, but he managed to get over _____.

Every 9th word missing

Like most sixteen-year-old teenagers, Amar Latif loved riding his bike. _____ often fall off, but undeterred, he'd always get right back _____. Then one day, after yet another accident, his parents decided _____ enough was enough, and sold it. It was his first _____ setback in life, but he managed to get over it.

Every 11th word missing



Reading

Flame Challenge

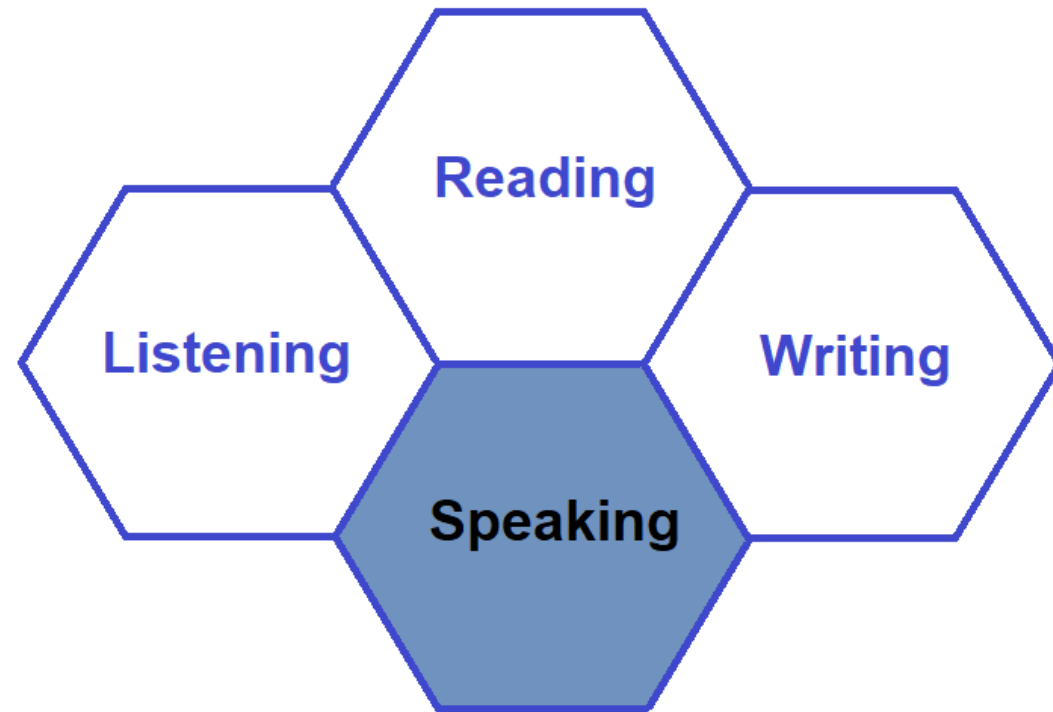
- alternative to reading comprehension
- show you understand by re-working the text
- → paraphrase the paragraph in one sentence



C The reason was his eyesight. At the age of four, Amar was diagnosed with a rare degenerative eye condition. By sixteen, his eyesight had deteriorated so much that he couldn't ride his bike. Today, Amar is blind – and Traveleyes organizes holidays for visually-impaired people.

Speaking

- extending speaking with grandmother
- speak, pass, nominate
- film it





Speaking

Talk about your grandmother

- technique for when students are stuck for ideas
- use when they don't have a clue what to say next
- begin by saying: ***My grandmother always says...***

6 SPEAKING Discuss the questions.

- 1** What things influence our perception of places?
What things do you usually notice when you visit somewhere for the first time?



Speaking

Speak, pass, or nominate

After pair work, give students the option of *not* speaking; instead, they can choose to ***pass*** or ***nominate*** their partner

- builds trust
- is face-saving
- increases confidence
- works well try it and see for yourself

10 SPEAKING What sort of challenges have you faced in your life? How have you dealt with them? Choose two challenges, describe them, say how you reacted and explain what the outcome was. Use the synonyms in exercise 9.

Vocabulary bank

Ways of looking page 134


Speaking

film it



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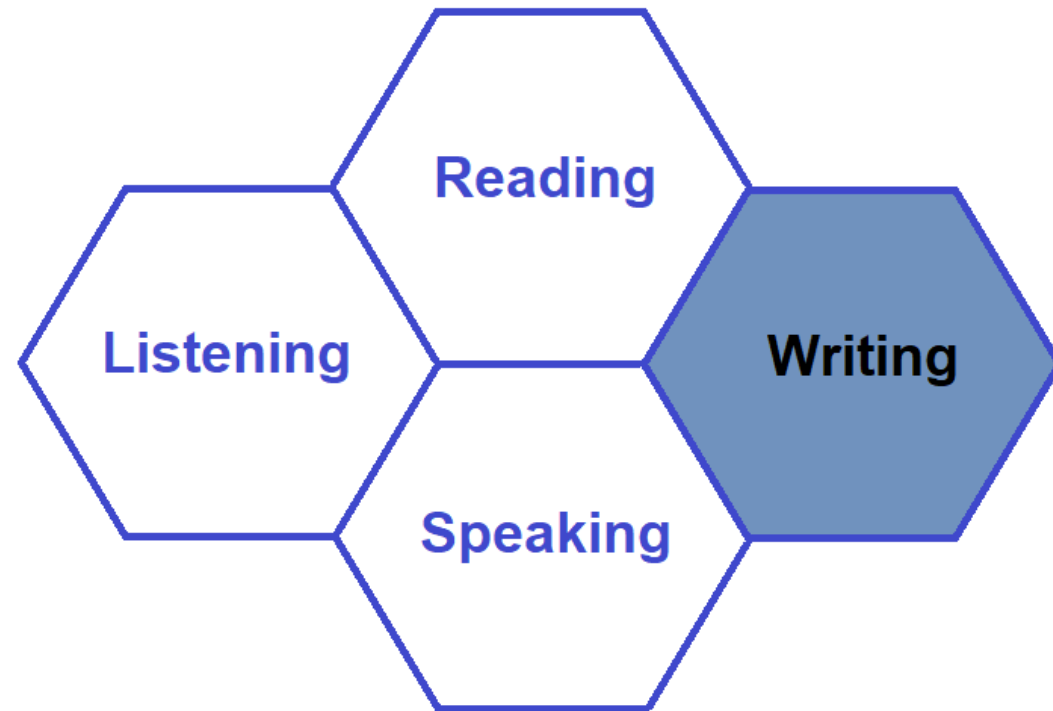
- students use phones to film each other
- increases student control
- leads to multiple attempts
- students demand more from themselves
- opportunity for peer feedback

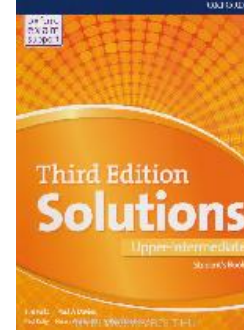
1  **1.01 SPEAKING** Study the list below and choose the three most important things for teens today. Justify your answers. Then listen to the radio programme. Have your ideas changed? Compare your ideas.

- money ■ happiness ■ possessions ■ community life
- helping others ■ having lots of free time
- not working too hard

Writing

- plan it and stop
- left hand, right hand
- hidden lyrics





Writing

plan it and stop

An occasional alternative:

- students write the plan in full
- they hand in the plan
- they do **not** do the writing task itself
- grade the plan

6 Read the task below. Then make some notes for a) the advantages and b) your description.

The local newspaper published an article suggesting that schools should no longer have a long holiday over the summer. Write a blog post outlining the benefits of summer holidays and describing a long summer holiday you have enjoyed.

7 SPEAKING Work in pairs. Discuss ideas for each paragraph and compare the notes you made in exercise 6.

Writing

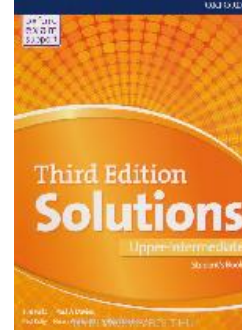
left hand, right hand

- make the activity of writing more interesting for students
- get them to switch the pen between R hand and L hand
- works well for writing with two characters/ two perspectives

RH Hooray! Summer holiday!
LH It's too long. I get bored.
I don't need ten weeks.
RH But it's too hot to go to school
in the summer.

LH I will sleep in class! OK.
It's hot, but it's harder
to go to school in winter,
when everyone's tired
and depressed.

RH A longer winter holiday is
less important: a long
summer holiday gives you
time to rest, play, and travel.
LH I just want to sleep!



Writing

hidden lyrics

The local newspaper published an article suggesting that schools should no longer have a long holiday over the summer. Write a blog post outlining the benefits of summer holidays and describing a long summer holiday you have enjoyed.

- students do the writing
- they also think of a song and find the lyrics
- they add at least three lyrics from the song to their text
- others have to read and try to recognise the song

Writing

Hidden lyrics

I had a great summer holiday in Ireland one year. I stayed in Dublin and made lots of friends. It rained a lot, but I love folk music and bar games, so I always went to a bar where they had live music and a pool table.

That's where I met Anna. She played the fiddle in an Irish band. (The fiddle is what folk musicians call the violin.) Anyway, I met her in Grafton Street right outside of the bar. I watched her sing and then we played some games. You know, she beat me at darts and then she beat me at pool! It was the start of a beautiful friendship.



Writing

Hidden Lyrics

I had a great summer holiday in Ireland one year. I stayed in Dublin and made lots of friends. It rained a lot, but I love folk music and bar games, so I always went to a bar where they had live music and a pool table.

That's where I met Anna. **She played the fiddle in an Irish band.** (The fiddle is what folk musicians call the violin.) Anyway, **I met her in Grafton Street right outside of the bar.** I watched her sing and then we played some games. **You know, she beat me at darts and then she beat me at pool!** It was the start of a beautiful friendship.

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Evaluation

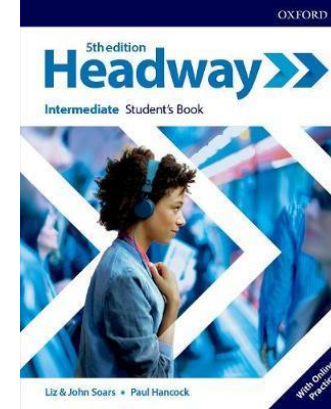
Three informal techniques

- repetition instead of correction: *try it again*
- peer evaluation and buddy feedback
- DIY tests for self-assessment

Evaluation

Try it again

when doing a speaking long-turn:



What do you think?

- Would you answer an advert for ordinary people to go on a polar expedition? Why/Why not?
- Do you think it's right for a mother of small children to risk her life as an explorer? What about a father?
- What effect do you think your position in your family has had on you?

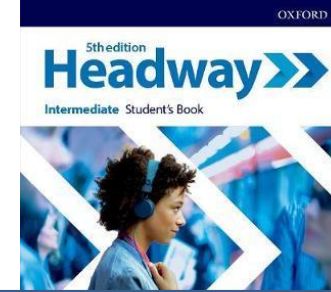


- don't correct students' mistakes
- afterwards, ask them if they would like to *try it again*
- the second attempt is usually significantly better

Peer evaluation


buddy feedback

- make sure students understand how to give constructive criticism (e.g. *One thing you could try is...* instead of *That was rubbish*)
- give students a speaking task to do in pairs
- encourage them to video-record their turns using a phone
- between takes, the camera operator can offer advice and constructive criticism
- share the final products and watch them in class



Peer evaluation

prompts for *buddy feedback*



- 1 Look at the photo. How does it fit the unit title? How do you think the man feels?
- 2 Read the quote. Why is it sometimes better to go through a difficulty and not try to get out of it?

**Easier said
than done**

‘The best way out
of a difficulty is
through it.’
Will Rogers

What were you happy with? / What didn't you like about that?

I like the way you... / My favourite part was when...

One thing you could try is... / I think it would be better if...

Watch out for...

DIY tests for self-evaluation

- involve students as materials writers
- they focus on asking writing items for themselves and their classmates
- aim to find areas to work on
- combine testing and learning
- turn learning into a puzzle

<p>ACROSS</p> <p>1 The ____ of a crime is the person who suffers it. (6)</p> <p>4 I feel very ____ of the success we've achieved. (5)</p> <p>7 ____ can't buy chewing gum in Singapore. (3)</p> <p>8 Jim ____ to pay for lunch, but I refused. (7)</p> <p>9 I've ____ eaten tofu – what's it like? (5)</p> <p>10 Tom and I often argue – we don't see eye to ____ (3)</p> <p>12 Mum made me ____ my homework before dinner. (2)</p>	12					13			14
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Evaluation

Conclusions:

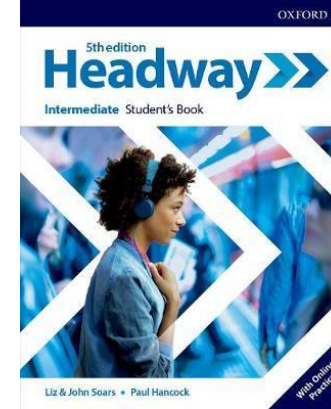
- students benefit less from correction than we think they do
- we mainly correct because *we feel that we should*

- students actually get better from deliberate practice
- we should actually use our time in class to *let them practise more*

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Deliberate practice



- resist the temptation to set writing tasks for homework
- *joint hardship* builds the group dynamic (Dörnyei)
- get students to work on things that need practice – together
- *pain is inevitable; suffering is optional*

4 Choose one of the people below and research their big career change (or choose someone else you know).

Giorgio Armani	From army medic to fashion designer
Dan Brown	From singer/songwriter to successful novelist (<i>The Da Vinci Code</i>)
Harrison Ford	From carpenter to actor (<i>Star Wars</i> and <i>Indiana Jones</i>)
J.K.Rowling	From English teacher to writer of the Harry Potter books

Write their life story in 200–300 words. Try to use a variety of adverbs to make the story more interesting.



Grit

The importance of effort

Two components:

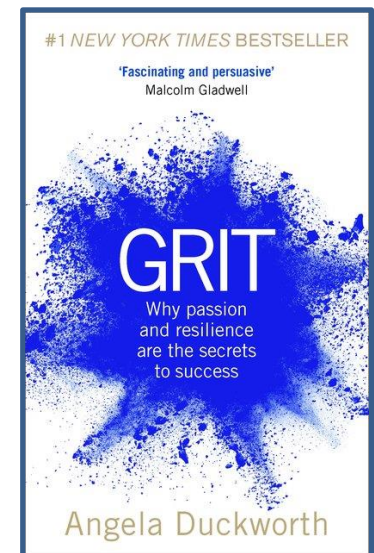
passion (staying focused)

perseverance (bouncing back from setbacks)

talent x **effort** = skill

skill x **effort** = achievement

Angela Duckworth *Grit*



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- **Project work**

Project methods

- notice topics and texts that engage students' interest
- use collaborative group-work formats
- set tasks which are creative and open-ended
- combine language-skills and other skills
- encourage students to teach each other
- get students to appraise their own work critically
- find the time for this: it will be the one lesson your students are sure to remember

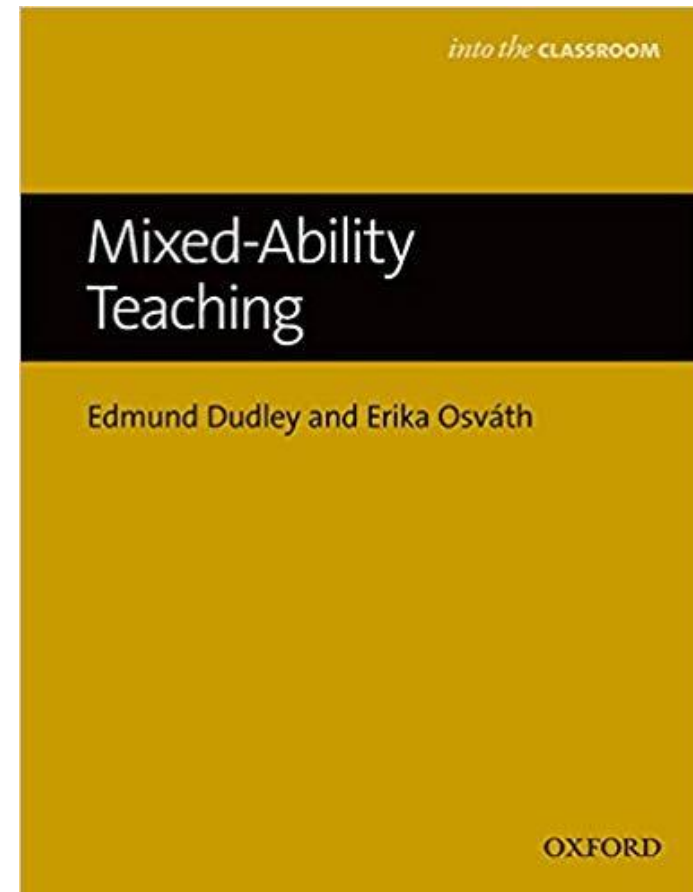
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Mixed-Ability Teaching

Mixed-Ability Teaching

- practical ideas for the classroom
- integrated skills focus
- creative methodology
- includes a chapter on assessment



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