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# СУЧАСНА ЗАРУБІЖНА МЕТОДИКА ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ



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КАФЕДРА ГЕРМАНСЬКОЇ ТА СЛОВ'ЯНСЬКОЇ ФІЛОЛОГІЇ

*Е. Л. Ананьян*

**СУЧАСНА ЗАРУБІЖНА МЕТОДИКА  
ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ**

**Навчально-методичний посібник**

**Слов'янськ – 2021**

УДК 378.016:81'243(075.8)

А64

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Навчально-методичний посібник «Сучасна зарубіжна методика викладання іноземних мов» дозволяє організувати та оптимізувати ґрунтовне вивчення вкрай актуальних на сьогодні питань з методики навчання іноземної мови та підготувати студентів до професійно відповідального та ефективного застосування отриманих знань.

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## ПЕРЕДМОВА

Навчально-методичний посібник розроблено з метою формування пізнавальної самостійності студентів з актуальних питань сучасної зарубіжної методики викладання іноземних мов. Запропоновані матеріали стимулюють студентів розвивати та вдосконалювати свої фахові вміння та навички, прогресивно використовувати досягнення сучасного зарубіжного методичного досвіду для розв'язання професійних задач практичного характеру.

Навчально-методичний посібник *«Сучасна зарубіжна методика викладання іноземних мов»* містить такі структурні розділи: ПЕРЕДМОВУ, ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ, НАВЧАЛЬНІ ТА ІНСТРУКТИВНО-МЕТОДИЧНІ МАТЕРІАЛИ ДО ПРАКТИЧНИХ ЗАНЯТЬ ТА САМОСТІЙНОЇ РОБОТИ, ГЛОСАРІЙ, ЛІТЕРАТУРУ та ДОДАТКИ.

Змістовна наповненість навчально-методичного посібника дозволяє організувати та оптимізувати ґрунтовне вивчення вкрай актуальних на сьогодні питань з методики навчання іноземної мови та підготувати студентів до професійно відповідального та ефективного застосування отриманих знань.

## ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ



Навчальна дисципліна «Сучасна зарубіжна методика викладання іноземних мов» орієнтує на викладацьку, навчально-методичну, пізнавальну, культурно-просвітницьку професійну діяльність, висвітлює прогресивний зарубіжний досвід навчання та викладання іноземної мови.

*Метою* вивчення навчальної дисципліни «Сучасна зарубіжна методика викладання іноземних мов» є ознайомити здобувачів із сучасними методичними напрямками і методами, формами та засобами навчання й викладання іноземних мов і культур в зарубіжній методиці; на основі одержаних знань розширити фахові компетентності здобувачів щодо аналізу, обирання та ефективного використання прогресивних методичних технологій.

*Результати навчання з дисципліни:*

1. Вміє оптимізувати процес навчання та викладання іноземної мови через ефективне використання зарубіжних методичних технологій.
2. Вміє оновлювати та вдосконалювати зміст навчання іноземної мови, використовуючи прогресивні авторські зарубіжні методики.

*Методи навчання:*

Дослідницький метод навчання  
Частково-пошуковий метод навчання  
Пояснювально-ілюстративний метод навчання  
Метод проблемного викладу навчального матеріалу  
Репродуктивний метод навчання  
Герменевтичний метод навчання  
Словесні методи (лекція, бесіда, дискусія, диспут).  
Метод проєктів з веб-технологіями.  
Методи перевернутого та змішаного навчання.  
PRES-формула.  
Метод творчого пошуку.

*Методи контролю:*

Методи усного контролю: індивідуальне опитування, фронтальне опитування, співбесіда, залік.  
Методи тестового контролю: поточне письмове тестування; підсумкове письмове тестування.  
Методи самоконтролю: регулювання власної навчальної діяльності, удосконалювання її; самоаналіз.

*Матеріали та ресурси:*

- Посилання на дистанційний курс:  
<http://ddpu.edu.ua:9090/moodle/course/view.php?id=2062>

- Платформи та сервіси для організації дистанційного навчання: Moodle, Zoom, Skype.
- Інтернет-платформи онлайн-курсів: edX, Canvas Network, FutureLearn.
- Інтерактивні платформи для навчання: Kahoot!, Socrative, Edmodo, Quizizz.
- Програми для створення презентацій: Microsoft PowerPoint, Canva Live.

*Тематичний зміст навчальної дисципліни:*

- Тема 1. Second language learning: key concepts and issues
- Тема 2. Fundamental theories, concepts and frameworks in SLA
- Тема 3. Alternative Approaches and Methods
- Тема 4. Current Communicative Approaches
- Тема 5. Socio-cultural perspectives on second language learning
- Тема 6. Lesson planning: Features of successful lessons. Content-based instruction lesson
- Тема 7. Classroom management
- Тема 8. Using Educational Technology in the English Language Classroom. Integrating Technology into the Curriculum



**НАВЧАЛЬНІ ТА ІНСТРУКТИВНО-МЕТОДИЧНІ**  
**МАТЕРІАЛИ ДО ПРАКТИЧНИХ ЗАНЯТЬ**  
**ТА САМОСТІЙНОЇ РОБОТИ**

**Тематика практичних занять**

№ з/п	Назва теми
1.	Fundamentals in SLA. FL teaching methodologies
2.	Lesson planning. Classroom management
3.	Intercultural competence training in the FL classroom
4.	Developing language skills. Teaching strategies in the FL classroom
5.	Educational Technology for Teaching Language skills in the FL classroom

**Тематика самостійної роботи**

№ з/п	Назва теми
1.	Communicative Language Teaching Strategies the FL classroom
2.	Encouraging Critical Thinking in the FL classroom
3.	Teaching pair and Group Work
4.	Social Emotional Learning. Emotional Learning in the FL classroom
5.	Cooperative Learning Methods
6.	Resilience in foreign language learning
7.	Improved Teaching Through Reflective Practices – SWOT
8.	Reading and Technology
9.	Writing and Technology
10.	Listening and Technology
11.	Vocabulary and Technology

**EDUCATIONAL TECHNOLOGY FOR TEACHING LANGUAGE  
SKILLS IN THE FL CLASSROOM**

**TECHNOLOGY FOR TEACHING SPEAKING SKILLS**

**WHAT IS "TEACHING SPEAKING"?**

For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Today's world requires that the goal of teaching speaking should improve the students' communicative skills, because only that



way the students can express themselves and learn how to follow the social and cultural rules appropriate in each communication circumstance.

Teaching speaking is to teach our learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

### **THE ROLES OF STUDENTS IN LEARNING SPEAKING**

There are some categories that can be used as the role of learners in developing speaking skills in the classroom:

■ Imitative A very limited portion of classroom speaking time may legitimately be speech generating “human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out nit the purpose of meaningful interaction, but for focusing on some particular element of language form.

■ Intensive It goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.

■ Responsive It consists of short replies to teacher-or student-initiated questions or comments.

■ Transactional (dialogue) Transactional language, carried out for the purposes of conveying or exchanging specific information, is an extended form of responsive language.

■ Interpersonal (dialogue) It carried out more the purpose of maintaining social relationships than for the transmission of a fact and information. These conversations are little trickier for learners because they can involve some or all of the following factors – a casual register, colloquial language, emotionally charged language, slang and sarcasm.

■ Extensive (monolog) Here the register is more formal and deliberative. It can be planned or impromptu. Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches.

### **MODERN TECHNOLOGIES FOR DEVELOPING SPEAKING SKILL**

In the fast developing 21st century various innovative technologies are being introduced to teach English in the classrooms. Knowledge base is fast doubling and tripling in so short a time. To cope up with this trend, we have to use modern technologies to teach English to the technical students. Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios.

Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Studies are emerging that show the importance of qualitative feedback in software. When links are provided to locate explanations, additional help, and reference, the value of technology is further augmented. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do.

Modern technologies available for teachers of English today are:

- ▲ Communication lab
- ▲ Video conferencing
- ▲ Video Library
- ▲ CALL (Computer Assisted Language Learning)
- ▲ TELL (Technology Enhanced Language Learning)
- ▲ Pod casting
- ▲ Quick Link Pen
- ▲ Quicktionary
- ▲ Programmes through educational satellites
- ▲ Speech Recognition Software
- ▲ Internet
- ▲ Blogging

## **HOW TO USE THESE TECHNOLOGIES**

### ***Communication Labs***

Software's are available to develop speaking skills. By incorporating suitable software through computers the students will play it again and again with their own interest and try to improve their speaking skills, which are most essential in this modernized IT world. The usage of headphones in the lab makes the students to have interest over the subject and induces them to repeat again and again instead of feeling boredom.

### ***Video Conferencing***

Video conferencing is the method in which one person can access to the speeches of other persons in some other parts of the world. It is the live relay of a programme, which is mostly used to view the lecture of a professor who resides in foreign country. In short it is very helpful for the students to understand what is going in this world and to hear the speech of the top most personalities in a lively manner. The most notable point in video conferencing is that the students can post questions immediately and get their answers at once.

### ***Video Library***

Video Libraries are most essential in our fast and modernized world. This is helpful for the students to those who miss some interesting session. In this process the teaching of the faculty will be recorded and made available to the students. The students can view the tapes in their leisure hours. The advantage in this method is that students can replay it when there is a necessity.

### ***CALL***

The educational role of Computers in learning a second language and the role of CALL (Computer Assisted Language Learning) is significant. The teacher can use the latest technologies, which have the potential to transform the students from passive recipients of information into active participants. CALL is defined as the search for and study of applications of the Computer in language teaching and learning.

### ***TELL***

TELL (Technology Enhanced Language Learning) is the use of computer technology including hardware, software and the internet to enhance teaching and learning of languages. It allows the students to get access with all the technologies available for the enhancement of English learning. Students are allowed to use online dictionaries, chat, and to view the various happenings around the world.

### ***Pod Casting***

Podcasts can be uploaded or downloaded, this audio help the learner familiarize with the target language and teachers can use them as useful audio material that can be used in class for activities like discussions, besides, in the web, there are even particular podcasts that are for ESL learners and these can include pronunciation for particular needs of students. Podcast undoubtedly help learners in speaking. Pod casting is the integration of audio files where we can feed our own materials and ply it inside and outside of the classroom. Students use i-pods to hear their favorite music files. In the same way they have their education in the form of entertainment.

Podcasting allows students to use their tech-based entertainment systems for educational purposes. With it we are able to move away from the traditional face-to-face training without losing the student-to-trainer relationship that is so effective in any learning process. Podcasts enables students and teachers to share information with anyone at anytime. An absent student can download the podcast of recorded lesson and is able to access the missed lectures. They could also access lectures of experts which may not otherwise be available because of geographical distance and other reasons.

### ***Quick Link Pen***

Quick Link Pen allows learners to copy and store printed text, Internet links. It helps to transfer the data to computers and enables the reader to get the meaning of the word from a built in dictionary. Accessing this type of machine seems to be a more convenient method. Recent developments in machine translations presents translation engines like GO Translator and Bablefish.

### ***Quicktionary***

It is a pen-like device. It allows the reader to easily scan the word and get its definition and translation on its own LCD screen. Technology such as Enounce and Sound-Editor enable learners to adjust the speech rate of listening materials to assist their comprehension, and present spectrum of speech waves and visual depictions of mouth and tongue movement to ease the learning and refine pronunciation.

### ***Educational Satellites***

In the college we can create Educational Satellite lab, whereby satellite programs of educational value like UGC's country wide classrooms, Anna University programmes and other world wide programmes are recorded and students are given access to the recording either through big screen or small monitor.

### ***Speech Recognition Software***

Speech recognition software also helps improving the students speaking, this can convert spoken words to machine-readable input. The device recognizes the accuracy of what was read and then provides a positive reinforcement like "You sound great!" or gives the user an opportunity to try again, in this way the learner can figure if he is reading well or not. As the user's skill improves, the technology reads less material so that the learner reads more. This software also evaluates and provides scores of grammar, pronunciation, comprehension and provided with the correct forms, for examples if a student mispronounces a word, the learning tool can immediately spot it and help correct it. This device can be a very useful device for distance learners because they don't have a teacher who corrects their speech and this device can help improving their speaking skills.

### ***Internet***

Internet is a commonly acknowledged term and widely used by people throughout the world. Students now use Internet in the class to learn English. Online teaching inside the classroom seems to be interesting and makes the students to find out the suitable materials for them. Students are instructed to do the grammar exercises which are available online. Through Internet we can collect data from various sources for any instruction. To improve speaking, students can use Skype, MSM Messenger, Google talk and other applications where students can connect with friends, other students, teacher and even native speakers, these ways of learning have been observed to improve oral proficiency in students and make up for the lack of native speakers in the areas where students live and what is more, online conferences also enhance intercultural awareness, motivation and raise the level of interaction. Over the internet, students can find a lot of learning materials, for instance, audio, video, radio and TV shows, games, voice recordings, quizzes, podcasts and so on, in this way, students get exposed to a great amount of target language and this help them develop their speaking skills.

### ***Blogging***

Blogging can be used for instructing the candidates when the teacher is off-campus. The teacher can post his article or the instruction to the students, where the students are allowed to post their comments and queries. The teacher can answer the question through his blog. Blogging seems to be widely in use.

## **TECHNOLOGY FOR TEACHING WRITING SKILLS**

Technology affects both the process and product of composition. Students often complete multimodal writing assignments that combine traditional textual

elements with pictures, data visualizations, video, sound, animation, etc. Similarly, students' use of many technologies while composing an assignment can impact the final product. This is true even for technologies that aren't directly involved in the writing process in the way that, for instance, word processors are. Mindmapping technologies can help students relate ideas to one another. Graphic design programs can help students organize their ideas visually or let students write for specific audiences and contexts. Audio recording technologies can give students expressive freedom beyond the constraints of written work. Countless more examples abound.

These technologies, however, should not be introduced to the classroom without forethought. One danger inherent to any technology is that an assignment that uses that technology can inadvertently become more about learning to use the technology than about the intended learning outcomes. Thus, making sure students understand what they are being evaluated on (i.e., their work, and not necessarily their skill with the technology), have access to help materials, and have time to get familiar with the technology can all mitigate this danger. These strategies tend to hold true no matter the age of the students. While it's typical to assume that younger students have greater facility with technology because they are "digital natives," research suggests that that's usually not the case. Young students still need to learn to use a new technology just like they would learn any other new skill.

When handled with care, technology can be a boon to the writing classroom. Generally, the benefits of technology in gaining new literacies, learning independent problem solving skills, and showing students the wide range of applications of composition in their lives outweigh the risks. In this resource, we suggest some ways that teachers can take advantage of widely available technologies to teach writing outcomes and help students develop multiple digital literacies.

### ***Mindmapping***

There are a number of free options for mindmapping and similar exercises online, including MindMup, Bubbl.us, and Lucidchart, but common office programs like PowerPoint can also do the job.

### **STAGES OF THE WRITING PROCESS:**

Invention/pre-writing  
Drafting  
Peer review  
Revision

### **PURPOSES:**

Visually organizing an essay or argument  
Synthesis (spatially relating different concepts)  
Reverse-outlining an existing draft to understand how the pieces fit together

### AFFORDANCES:

Mindmapping digitally allows for easier movement, erasing, and re-doing than with pen and paper

No constraints of paper size — maps can go wherever students take them

Can use images, links, etc. from research in the maps

Can spatially show (and compare/contrast) the relative importance of points, check for balance in developing arguments

### ACTIVITIES:

- Have a peer reviewer reverse-engineer an outline of their peer's paper and let the writer compare their own outline with the reviewer's. The writer and reviewer can discuss differences between the two outlines, evaluate the reviewer's response to what the writer intends to show in the paper, and make a revision plan.
- Have students synthesize multiple sources together using a mind map; first, make a mind map for each source summarizing its points, then connect the nodes to understand how the sources relate to one another, agree, and disagree.
- Have students create an outline of their paper with a mind map. Compare outlines on the board/projector to understand how different arguments can be organized through visual shapes (narrow at the top and broad at the bottom, like a triangle; narrow at beginning and end and wide in the middle, like a diamond; etc), and what each of these shapes can do.

### *Collaboration*

Especially when teaching remotely, collaboration on writing projects is a common part of writing instruction. Leveraging technology effectively to help facilitate collaboration can help students focus on building collaboration skills rather than focusing on getting in touch with each other, and can help teachers more effectively monitor and help with collaboration in the moment. Tools for collaboration can vary depending on what's available, but Google Docs, Slack, and various kinds of video conferencing software (e.g., Zoom) are common tools.

### STAGES:

All stages, but especially:

peer review/revision

brainstorming

### PURPOSE:

Sharing work among students, especially when remote teaching or in case of absences, not finishing work in class, etc.

Responding to feedback in a way that leaves a written record

Co-writing documents for a group project

Brainstorming, taking collaborative notes, or creating a wiki in class

### AFFORDANCES:

Rather than discussing peer review or feedback verbally in class, students can write feedback down in comments in Google docs or similar word processing software for later review

Students can assign action items by tagging their classmates ("@Purdue Pete, could you look at this paragraph when you get a chance and let us know what you think?"); teachers and students can see division of labor in who is participating the most on the document

Students can still participate remotely in the case of illness or other absence

In class, students can all contribute to a class document at the same time to create a crowdsourced wiki about a topic, share notes, etc.

#### ACTIVITIES:

- Have students doing group projects write a team charter memo collaboratively, laying out expectations for how their team will work together, solve conflict, and help each other get their work done.
- Have students use separate pages in a Google doc to answer discussion questions or take notes during a think-pair-share activity, so all the notes are available to all students afterwards.
- When introducing a new technology, have students create a list of tools or functions in the technology in a collaborative document, and then assign one tool or function to each student to research and create a guide on how to use it. Assemble the guides into a wiki that students can refer to when using this technology on another assignment.

#### *Audio Production*

Writing is not a purely textual endeavor: much of the journalism we encounter is in podcast form. This is not the only audio genre whose production is intertwined with the writing process, however. For instance, pop music can teach poetry in a way that engages young students. Similarly, audio dramas that tell stories with sound design are experiencing a resurgence from the days of radio. Assigning an audio composition can be a great way to help students learn multimodal literacies while still teaching organization, structure, and argument. Additionally, because the various genres of audio composition are more commonplace or "real" for students than something explicitly tied to school, like a traditional essay, these genres can give students opportunities to engage with audience and context in new ways. Though many programs can allow students to edit audio, one free, especially easy-to-use platform is Audacity.

#### STAGES:

Drafting

Remediation

Reflection after writing

#### AFFORDANCES:

Specific audience and genre characteristics help students learn to analyze a rhetorical situation and adapt appropriately

Finding and incorporating fair use music, sounds, and effects teach students about fair use, copyright, and attribution practices in public settings outside school

Working with speech, sound effects, music, timing, and delivery encourages students to develop multimodal literacies that interact with and build on traditional written literacies.

#### ACTIVITIES:

- Have students produce a 3-5 minute podcast remediating a previous project, like a research paper or a literary analysis. Students can write a script, record the script, and include effects, music, and edit their own speech to fit the time constraints and needs of the piece. Students can then write a short reflection detailing how they rethought their original project with a new audience and context to create the podcast, and what design choices they made to achieve those goals.
- Have students record a voiceover for a PowerPoint or other presentation deck to make a presentation remotely; students can write a short reflection describing how they made conscious rhetorical decisions in accompanying their slide deck.
- Have students record an interview with a classmate, family member, teacher, etc., and edit the interview to tell a cohesive story in 5-10 min. Students can write a short reflection describing how they came up with interview questions, how they decided which material to keep and which to trim or delete, and how they set up the story for an interested audience with music and effects.

#### *Visual Production*

Much of the writing we encounter in our daily lives is accompanied by or part of a visually designed composition; blog posts include pictures and GIFs, websites focus on usable design, marketing materials grab our attention with photos and data visualizations, and infographics condense pages of text into quickly digestible bites of information. Many free online tools such as Canva and Piktochart give users templates to start with and the power to customize most features. Commonly available office software also has robust visual design capabilities, and students with access to professional-grade products like Adobe Photoshop can develop facility with industry-standard technology.

#### STAGES:

All, but especially:

Drafting

Remediation

#### PURPOSE:

Working multimodally encourages students to adapt to changing rhetorical contexts and audiences

Genre conventions for visual compositions help students gain genre awareness while building visual literacy

#### AFFORDANCES:

Generally, visual production assignments allow students to play with arrangement and meshing textual and visual elements, similar to audio production

Since some tools have premade templates students can use as starting places, there can be less anxiety about having to start from nothing; by the same token, students



learn how to make customization decisions in accordance with their audience and context

Like audio production, using a mix of elements means students have the opportunity to learn about citation and fair use outside of a school setting

#### ACTIVITIES:

- Have students remediate an essay or other project into an infographic for public consumption (or poster, to hang in classroom for future students, etc). Students can write a short reflection describing how they decided to rework their original project into something new for a new rhetorical situation.
- Have students create a photo essay with captions; students can write a reflection discussing their choices and intentions.
- Have students redesign a book cover, poster, course syllabus, assignment sheet, or other document to be both more visually appealing and more useable; students can write a reflection describing their rhetorical choices.

## TECHNOLOGY FOR TEACHING LISTENING SKILLS

### THE ROLE OF TECHNOLOGY IN TEACHING LISTENING

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

The one of the best ways introduce students to listening strategies is to integrate listening activities into language lessons using multimedia technology. As

multimedia technology (interactive videodisc, CD-ROM, CD-I, etc.) becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option. Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations. The result is that learners can now interact with textual, aural, and visual media in a wide range of formats. The past two decades have brought to language teaching and learning a wide range of audio-visual technologies. From among these, no single tool for teaching and learning has had greater impact than the personal computer. Today, individual learners can, in addition to interacting with computer-generated text and graphics, control combinations of analog and digital sound and images. Arranging these combined media into intelligent, pedagogically-driven material is a challenge to teachers.

Over the years, a wide variety of teaching aids have been placed at the disposal of language teachers. Charts, slides, tape-recorders, videos, overhead projectors and many other technological innovations have taken the place of traditional chalk and board, though not completely. Not long ago a language laboratory was widely used in learning listening as it was tied to the belief that individual listening practice with audiotape helps build a learner's ability to understand and speak the target language. Technology continues to be perceived as an enhancement to the process of language acquisition. The large-scale infusion of computers in language instruction programs in the past decade attests to this belief. The rationale behind what is now growing support for Computer Assisted Language Learning (CALL) is not unlike earlier enthusiasm for audio-tape-based technologies. That is, both media provide individualized access to target language material that the learner can control and use in a self-study format. However, expectations for CALL in general, and multimedia in particular are much higher. The fast and powerful computational capacity, in conjunction with the orchestrated video, text, and graphics of today's multimedia learning systems would predict more sophisticated paradigms within which students can interact with the target language and, consequently, more effective learning. Learning a language via individualized instruction with the computer — especially when audio and video are involved — is an extremely appealing proposition, one that has sold to many an administrator in search of instructional panaceas.

Listening skills fall into three categories: *Passive listening* (listening for pleasure or entertainment); *Active listening* (listening to learn and retain information); and *Critical/Analytical listening* (listening to critique or make judgments about what one has heard). Modern, computer-based technology fosters listening skills by providing a multitude of opportunities for listening to spoken language. A good language teacher will be aware of these current and emerging technologies to immerse their students in the spoken language experience.

Jack Richards describes listening competency as being comprised of a set of "microskills". These are the skills effective listeners employ when trying to make sense of aural input. Let's examine potential correspondence between multi modal processing opportunities for language learners in a multimedia environment and how these can interact to complement listening skills acquisition.

1. Retention of information in short term memory. Most current multimedia applications allow the student some control over the rate of language presentation. That is, users can start, stop, and review pieces of information to better understand and remember the aural text. The addition of video provides a clear, logical flow of events so that linking (remembering) new information to old is facilitated.

2. Discriminate the sounds of the target language. User control over language presented in more than one modality supports a student's ability to discriminate where words begin and end. The synchronized display of text along with the aural text assists the learner in distinguishing phonetic groupings and boundaries. When learners can see the faces of those speaking in the video, moreover, they can additionally make use of facial movements to understand the sound-meaning correspondence in the target language.

3. Recognize patterns of stress, rhythm, and intonation and how they signal information and intent. Stress, rhythm, and intonation are automatically highlighted when aural language is divided into syntactic units. When we speak, the logical breaks in our discourse (the places where we pause ever so slightly) occur at syntactically predictable junctures. When specific words are stressed and patterns of intonation used, learners can be cued to closely examine the visual and spoken reactions of interlocutors in the video presentation.

4. Understand reduced speech. Multimedia is particularly well suited to assist learners in their understanding of reduced forms of target language speech. Having the written version of fast, naturally-paced aural text on the computer screen allows the learner access to both the written and spoken forms simultaneously. That is, the learner may hear "wadjagonnado?" but will read "What are you going to do?" In this way, learners can come to understand the two different forms of the target language – spoken and written – as well as learn to decode these reduced forms.

5. Recognize core vocabulary and the rules and patterns of words used to communicate. Coordinated aural, visual, and textual information on the computer screen at the same time makes up an ideal laboratory for student problem-solving at the level of individual words and sentence structures. The learner has at her disposal rich visual and contextual clues that can assist in breaking the code of the written and aural text. The multi modal cues can be cross-referenced for word, sentence-level and broader understanding.

6. Understand communicative functions of utterances according to context. Video can be a very rich source of context for language processing. In a multimedia format, learners are provided control over the rate and order of video presentation and can therefore take advantage of starting and stopping the action in order to study language in a well represented context. Video also typically boasts tight correspondence between what is seen and what is heard. That is, in only very rare cases is the audio portion of video temporally disconnected to what is being viewed. By studying target language communication in a multimedia format, learners can experience and come to understand the connections between utterances and how they function within a visually depicted context.

7. *Process different speech styles, different rates, and performance errors.* Rate and style of audio naturally vary according to the genre of the video selection. Many situation comedies, for example, exemplify slowed speech. Interlocutors speak slowly and deliberately so the joke can be processed and understood. There are other kinds of programming, talk shows, for example, that are very fast-paced and difficult for non-native speakers to comprehend. Multimedia that includes varied genres permits a broad experience of different voices with differing rates and speech styles. Students can control the aural text so they have sufficient time for their individual processing needs.

8. *Recognize that meanings can be expressed in different grammatical forms.* Redundancy in video presentations is common. That is, interlocutors and narrators frequently repeat the same information in different ways so that meaning and intention is made clear to the viewer. In a multimedia format, phrases and sentences that carry the same or similar meaning can be highlighted for users and/or the learner can be prompted to highlight those phrases and sentences she feels express like meanings.

9. *Infer meaning and make predictions using personal knowledge, experiences, and strategies.* Video is a medium to which language learners come well equipped. Students are very accustomed to inferring meaning and making predictions from what they see and hear on the screen. In a multimedia format, these viewing/comprehension strategies can be cued and guided by, for example, posing pre-viewing questions on top of the stilled first frame of the sequence they are about to watch. Inference, predication, and calling up prior knowledge and experience can thus be activated.

The Internet is suitable place to practise languages as it offers the possibility, with the right software, of using images and audio resources at the same time, combining sounds and images as in communicative situations in the real world. It also provides users with a highly appealing and innovative format. But only when the sources are properly selected can the internet be useful in learning environment. There is a plethora of educational video and audio material available online and accessible via Web search engines such as Google.com. But practice shows that the best way to find good web sites is to listen to a colleague's suggestions who actually searched the site on his/her own or find a "serious" web site which may actually help. For example, Skype application is increasingly used as a part of listening development process throughout the world today. Skype is an internet-based application that enables Voice over Internet Protocol (VoIP) calls. It has a useful user-interface that enables the users easy and effective use. What's more, there are similar online applications such as MSN Messenger and GoogleTalk and the likes. MSN Messenger also has millions of users worldwide and is used to improve speaking and listening skills by L2 students. Skype and MSN Messenger increasingly create newer possibilities for the users. These softwares can also transmit video at the same time when the users speak to each other. So, this feature raises the level of interaction between practisers. Such level of interaction is also effective because of the highly useful features and user-interfaces of the applications.

As an alternative, internet TVs and radios can be used to develop listening comprehension skills of a student in an entertaining atmosphere; however, there is a relatively new emerging phenomenon: YouTube.com! This is a video upload-watch-download site and is increasing its popularity day by day. According to statistics, the site has more than six million videos and the total time necessary to watch all these videos is 9.305 years! This huge video pool offers priceless opportunities to practice listening in an entertaining and convenient environment. Television/radio shows, news, documentaries, music videos and any videos beyond the imagination of people are just one click away. All you need is an internet connection. The rest is almost totally free; however, videos should be carefully selected and prepared by the instructor to maximize comprehension and minimize frustration of learners and they hope that improvement in search tools for videos will allow the teachers to find the right video clip for supporting language class.

As BBC has always been seen as a genuine source of “right” form of English, it cannot be disregarded for English Language Teaching. Being aware of its educative role, BBC has been publishing books, audio/video materials and so on. With the rise of the internet, BBC has prepared an English Learning Page which is one of the best of its kind. The site gives ideas to the learner about material development and how to work efficiently with the aural input. Maintaining the publication at <http://www.bbc.co.uk/worldservice/learningenglish/>, BBC provides the visitors with quizzes, videos, podcasts and games as well as radio archives and voice recordings. As regards listening activities, there are many activities based on listening comprehension.

Apart from that, songs can be highly useful for developmental process of listening skills of a student. As music is everywhere in human life to change or boost the emotions and feelings, we can include music and songs in language learning as well. Besides, karaoke is also beneficial in that it requires a recitation which eventually leads to improvement in speaking skill.

Lastly, computer aided games can also have striking effects on student's listening comprehension. Games are proved to be useful during their language education process. When games' attractiveness unites with convenience and flexibility of computers systems, it may cause positive results as well.

So, using technology in the classroom

- allows teachers to add multisensory elements, text, sound, pictures, video, and animation, which provide meaningful contexts to facilitate comprehension
- allows teachers to increase authentic materials for study
- encourages greater interaction between teachers and students and students and peers
- emphasizes the individual needs of learners
- allows learners to hear the available input as many times as needed until they feel they understand it
- allows learners to develop their autonomy to review and practice materials as many times as they wish
- allows to reduce the learning stresses and anxieties
- allows learners to build their self-instruction strategies and self-confidence

- promotes second language learners' learning motivation.

However, there are disadvantages and obstacles in using technology for improving listening skills in terms of financial barriers, content considerations, technical features and pedagogical perspectives.

There is no doubt that technology offers teachers and learners vast amount of materials and communication possibilities to enhance their language teaching and learning. For successful integration of multimedia technology in language courses, both teachers and learners need to be prepared to adopt new roles and use the available technology in appropriate ways. Teachers should be prepared with professional skills which include pedagogical and technical skill because the more enthusiastic and more knowledgeable language teachers are, the more successfully they can implement Internet in the language classroom. Learners can only benefit from technology – based activities provided that these activities are relevant to their needs and interest.

### MODERN TOOLS FOR DEVELOPING LISTENING SKILL

#### ***LyricsTraining***

This app combines listening to songs with learning a language. Students can choose songs in a variety of languages then watch the video of the song and try to reconstruct the lyrics. Students can choose the level of difficulty by selecting either to reconstruct the whole of the lyrics or to just have a few of the words taken out. The app is gamified, so as they listen to the song, the music stops at the end of each line and they then have a time limit to fill in the missing words. If they don't complete the line they have to start from the beginning of the song again. Using songs in this kind of text reconstruction activity helps students to listen multiple times without getting bored. The app works in the web-browser, but there is also a free app for both Android and iOS. The app gives a much better user experience in my opinion. Students and teachers can register on the site and the app will then track student scores. As a teacher you can also add videos and lyrics to songs you want to use with your students and so add to the LyricsTraining collection.

This is a great app to get students listening intensively, but remember they can successfully recreate the lyrics of the song without necessarily understanding them so it's good to follow this up in class.

#### ***Listen Notes***

This is a podcast search engine with a huge collection of podcasts on a wide range of topics. Podcasts are a great source of listening materials for students and can easily be downloaded onto mobile devices for replay at any convenient moment. Listen Notes can help teachers or students to find listening materials that fit their interests. If they log in, students can start to 'curate' collections of different podcast episodes that they like and keep working on their listening skills while listening to them whenever is convenient. The site also provides an embed code for each episode so if you are designing online learning materials for your students, this makes it easy to embed the podcast into your site, materials or blog. Most of

the podcasts are authentic so these are more suited to higher levels, although there are some made for ESL/EFL podcasts available too.

### ***Accent Rosie***

This is a great app for any of your students who use Facebook. It is a simple free app that works with Facebook Messenger and sends students short audio clips. The students have to listen to the audio clip and write down what they hear. They can then send their text back and get instant feedback on how much they got correct. This is a great way for students to regularly work on developing their listening skills.

### ***TeachVid***

This is another app that combines listening with watching videos. TeachVid uses video from YouTube and builds a range of different activities around them, varying from text reconstruction, translation, multiple choice, jumbled sentences and many more. One of the nice things about TeachVid is that students can choose the types of exercise they want to do for improving specific listening skills. If you register as a teacher you can also create activities using the videos of your choice and create ‘classrooms’ so that you can share assignments with students and track their results. This is a great way to set listening for homework and know that your students have done it.

### ***Read Aloud***

This is a text to speech voice reader that can be plugged into the Google Chrome or Firefox browser. Adding the plug-in takes a couple of seconds and once added students can go to any webpage and simply click on an icon on the tool bar of the browser. The app will then open and read the text of the page to them. As it reads, it highlights the text so students can see the words as they hear them. It’s also possible to pause and rewind if they feel they have missed something. The quality of the voice isn’t perfect, main problem being with intonation, but it is very good and synthetic speech is getting better all the time. This is a great way to help develop both students’ listening and reading skills at the same time.

### ***Synth***

Synth is an interesting way to make podcasts more interactive and engaging for students. You can record your podcast, a message, a question or an audio file for your students to listen to and they then have to record a reply, or add to your message. This is a great way to either collect knowledge together or create dialogue with students while developing their listening skills. It can be used on iOS or in the web-browser.

### ***Fluid Data***

This is a really interesting tool for anyone who is interested in improving their listening skills and learning how different lexical items appear in authentic speech. It is a little like a corpus, but has a wide collection of audio files that can

be searched for specific language items. You do this by typing the word or phrase you want to find into the search field. Fluid Data then shows you a list of audio clips with the part of the clip that contains the example phrase highlighted by an orange bar. When you click on the orange bar you can hear the specific part of the clip. This is great for finding listening materials when you want to teach a specific item and can also help students to review words or phrases they are learning and find authentic example sentences that show how they are used.

### ***Listen and Write***

This app is similar to LyricsTraining, but has a wider variety of source materials. Again it is based around listening to what you hear and writing it down and like LyricsTraining you can select the level of challenge by deciding how many of the words of the script you need to type in. Generally, the texts used are of a higher level and have more complex vocabulary than those in LyricsTraining, so this would be better for higher level students who would like to specifically develop their listening skills or ones practicing for Cambridge exams. This is a great tool for motivated students who want to work on their own and improve their listening vocabulary and spelling.

### ***SpeakPipe***

This app allows you to create your own short video files, upload them to server and get a link that you can share with your students. This is a great tool for helping students who have specific problems with remembering pronunciation of words or phrases or for recording example sentences or very quick listening activities for students. Just click on the record button record your text and then click on 'Save on sever'. The recording will be saved on the server for three months and you'll get a link that you can share with students so that they can listen. This is a great tool for backing up the work you are doing in class on listening and pronunciation.

### ***Video Converter***

This is a really useful tool for separating audio from video or for converting files for uses in different formats on different devices. Although the combination of video and audio can be really useful, sometimes it's also great to split the two, so that students can focus silently on what they can learn from the body language and expressions of the characters and then see how that corresponds to the actual words they are saying in the sound track. Video converter makes it easy for you to either upload a video or add a link to the video and then save the file as either an audio file or a silent video file.

## **TECHNOLOGY FOR TEACHING READING SKILLS**

Technology based reading strategies are becoming a more and more common practice in today's literacy instruction. Technology based reading includes



the use of software, applications, mobile and desktop devices to teach reading. Technology is revolutionizing the way that teachers teach and students learn. Some examples of digital and online resources are e-books , digital storybooks, games and multimedia applications. Many of these applications have built in assessment programming that is able to predict how students will respond to the software and to monitor growth and progress along the way. These assessments can help teachers personalize and individualize technology-based instruction with their students. For example READ 180 and Read Naturally are programs that monitor student comprehension and fluency and provide teachers with data about their students. Programs like these when used for the exact purpose they are designed are proven to help students to grow with their comprehension and fluency.

Technology-based reading instruction is designed for use with children of all grade levels. Since many students can access digital tools from home as well parents can become involved as facilitators of the process as well making this form of instruction a very valuable tool in school-home relationship and to also can be useful in engaging parents in their child's learning. Technology based reading strategies can be used to target any and all reading difficulty a student might be having. Depending on the software and applications being used teachers can tailor their instruction to meet the needs of their students. If a child is identified with comprehension difficulties a specific application that focuses on comprehension can be used.

The use of technology based reading strategies in schools hinges on a few different factors. The first factor is access to technology. Teachers need to have access to desktops, laptops, tablets and hand-held devices in order to implement these strategies and support them in the classroom. Schools need to have funding for high speed internet with enough bandwidth to support the number of users on these devices and also to purchase applications based on student need. Another major factor that schools must consider is professional development and training for teachers. Since technology based reading strategies are still rather new practices in schools the comfort level of teachers can vary greatly depending on personal experience. According to page 49 in Reading and Learning to Read, "Literacy coaches can provide teachers needed support as they develop technological skills and help them see the value in technology and new literacies."

Technology based reading strategies are being developed very quickly and they are constantly evolving. They can be very effective when used thoughtful and carefully. One major key factor to effectiveness is that teachers receive of all proper training to use the programs and the instruction needs to be tailored to the needs of the students. Technology based programs are not one size fits all but it can be a waste of time if students don't use the program that targets their specific weakness. Effectiveness of technology based reading strategies is also linked to having a quality space for students to work in, to allow for some student choice in book selection and finally to tie the curriculum directly to students learning experiences so that they can feel invested in their own learning.

Technology based reading strategies can vary greatly from traditional approaches because there is not as much research that has been done about their

effectiveness. Also due to the nature of how quickly programs and applications come in and out of the limelight it is imperative that teachers and technology coordinators are constantly evaluating and reevaluating the programs currently in use as well as the latest and greatest technologies to hit the market. Lastly, technology based reading strategies offer teachers and students a great deal of variety when it comes to instructional approaches which can make the learning experience more enjoyable for students and can encourage student, teacher and parent support of the programs.

### *Types of assistive technology tools for reading*

Here are some of the most helpful AT tools for reading.

***Text-to-speech (TTS)*** lets you see text and hear it read aloud at the same time. To use this tool, you click on or highlight words, and the words are read by a computer-generated voice. TTS can be used with books, emails, web pages, and any digital text. It can also be used to convert text files into audio files.

***Audiobooks*** and digital TTS books let you hear books read aloud. Some people like to read along with the book so they can see the words at the same time. Audiobooks are read by human voices. Digital TTS books are created with TTS, and use computer-generated voices.

***Optical character recognition (OCR)*** reads aloud text from images and pictures. You can use OCR by taking photos of worksheets and paper documents, and even objects like street signs. They can also scan documents in. OCR can read words from pictures on web pages (such as image files, like JPG). Like TTS, OCR uses computer-generated voices.

***Graphic organizers*** are visual representations, like diagrams and mind maps, of ideas and concepts. Students can use graphic organizers to take notes while reading, which can help with comprehension. Graphic organizers can be digital or pen and paper .

***Annotation tools*** let you take notes and write comments while reading. This can make it easier to retain information. Annotation tools can be part of software or apps, or they can be traditional pens, markers, and sticky notes.

***Display control*** allows you to control how text is displayed. When reading on a screen, they can change the font, font size, color, and spacing of text. You can also cover (or mask) parts of the screen to lessen distractions while reading. When reading on paper, you can use a simple adaptive tool, like a plastic reading guide. Some books use large print or special fonts. Or they may replace certain words with images.

**Dictionaries** and **thesauri** let you look up words you don't understand when reading. A picture dictionary is a popular tool that uses images to define words. And a talking dictionary reads definitions aloud.

Keep in mind that using AT won't prevent kids and adults from learning to read. For example, experts say audiobooks can actually help kids become better readers .

### Where to get assistive technology for reading

Some reading tools are "low-tech." There are traditional classroom tools like sticky notes and highlighter pens. You can find them at any store that sells school supplies.

Schools or teachers might provide some adaptive tools, like reading guides or graphic organizers. You can look at your school or local library for tools like books on tape or CD (they require an audio player to use).

Today, however, most AT tools for reading are used on one of three computer platforms:

**Desktop and laptop computers:** Computers typically have built-in AT options, like TTS. You can download AT software programs for reading to add more functions to computers.

**Mobile devices (like tablets and smartphones):** Mobile devices also have built-in AT. You can add more reading tools to mobile devices with apps.

**Chromebooks (and Chrome browsers on any device):** Chromebooks also have built-in AT. And you can add Chrome apps and extensions to help with reading even more.

## SWOT

### How to Develop a Strategy For Success

Use SWOT Analysis to assess your organization's current position before you decide on any new strategy.

Find out what's working well, and what's not so good. Ask yourself where you want to go, how you might get there – and what might get in your way. These are big issues, and you'll need a powerful but simple technique to help you: SWOT Analysis.

### What Is a SWOT Analysis?

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats, and so a SWOT Analysis is a technique for assessing these four aspects of your business.

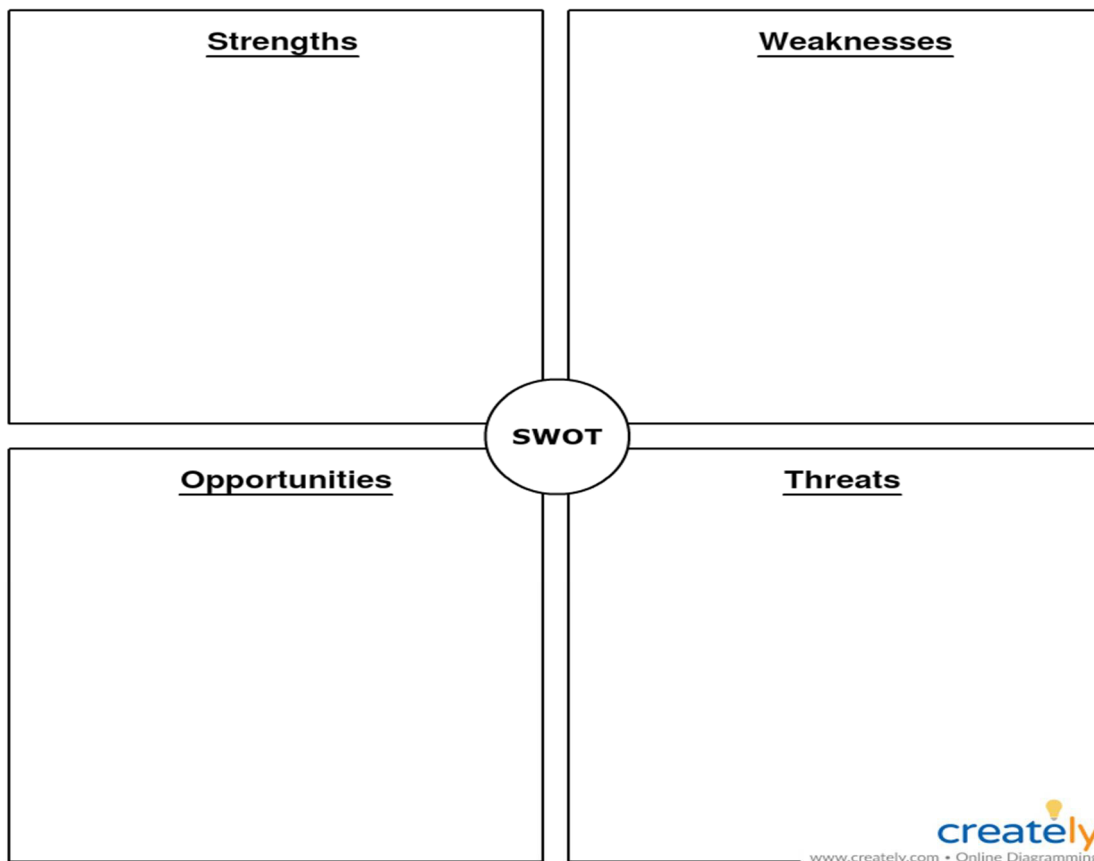
You can use SWOT Analysis to make the most of what you've got, to your organization's best advantage. And you can reduce the chances of failure, by understanding what you're lacking, and eliminating hazards that would otherwise catch you unawares.

Better still, you can start to craft a strategy that distinguishes you from your competitors, and so compete successfully in your market.

### How to Do a SWOT Analysis

First, draw up a SWOT Analysis matrix, or use our free downloadable template. This is a 2x2 grid, with one square for each of the four aspects of SWOT. Figure 1 shows what it should look like (click on the image to see a larger version).

Figure 1. A SWOT Analysis Matrix.



You can approach a SWOT Analysis in two ways: to get people together to "kick off" strategy formulation informally, or as a more sophisticated and formal tool.

In either case, gather a team from a range of functions and levels in your organization. Use Brainstorming techniques to build a list of ideas about where your organization currently stands. Every time you identify a Strength, Weakness, Opportunity, or Threat, write it down in the relevant part of the grid.

To clarify which section an idea belongs to, it may be useful to think of Strengths and Weaknesses as internal factors – that is, to do with the organization, its assets, processes, and people. Think of Opportunities and Threats as external factors, arising from your market, your competition, and the wider economy.

Let's look at each area in more detail and consider what questions you could ask as part of your analysis.

### Strengths

Strengths are things that your organization does particularly well, or in a way that distinguishes you from your competitors. Think about the advantages your organization has over other organizations. These might be the motivation of your staff, access to certain materials, or a strong set of manufacturing processes.

Your strengths are an integral part of your organization, so think about what makes it "tick." What do you do better than anyone else? What values drive your business? What unique or lowest-cost resources can you draw upon that others can't? Identify and analyze your organization's Unique Selling Proposition (USP), and add this to the Strengths section.

Then turn your perspective around and ask yourself what your competitors might see as your strengths. What factors mean that you get the sale ahead of them?

Remember, any aspect of your organization is only a strength if it brings you a clear advantage. For example, if all of your competitors provide high-quality products, then a high-quality production process is not a strength in your market: it's a necessity.

### Weaknesses

Now it's time to consider your organization's weaknesses. Be honest! A SWOT Analysis will only be valuable if you gather all the information you need. So, it's best to be realistic now, and face any unpleasant truths as soon as possible.

Weaknesses, like strengths, are inherent features of your organization, so focus on your people, resources, systems, and procedures. Think about what you could improve, and the sorts of practices you should avoid.

Once again, imagine (or find out) how other people in your market see you. Do they notice weaknesses that you tend to be blind to? Take time to examine how and why your competitors are doing better than you. What are you lacking?

### Opportunities

Opportunities are openings or chances for something positive to happen, but you'll need to claim them for yourself!

They usually arise from situations outside your organization, and require an eye to what might happen in the future. They might arise as developments in the market you serve, or in the technology you use. Being able to spot and exploit opportunities can make a huge difference to your organization's ability to compete and take the lead in your market.

Think about good opportunities you can spot immediately. These don't need to be game-changers: even small advantages can increase your organization's competitiveness. What interesting market trends are you aware of, large or small, which could have an impact?

You should also watch out for changes in government policy related to your field. And changes in social patterns, population profiles, and lifestyles can all throw up interesting opportunities.

### Threats

Threats include anything that can negatively affect your business from the outside, such as supply chain problems, shifts in market requirements, or a shortage of recruits. It's vital to anticipate threats and to take action against them before you become a victim of them and your growth stalls.

Think about the obstacles you face in getting your product to market and selling. You may notice that quality standards or specifications for your products are changing, and that you'll need to change those products if you're to stay in the lead. Evolving technology is an ever-present threat, as well as an opportunity!

Always consider what your competitors are doing, and whether you should be changing your organization's emphasis to meet the challenge. But remember that what they're doing might not be the right thing for you to do, and avoid copying them without knowing how it will improve your position.

Be sure to explore whether your organization is especially exposed to external challenges. Do you have bad debt or cash-flow problems, for example, that could make you vulnerable to even small changes in your market? This is the kind of threat that can seriously damage your business, so be alert.

## **CRITICAL THINKING IN THE FL CLASSROOM**

### Defining 'critical thinking'

Critical thinking is an important area of interest in education and stems back to the Greek philosophers, including Socrates, Plato, and Aristotle. All three philosophers embraced the values of questioning, examination, and reflection. Concepts of critical thinking today can be traced to the work of philosopher John Dewey who wrote on the centrality of critical thinking in the educational

experience. More recent concepts and practices of critical thinking emerged in the works of Lipman and Ennis. Lipman argues that critical thinking is a complex form of thinking and involves “skilful, responsible thinking that facilitates good judgment because it relies upon criteria, is self-correcting, and is sensitive to context”. Ennis developed 13 characteristics which identify critical thinkers; according to Ennis, critical thinkers are open-minded, adapt a holistic approach to situations, and look for reasons, among other things. Although a great deal of research has been done on critical thinking and differences of opinion exist about how exactly to define it, most researchers agree that “an important aspect of critical thinking is the ability to collect, evaluate, and make use of information effectively and appropriately”. Importantly, education has gravitated toward the idea that students must learn the processes of inquiry, learning, and thinking rather than simply accumulate skills and information.

Students’ development of critical thinking skills goes hand-in-hand with the types of activities and questions teachers provide and ask and, consequently, Bloom’s taxonomy. Bloom’s taxonomy identifies lower- and higher-order thinking processes. Lower-order thinking skills involve knowledge, comprehension, and application. Higher-order thinking skills include analysis, synthesis, and evaluation. Effective educators provide students with opportunities to develop both lower- and higher-order thinking skills. Effective questioning and use of inquiry as a pedagogical practice supports development of students’ critical thinking skills.

### *Critical thinking in the context of the ESL classroom*

While critical thinking is valued in all disciplines, it is especially important in subjects where there is an intimate connection with language. Simply put, as one uses language, they are demonstrating personal thinking. Listeners can often identify a speaker’s linguistic and ethnic background based on pronunciation and speech patterns; using this information, listeners make judgments about the speaker. When one does not use language well, the speaker may feel that his or her thinking is being exposed and judged in a negative way. Although this may be true in some instances, when the involved speaker or writer is also a student of English as a second language, such interpretation is too simplistic.

As indicated above, all students need to develop critical thinking skills and be given opportunities to practice and develop higher-order thinking; however, the asking of and responding to higher-order tasks questions can be problematic for ESL students. Often teachers wrongly equate language proficiency with cognitive ability. Some teachers assume that because ESL students have difficulty with language, they also have difficulty thinking critically. As a result, teachers may give lower-order tasks and ask closed-ended questions to ESL students which offer little opportunity to develop critical thinking skills, take chances with language, and, ultimately, develop linguistic competence and fluency. In fact, this approach is problematic on a number of levels: classes can be too elementary; students and teachers may become bored; and student progress can stall. Many ESL students, when given opportunities and appropriate supports to complete higher order tasks and answer complex questions in their own languages, flourish.

### *The need for ESL students to develop critical thinking skills*

In order to achieve their personal, educational, and professional goals, ESL students require fluency with language as well as skills to think critically about issues that are present in their educational or working careers. Importantly then, students require support in developing language skills as well as other skills as they are required “to think, to reason, to communicate, and to continue their learning outside the classroom”. Carefully honed critical thinking skills are necessary for students’ personal success as well as the success of the institutions and companies at which ESL students will study and work. Many universities have expressed concern about ESL students meeting the academic demands of university courses and have developed skills-based courses to support these students. Thus, ESL teachers need to ensure that they are equipping students with the academic and critical thinking skills necessary to be successful at higher levels of education and in the workplace.

### *The role of the teacher in developing students’ critical thinking skills: Providing support and challenging beliefs*

#### *Support*

Fundamental to the development of critical thinking skills is the environment in which these skills are nurtured and encouraged. Given that critical thinking in the ESL classroom involves learners taking significant risks both with respect to language and the formation of ideas more generally, learners can be hesitant and shy to engage with these types of tasks. Thus, a learning space in which students feel comfortable, safe, and appreciated is essential. According to Iakovos, an ESL classroom which fosters the development of critical thinking skills is a “friendly, supportive and non-threatening classroom atmosphere [that] can have a positive impact on students’ motivation and language performance”. Learners need to feel that their ideas will be accepted and considered fairly and respectfully. Instructors need to work to ensure that students engage with all members of the class and materials in respectful and supportive ways. If students are made to feel that their ideas are not important or valued, they may lose motivation, and the development of critical thinking skills will stall.

#### *Challenge and beliefs about students’ abilities*

In addition to feeling safe in the learning environment, students need to feel a sense of challenge. Research has shown that well-designed tasks and questioning advance the development of critical thinking skills and that presenting ESL students with higher-order tasks and questions results in more language production than lower-order tasks. At the same time, research has also shown that teachers ask ESL students lower-order questions much more frequently than higher-order questions; this practice is linked to teachers’ perceptions of students’ abilities. Teachers can be hesitant to ask ESL students higher-order questions and thus cultivate students’ critical thinking skills because they believe that tasks that require critical thinking are too challenging for these students. While this belief may be true in some instances, in the overall, it is an inappropriate springboard for



learning and for preparing students for the academic and professional challenges that they will experience. Accordingly, teachers need to provide opportunities for students to develop critical thinking skills in their daily lessons and to experience challenge.

A review of literature by McNeil found that teachers' perceptions of students affect their questioning patterns; likewise, students' perceptions of themselves affect their levels of confidence and belief in their abilities to answer difficult questions. McNeil states that teachers need to change more than just their questioning patterns; teachers need to be conscious of their beliefs about students' abilities and learning processes. In other words, teachers need to regard their students as highly capable learners and present learners with tasks that are innovative, interesting, and ultimately, challenging.

A number of activities that promote and nurture the critical thinking skills of ESL students are offered below. The suggested activities are grounded in the author's 10 years of experience working with ESL students across a variety of learning situations including general language classes, English for Academic Purposes classes, and test preparation classes. In the author's experience, the activities described engage learners, encourage collaboration and communication, allow for diversity of ideas, and help students create connections between ideas and skills. The activities are sorted into two categories: activities that challenge the self and activities that encourage collaboration and communication with others.

#### *Critical thinking activities that challenge the self*

Growth and learning occur when one is encouraged to consider what they already know and connect this knowledge with new ideas and information. The ability to make connections between previously known and understood ideas and information and new ideas and information is an important skill for learners to negotiate the world in which they live.

#### *Prediction activities*

Prediction activities are a valuable way for students to consider the information that they already know about a topic and use it to inform what they believe a different topic will be about (Literacy Work). With respect to reading and listening skills, students can be encouraged to make predictions based on the title of a text/video, the images within a text/video, or a few select words or phrases taken from the text/video. Encouraging students to make guesses about texts based on limited amounts of information will encourage them to make links with topics that they are already familiar with and extrapolate or hypothesize. It likewise primes students for reading/listening materials and will help with comprehension and engagement. Confirming or refuting predictions after a reading or listening task will help learners see how old and new information fits, or does not fit, together.

### KWL

KWL charts (What I Know, What I Want to Know, What I Learned) are not new to teaching and learning; this is perhaps because they are valuable tools to foster critical thinking among learners. KWL charts are useful in encouraging learners to think about new and unfamiliar topics. The What I Know column on the chart empowers students and reminds them that they are holders of knowledge about various topics. This perspective is particularly important in an ESL classroom where learners can sometimes feel powerless and vulnerable due to the inherent understanding in the classroom that English is dominant, and the teacher is the holder of knowledge. The What I Want to Know column sparks interest and engagement with topics and motivates students to want to learn and discover new information in the target language of English. Finally, the What I Learned column encourages reflection and appreciation for the learning process and the language that is involved in that process. Students often feel a sense of pride when considering the What I Learned Column, particularly when they are reminded that they learned it all in English. Although these charts are quite simple, they are powerful tools in a supportive classroom dedicated to fostering critical thinking.

### Perspective taking

Putting yourself in someone else's shoes and understanding what and how another person may be thinking and feeling is an extremely difficult activity that requires an open mind, a deep understanding of a situation or issue, and a willingness to be vulnerable. Despite its challenges, it is an exceptionally effective classroom activity that can foster learners' critical thinking skills. Activities that encourage considering others' perspectives involve deep understanding of an issue or situation, sensitivity to the ways that one might interact and relate to others, and strong communication skills so that perspectives are presented in authentic, sensitive, and culturally appropriate ways. Clearly, these types of exercises require extensive thinking and understanding.

One way to bring this concept to life in an ESL classroom is to take a reading text from a course book, for example, and to have students rewrite the information/narrative/story from the perspective of another person. Possible perspectives include those of a person from a different cultural group, age, or gender. Alternatively, students could take a story or fairy tale that is popular in their own language and rewrite it for an English audience. Students should be encouraged to consider the types of themes, characters, and symbolism in the story and how these elements might be understood and interpreted by the audience. Upon rewriting the text, students should share and explain their choices highlighting similarities or differences between the original text and their interpretation.

In a speaking lesson, role plays are excellent activities to encourage perspective taking. Role plays require students to consider how others might react in particular situations. In addition to role plays being ways for students to practice common scripts used in English, they involve understanding and thinking about the

responses and reactions of others. Role plays can be helpful for teaching about aspects of culture that may be unfamiliar to students.

Again, students need to feel safe and comfortable in the learning environment for perspective taking activities to be successful. Importantly, the instructor needs to remind students about the dangers of slipping into stereotypes. Perspective taking activities allow for important discussions about culture.

### Critical thinking activities that create opportunities for interaction and collaboration

Activities and tasks that facilitate interaction and collaboration among students foster critical thinking. While it can be challenging to work with others and to understand the approaches that different people take in order to solve problems, the benefits are substantive. Working together with others requires significant communication, creativity, and innovation. Therefore, teachers should work to design activities that require purposeful and meaningful interaction and collaboration between students in the ESL classroom.

### Debates

Debates are extremely effective and engaging for students, and they require students to develop and use critical thinking skills (Iman, 2017). Debates require students to take, explore, explain, and defend a position. Students can be free to choose the position to defend or, to add a layer of challenge, teachers can assign students positions to defend. Assigning students positions to defend can increase the level of challenge involved in this task because students may be forced to consider and defend opinions that they do not necessarily agree with.

Debates are inherently interactive and require extensive listening and speaking on behalf of the participants. Essential to a good debate is preparation so that students can feel confident expressing their opinions and ideas. Further, it is helpful to encourage students to anticipate beforehand the arguments the opposing side might present; this requires significant forethought and an appreciation for the fact that multiple perspectives exist. Debates also require significant active listening and processing of information during the actual live debate situation. Active listening will ensure that students respond appropriately and logically to the arguments presented. Debate about topics that are directly relevant to learners' lives will generally result in the most engaging and successful lessons and thinking.

### Seminars

Seminars in which students serve as experts on specific topics and lead discussion are valuable activities that encourage critical and creative thinking. One approach is for students to choose a topic related to the theme of the unit and to partake in independent research about the topic. Students should be given a degree of freedom in choosing their topics so that they are engaged in the research and have a genuine desire to learn more about their topics. Then, students need to run a seminar with a small group of students. During the seminar, the student shares

some of the interesting research that he or she has found and leads a group discussion about the topic based on a series of discussion questions prepared in advance.

Running a successful seminar requires students to use critical thinking skills throughout the entire experience. First, students need to find research relevant to their topics and decide which information is necessary and interesting for their classmates. Then, students need to decide how to share their research in engaging ways. Finally, students need to draw their classmates into conversation about the topic in accessible and meaningful ways. Creating relevant and stimulating discussion questions can be extremely challenging. Likewise, managing group conversation so that it runs smoothly and naturally is an important skill for all learners, especially for learners who are working in a language that is not their first.

### *Problem solving tasks*

Tasks that involve working with others to solve a problem always require students to think critically. According to Snyder and Snyder (2008), “students who are able to think critically are able to solve problems effectively” (p. 90). Problem solving tasks can be complex or relatively simple. An example of a task that requires students to problem solve involves asking students to create a product to solve a common, everyday problem such as the difficulties of waking up in the morning or stubbing one’s toe on the side of the bed in the middle of the night. These problems are universal and students will certainly have had experience with them. Students work in groups to design a product that they think will solve the problem; then, they need to pitch their idea to the class. Certainly, this type of task can be much more involved; for example, students could work together to create a poster or presentation focused on a real-world problem, or they could work together to build a product or item that fills a need that exists in the classroom or a designated community.

This type of activity is inherently creative and requires diverse skills. Working with others requires communication, listening, strategizing, and navigating problems with others. Working together to solve problems is representative of the work students will experience in academic studies and the workplace.

### *What makes you happy?*

In this free critical thinking activity, students consider what makes them happy. The students then share the information with their classmates and examine the findings. Give each student a copy of the worksheet. The students begin by writing down ten things that make them happy. The students then share the information with a partner and ask each other why those things make them happy. Afterwards, each pair joins with another pair to make a group of four. The group discusses and finds out the most popular categories for happiness, e.g. health, education, money, relationships, etc. Students write the most popular categories from their group at the top of each column in the chart on the worksheet and write

examples underneath, e.g. 'If someone says having a well-paid job, students put that in the 'money' category'. Each group then tells the class their findings. The other students listen and give their opinions on the categories and examples. Write the most popular categories on the board and examine the findings together as a class. This can lead on to a discussion about the reasons for happiness and how it is important to choose the right things to make you happy.

### Island Adventure

In this free desert island survival activity, students use their critical thinking and problem-solving skills to survive being stranded on a desert island. Tell the students that their boat is sinking and that there is a desert island nearby. In groups of three, students choose four items to help them survive on the island from a worksheet. The students then complete the worksheet by naming the four items and explaining why they chose each one. Each group then explains their choices to the class. After that, the groups find out what challenge they face on the island by choosing a card. Each group reads the challenge on their card and makes a plan on how they are going to survive on the island using the four items to help them. Afterwards, the groups take it in turns to read their challenge and present their ideas to the class. Assess each group's chances of survival and score each group between one and three points according to their ideas. After each group has presented, they roll a dice and the awarded points are combined with the number on the dice. Groups need to score four or more to survive. A score of six or more is needed to thrive on the island.

### Stress

This insightful critical thinking lesson helps to teach students about the topic of stress, its causes, and how to deal with it appropriately. The lesson also helps students to use their critical thinking, problem solving, data collection, analyzing and evaluating skills. Students begin by working in pairs and interviewing their partner on the top ten most stressful things in their life. Each pair then joins with another pair to make a group of four. The students compare and discuss their answers and come up with the top five most stressful things for their group. The group then discusses and writes down the cause or causes of each stressful thing. After that, the students conduct a class survey on how to reduce stress and relaxation methods. The students go around the class and interview their classmates using the useful questions on the worksheet. Students make a note of whether each person they speak to is male or female and how they relax and reduce stress. When the survey is complete, the students re-group and read all the data they collected and rank the findings into healthy and unhealthy ways to reduce stress. After that, each group makes a poster showing the results of the class survey.

### The Elevator

This problem-solving speaking activity is useful for practicing critical thinking, negotiating, problem solving, prioritizing and making preferences. The

activity can also be used to practice giving opinions, agreeing and disagreeing. Give each group of four a copy of the worksheet. The students' task is to discuss the situation on the worksheet for 15 minutes and negotiate an outcome. The situation is that there are fourteen people trapped on the 26th floor of a burning building. There is one working elevator, which holds a maximum of eight people. The elevator can only go down once. Each group has to decide which eight of the fourteen people on the worksheet they will save and why. When the time limit has been reached, each group tells the class which people they decided to save and why.

### *The Rose*

This free critical thinking lesson helps students to think about and discuss the topic of love and understand peoples' different interpretations of what love is. The students begin by reading a short story about how a love song came to be. Students then answer a set of reading comprehension questions based on the story. Afterwards, the students listen to a song based on the text and complete a gap fill. After the students have listened to the song three times, elicit the answers from the students. The students then discuss the meaning of the song as a class. The students then answer discussion questions based on the lesson and talk about their answers in small groups. Finally, there is a class feedback session to discuss the students' answers to the questions.

### *What's the criteria?*

In this critical thinking and problem-solving activity, students guess what criteria was used to put a list of ten jobs in order. Divide the students into groups of six and give each student a card. Working alone, the students order the jobs on their card, according to the given criteria (one being the most important and ten being the least important). When the students have finished, they use their problem-solving skills to guess what criteria other students used to put their list of ten jobs in order. The students then take it in turns to read out their order from one to ten. The other students in the group analyze the list and discuss the possible criteria. The student with the card listens but cannot help in any way. The students then give their answer. If the students guess correctly, the next student reads out their card. If not, the students keep guessing until they get it right. When the groups have finished, there is a class feedback session to discuss the job order, according to each criteria.

### *When Prayers are Answered*

This rewarding critical thinking lesson delves into the topic of reincarnation. The students begin by listening to a song based on reincarnation and completing a gap-fill. The students listen to the song three times. Next, elicit the answers from the students and then discuss the meaning of the song with the class. Afterwards, the students read a short story called "When Prayers are Answered." Students then answer a set of true or false and reading comprehension questions based on the story. Next, students write a continuation and ending for the story in their own

words. When the students have finished, they read the ending to a partner and compare their ideas. After that, read the final part of the story together as a class and the students discuss similarities and differences to their story. The students then answer discussion questions based on the lesson and talk about their answers in small groups. Finally, there is a class feedback session to discuss the students' answers to the questions.

### Survivor

In this engaging problem-solving activity, students use their critical thinking and problem-solving skills in order to survive an imaginary emergency. Give each group of three a copy of the worksheet. The students begin by reading a background story about a plane crash. In their groups, students then discuss the ways they would face the emergency situation in the story and pick five items to help them survive. The students then write down the reasons for their five choices, e.g. a mirror for signalling rescuers by day, a parachute for shelter and as a visual SOS signal. When the groups have finished, they take it in turns to explain their choices to the class. After each group has presented, the other students give feedback on the group's ideas. Then, the class votes to see if they think the group could survive using the items or not. Afterwards, there is a class discussion about the students' solutions and the class comes up with a list of the five best survival items from the worksheet. Next, the groups practice conveying important information in an SOS emergency call in the most effective way possible. The students' task is to call a rescue team and explain where they are and the situation in one minute. The students practice the emergency call first in their groups and then perform it in front of the class.

### Your Views

This critical thinking speaking activity helps students to use their critical thinking skills to discuss a set of controversial questions. Give each group of four a set of questions. The students read the questions and then choose three to discuss. The students then have five minutes to discuss each question and come up with an answer, noting down the reasons for their answer and any considerations they made. When all three questions have been discussed, each group chooses a spokesperson to present the group's ideas to the class. After each group has presented, the rest of the class give their views.

### Zero Sum Negotiations

In this critical thinking activity, students practice and reflect on zero-sum negotiations. Divide the students into pairs and give each student a minimum goal card. Tell the students that they have been given \$100 that they must divide with their partner. However, each student must try to get at least the amount on their minimum goal card. Explain that this is a zero-sum negotiation and that the students may use any negotiation tactic they like and make up any story as to why they need the money. Set a five-minute time limit for each pair to reach an agreement and have the students negotiate with their partner for a share of the

money with each student using their own story or tactic. Once the five minutes are up, the students show their partner their goal card. Ask several pairs to share their goals and the results of their negotiation with the class. Then, collect in the goal cards for the second round. Next, have the students change partners. This time, give each student a role card as well as a new minimum goal card. The students then repeat the five-minute negotiation as before using the instructions on their role card to influence how the negotiation goes. After an agreement has been reached, the students reveal their role and goal card to their partner. Next, give each student a copy of the worksheet. The students answer the discussion questions, reflecting on their experiences in the negotiation sessions. When finished, lead a class discussion on the questions and have the students share their reflections.

## **SOCIAL EMOTIONAL LEARNING IN THE FL CLASSROOM**

Today, more than ever, classrooms in the United States are full of English language learners (ELLs). In fact, about one in 10 students consider English as their second language. ELL and immigrant students have unique learning needs. Many are unfamiliar with U.S. cultural norms and learning a new language can be difficult. These students often suffer from high levels of stress, anxiety, and the inability to form meaningful relationships with peers or educators. To effectively support ELLs, educators must adjust their teaching practices. Part of this adjustment is understanding the challenges ELL and immigrant students face and how social and emotional learning (SEL) can help.

SEL can ease ELL and immigrant students' transition into schools and communities. It promotes strong relationships with educators and peers and lessens the challenges of learning new cultural norms. SEL also nurtures cooperation, clear communication, and conflict resolution. Additional benefits include stress management, motivation, self-efficacy, and confidence to seek and offer assistance when it's needed.

Here are five tips for engaging ELLs by using SEL:

**1. Teach stress management.** Everyone needs to learn how to manage stress — it's a normal part of our everyday lives. For ELLs, it's important to start by teaching them how to express their feelings using English words and phrases. This will not only improve their language skills, but also give voice to their feelings and ability to ask for help.

**2. Use SEL visual aids.** Every educator who has worked with ELL students knows the power of visual aids. When teaching social and emotional concepts, use flash cards, posters, and images to improve comprehension and understanding. Pinterest has many free printables that can help your students identify and recognize emotions. Or, try a free image library for educators such as [Pics4Learning](#) or [Shahi Visual Dictionary](#). Teach the English words and phrases that exemplify each emotion, and discuss cultural nuances and appropriate reactions to emotions.

**3. Build students' confidence.** ELL students may lack confidence, and this can impact their academic performance and ability to assimilate. Research shows that



when students believe they are capable of doing or learning something, they are far more likely to persist and overcome challenges. On the other hand, when students lack confidence in their ability to perform a task or overcome a challenge, they are more likely to give up and may even go out of their way to avoid working toward the desired outcome. Build ELL students' self-confidence with these actionable steps:

### *1. Praise their efforts*

This may sound obvious, but sometimes the progress made on a learning journey can be forgotten. So praise your students for what they did well and when you're correcting their work remember to tell them what they did right, not just what they did wrong. If your students can recognise that they are progressing, it will help them to be motivated to keep learning – no matter what their pace is.

### *2. Avoid correcting every word in free speech*

It's important to correct students' mistakes but if you correct every single one, then their confidence will suffer, as they will feel they're making too many errors. Instead, make necessary corrections – and remember to emphasise their strengths – but try not to interrupt too much during performance activities. It's better for students to let go of their inhibitions and try to speak in English.

### *3. Ask them about their goals*

Young pupils may be learning English as part of their standard education requirements, but acquiring a new language can let their minds roam. So ask them what they want to do with their new skills – and help them get there. This will provide great motivation for lessons. If your learners are older, they will have specific goals they are aiming for – again, plan lessons that help them strive for language learning success and remind them of their progress. For example, start a lesson by telling your students that today they will learn how to check into a hotel. Finish the class by saying, "Congratulations! Now you're ready to check into any hotel!"

### *4. Encourage them to ask questions*

If learners continue not to understand something, they'll remain puzzled by the tasks they are set. Encourage them to ask questions when they don't understand. Not only will this give them solutions, it'll help them gain a sense that they are taking responsibility for their own learning. Being able to move on to the next level will do wonders for their self-confidence.

### *5. Give them a chance to teach you*

We've previously talked about using subjects that your students are interested in to fuel their appetite for learning English. These include using songs with English lyrics and popular movies and TV shows. It's highly likely that your students will know more about these subjects than you, so let them be the teacher in the classroom. For example, say you want to get them to talk about Beyoncé,

then say to them: “I know nothing about Beyoncé, so you’ll have to tell me all about her.” Once you can get your students talking about your chosen subject, turn it into an English learning exercise by asking your students to describe her, to talk about her songs and movies and to reveal what they like about her, and so on.

#### *6. Use visuals*

Visual prompts like household items, flashcards, posters and photographs stimulate learners and help them if they are struggling to find a word. For example, if a student has been asked to tell a story to the class, they’ll feel more confident if they have the pictures they can follow along with. Visual items can also help learners spark conversation with confidence and even add to their vocabulary.

#### *7. Instil habits and repetition*

By encouraging your students to practise their English and repeat phrases, they’ll become so familiar with the language that they can speak it with increased confidence. A good place to start is by teaching them essential phrases that they will use, such as: “Where is the toilet?”, “Have a nice weekend” and “Where can I get something to eat?”

**4. Foster strong relationships.** Strong teacher-student relationships are important for all students, but especially for ELLs. ELLs often feel isolated when they enter a new place and culture. Having a teacher they can trust can make a big difference. There are many ways to build relationships with ELL students. Check in with the student on a daily basis verbally or with a written note; get to know the student’s family; or learn about the student’s culture.

**5. Set S.M.A.R.T. goals.** Encouraging and teaching students to set specific learning goals can keep them motivated to continuously improve. Help students avoid setting vague objectives, such as “I want to learn English,” because these can be difficult to achieve. Instead, use the S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time Based) model, which breaks goals into manageable tasks. This model can help your students create attainable goals that will keep them engaged and motivated to keep progressing.

SEL can engage ELL students in learning and help them achieve academic success. SEL nurtures clear communication, stress management, relationship-building, self-efficacy, and effective goal-setting. And, developing ELLs’ social and emotional skills makes teachers’ jobs easier because students become more engaged, motivated,

### *Powerful SEL Activities*

#### *OPENING ACTIVITIES*

1. **Mindfulness:** The benefits of mindfulness range from improved working memory to stress reduction. Here are two ways Aukeem Ballard, an HCC teacher, facilitates mindfulness:

- Visualization to release stress: Have your students imagine what stress looks and feels like inside their body, and then ask them to release it. “The mindfulness practice makes you think the stress is coming off your body,” says Geoffrey, a 12th-grade student.

- Noise isolation: There are a variety of sounds that your students hear when they’re in your classroom, from students walking in the hallway to outdoor construction noise. Have your students focus on one noise and describe it to themselves and recall the last time they interacted with it.

2. ***Name the emotion you’re bringing to class:*** Have each student call out the emotion they’re feeling. This helps each student know how they and other students are feeling, what different emotions look like, and how to better interact with their peers based on how they’re feeling.

3. ***Write down, rip up, and throw away your stress:*** Have your students write down their expectations and insecurities, rip them up, and throw them away. This emotional check-in takes about three minutes. By acknowledging how your students are feeling at the start of each class, you’ll acknowledge their barriers to learning and create a safe space for your students to overcome them.

4. ***Growth mindset vs. fixed mindset share-out:*** Have your students share moments when they have demonstrated a growth and fixed mindset.

5. ***Quote of the day:*** Introduce a quote relevant to what your students are learning or to a shared experience—for example, an act of violence in the community. You can facilitate a whole-class discussion, group students into pairs, or have each student share a one-word response to the quote. This gives students the space to reflect on their beliefs and experiences and whether they agree or disagree with the quote and other students’ opinions, and it gives them insight into their peers’ perspectives and feelings.

6. ***Where we came from:*** Collect baby pictures from your students. Project one baby picture at the start of class, have your students guess who it is, and then have the featured student share something about their childhood.

7. ***Starting positive:*** Have each student tape a sheet of paper to their back and then walk around and write positive qualities about their peers on their backs.

8. ***Motivational moment:*** Have two students start the class with a three- to five-minute presentation—and come up with two or three discussion questions—based on their interests. The presentation must be related to the course content in a real-world context. “Many students include a video for visuals and increased engagement, but it’s optional,” says Ching. Have the rest of the class partner up to discuss their questions for one minute and then give them the opportunity to share

out to the whole class. This exercise gives your students insight into their peers' interests.

### *GROUP SHARING*

9. ***Circle sharing***: To encourage active listening, create small groups. Have your students position their chairs in a circle so everyone can make eye contact. To strengthen empathy, you can facilitate deeper discussion around what a student shares by asking, "Why did that student share what they did?" or "What perspective is that student coming from?"

10. ***Write a poem from someone else's perspective***. Have your students choose someone they don't know. This helps them to understand that they don't "need to be best friends with someone to empathize with them," explains Ballard.

11. ***Have a conversation with someone you don't know***. Have your students pair up with a student they don't know and provide the pairs with five questions to ask each other. Each student introduces their partner to the class, speaking as if they were their partner, while the rest of the class looks at the student being introduced. "We don't see people sometimes," says Ballard, "and this exercise helps students to see each other more deeply."

12. ***Play interest and identity-related bingo***. Instead of squares filled with numbers or vocabulary words, create cards with information relating to your students. Summit's Bingo cards have things like "'I like to read' or 'I was born in a different country,'" says Armando, a ninth-grade student.

### *CLOSING ACTIVITY*

13. ***Appreciation, apology, aha***: Have your students get in a circle and share an appreciation, apology, or realization with the group. Students in Ballard's class have shared things like:

I would like to appreciate Brenda for facilitating the conversation in our small group.

I would like to thank everyone for taking this class seriously.

I apologize to everyone for having my headphones in for half of the time.

Encourage authentic and timely apologies. Apologizing for something that happened a long time ago has less impact than apologizing for something that happened that day or week. Let your students know that they don't have to name who they're apologizing to when they apologize for what they did.

Help students share helpful, not harmful words. Have your students snap, clap, or shake both hands when they hear something that resonates with them.

## RESILIENCE IN FOREIGN LANGUAGE LEARNING

Academic resilience is defined as the ability to effectively deal with setback, stress or pressure in the academic setting. Resilience is related to the notion of Perseverance, the persistence in a course of action; the ability, that is, to stay on course despite adversities.

In order to learn to stay on task in the face of adversities one has to practise overcoming obstacles, such as boredom, task complexity, mistakes, cognitive deficits and failure in general; and it is our duty as teachers to equip students with the metacognitive, cognitive and affective strategies which will help them cope.

Hence, from the very early days instruction ought to include:

1. Inductive learning;
2. Challenge and risk-taking in a safe and non-judgmental environment (see point 6, below)
3. Activities fostering autonomy and resourcefulness;
4. Awareness-raising of the rationale for each learning activity – especially the boring and dull ones; that is, how it can enhance learning;
5. Praise for each observed instance of resilience and perseverance;
6. A positive attitude to error-making – students must be made to accept error as a necessary and valuable by-product of learning which propels language acquisition further; not something to be afraid of. A lot of care must be taken in order to ensure that corrections are perceived by the students as non-judgmental as possible
7. Self-efficacy enhancement (see my post on self-efficacy for this) – teachers must develop ways to heighten their learners' expectancy of success, i.e. their sense of being able to succeed at specific language tasks and at MFL learning in general.
8. Cognitive and affective coaching by the teacher– students must feel that their teacher is going to support them every step of the way should they get 'stuck'; not by doing the work for them, of course, but by pointing them in the right direction through effective questioning and/or cueing;
9. Role-modelling – research on resilience shows the importance of the input of 'charismatic adults' in developing young learner resilience. If the teacher or other adult in the classroom is perceived as a resilient and tenacious individual, this may inspire their student to follow in their footsteps. Older students, too, may serve as role-models if the target pupils can identify with them across a range of attributes (e.g. gender, age, sub-culture, ability range, family circumstances, etc.); the fact that someone perceived as similar to them was successful, may enhance their perseverance and resilience.
10. The establishment of a culture of empathy and mutual respect and support in the classroom, so that when students do make mistakes or experience setbacks, they will have empathetic peers who will provide affective scaffolding.
11. Affective strategies modelling – strategies like inner talk or self-relaxing techniques can be modelled to the students through think-aloud techniques

or videos to help them enhance their coping skill. Modelling the use of motivational quotes (like the ones that you will have posted on your classroom walls) as a strategy to ‘push’ oneself forward when feeling down can be of a great help, too.

12. Last but not least: some ‘boring’ activities (e.g. old-fashioned translation, verb drills and conjugations), provided that the students are told why they are important and relevant to their learning.

In order to become resilient our students must be made aware of and experience the challenges and inevitable setbacks that language learning entails whilst feeling part of a safe, supportive and empathetic learning environment where errors are tolerated or even encouraged.

### *Five ways to build resilience in students*

#### **1. Promote positive emotions**

Nowadays, for various complex reasons – not least the global pandemic – more students are suffering from bouts of anxiety and stress.

In the face of rejection, fear, loss and disappointment, having a more positive outlook can have a calming effect. So one way of combating this in the classroom is to promote positive thinking and emotional processing. Your students will be in a much better state of mind to tackle the problems they face and reduce anxiety around certain aspects of their lives.

#### **How to introduce positive thinking into the classroom**

*Introducing mindfulness techniques* into the classroom can be a great way to increase overall positivity among your students. One way to do this is try meditation in class (online or in-person), by having students sit quietly and with a guided breathing exercise for five minutes at the start of the lesson.

Another is to encourage your students to each come up with a positive daily affirmation to put on the board or wall as a reminder and to inspire positive thinking.

#### **2. Teach the importance of health and wellbeing**

Resilience is not only psychological but physical too. In order for students to feel strong and ready for life’s challenges, they’ve got to be feeling good physically. This means sleeping enough hours during the night, doing some regular exercise, eating a healthy diet and drinking plenty of water.

Not only will this keep students fit and healthy, it will in turn improve their personal wellbeing and mental health. This will help to make them more resilient, strong and capable.

#### **How to teach health and wellbeing in class**

A great way to get students thinking about their health and wellbeing is by facilitating a group discussion on healthy habits. Ask your students to name one healthy habit e.g. eating five pieces of fruit or vegetables per day, and make a list of their suggestions.

After the list is complete, ask students to pick three healthy habits they will try that week. Once the week has passed, ask your students to reflect on how these

habits have impacted them. Ask them to choose another three for the following week.

### **3. Encourage goal setting**

Teaching students to set achievable goals in class helps them focus on specific tasks. The process of goal setting encourages students to reflect on what they want to achieve and gain. It also offers them the opportunity to think about potential obstacles they may face and how to overcome these.

Students will be able to witness their development firsthand and feel a sense of accomplishment at reaching their goals. More importantly, they will also experience setbacks along the path to reaching their goals. This will teach them how to face challenges, overcome obstacles and build resilience.

#### **How to encourage goal setting in the classroom**

Having your students set SMART goals is a great way to introduce them to this technique. SMART goals are: Specific, Measurable, Achievable, Relevant and Time-bound. One way to show your students how these work is by sharing some of your own goals in class. For example:

Goal: I want to complete this term's reports for all my students this week

- Specific – I will make sure that every report is written and ready to share.
- Measurable – I have 25 students in total.
- Achievable – I will set aside five hours this week to complete the task.
- Relevant – It will help students understand whether they're on track with their learning.
- Time-bound – I have until Friday this week to complete it.

Alternatively, ask your students to answer the following questions when setting goals:

- What do I need to do?
- How will I measure my progress?
- How will I do it?
- Will it help me improve my English skills?
- When will I need to complete it by?

### **4. Develop problem solving skills**

Problem solving skills are fundamental to child development as they help to create confident and capable children, who then become confident and capable adults. Research suggests that students who learn how to find solutions to problems early on are more likely to be able to cope with issues later on.

When students are asked to face problems either alone or in a group, they learn to tackle challenges. As such, they understand how to approach problems, calculate risks and think logically. This in turn helps them to become more resilient.

#### **How to introduce problem solving skills into class**

Each time a student faces a learning problem they're happy to share publicly, write it on the board. Then, have students brainstorm the best ways to solve the problem, experimenting with different strategies. Not only can this help solve the problem, it will help teach your students how to deal with difficult situations as they arise.

## 5. Practise gratitude

Practising gratitude is more than just saying ‘thank you’. It is a technique that helps students remind themselves of what is positive in their lives. Be it friends, family or their health, there is always something to be thankful for. This activity helps to generate optimism and remove negativity.

Neuroscientist and author of *The Upward Spiral*, Dr. Alex Korb states that practising gratitude ‘brings the power to elevate your physical and mental health, boost happiness, improve sleep, and help you feel more connected to other people.’ All of which can help our students become happier, healthier and more resilient individuals.

### How to encourage your students to practice gratitude

Once a week, ask your students to express one thing that they are grateful for. Write this down on the board and have students review it and discuss it. Ask them how they feel after seeing this information in front of them. Do they feel more positive or motivated?

Note how this changes their attitude and remind them that they can use this tool at any time when they are feeling negative.

## Питання для самоконтролю

1. Which statement about the modern use of CALL is true?
  - A. Modern CALL views language as discrete components.
  - B. Learners in modern CALL are encouraged to manipulate technology to complete tasks or communicate with real audiences around the world.
  - C. Modern CALL emphasizes the use of the behavioristic approach.
  - D. Modern CALL emphasizes programmed-learning.
2. Since the Internet is totally unregulated, it is important for users to determine whether the information in a website is worth trusting. Some guidelines to evaluate a website include:
  - A. Look at the URL.
  - B. Scan the perimeter of the page (authorship, currency, credentials on the subject).
  - C. Examine the quality of information (sources of information, authenticity).
  - D. All of the above.
3. Which of the statements about the design of CALL programs is NOT true?
  - A. A "point-and-click-let's-move-on-quick" approach is not a good one for the design of CALL programs.
  - B. A good CALL program should use multiple modalities to support various learning styles and strategies.



- C. Technology is racing ahead of pedagogy; thus, technology should drive the pedagogy of CALL.
  - D. A good CALL program should place greater emphasis on guidance than on control.
4. Which statement about multimedia is NOT true?
- A. Multimedia includes texts, sounds, images, animations, and videos.
  - B. There are two types of multimedia: web-based multimedia and multimedia on CD-ROM
  - C. Multimedia offers many exciting opportunities for language learning and helps to integrate the learning of four language skills.
  - D. The use of multimedia is not recommended when a communicative language learning approach is emphasized.
5. According to Butler-Pascoe and Wiburg, there are twelve attributes considered essential to the success of technology-enhanced language learning environments. If we categorize these attributes into three types: presentation, interaction and pedagogical effectiveness, which of the following attributes does NOT belong to presentation?
- A. Use multiple modalities to support various learning styles.
  - B. Provide sheltering techniques to support language and academic development.
  - C. Supply comprehensible input.
  - D. Utilize task-based and problem solving activities.
6. According to Davis, which criterion is NOT included in his module when evaluating CALL software?
- A. Is it too expensive to buy?
  - B. Is the user interface easy to understand?
  - C. Is it easy to navigate through the program?
  - D. Is the level of language that the program offers clearly indicated?
7. Which of the statements about the use of CALL programs is NOT true?
- A. CALL programs that involve a higher level of technology are likely to provide greater help to language learning.
  - B. CALL programs can provide multimedia materials and predetermined feedback.
  - C. There is a danger of relying too much on the computer's ability to process the learner's input.
  - D. The success of the computer in the tutorial role depends on how reliably the program manages the student's learning and on how timely, accurate and appropriate the feedback is.

8. Which description about web-based multimedia and CD-ROM is NOT true?
- A. Web-based multimedia can offer computer-mediated communication, like online discussion, which helps to foster an online learning community.
  - B. CD-ROM can provide more spontaneous human to human interaction through computers.
  - C. Web-based materials can be updated or modified by the author at any time, while the materials on CD-ROM cannot be changed once they are produced.
  - D. Web-based multimedia materials usually offer more in terms of presentation rather than interaction.
9. Continuing Question 8, which of the following attributes does NOT belong to interaction?
- A. Provide interaction, communicative activities and real audience.
  - B. Support collaborative learning.
  - C. Provide appropriate feedback and assessment.
  - D. Foster understanding and appreciation of the target and native cultures.

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1. According to the comprehension approach, the teaching of speaking should be delayed until comprehension skills are established.
- A. True
  - B. False
2. The comprehension approach was supported by Krashen's Monitor Model of second language acquisition. This model consists of five hypotheses: Acquisition-learning hypothesis, Monitor hypothesis, Natural order hypothesis, Input hypothesis, Affective filter hypothesis.
- A. True
  - B. False
3. Which of the following descriptions about the comprehension approach is NOT true?
- A. Skills acquired through listening transfer to other skills.
  - B. Productive language skills should come before comprehension skills in language learning.
  - C. Teaching should emphasize meaning rather than form.
  - D. Teaching should minimize learner stress.
4. The rule for adding -s to third-person singular verbs in the present tense is easy to state, but even some advanced second language speakers fail to

apply it in rapid conversation. This phenomenon can be supported by \_\_\_\_\_.

- A. Natural order hypothesis
  - B. Monitor hypothesis
  - C. Input hypothesis
  - D. Affective filter hypothesis
5. A learner who is tense, angry, anxious or bored may block the comprehensible input he or she receives, thus making it unavailable for acquisition. The statement refers to \_\_\_\_\_.
- A. Natural order hypothesis
  - B. Monitor hypothesis
  - C. Input hypothesis
  - D. Affective filter hypothesis
6. "Conscious learning is limited to use as a monitor that can edit and make corrections in the learner's output before s/he writes or speaks, but language fluency relies on acquisition." The quote refers to \_\_\_\_\_?
- A. Natural Order hypothesis
  - B. Monitor hypothesis
  - C. Input hypothesis
  - D. Affective filter hypothesis
7. "Learning is first focused on meaning and structure is learned as a consequence of understanding the message" The quote refers to \_\_\_\_\_.
- A. Natural Order hypothesis
  - B. Monitor hypothesis
  - C. Input hypothesis
  - D. Affective filter hypothesis
8. Which of the following descriptions about the natural approach is NOT true?
- A. Reading and listening skills should be acquired before writing and speaking skills.
  - B. This approach concentrates on comprehensible input and optimum affective state of learner.
  - C. Language teachers who adopt natural approach are encouraged to establish a low-anxiety learning environment conducive to students' learning.
  - D. None of the above.
9. Which one is NOT a top-down activity?
- A. Identify the speaker's communicative purpose or the main idea of discourse.
  - B. Use phonological cues to distinguish between positive and negative sentences.

- C. Use schemata to infer the contextual information from the heard speech or conversation.
- D. Focus on the understanding of meaning rather than form.

10. According to Brown and Yule, language communicative functions can be divided into two types: interactional and transactional functions. Which of the following descriptions is NOT true about the two listening purposes?
- A. Interactional purposes focus on harmonious communication in social contexts.
  - B. The focus of transactional is on conveying information and language use is message oriented.
  - C. Interactional uses of language typically include greetings and small talk that center on noncontroversial topics that elicit agreement among the participants.
  - D. Daily gossip involves transactional purpose only.

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1. Which teaching approach may be more desirable for teacher to give instruction for students at beginning level?
- A. Total physical response (TPR)
  - B. Audio-lingual method (ALM)
  - C. All of the above
  - D. Natural approach
2. According to Swain, comprehensible output is important because it requires the learners to negotiate meaning and formulate and test hypotheses about the structures and functions of the language they produce.
- A. True
  - B. False
3. According to Bygate's model of oral interactions, which one is NOT classified as Interaction Routine?
- A. Making reservation
  - B. Description
  - C. Job interview
  - D. Dinner party
4. According to Bygate's model of oral interactions, which one is NOT classified as Information Routine?
- A. Coffee break
  - B. Description
  - C. Instruction
  - D. Explanation

5. Which one is NOT the purpose of using computer technologies to teach speaking skills?
- to train learners to communicate with the computer
  - to provide more varied communicative opportunities for students to utilize their oral skills
  - to learn from authentic speeches provided by the Web or CD-ROMs
  - to create an environment that encourages communication
6. Which one is NOT the primary goal of teaching pronunciation?
- to speak with a native-like pronunciation
  - to effectively communicate in the target language
  - to develop intelligible speech
  - to develop speech monitoring ability and speech modification strategies
7. Which of the following descriptions about current integrative approach of teaching pronunciation is NOT true?
- Pronunciation is taught to meet the learners' particular needs.
  - Pronunciation is viewed as an integral component of communication, rather than an isolated drill and practice sub-skill.
  - There is less focus on the suprasegmentals of stress, rhythm, and intonation.
  - Pronunciation is practiced within meaningful task-based activities
8. Comparing Bygate's model to Brown and Yule's, we may infer that information and interaction routines correspond respectively to the transactional and interactional functions of language proposed by Brown and Yule.
- True
  - False
9. Which of the following descriptions about the analytic-linguistic approach of teaching pronunciation is true?
- None of above
  - Pronunciation is practiced within meaningful task-based activities.
  - Learners are provided with explicit instruction to learn pronunciation, and learners can draw on a variety of interactive speech analysis software to improve pronunciation.
  - Learners imitate the sound from audiotapes without explicit instruction or analysis on the sound.
10. Which teaching approach may be more desirable for teacher to give instruction for students at advanced level?
- Suggestopedia
  - Silent way
  - TPR
  - Task-based approach

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1. The reading process involves the text, the reader, and the interaction between the two, so theorists have proposed three basic models of how reading occurs: Bottom-up, top-down, and interactive.
  - A. False
  - B. True
  
2. Advocates of the bottom-up reading model follow the principle that reading is an encoding process (focus on the text).
  - A. True
  - B. False
  
3. Which of the following descriptions about the top-down model is NOT true?
  - A. The "whole language" approach to teaching reading is used.
  - B. Reading is a psycholinguistic guessing game (focus on the reader).
  - C. Advocates of this model usually ask students to make predictions based on previous background knowledge and language processing skills in the reading process.
  - D. The phonics approach to teaching reading is used.
  
4. Which of the following descriptions about the interactive model is NOT true?
  - A. There are two levels of interaction: first, interaction between the reader and the text; second, interaction between identification and interpretation.
  - B. Both bottom-up and top-down processes occur simultaneously for the reader to comprehend the meaning of the text.
  - C. None of the above.
  - D. Reading is a process of constructing meaning from text through the use of both bottom-up and top-down processes, strategies, and skills (focus on the interaction).
  
5. Which one about the schemata theory is NOT true?
  - A. According to schema theory, the reader brings previously acquired background knowledge organized into interrelated patterns, or schemata, to the reading process.
  - B. Content schema refers to background knowledge of the subject of the text, which is rarely culture-bound.
  - C. Formal schema refers to prior knowledge of rhetorical structures and conventions.
  - D. Linguistic schema refers to decoding knowledge used to recognize words and determine their syntax in a sentence.
  
6. Which of the following statements about using computer technologies to teach reading is NOT true?

- A. Many news websites, like CNN International, can be used to facilitate the development of content/world knowledge.
  - B. Most computer-based learning programs cannot help learners to develop rapid and precise word recognition.
  - C. Online concordancers are good language learning tools that can help learners to increase vocabulary and structural Knowledge.
  - D. WebQuests can be used to develop synthesis and evaluation skills.
7. According to Zimmerman, which one should NOT be used in a vocabulary lesson?
- A. Establishing ties between instructed words student experience, and prior knowledge
  - B. Teaching vocabulary in isolation without meaningful contexts
  - C. Providing rich and varied information about each word
  - D. Providing multiple exposure to words
8. Which of the following descriptions about metacognitive knowledge and skills is NOT true?
- A. It includes knowledge about language and ability to recognize structural and rhetorical features of the text using suitable strategies for accomplishing particular goals.
  - B. Metacognitive knowledge refers to vocabulary and structural Knowledge.
  - C. It is the knowledge about how learners think and self-regulate their cognitive processes.
  - D. Metacognitive skills in the reading process include recognizing main ideas; skimming, scanning, paraphrasing, and summarizing; guessing meaning from word formation rules, etc.

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1. Which of the following descriptions about the content-based approach is NOT true?
- A. The content-based approach emphasizes the content of the writing and the academic expectations placed on students.
  - B. Writing teachers who adopt this approach may use literature as a model for good writing because literature serves as rich content for language development and reflects the culture of the target language.
  - C. The content-based approach regards grammar as the paramount principle in teaching writing.
  - D. Content-based instruction can draw on subject matter to enhance language skills and develop content knowledge.
2. Which of the following descriptions about the form-focused approach is NOT correct?

- A. Writing instruction focuses on sentence-level linguistic forms and controlled discourse in the form of sentence combining and controlled compositions.
  - B. The writer's expression is viewed as more important than linguistic correctness.
  - C. Students' attention is directed toward rhetorical forms and rhetorical organizational patterns.
  - D. Accuracy is more important than fluency.
3. Which of the following descriptions about the process-focused approach is NOT correct?
- A. Writing is regarded as a recursive process, so students are encouraged to write as many drafts as possible.
  - B. Content and student expression are viewed as more important than linguistic correctness.
  - C. This approach emphasizes learned-centered tasks in which students assume greater control over what they write, how they write it, and the evaluation of their own writing.
  - D. The instructor using this approach usually corrects everything in the student's writing.
4. Which of the following descriptions about audience-dominated approach is NOT true?
- A. This approach gives greater attention to the reader and reader expectations in the academic community.
  - B. In this approach, teachers typically develop theme-based lessons that practice various rhetorical forms and discourse structures and assist students in the development of academic writing skills in various essay genres.
  - C. Form and content are both emphasized.
  - D. In using this approach, the writer's authority is more emphasized.
5. According to Butler-Pascoe and Wiburg, which one is NOT the characteristic that good content-based learning programs should have?
- A. Stimulate critical thinking through problem-solving tasks
  - B. Use easily identifiable icons for easy navigation of the program.
  - C. Are not heavily dependent on text.
  - D. Avoid the use of combination of audio, video, and graphics in case these media distract learners' attention.
6. If a web-based writing program claims that it can encourage students to write multiple drafts and that it is helpful in students' writing process by providing writing tools, such as a grammar checker, a spell checker, a thesaurus and etc, then which approach does the program follow?
- A. Form-focused approach



- B. Process-focused approach
  - C. Content-based approach
  - D. Audience-dominated approach
7. Which of the following descriptions is a form-focused approach that a teacher uses with the computer?
- A. A teacher uses the computer to provide interactive grammar activities to students, such as sentence combining.
  - B. A teacher uses a computer-based writing program which has Artificial Intelligence (AI) to grade students' writings.
  - C. Teachers and students can have an easy access to authentic content materials through the use of the World Wide Web.
  - D. None of the above
8. Which one describes the way a teacher uses the computer to teach writing with a content-based approach?
- A. A teacher uses the computer to provide interactive grammar activities to students, such as sentence combining.
  - B. A teacher uses a computer-based writing program which has Artificial Intelligence (AI) to grade students' writings.
  - C. Teachers and students can have an easy access to authentic content materials through the use of the World Wide Web.
  - D. None of the above

### **Методичні поради з опанування тем практичних занять та самостійної роботи**

Проведення практичних занять зумовлено специфікою навчальної дисципліни та задачами формування професійних умінь і навичок. Формат проведення практичних занять передбачає поєднання класичної форми роботи з інноваційними та новими педагогічними технологіями.

Студенти повинні бути націлені на важливість якісної підготовки до занять. Так, під час підготовки до практичних занять студентам необхідно ознайомитися з теоретичним матеріалом навчальної дисципліни за темами, що вивчаються, – розібрати конспекти лекцій, вивчити глосарій, опрацювати літературу та інформаційні джерела, рекомендовані викладачем. Під час самого заняття рекомендовано брати активну участь у виконанні запропонованих завдань, ставити питання та дискутувати, охайно та своєчасно виконувати контрольні завдання. Контроль за якістю навчання та ходом опанування навчальної дисципліни здійснюється на підставі рейтингової системи поточного контролю та підсумкового контролю знань студентів. Поточний контроль передбачає оцінювання набутих загальних і фахових компетентностей, рівня знань, умінь і навичок здобувачів вищої освіти на підставі результатів виконання ними завдань і певних видів робіт

під час практичних занять, презентації проектної роботи, тестування, завдань самостійної роботи тощо.

Професійна спрямованість курсу передбачає орієнтування студентів на опанування знань щодо використання сучасних зарубіжних педагогічних технологій у процесі навчання іноземної мови. Особливу значущість в опануванні тем курсу має самостійна робота студентів, яка є невід'ємною частиною процесу навчання у виші. Правильна організація самостійної роботи дозволяє студентам розвивати вміння та навички в засвоєнні та систематизації отриманих знань, забезпечує високий рівень успішності під час навчання, сприяє вдосконаленню професійної майстерності. Самостійна робота студентів у позааудиторний час передбачає підготовку до аудиторних занять, а також вивчення окремих тем, що розширюють та поглиблюють знання студентів за тематичними розділами навчальної дисципліни. Така робота включає опрацювання теоретичного матеріалу, роботу з додатковою науковою літературою, виконання практичних завдань, підготовку до всіх видів контрольних випробувань з дисципліни, виконання творчих робіт. Самостійна робота з навчальної дисципліни «Сучасна зарубіжна методика викладання іноземних мов» також включає реферування теоретичних матеріалів, реалізацію проектної діяльності, розробку власних інноваційних уроків з використанням інформаційних та комунікаційних технологій тощо.

У разі виникнення труднощів з вивченням запропонованих тем рекомендовано взаємодію студентів з викладачем у межах часу, відведеного на консультації.

## ГЛОСАРИЙ



**Active Learning:** A teaching and learning approach that engages students in the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert. It emphasizes higher-order thinking and often involves group work.

**Authentic Assessment:** Assessments in which student learners demonstrate learning by applying their knowledge to authentic, complex, real-world tasks or simulations. Proponents of authentic assessment argue that these types of knowledge checks help students rehearse for the complex ambiguities of the ‘game’ of adult and professional life.

**Blended or Hybrid Course:** Blended or hybrid courses are classes in which some percentage of seat time has been reduced and replaced with online content and activities. These courses continue to meet in-person for some percentage of the class time but content, activities, assessments, and other ways for students to engage with content are delivered online. It is important to note that these courses are intentionally designed to utilize both in-person and online class time to achieve effective student learning.

**Bloom’s Taxonomy:** Bloom’s Taxonomy is a cognitive framework of learning behaviors organized hierarchically in six categories: knowledge, comprehension, application, analysis, evaluation, and synthesis. Bloom’s taxonomy is often used as a helpful tool to create learning objectives that help define and measure the learning experience for both student and instructor.

**CALL** (Computer-Assisted Language Learning) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.

**Classroom Assessment Techniques (CATs):** An approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. This approach is learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice. Through

using a CAT the instructor is able to gather formative feedback on students learning to inform future teaching.

**Classroom Climate:** The intellectual, social, emotional, and physical environments in which our students learn. Course climate is determined by factors like faculty-student interaction, the tone the instructor sets, course demographics, student-student interactions, and the range of perspectives represented in course content.

**Cognitive Load:** Cognitive load refers to the demands and limitations on working memory storage given the limited amount of information processing that can occur simultaneously in the verbal and the visual processing channels of the brain.

**Collaborative Learning:** an umbrella term that covers many different methods in which students work together to solve a problem, complete a task, or create a product. Collaborative learning is founded in the concept that learning and knowledge building is social and requires active engagement from students.

**Constructivism:** A theory of learning popularized in the twentieth century that argues that knowledge is actively constructed rather than passively absorbed by learners. Constructivists contend that when learners acquire new knowledge, it is through a dynamic process in which the learner recreates existing mental models, situating this new information in terms of what they already know. Social constructivists additionally recognize the role of social interaction (co-construction) and communication as key forces in learning. Foundational constructivists include John Dewey, Lev Vygotsky, Jerome Bruner, and Jean Piaget. Constructivist pedagogical strategies are grounded in constructivist theory and often include opportunities for experiential learning, active exploration, student interaction, and reflection. Courses designed around this principle emphasize connections among course concepts and themes and support students in forming relationships between this new knowledge and what they already know.

**Critical thinking** is a rich concept that has been developing throughout the past 2,500 years. The term "critical thinking" has its roots in the mid-late 20th century. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or

communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

**Culturally Responsive Pedagogy:** A pedagogical framework where instructors center students' cultural identities as an important aspect of learning. Those committed to this framework deliberately work to make connections between course content and students' lived experiences in order to prompt student involvement and motivation. Culturally responsive course design includes cooperative, student-centered instruction and diverse course readings from a variety of voices and perspectives, particularly those voices which may fall outside of traditional collegiate canons.

**Experiential Learning:** Experiential learning is a process by which students develop knowledge and skills from direct experience, usually outside a traditional academic setting. Examples include: internships, study abroad, community-based learning, service learning, and research opportunities. The concept was introduced by David Kolb in 1984 and combines both a cognitive and behavioral approach to learning.

**Flipped Classroom:** A flipped classroom is a teaching approach where students are first exposed to content before coming to a class session and then spend class time engaging more deeply with the ideas and concepts. This model encourages the use of active learning during in-person class sessions to allow students to explore concepts, solve problems, and discuss ideas with each other and the instructor.

**Formative Assessment:** Formative assessment is the process of providing feedback to students during the learning process. These are often low stakes activities that allow the instructor to check student work and provide feedback. An instructor writing comments and suggestions on a draft version of a paper is an example of formative assessment.

**Inclusive Teaching:** A mode of teaching that intentionally designs course content and curricula to engage with students of diverse backgrounds, abilities, and lived experiences. The ultimate goal of inclusive teaching is to create a learning environment where all students feel valued and supported to succeed.

**Inquiry-Based Learning:** Inquiry-based learning is an umbrella term that includes pedagogical strategies such as problem-based learning and case-based learning that prioritize students exploring, thinking, asking, and answering content questions with peers to acquire new knowledge through a carefully designed activity. Such activities build in opportunities for students to authentically engage in and apply the scientific process as scientists rather than following a predetermined protocol.

**Learning Management System (LMS):** A Learning Management System is a platform that enables instructors to organize and distribute course materials in a digital format. While features may vary, a typical LMS allows instructors to communicate with students, share readings, create and collect assignments, assess student work and post grades. An LMS may be used to compliment a face-to-face course or for an entirely online course. Popular platforms include Canvas, Blackboard, and Moodle.

**Learning Objective/Learning Goal/Learning Outcome:** Statements that articulate the knowledge and skills you want students to acquire by the end of the course or after completing a particular unit or assignment. Learning objectives help instructors to shape course content and assessments as well as increase transparency for students by clearly communicating expectations.

**Metacognition:** Metacognition involves metacognitive knowledge and metacognitive regulation. Metacognitive knowledge is defined as thinking or having an awareness of one's cognitive processes. Metacognitive regulation is the active monitoring of one's cognition through planning (identifying appropriate learning strategies), monitoring (forming an awareness of one's task performance) and evaluating (assessing and refining one's learning through reflection).

**Motivation:** An individual's "personal investment" in reaching a desired state or outcome as "seen in the direction, intensity, persistence, and quality of what is done and expressed". Research suggests that motivation plays a vital role in directing and sustaining student learning. The most motivated students see value in the task, believe that they can accomplish the task, and feel that they are in a supportive environment.

**Object-Based Learning (OBL):** Object-based learning (OBL) is a teaching method whereby students engage with authentic or replica material objects in their learning in order to gain discipline-specific knowledge or to practice observational or practical skills that can be applied in various fields. “Objects” can include a number of different material items often housed in museums: specimens, works of art, architectural forms, relics, manuscripts and rare books, archival documents, or artifacts of various kinds. Research on OBL suggests that “objects can inspire, inform, fascinate and motivate learners at all stages of their education”.

**Problem-Based Learning:** A form of student-centered teaching that focuses on having students work through open-ended problems to explore course material. Students are asked to define the problem as part of the process, research content outside of class time and iterate solutions to arrive at their final response.

**Project-Based Learning:** A form of student-centered teaching that engages students with course content as they work through a complex project. These projects are typically real-world scenarios and multifaceted. Project-based learning encourages interdisciplinary conversations and groups work.

**Resilience** is typically defined as the capacity to recover from difficult life events. Resilience is the ability to withstand adversity and bounce back from difficult life events. Being resilient does not mean that people don’t experience stress, emotional upheaval, and suffering. Some people equate resilience with mental toughness, but demonstrating resilience includes working through emotional pain and suffering. Resilience is important because it gives people the strength needed to process and overcome hardship. Those lacking resilience get easily overwhelmed, and may turn to unhealthy coping mechanisms. Resilient people tap into their strengths and support systems to overcome challenges and work through problems.

**Retrieval Practice:** Retrieval practice involves retrieving new knowledge from memory in order for durable retention in long-term memory. The process is supported by experiments which explore student’s recall of new material. Retrieval practice can take the form of frequent, low-stakes quizzes, or students may employ methods like flashcards for self-testing.

**Scaffolding:** A process by which instructors build on a student's previous experience or knowledge by adding in specific timely support structures in the form of activities or assignments for students to master new knowledge or skills and achieve learning goals.

**Social Belonging:** Social belonging is a state when students feel welcomed and included into a community where they can engage freely and foster positive relationships with others.

**Social learning** is defined as learning through the observation of other people's behaviors. It is a process of social change in which people learn from each other in ways that can benefit wider social-ecological systems. Different social contexts allow individuals to pick up new behaviors by observing what people are doing within that environment. Social learning and social pedagogy emphasize the dynamic interaction between people and the environment in the construction of meaning and identity. Examples of environmental contexts that promote social learning are schools, media, family members and friends. If learning is to be considered as social, then it must: – demonstrate that a change in understanding has taken place in the individuals involved; – demonstrate that this change goes beyond the individual and becomes situated within wider social units or communities of practice; – occur through social interactions and processes between actors within a social network.

**Stereotype Threat:** Stereotypes are negative generalizations about groups of people. When students are subtly or overtly made aware (primed) of these stereotypes while performing challenging academic tasks in domains that are important to them, students begin to underperform in these tasks. Anxiety about confirming a negative stereotype creates additional cognitive load that reduces the capacity of working memory in the brain.

**Student-centered teaching:** Instructor-center teaching refers to instructors teaching content solely through a passive approach such as lecturing while students listen and take notes with minimal interaction with other students. Student-centered teaching, however, consists of instructors using a wide range of pedagogical approaches for students to learn and actively engage with the course content by having students construct knowledge with peers through collaboration, discussion, group projects, and problem solving.



**Student Engagement:** Student engagement describes the ways in which students take part in the learning process and the development of their own knowledge. An increase in student engagement is thought to be linked to an increase in student learning. Student engagement is often tied to active learning techniques and student motivation.

**Summative Assessment:** Summative assessment is the process of measuring a student's learning at the conclusion of a course (or a portion of the course). Summative assessments are typically associated with grades and can take the form of quizzes, exams or papers.

**SWOT** (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate a company's competitive position and to develop strategic planning. SWOT analysis assesses internal and external factors, as well as current and future potential.

**Synchronous instruction:** Synchronous instruction is the idea that students learn material at the same time. Examples of synchronous instruction might include lectures, discussions or collaborative activities. When applied to remote learning, students must be online at the same time. This approach can be disadvantageous if students are spread across different time zones or have limited access to technology.

**Teaching Development Plan (TDP):** A written document that helps instructors focus on teaching specific career goals. A TDP encourages instructors to set goals, and periodically reflect on both progress and barriers faced while working towards these goals.

**Threshold Concept:** Thresholds are crucial barriers in the learning process where students often get “stuck”. These ideas are essential to understanding a particular discipline and progress in the discipline can be blocked until that barrier to understanding has been overcome. Examples of discipline-based threshold concepts include deep time in geology or the idea of constructed narrative in history.

**Transfer:** A cognitive process by which a learner takes what they've learned in one context and successfully applies it to another. Transfer is often broken down into “near transfer” (transfer of knowledge to a similar task or context) and “far transfer” (transfer of knowledge to novel tasks or contexts). Given that a central purpose of education is for students to take what they have learned into other classes and then into their lives beyond school, this has long been a critical area of study in educational and educational psychology research.

**Transparent Assignment Design:** An inclusive teaching practice first proposed by Mary-Ann Winkelmes and her instructional development and research team at UNLV, transparent assignments help students understand the purpose of the assessment, clearly describe the task and how it should be accomplished, and plainly define criteria for success. Assignment transparency has been shown to significantly boost student success in terms of academic confidence, sense of belonging, and metacognitive awareness of skill development.

**Universal Design for Learning (UDL):** Universal Design for Learning is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Designing a course according to UDL principles is centered on the key concepts of: engagement, representation, and action & expression. These are sometimes summarized as the Why, What and How of learning.

**Verbal-linguistic intelligence:** The ability to use and produce language effectively.

**Visualisation (n.), visualise (v.):** To form a mental picture of something. Visualisation can help learners to remember new words or can be used for creative story-telling. A classroom activity where learners close their eyes and create mental images.

**Visual-spatial intelligence:** The ability to create visual images in the form of drawings, designs, maps, puzzles, mazes, and other creative items.

**Webquest:** A project which requires learners to use Internet resources and websites to find information. A webquest has four main stages: Introduction, Task, Process and Evaluation.

**Word bank:** A list of key words required for learning subject concepts which can be used to pre-teach, to support input and to help learners remember key subject vocabulary.

**Word map, mind map:** A diagram which is used to make a visual record of vocabulary on the same topic, e.g. car bus transport train plane.

**Workshop:** A period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience.

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## ДОДАТКИ

# SWOT

Improved Teaching Through Reflective Practices

Name: \_\_\_\_\_ Date of SWOT reflection: \_\_\_\_\_

### **Goal-setting**

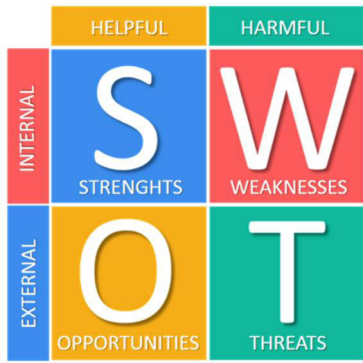
Think about the specific goals that you would like to achieve this year in your teaching practice and write them in the space below. This is brainstorming only and doesn't



### **Challenges**

What current worries or frustrations do you have in your teaching practice?





## **Strengths (Internal/Helpful)**



## **Weaknesses (Internal/Harmful)**

**Opportunities  
(External/Helpful)**

**Threats  
(External/Harmful)**





Use your brainstorming from this worksheet to help you set SMART goals for your practice:  
**Strengths:** Internal resources, talents, capacities, knowledge to help reach goals (how to capitalize)  
**Weaknesses:** Internal barriers that, if not improved upon, will hinder goal-reaching (how to overcome)  
**Opportunities:** External situation that could provide a benefit if taken advantage of (how to exploit)  
**Threats:** External situation that could damage efforts towards your goal (how to counter)

Specific goal Timely?	Measure	Achievable?	Realistic?	

**\*\*Use your notebook or another sheet of paper if you need more space to write\*\***

# Critical Thinking in the Language Classroom

## Section 1

# What is critical thinking?

### Definitions of critical thinking

When you ask people to define 'Critical Thinking', there is no shortage of definitions. In a recent online webinar (2) for English Language Teachers, the lecturer started the webinar by asking participants to share their own definition of the term, Critical Thinking. With around 100 teachers from various backgrounds, there was a wide range of ideas and suggestions. Here is a selection of the responses:

- ask questions and avoid making assumptions
- being able to evaluate information and choose relevant bits and pieces
- ability to question opinions, research, arguments and ideas
- reflective reasoning
- analyse material, formulate your opinion about it and be able to support your opinion.
- making students autonomous and independent
- identify your own bias and others' bias and interests
- looking at a problem from a wider/different angle
- ask the right questions and weigh up different points of view

The fact that no one response succeeds in defining Critical Thinking illustrates the fact that it's a term that often defies simple definition. And yet all the responses add to the growing picture of what critical thinking is. I say a 'growing picture' because in recent years 'Critical Thinking' has become somewhat of a buzzword in the world of education and, in particular, in language teaching. More and more is being said and written on the subject. Type the term in Google and you will have a choice of over 121 million results to search through.

### Origins of the term

The term 'Critical Thinking' first started emerging in academic circles and literature in the mid-twentieth century. In 1941, the academic Edward M. Glaser stressed that critical thinking referred to the search for evidence to support (or discredit) a belief or argument (3). Even before Glaser used the term, there are signs of critical thinking in action throughout human history. The Greek philosopher Socrates proposed a system of enquiry which set out to question everyday beliefs and to arrive at the truth on the basis of real evidence. 'Socratic questioning' as it is known still heavily influences many approaches to education to this day and is certainly one skill required of effective critical thinkers. So, at a very basic level, critical thinking is about finding out whether something is true, partly true or not true at all. However, finding this out is not necessarily as easy as it sounds. The writer of an article, for example, can present information as factual or true. Through sophisticated use of language, a writer can disguise his or her bias, offer facts when in reality they are opinion, or use emotive words that will appeal to a reader's own feelings or inclinations. In order to deal with these more complex areas, we need a variety of sub-skills and abilities in order to think critically.

### Sub-skills of critical thinking

In 1956, a committee of educators chaired by the educational psychologist Benjamin Bloom worked towards developing a system of thinking that would go beyond traditional rote learning in education and encourage 'higher-order' thinking. Although the taxonomy they devised is named after Bloom, it is a concept that has been refined and adapted over the years. However, at the core of Bloom's Taxonomy (4) is a series of skills that teachers should develop in their learners in order to make their students learn more effectively.

Over the years, many other educators have built on Bloom's taxonomy, notably Anderson and Krathwohl (5). The following is a summary of these more recent attempts to provide a set of sub-skills which take the learner from lower level thinking to a higher level thinking.

## 1. Understanding

When we read or listen to a text, we process it and then try to understand it. In our native language this is simply a case of knowing what we are reading, seeing or listening to. For the language learner doing this in a foreign language, this stage will of course take longer. The teacher might need to ask questions such as 'What kind of text is it? Is it from a newspaper? Where would you read it?'

## 2. Applying

Having studied a text, we take the new information and apply it to something. In the language classroom this often means answering some comprehension questions or filling in a table with some facts or figures in the text. In other words, it is about task completion with the new information that we have understood.

## 3. Analysing

The analysis stage is where we return to the text and start to question how the author's information is presented. For example, the students might have found information in the text but next we want them to find evidence supporting the main point(s). Often the task involves identifying how a text or its arguments are constructed. In other words, students are becoming more critical of the text and not accepting it at face value.

## 4. Evaluating

Evaluating is one of the key 'higher-order' critical thinking skills. It's the stage at which students have isolated the author's arguments and views and start to evaluate the validity and relevance of the information. This could involve asking students to assess how much of the text is fact supported by evidence and how much is the opinion of the author. If they are going to use the information in the text to support their own writing then they need to be sure it is both valid and relevant. Evaluating is probably the most complex stage for many language learners as it can require very high-level language skills.

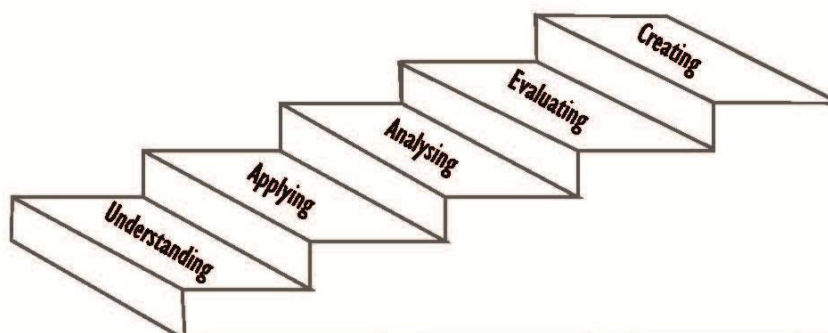
## 5. Creating

This is the last of the five sub-skills. Having studied a topic by drawing on a number of texts, students need to apply their new knowledge and to create something of their own out of it. For example, perhaps they are writing an essay expressing their own opinion but based on the facts and evidence they have researched. Or perhaps they do a group presentation with other students in which they present all the arguments for and against a view before then presenting their own conclusions.

### A stairway of critical thinking

The five sub-skills above can be represented as a set of linear steps or stairway progressing steadily upwards in order of difficulty and sophistication.

Such a model is helpful if we plan to design courses that will take students from one step to the next and so develop their critical thinking skills. However, it's important to remind ourselves that, in reality, learning – especially when it involves learning a foreign language – never runs quite so smoothly. A student might read and understand a text, then start to apply or analyse, only to find that they have misunderstood something and have to return to the



beginning. Equally, when students start to create a presentation or complete a project, they might find they need more information in support of their own main idea and so they have to return to their sources and re-evaluate them. However, the idea that these sub-skills are like five steps going upwards does provide us with a scaffold on which to create a clearer practical image of what goes towards making a Critical Thinker.

# Why teach critical thinking in the language classroom?

Having established a working definition of Critical Thinking and outlined its main sub-skills, it's time to address this question: 'What has critical thinking got to do with language learning? Why should I include it in my classroom teaching?' Here are some reasons.

## Communicative language tasks require critical thinking

You can teach languages without giving any thought to including elements of critical thinking. For example, rote learning with its 'listen-and-repeat' patterns requires no critical thinking and at beginner levels the focus can only be on acquiring a basic vocabulary on which to build. However, as soon as students enter in any task using the target language which contains elements such as personalisation, investigation and problem solving then they must think critically. In modern language methodology these kinds of communicative task are commonplace because they engage the student in authentic communication. Success in such tasks – as in life - requires effective use of language along with some measure of critical thinking.

## Using authentic meaningful texts

The modern language classroom also makes use of either authentic texts or real texts which have been adapted for the language level but which still contain the writer's or speaker's original meaning. As soon as you present students with a text (spoken or written) in which the speaker or writer expresses facts and opinion (such as a news text or a blog post), students need to comprehend the meaning, analyse the fact from the opinion, match the argument to the supporting evidence, and then express their own view in response to the text. In other words, very soon into learning a language, students are also confronted by the need to approach texts critically.

## Critical literacy

Following the previous point about how we approach a text, we must also consider the source of the texts that students will deal with. In this digital age we are surrounded by texts full of so-called facts but which do not necessarily come from guaranteed sources. Take this conversation I recently had with my son:

*Son: Dad, did you hear about the man who was on his way to an airport in Australia and stopped off at the zoo. Later when he arrived back in England, he opened his bag and found a penguin inside!*

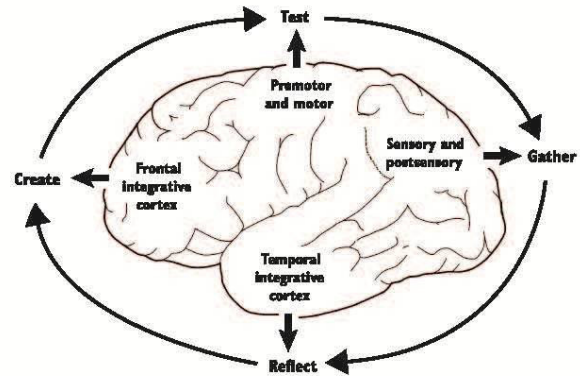
*Me: [laughs] Really? I'm not sure that can be true.*

*Son: It is! I found it on Google.*

Such conversations are widespread. Younger minds happily soak up the waves of information that is making its way through search engines to our screen without any question that it might be – even in part – untrue. The students we teach will need 'the ability to evaluate documents...by asking critical questions, assessing credibility, comparing sources, and tracking the origins of information' (6). A great deal of this critical literacy will be undertaken in English or other languages so the language teacher is therefore in a unique position to develop the skills needed in younger minds alongside their language skills.

### Whole-brain learning

The neuroscientist and educationalist James E. Zull (7) describes how the brain learns a new activity by using all four parts of the brain. He then relates this to Kolb's four-stage Learning Cycle. So, for example, when we read a text containing facts, the information arrives in the back of our brain (sensory and postsensory). If we start to reflect on what we have read, the lower part of our brain is used. Based on our observations and perhaps based also on reading other texts, we start to develop our own



view or new hypotheses in the frontal cortex until, having come up with a new view, we test it – perhaps by presenting to and testing our view on others – in the premotor and motor cortex. If Zull is correct that the movement of external information into ideas around the brain runs parallel to the four stages of the learning cycle, then the role of Critical Thinking in that learning process is crucial. Let us consider for a moment how it might work in a language classroom. A student reads a text in English and the information is gathered at the back of the brain. It's likely that the student will memorise some of this new language but for whole-brain learning, we need the student to take that newly gathered language and reflect upon it, be creative with it, and finally to test or try it out; in other words, to make use of all parts of the brain in the language classroom. Activities that promote Critical Thinking will encourage this kind of whole-brain language learning.

### Critical thinking in exam preparation

In the real world of education where students must pass language exams, many teachers will feel that they do not have any time left over to go beyond the basic demands of the syllabus and examination requirements. However, many students with a good language level might perform better in some exams if they have developed their critical thinking. Let us consider the Cambridge English: First examination for example. It's a widely-taken exam that includes a speaking and writing paper. In both papers, students are expected to respond to prompts with opinions and supporting reasons. In the writing paper they are expected to write an essay in which they express their views on a title such as this:

*'Life was easier for our grandparents than it is for us. Do you agree?'*

In other words, students must demonstrate a level of English that receives marks for presenting an opinion based on three reasoned arguments in a clear and coherent structure; all skills that they will develop by learning critical thinking skills.

Similarly in the FCE speaking paper part 3, candidates discuss a problem in pairs and make a joint-decision. Then in part 4, the examiner asks candidates questions where 'the focus is on expressing and justifying opinions'. (8)

This is an exam then, like others, which will give marks for good English but also rewards students with ideas and reasoned opinions – the kind that come from a critical thinker.

### Critical thinking for future occupations

Many language-learning students will probably aim to continue their studies at university and this could include learning in the English language. Critical Thinking is a key study skill at university level. In a study skills guide called 'Thinking Critically' published by the Open University (2008) for its students, it stresses the need for undergraduates to be able 'to defend an argument against charges such as bias, lack of supporting evidence or incompleteness....Thinking critically will also help you to create strong arguments of your own.' The guide goes on to point out that: 'All universities encourage their students to be 'independent learners' and critical thinking is central to this.' (9). So developing CT skills early on will give students a head-start at university.

In addition to university success, students who enter a profession such as management will probably be using their foreign language skills and their critical thinking skills when it comes to, for example, assessing the ideas in a report or presenting an argument in order to convince an audience. Increasingly, the skills associated with critical thinking can be linked to business and career success.

### Section 3

# Practical activities for integrating Critical Thinking into language classrooms

This final – and longest - section contains a collection of twenty classroom activities that share the following aims:

- To develop a sub-skill or aspect of Critical Thinking.
- To teach and practise a particular language point.

Each activity requires little preparation. These activities can be used as presented with the suggested materials or, in most cases, they can be adapted to match the materials you are using in your language course, such as those in the course book or texts taken from other sources.

The early activities focus on developing your students' critical mindsets. In other words, they encourage students to consider ways in which they can approach texts more critically and to question assumptions. Then many of the activities in the middle part of this section focus on using reading and/or listening texts and ways of developing receptive critical thinking skills. The final activities encourage students to apply the arguments and opinions into their own views in either written or spoken forms.

## Activity 1 Developing a critical mindset

Critical thinking aim: To introduce basic awareness of critical thinking.

Language aim: To introduce the language for expressing opinion, agreeing and disagreeing.

Level: A2+

Rationale: This activity is a useful way to introduce students to the idea of becoming critical thinkers. It also introduces some of the language they might use to express their opinions in class discussions later in the course.

### Procedure

- 1 Write a statement on the board which is likely to provoke a reaction and an opinion either for or against the statement. For example, you could use this statement:  
'The internet is reducing young people's attention span and making them less intelligent.'
- 2 Ask students to work on their own and consider their own personal response to this statement. Do they agree or disagree with it? What's their opinion?
- 3 Now show them this list of possible responses to the statement. They must choose the response in the list which most matches their own:
  - 1 *I'm not interested in this topic.*
  - 2 *I agree. It's true.*
  - 3 *I disagree. It's false.*
  - 4 *I'm not sure.*
  - 5 *I agree up to a point but I also disagree.*
  - 6 *I agree / disagree because...*
  - 7 *I agree / disagree for a number of reasons but I'd also like more evidence.*



4 After they have chosen their corresponding response, show them this key to the meaning of their response in terms of their own critical thinking. For example, if their response corresponded to 3 in this list, then they have a strong opinion but need to support it with reasons and evidence in order to think critically:

- 1 *You don't need to be interested but have an opinion.*
- 2 *and 3 You have a strong opinion but can you give reasons for your opinion?*
- 4 *and 5 This is a safe response but critical thinkers need to be active in the discussion.*
- 6 *Good. You have a reason for your opinion.*
- 7 *Great! You have reasons for your opinion and you want more information.*

**Variation**

To add an element of speaking to the procedure, after stage 2, allow students a few minutes to work in pairs and discuss their responses with their partner.  
 (Note: This activity was based on a similar activity in *Critical Thinking* by Debra Hills. See Further Reading.)

**Activity 2** Opinion and reason generator

Critical thinking aim: To develop the skill of supporting a viewpoint with reasons.  
 Language aim: To practise expressing opinion with opinion expressions and giving reasons with the conjunction 'because'.  
 Level: A2+  
 Rationale: Activity 1 introduced students to the importance of supporting an opinion with evidence or reasons. This simple activity continues this idea by introducing students to the need for supporting an opinion with reasons and providing the language they need to achieve this.

1 Write this table on the board.

I think that I agree that I don't agree that I'm not sure that	exercise is good for you social media sites waste our time politicians are under-paid travel broadens the mind our grandparents' lives were easier living in the country is better than the city the internet has improved communication	because...
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2 Students work in pairs and have to generate opinions followed by a reason. They can create their sentences by combining any of the opinion expressions in column 1 with the topic in column 2 and then, using 'because', they have to provide a supporting reason.

For example:  
*I think that politicians are under-paid because people like bankers and rock stars earn more money but they have less responsibility.*

*I'm not sure that travel broadens the mind because I've met some people who come back from other countries and they criticise everything about it.*

### Activity 3 Critical questioning

Critical thinking aim: To develop students' critical questioning skills.

Language aim: To practise the language of asking closed and open questions.

Level: A2+

Rationale: Students need to develop the skill of asking searching questions if they are to become effective critical thinkers. This activity shows them how closed questions which only require yes/no answers do not help us to question critically and that open questions are much more effective. At the same time, students review the structures they need to ask questions.

#### Procedure

1 Write the following question words on the board:

What...?      Why...?      Who...?      How...?      When....?      Where....?

2 Put students in pairs. Give Student A a copy of these eight closed questions:

- 1 *Do you think meat is bad for you?*
- 2 *Do you believe that exercise is good for you?*
- 3 *Would you say that young children watch too much TV?*
- 4 *Are celebrities important in our lives?*
- 5 *Is the world a more dangerous place than fifty years ago?*
- 6 *Should most people recycle more than they do?*
- 7 *Can politicians make a difference to the world?*
- 8 *Is traditional family life disappearing?*

3 Explain that Student A asks the first question and Student A answers Yes or No. Then Student A changes the closed question into an open question using a question word on the board. Student B answers with a much longer and more reasoned answer. So their conversation might start like this:

A *Do you think meat is bad for you?*

B *Yes, I do.*

A *Why do you think meat is bad for you?*

B *Because I've read about the way meat is produced nowadays and I'm not happy about...*

4 The students work through all eight questions in the same way until they reach the end. So that everyone has an equal opportunity to ask and answer the questions, Student B can also ask all eight questions in the same way. Or, if time is short, Student A can ask questions 1, 3, 5 and 7 and Student B asks questions 2, 4, 6 and 8.

#### Variation

For higher level learners you can make the open questions on the board more focussed to the types of question that might be asked when thinking critically. These are:

- *What evidence is there that...?*
- *Why do you think that...?*
- *Who says that...?*
- *How do you know that...?*
- *When did people start believing that...?*
- *Where did you read that...?*

So a dialogue using these types of question phrases might sound like this:

A *Do you think meat is bad for you?*

B *Yes, I do.*

A *What evidence is there that meat is bad for you?*

B *Well, there are lots of cases in the newspapers these days about eating processed meat. There was even the case of horse meat in hamburgers...*

#### **Activity 4** Recognising context

Critical thinking aim: To develop the skill of seeing things from another point of view.

Language aim: To speculate about a photograph in different contexts.

Level: A2+

Rationale: As part of developing a critical mindset, students need to develop the skill of seeing an argument from all sides. This simple activity will raise students' awareness of how the setting of an image or text can alter our perception or interpretation of something.

#### **Procedure**

- 1 Choose an interesting image. It can be a photograph, cartoon or any kind of graphic. Show it to the students and ask them:
  - What does it show?
  - Where do you think you might see it? For example, in a magazine with a text about something.
  - Did the person who made or took the image have a particular message?
- 2 Students work in group. Ask them to discuss using the image in these different ways:
  - a) If it was an image on a film poster, what is the name of the film and what is it about?
  - b) If it was the front cover of a book, what is the name of the book and what is it about?
  - c) If it was an advertisement for a product or service, what would it be and what advertising slogan would be on the advert?Afterwards, as an extra option, ask each group to think of one more new way to use the image. Where would we see it? How would it be used?
- 3 At the end, each group presents their ideas for the ways in which the image can be used. End the task by explaining that this exercise shows us how the meaning of an image or text can change according to the context. So when we read or hear an argument or opinion, it's important to understand its context.

#### **Activity 5** Making connections between topics

Critical thinking aim: To make connections between the topic of a new subject and your prior knowledge.

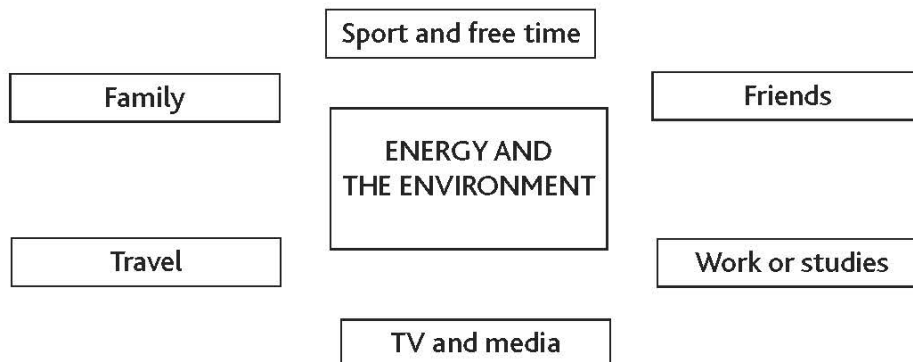
Language aim: To talk about a topic and use topic vocabulary.

Level: A2+

Rationale: Sometimes students are required to talk about a topic with which they feel unfamiliar. For example, in an exam situation they may have to talk about a topic and express an opinion about it. For some students, especially younger teens, this is difficult because the topic they are discussing may seem distant from their own (sometimes limited) life experience. Use this activity to demonstrate how to relate a new topic to their life experience and as a mental warmer for students who may have to take a speaking or writing exam which requires them to comment on a topic.

### Procedure

- 1 Before the lesson, think of a topic which you think students will be unfamiliar with or feel that they have little to say about. You can also use this activity as a lead-in to a reading or listening activity, in which case, use the topic in the text.
- 2 At the beginning of the lesson, ask students to list five or six topics from your course that they are familiar with and feel they could talk or write about in, for example, an exam. As they make suggestions, write the topic words on the board in a circle. Then write the topic you chose in 1 in the middle, like this:



- 3 Explain to students that you want them to think of one connection between the middle topic and the topics on the outside. They work in pairs or groups and can either say or write down a sentence about the connection. Explain that the sentence can be simple or imaginative. (There should be no limits to their ideas in this exercise.) Do an example as a class to get them started. For example: *Sports like tennis and football are ok for the environment but motor sports use lots of fuel and so they are not so good for the environment.*
- 4 Afterwards, ask students to read out or say their ideas for connections between the topics. If you have students who are going to take speaking or writing exams which require their opinions on topics, explain that the approach of making connections is very useful if they need ideas. Similarly, it's a useful way into reading or listening to a text where you want students to make connections between different ideas. (See the next activity.)



### Activity 6 Evaluating the reliability of sources

Critical thinking aim: To evaluate the reliability of sources of information.

Language aim: To discuss the topic of news and media.

Level: B1+

Rationale: Before we accept information that is presented as fact in a reading or listening text, it's important to consider whether we trust the source of the information. The following activity is a short warmer into the topic of how much we can trust certain sources.

### Procedure

- 1 Ask the class to imagine they are gathering information for an essay they want to write. The topic of the essay is about whether families spend more or less time together than they did in the past. In order to research and write the essay, they will need to use and refer to different sources of

information.

Write the following sources of information on the board or give them a copy of the list. You can also elicit more suggestions from the class of sources which might be useful:

- *A journalist writing an article in a newspaper*
- *Members of your own family*
- *An infographic on Facebook*
- *A video by someone about the topic on YouTube*
- *A published book by a qualified specialist on the subject*
- *An entry on Wikipedia*
- *A survey about family life in a weekly magazine*
- *A documentary about family life on TV with interviews with real families*

2 Put students in pairs and ask them to evaluate each source using the following scoring between 1-3.

1 = Not a reliable source

2 = It might be credible but I'd have to check the information in another source as well

3 = A very credible source of information

3 At the end, the pairs report back their views on the different sources. Opinions may vary and there is not always a right/wrong answer. However, the task draws attention to the fact that students need to check sources and think about where they take information from.

### Follow on

When you use a reading or listening text that contains information quoting different sources, ask students to list the sources and use the 1-3 scoring system. You could also use a 0 score when facts and figures are given but with no apparent source.

### Activity 7 Stance

Critical thinking aim: To raise awareness of the importance of stance.

Language aim: Expressing opinion with reasons.

Rationale: In critical thinking, students need to be aware that a person's stance or position on a topic can greatly change the way they write or speak about it. For example, the way a person from a very hot climate close to the equator talks about the topic of weather will vary greatly from someone in a Scandinavian country. So this activity provides a simple role-play activity to introduce the idea of stance before students are then asked to read or listen to a text on a topic and identify the writer or speaker's stance.

### Procedure

1 Show students a photograph of Venice, such as this one:

Ask students what they already know about Venice and if they know about the city's problems. Make sure that all students are aware that Venice has problems of over-tourism, costs in maintaining all its ancient buildings and because it is slowly sinking.



- 2 Put students into groups of four and give them each one of these roles. Students should not let each other know their roles. (If you have a group of three, do not use Student D.)

*Student A: You work on the Venice council which relies on local taxes and then gives money to projects to save Venice.*

*Student B: You are a local hotel owner with a five-star hotel in the city centre. Your family has owned it for three generations. You cannot imagine Venice without tourism!*

*Student C: You are a local historian who wants to preserve the ancient buildings. You think the city needs to limit the number of tourists entering the city.*

*Student D: You are a local tour guide who organises tours to the city. You run tours for over 100 customers every day.*

- 3 Explain to the students that Student A has organised the meeting or local people from Venice to discuss the problems of Venice and how to solve them. Allow five minutes for the role-play discussion.
- 4 At the end of the meeting, ask the students to guess what was written on each other's role card and summarise each other's stance. How was it different from their own?

#### **Variation**

Instead of Venice as a context for the discussion, you could choose other locations around the world with problems related to over-crowding and tourism, such as Machu Picchu or Mount Everest. Follow up this activity by giving students different texts and asking them to identify the author's stance. (See the next activity.)

#### **Activity 8** Identifying main arguments and supporting evidence

Critical thinking aim: To develop the skill of identifying the main argument in a paragraph and the supporting evidence.

Language aim: To identify discourse markers used to structure a paragraph.

Rationale: When students read a text with an opinion or viewpoint, they need to be able to read for the main argument in the text and decide if the writer has provided supporting evidence. This activity introduces this in the context of a single paragraph before asking students to approach much longer texts containing more than one argument.

#### **Procedure**

- 1 Take a paragraph from a text with a clear main argument and sentences with supporting evidence. Cut up the different parts or rewrite the sentences so they are jumbled. For example, here are sentences taken from a paragraph in a text about immigration in the United Kingdom. However, they are in the wrong order and students need to reorder them:
- Latest figures for the last twelve months show that 153,000 people migrated to the UK.
  - In fact the reverse is true according to figures from the Office of National Statistics.
  - The commonly-held belief that immigration into the United Kingdom is on the increase is not supported by the facts.
  - The current government aims to continue this downward trend and reduce the number to 100,000 in the next two years.
  - That figure is down by one third compared to this time last year when net migration stood at 242,000 people.

- 2 Students reorder the sentences and underline any words or phrases which helped them to decide what the main argument was and what was the correct order for the supporting sentences. The answer for this example, sentences a-e above, is as follows: 1c, 2b, 3a, 4e, 5d
- 3 Give students a longer text and ask them to study the paragraphs. They should underline the main arguments in the text and circle any sentences with supporting evidence.

### Activity 9 Fact or opinion

Critical thinking aim: To contrast fact with the writer's opinion.

Language aim: Expressing opinion with reasons.

#### Rationale

Sometimes we read texts or listen to people claiming to present some kind of factually true content. However, when this is the case, it's important to approach the text critically for information that pretends to be factual when it is in fact the author or speaker's opinion. By analysing texts in this way, students can learn to identify opinion through the language used and in turn they will learn the language they need to express opinion in their own writing.

#### Procedure

- 1 Take between six and eight sentences from a text which contains fact and author's opinion. Ideally, they will be from a text you have already been reading in class and so the activity can form part of a longer reading lesson. So, for example, the following six sentences come from a longer listening text in which an expert in a radio programme is talking about language extinction.

- 1) *About eighty percent of the world's population speaks one percent of its languages.*
- 2) *Every two weeks another language disappears from the planet because the last remaining speaker dies.*
- 3) *The good news is that some minority communities are trying to save their language by setting up special schools to teach their children.*
- 4) *The official language in India is Hindi but speakers of a minority language called Aka are going to preserve the language through the public performance of wonderful songs and storytelling, hopefully.*
- 5) *With an estimated 830 different languages, the islands of Papua New Guinea have the largest concentration of linguistic diversity in the world.*
- 6) *Local indigenous languages often have words for local plants with medicinal qualities which don't exist in other languages so I don't think we can afford to let them die out.*

- 2 Students read the sentences and decide which sentences are factual (F) and which contain elements of the speaker's opinion (O). Ask them to underline the key words which indicate an opinion. These will be useful for students to learn and use in their own writing. Here are the answers for the sentences above with the opinion words and phrases from the sentences written in brackets.

1 F, 2 F, 3 O (*The good news is that...*) 4 O (*wonderful / hopefully*) 5 F, 6 O (*I don't think*)

Notice in particular how expressions like 'the good news is...' and adjectives and adverbs can quickly make something that is factual into something that also shows the writer's personal viewpoint.

### Activity 10 Vague or accurate?

Critical thinking aim: To identify vague or accurate language.

Language aim: Using vague and accurate language.

#### Rationale

This exercise has some similarities to the previous activity looking at fact and the writer's opinion. It asks the student to assess sentences in terms of whether a statement is too vague or imprecise and to raise awareness that language, especially in academic writing, should be accurate and detailed.

#### Procedure

- 1 Write these pairs of sentences from different kinds of text on the board or give students a copy. Ask them to identify which sentence is vague and which sentence presents more accurate information.

- 1
  - a This film is extraordinarily long.
  - b This film is 210 minutes long.
- 2
  - a Two out of every three people in the survey said they can't speak a second language.
  - b The vast majority of people in the survey said they can't speak a second language.
- 3
  - a All our customers love our latest model.
  - b Customers that we have spoken to say that they love our latest model.
- 4
  - a It's well-known that elephants communicate with each other through infrasounds which are inaudible to humans.
  - b Scientists have measured elephants' infrasounds (under 16 Hz and inaudible to humans) which can signal to other elephants up to 20 km away.
- 5
  - a The Harry Potter books by JK Rowling are loved by millions of readers all over the world.
  - b The Harry Potter books by JK Rowling have been translated into over 70 different languages.

Answers 1 a vague b accurate, 2 a accurate b vague, 3 a vague b accurate, 4 a vague b accurate, 5 a vague b accurate.

- 2 In each case, discuss what type of language makes a sentence vague or accurate.

Vague language tends to:

- use generalised adverbs and adjectives ('extraordinarily long')
- make generalisations without supporting evidence ('All our customers...')
- makes assumptions (It is well-known that..)

Accurate language tends to provide:

- exact detail ('210 minutes long')
- evidence based on research ('two out of every three')
- defining clauses ('customers that we have spoken to')



- 3 Point out that there is nothing wrong with vague language in certain contexts. Ask students what type of text types the vague sentences probably came from. The answer is sources such as a daily newspaper, magazines or informal conversation with people. However, when reading or writing academic or work-based texts, the information should have the features of accurate language.

### Follow up

Students could look at other texts and underline examples of vague or accurate language to establish where the text provides a useful source of accurate information.

### Activity 11 Where's it from?

Critical thinking aim: Identifying features of different text types on the same topic, selecting relevant information and synthesising it.

Language aim: To recognise features of written discourse.

Level: B1+

### Rationale

Students need to develop the skill of researching a topic. They will draw their information from different sources and have to decide whether certain text types are credible sources. In order to do this, they need to be able to recognise the text type from the writing style.

### Procedure

1 Give students three texts on the same subject but written in entirely different ways. Ask them to identify what kind of text each one is. Here are three example texts which you could use for this activity. They are all on the same subject of online shopping. Ask students to identify the text type and say what it was about the language in the text that told them this. For example: Was it formal or informal? Who was it written to (one person or many)?

#### Text A

Online shopping is a form of electronic commerce which allows consumers to directly buy goods or services using a web browser. An online shop creates the same experience of buying products or services from a shopping centre or retailer in the high street but the buyer doesn't have to leave his or her house. The two largest online retailing companies in the world are eBay and Amazon.

#### Text B

Dear Susie

I'm writing to thank you for my birthday present. I have to admit that I was worried about buying things on the internet but after only two days I have already downloaded three books!

Buying them online like this is so much easier than having to leave the house! It's so convenient.

All my love

Grandmother

#### Text C

Tips for safe shopping online

- Make sure your computer's security software is up-to-date.
- Reputable websites include information on how your personal information will be used.
- Find out what other shoppers say about a company.
- When paying by credit card, look for the letter **s** after **http** on the web address.

Answers for Text A-C: Text A comes from Wikipedia so the language is purely informational. Text B is a short correspondence between two people so it's informal and chatty. Text C is from a text giving advice and warnings about shopping online.

- 2 Ask students to imagine they are going to write the following for and against essay: *Some people prefer online shopping to face-to-face shopping. Give reasons for and against this view.*

Which of the texts do they think provides them with useful information and ideas for their essay?

Possible answer: In fact all three texts provide ideas to help students with their writing. Text A might help them with a basic introduction to the topic. Text B suggests possible advantages of online shopping, especially for older people. Text C draws attention to some of disadvantages of online shopping.

### Variation

Students could go in search of other texts and sources on this topic and select relevant information and ideas before they finally write the essay in 2 above.

### Activity 12 Reading between the lines

Critical thinking aim: To develop the skill of identifying hidden assumptions or implicit meaning.

Language aim: To identify connotation and denotation.

Level: B1+

### Rationale

When students start to read higher level or more authentic texts they will need to develop the ability to read between the lines. In other words, to understand the implicit meaning of the writer's words as well as the explicit meaning. In some cases, a writer will choose a word with connotations or certain associations. So instead of choosing the word for its denotation, or literal meaning, the writer uses it to evoke a different kind of meaning. Students need to develop the skill of identifying this language use in order to understand the writer's position or stance. Language with connotation can also be more persuasive to the reader because it appeals to our emotions. This exercise introduces students to the idea of connotation and denotation in texts.

### Procedure

These eight sentences all have a negative meaning because the word in bold has negative connotations. Make the sentences positive by replacing the word in bold with a word in the box which has a similar denotation but a positive connotation.

thrifty	passion	challenging	slim	classic	confident	unique	responsible
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- 1 'My brother's so **cheap** with his money!'
- 2 'The climb up the mountain is **difficult**.'
- 3 'My older sister is very **bossy**!'
- 4 'This type of design is **ancient**.'
- 5 'His sense of style is **unfashionable**.'
- 6 'Fashion models in magazines always look so **thin**.'
- 7 Stamp collecting is his **obsession**.'

8 'There's a student in my class who's so **big-headed**.'

(Answer: 1 thrifty 2 challenging 3 responsible 4 classic 5 unique 6 slim 7 passion 8 confident)

### Activity 13 False conclusions

Critical thinking aim: To evaluate the supporting evidence for a conclusion.

Language aim: To practise the language of concluding and summarising.

Level: B1+

#### Rationale

When a text ends with the writer's conclusion or final opinion, it should be as a result of a considered assessment of all the arguments and evidence in the rest of the article. Students will also need to arrive at conclusions in a similar way. The following activity draws attention to conclusions which are not based on correct reasoning and acts as a useful lead-in to looking at conclusions in longer texts.

#### Procedure

- 1 Write one or all of the following sets of three sentences on the board. Ask students what is wrong with the conclusion in each case. What mistake is the speaker making?

*Dogs have four legs. Cats have four legs. All cats are dogs.*

*Oranges are the colour orange. Your shirt is orange. Your shirt is an orange.*

*Cars have an engine. Motorbikes have an engine. Motorbikes are cars.*

- 2 Put students in pairs or groups and ask them to write a similar set of three sentences with an incorrect conclusion. This should be a fun activity which allows students to use their imagination. Afterwards, they read out their false conclusions.

#### Follow on

Give students a longer text with a conclusion at the end. Ask students to read the conclusion and say what it is. Then ask students to study the text and underline supporting reasons or evidence for the conclusion. As a class, discuss if the conclusion is logical, based on the arguments given.

### Activity 14 Writing headlines

Critical thinking aim: To analyse a text for its essential meaning.

Language aim: To practise summary writing.

Level: B1+

#### Rationale

After students have read or listened to a text, they need to analyse it for its main meaning. One way to do this is to encourage them to summarise the text in a few words. It's also a useful way to develop their note-taking skills. A fun way to do this is to have students read or listen to short texts from a newspaper or radio or TV news and write a headline.

### Procedure

- 1 Show students some headlines from different newspapers or news websites. For each one, ask them to say what they think the news story was about. Afterwards ask them to say what the purpose of a headline is. (Possible answer: To summarise the story and attract the reader's interest)
- 2 Give out some short news stories or play three or four short recordings of different news items on the radio. For each one, students try to write a news headline which summarises the main meaning of the text. If you are playing recordings, then play them at least twice.
- 3 Put students in groups and let them compare their headlines to see if they summarised similar information or used similar words from the text.

### Activity 15 Find the expression

Critical thinking aim: To analyse the structure of a text.

Language aim: To introduce useful expressions for structuring a text.

Level: B1+

### Rationale

Understanding how a written text is structured will help students to understand and evaluate a writer's argument and will also help them to write their own essays.

### Procedure

- 1 Give students copies of the following and ask them to match the functional heading (1-8) to the expression (a-h).

- 1 Introducing an argument
- 2 Sequencing information
- 3 Giving supporting evidence
- 4 Adding information or evidence
- 5 Comparing information or evidence
- 6 Showing cause and effect
- 7 Summing up
- 8 Concluding

- a) As a result of this...
- b) Firstly..., Secondly...
- c) Taking everything in consideration, I think that...
- d) To sum up...
- e) This is proved by the fact that...
- f) In addition to this...
- g) One the one hand...on the other...
- h) One argument for this is...

(Answers: 1h, 2b, 3e, 4f, 5g, 6a, 7d, 8c)

- 2 Now give students a text with arguments and supporting evidence in it. Ask them to find more examples of words and expressions for each of the functional headings in 1-8. They should make a note of any new ones and try to use them in their own writing.

## **Activity 16** Predicting the content of the text

Critical thinking aim: To compare your prior knowledge and expectations of the content of a text and to evaluate the relevance of arguments.

Language aim: To prepare students' schema before listening or reading.

Level: A1+

### **Rationale**

In order to help understand a reading or listening text, we often ask students to predict what information or arguments the text might include. This is also a useful exercise to help students who are researching ideas for a presentation or essay. They can predict the content and then consider why some information was not included in the text.

### **Procedure**

- 1 With a reading text you can show students the title of the text, or ask them to look at a photograph or image that accompanies it. If you are going to play a recording, then write a title for it on the board. Ask students to work in groups and list six or seven items of information they expect to read or hear. For example, if the text is an opinion piece then they can predict the kinds of argument they expect to read or hear.
- 2 Students read or listen to the text and tick the items they predicted correctly and put a cross next to those that were not in the text.
- 3 In their groups, students discuss the ideas which were not included. Was it because they weren't relevant or didn't support the main argument? Or are they still relevant and could be used in another text on this topic? For example, if students are going to give a presentation on the topic they should discuss if they can still include these other ideas.

### Activity 17 Practising the language for expressing critical thinking

Critical thinking aim: To express your view of a topic based on your reading.

Language aim: To practise functional language for discussions.

Level: B1+

#### Rationale

Sometimes teachers think their students have no opinions because they are unable to express their opinions. In fact, students often do have strong and thoughtful opinions but they are not confident with the language they need to express themselves. This activity provides input and practice with the language they will need.

#### Procedure

1 Before the lesson, you need to make copies of expressions below and cut them into slips of paper.

The main point is....	On the one hand...
One argument for it is that...	I agree because...
One argument against it is that...	I disagree because...
It's because...	In my opinion...
As a result of this...	Evidence shows that...
...is similar because...	What do you mean by that?
...is different because...	Why do you think that?
There are a number of reasons. Firstly...	How did you come to that conclusion?
Another reason is...	In conclusion...
Also...	What evidence do you have for that?
Because...	I know because...

- 2 Make groups of three or four students and sit them in a circle around a table. Give each group one set of the cut-up expressions. They deal out the slips of paper so each player has the same amount. Put any extra slips to one side.
- 3 Write a topic for debate on the board. It could be something you have been discussing recently or a topic which doesn't need too much specialised knowledge. For example: 'It's important to spend 30 minutes a day doing physical exercise'.
- 4 Explain that the groups must discuss the topic but that they can only speak by using the words on one of their slips of paper and placing it in the middle of the table. One player begins and then the player on the left must continue with a logical comment. Then the next player on the left speaks so that the discussion moves anti-clockwise around the circle. The aim is for a player to use all his/her expressions and to get rid of all the slips of paper. If the group thinks that a player uses an expression incorrectly, they can challenge the player and make him/her miss a turn.
- 5 When the groups finish, repeat the activity by writing a new discussion topic on the board and dealing the slips of paper again.

#### Follow up

Once the students become more confident with the game, you can change the rules so that any player can speak in order to use up the expressions first. This version is more chaotic but it's a lot of fun.

**Activity 18** A for-and-against essay

Critical thinking aim: To analyse the arguments for and against and to draw a conclusion.

Language aim: To write a four or five paragraph for-and-against essay.

**Rationale**

After students have read or listened to texts on a topic and analysed the relevant points, they can synthesize their findings into an essay. Writing a for-and-against essay is the obvious choice and it reflects the kind of writing task that is found nowadays in examinations such Cambridge English and IELTS.

**Procedure**

- 1 Think of a topic you have been studying in class recently and write a statement that will generate arguments both for and against. Here are some possible suggestions:

*Sport: Sport in schools should be more competitive so that children learn about real life. Do you agree?*

*Jobs and money: Parents should only pay pocket money if their children do jobs. Do you agree?*

*Technology: The Internet is having a negative effect on people's social lives. Do you agree?*

*Education: Living in another country is the best education you can receive. Do you agree?*

*Places: The countryside is a better place for young children to grow up in than a city. Do you agree?*

*Animals: We should close down zoos and let animals go free. Do you agree?*

- 2 Put students in groups and ask them to brainstorm lists of reasons or evidence supporting the arguments for or against the statement. On the board write this table and ask them to list their arguments below the + (for) and – (against):

+	-

Groups should find a minimum of three arguments for both sides. You can also collect ideas from each group at the end and write them on the board.

- 3 Next, students need to write their essays using the ideas in stage 2. They could write this alone or in groups. In order to ensure students follow a logical structure in their essay and that they learn to use phrases for structuring it, you could give them a copy of the page below with the essay structure laid out. In paragraph one, students restate the statement. In paragraph two, they list their three arguments for and their three arguments against in paragraph three. Then in the final paragraph, they write their concluding opinion.

There are various arguments for and against the view that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One argument for is that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Another reason is that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thirdly \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

On the other hand, there are arguments against. Firstly, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In addition to that, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Finally, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

So, on balance, I think that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Activity 19** Preparing a group presentation

Critical thinking aim: To bring together all the stages in critical thinking and apply relevant ideas into a presentation.

Language aim: To input the language of presenting.

Level: A2+

**Rationale**

After students have read or listened to texts on a topic and analysed the relevant points, they can apply their new knowledge and understanding by preparing a presentation. For example, perhaps they have been reading arguments for and against an opinion. Next, you can ask students to present the main arguments either for or against or you can ask one group to present the arguments for a point of view and another group to present the arguments against.

**Procedure**

Students can present on their own, but working in groups is also a valuable learning process, so it is highly recommended. If students use slides to support their presentation, then make sure they summarise their main points in bullet form but without using too many words. As a general rule, have three bullet points per slide with no more than five words per line.

Students need time to prepare their presentations and to ensure that their presentations have a clear structure, you need to introduce some language for giving presentations. You could photocopy this checklist of useful phrases for students to follow. By using many of the expressions from each section, students will ensure that their presentation is planned and organised with a clear structure.



### **Introductions**

Good morning/afternoon everyone and thank you for coming.

Today we're going to present.... / We're going to talk about the topic of...

My name's.... / Let me introduce everyone in our group. My name's... and this is....

We're each going to talk about different parts of the topic.

### **The structure of the presentation**

First we'll talk about...

Then, we're going to present...

Next, we'll look at...

And finally,...

The presentation will last about ... minutes.

There'll be time for questions and comments at the end.

### **Moving from one point to the next**

Point one is about...

So let's start by looking at...

That brings us to the end of this first point.

Now I'm going to hand over to my colleague who will talk about the second point.

Moving on to the next point...

That's everything I want to say about...

And now for the final part of our presentation...

### **Balancing arguments for and against**

First of all, here are some of the arguments for...

Next we'd like to present some of the arguments against...

One argument for... is that...

However, the argument against is that...

### **Summing up and concluding**

To sum up, we've looked at three main points.

We've considered the arguments for and against...

In conclusion... / On balance, we think...

### **Ending the presentation and inviting questions**

That's the end of our presentation.

Thank you for listening. / Are there any questions?

We'd be happy to take your questions.

## **Activity 20** Assessing a presentation

Critical thinking aim: To assess the arguments and opinions presented.

Language aim: To assess the language used in the presentation.

Level: A2+

### **Rationale**

When students give their presentations, you want other students in the class to participate actively as an audience and to consider the effectiveness of the arguments. One way to do this is to give students who are listening a feedback form to fill in as they do so.

**Procedure**

Give students in the audience a copy of this feedback form (or adapt it according to your needs and context) or you could use such a form to give your own feedback.

**Feedback form****The structure of presentation**

The group used language to:

- introduce themselves
- introduce the structure of presentation
- move from one point to the next
- give arguments for and against
- sum up and conclude
- end the presentation and invite questions

**The content of the presentation**

(Answer Yes or No and give examples from the presentation of how each was/wasn't achieved)

Did the group include all the main arguments for and against?

Did they include evidence to support their arguments?

Was their conclusion logical and clear?

**Overall**

One thing I really liked about your presentation was...

One thing you could improve next time is...

## Teaching Resilience Through English

**What is resilience?** The ability to adapt and grow when faced with difficulty, trauma, tragedy, stress, or hardship

### Factors in resilience:

- Having a positive view of oneself and confidence in one's strengths and abilities
- Being able to manage emotions and thoughts
- Communicating and working together with others to solve problems
- Making positive goals and plans, then taking steps to carry them out
- Getting through difficult times and situations

### Teaching resilience...

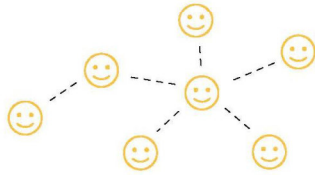
1. increases students' abilities to identify and control their feelings while at the same time developing and practicing **empathy** with others;
2. helps to develop positive relationships, friendships, and sense of **community** and belonging;
3. gives students the tools they need to practice **conflict-resolution**, compromise, and peacebuilding within the classroom and their other communities;
4. promotes skills in goal-setting, focus, mindfulness, and organization, which improve overall **confidence**.

### What are some connections between resilience and English language learning (that is, *why* teach resiliency in the English language classroom)?

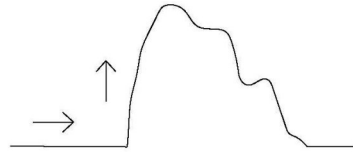
- Language-learning requires new or reformed cultural knowledge about others who are different than us or who come from elsewhere (**challenging language ego**)
- **Confidence** is key to successful language-learning
- Learning requires **cooperative problem-solving**
- Language-learning requires **perseverance**, especially through challenges, mistakes, stress
- Emotional state can alter the way we learn (*affective filter*)

## 10 Ways to Develop Resilience

1. Making connections and building your social support network.



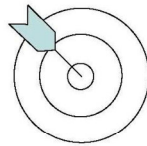
2. Avoiding the tendency to view crises as insurmountable challenges.



3. Accepting that change is a natural and unavoidable part of life.



4. Moving towards your realistic goals.



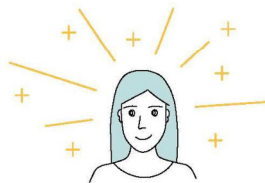
5. Taking decisive actions that will help you face your challenges.



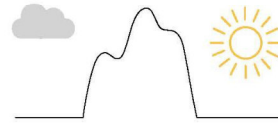
6. Looking for opportunities for self-discovery.



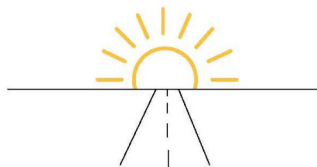
7. Nurturing a positive view of yourself and your abilities.



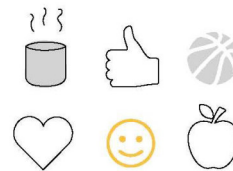
8. Keeping things in perspective and in context.



9. Maintaining a hopeful outlook on life.



10. Taking care of yourself.

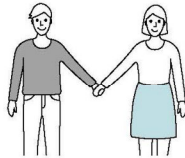


### Four Themes of Resilience training:

Resilient Thinking



Effective Relationships



Managing Emotions



Building on Strengths



# Resilience Reflection



Complete the thoughts with statements that are true for you:

1. I feel happiest when \_\_\_\_\_.
2. I often feel that I am \_\_\_\_\_.
3. When I am alone, I often think about \_\_\_\_\_.
4. Something that really makes me feel sad is \_\_\_\_\_.
5. Something that really makes me feel angry is \_\_\_\_\_.
6. I feel really stressed out about \_\_\_\_\_.
7. I am afraid that \_\_\_\_\_.
8. If I could change something, it would be \_\_\_\_\_.
9. I often feel nervous about \_\_\_\_\_.
10. I feel my best when I \_\_\_\_\_.

Write about three challenges, difficulties, or hard situations in your life right now:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Discussion:** With a partner or small group, talk about the items that you wrote about on the front side. Use the visual below to discuss how your challenges and difficulties might instead become positive opportunities to learn, grow, heal, or change.



Three positive take-aways from our discussion:

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# Resilience Mandala

By \_\_\_\_\_

Health  Security  Happiness  Community  \_\_\_\_\_



# Resilience Mandala

By \_\_\_\_\_

Health    Security    Happiness    Community    \_\_\_\_\_

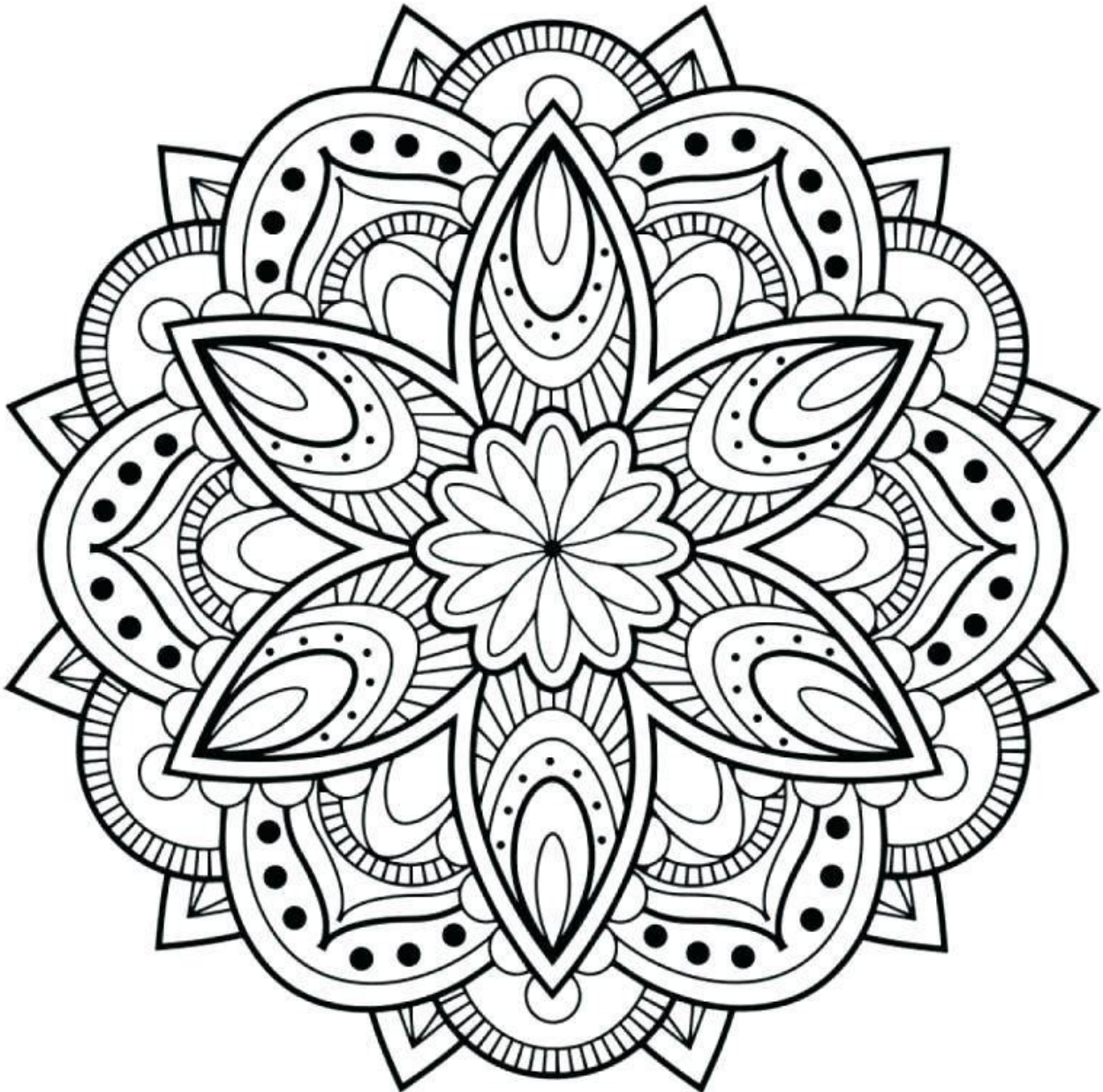




# Resilience Mandala

By \_\_\_\_\_

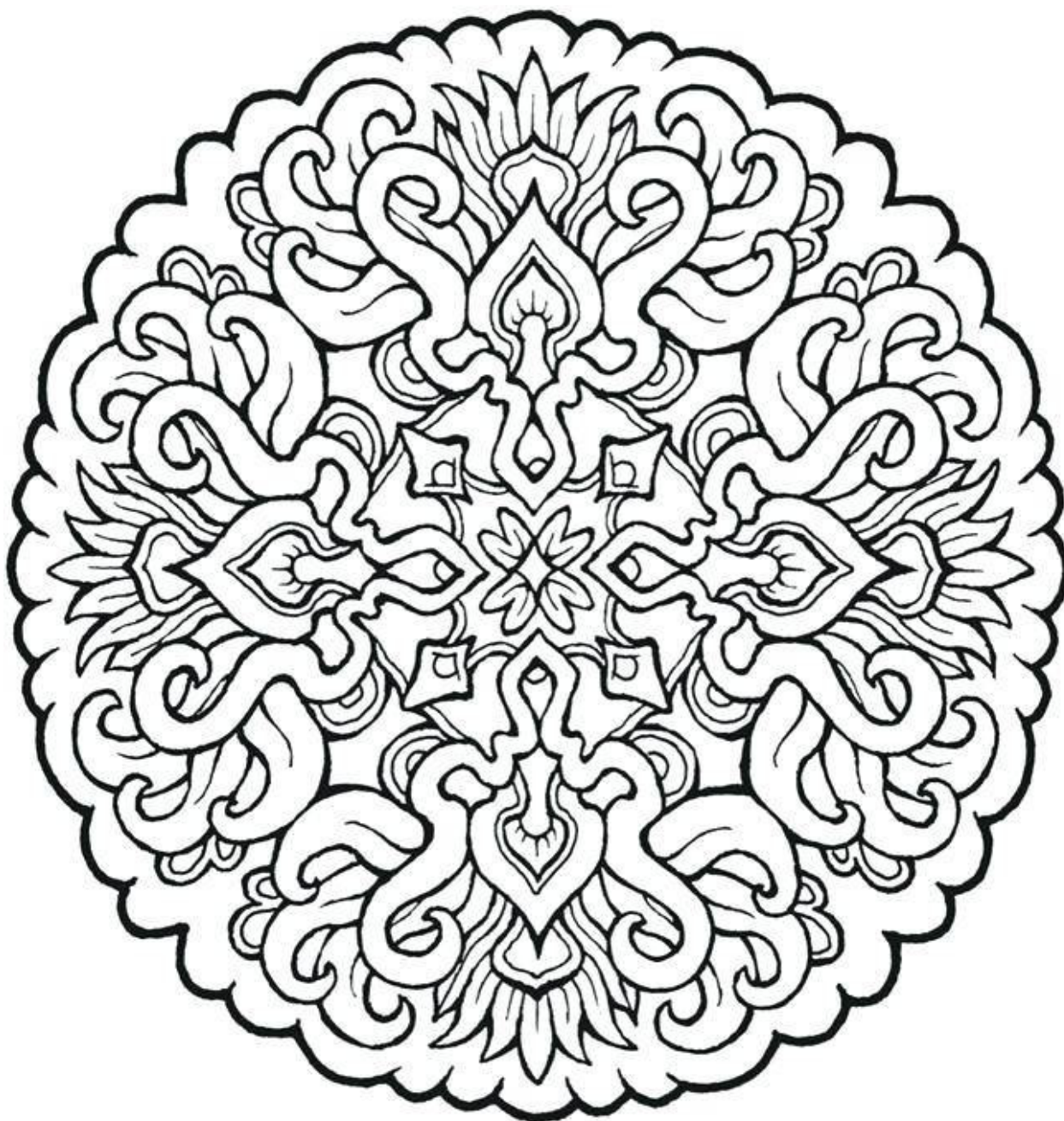
Health    Security    Happiness    Community    \_\_\_\_\_



## Resilience Mandala

By \_\_\_\_\_

Health  Security  Happiness  Community  \_\_\_\_\_



# Teaching English online

Teaching English online doesn't have to be very different from teaching English in a face-to-face classroom. This guide will help you choose a platform, show you how to get started with different platform features and think about how to adapt activities, strategies and resources for teaching in an online classroom.

## SPEAKING

When you teach speaking online, you can listen and watch students, monitor their language, give feedback, and encourage participation and engagement – just as you do in a face-to-face classroom. As well as using your voice, you can use the chat box, the whiteboard or share a document on your screen to clarify questions and interact with students. You can delay your feedback until the end of a task, or you can give immediate feedback and support. One advantage of teaching speaking online is that you can record the class – you and your students can watch the lesson again to learn from good examples or focus on areas for improvement.

## READING

When you teach reading online you need to think about replacing books and paper handouts with digital versions. Many videoconference platforms, such as Zoom and Skype, have a screen-sharing feature which you can use to display digital texts. Alternatively, you can take and share a screenshot of reading materials, copyright permitting. You and your students can also use the drawing tools on platforms like Zoom for highlighting text.

## LISTENING

When you teach listening online it's crucial to use the right equipment. You need to check that students can listen to videos and audio files, as well as to you! On most platforms, you can share audio files, which will enable all students to hear tracks clearly on their own computers. Another option is to play the track on your computer, but this will result in a lower quality audio track for your students. Most listening tasks can be done online with the whole class using the whiteboard, chat box or screen-sharing features, including pre-listening, while-listening and post-listening tasks.

## WRITING

Teaching writing online can be fun and enjoyable if you know what tools can help you. At lower levels, you can work at sentence level using the whiteboard or shared screen. At higher levels, you might focus your online classes on preparing students for writing. You can use breakout rooms for pair or group discussions to help students analyse a model text, come up with creative ideas and plan the language they will use. You may wish to set the actual writing work for independent study or set collaborative writing tasks, for example, in a shared Google Docs document, where each student is able to write at the same time on the same document.

## GRAMMAR AND VOCABULARY

You can teach grammar and vocabulary online in a very similar way to how you would teach it in the face-to-face classroom: exploring the structures and items through reading and listening texts, presenting them or guiding discovery using the virtual whiteboard, and following up with practice tasks. However, the online environment also gives you the opportunity to use other digital tools in lessons and for independent study. Here are three popular digital tools you could use:

- [Kahoot!](#)  
Kahoot! provides game-based learning activities and can help you check understanding.

- [Quizlet](#)  
Quizlet can help learners memorise information, such as vocabulary items.
- [Quiz your English](#)  
Quiz your English is a language game where learners play against other users from around the world.

## CLASS SIZES, GROUPING AND CLASSROOM MANAGEMENT

Online teaching can be effective with larger classes as well as one-to-one classes or smaller groups, but you do need to be well prepared and organised. Think about the stages of the lesson in advance – what you can do as a whole class; when students can work in pairs and groups; how you will get them in and out of groups quickly and easily; how long activities and transitions will take; and how you are going to interact with and give feedback to students. Routines and timekeeping are really important, and so is ensuring that all the students log in on time and are ready to start promptly – especially if you're sharing a platform with other teachers.

- Instead of grouping students around different desks, in some online classrooms you can send students to different breakout rooms.
- You may be able to be flexible with class length and size, for example, instead of an hour with the whole class, you could set independent work and run three shorter 20-minute classes with smaller groups to differentiate learning.
- Students can use symbols in the chat to show they want to answer, or to show they are finished.
- Leave a bit longer for students to think and answer. Sometimes there's a delay in audio and it takes a while for everyone to get used to an online classroom.
- Take things step by step when you use a new platform – don't try out all the new features at once!

## MOTIVATION AND ENGAGEMENT

Motivating and engaging students in an online classroom is a different challenge from the one we face in the real-life classroom. The key is to help learners establish good rapport with each other and to grow their confidence by encouraging them to participate in lessons.

- Model good communication skills and behaviour to show the students how you want them to behave with each other.
- Increase engagement levels by including tasks that allow learners to personalise the topic or language of a lesson.
- Use breakout rooms to give students the opportunity to talk in pairs or groups.
- In whole class situations, use activities that encourage learners to ask each other questions.
- Use stickers or emojis to praise, encourage, and develop a positive learning atmosphere, especially if you're not using video and learners can't see you.

## YOUR RESPONSIBILITIES

Finally, although many platforms only require a learner to enter their name and surname, if your learners are under the age of 16, you or your school should get permission from their parents before you ask them to sign up. It's also necessary to get permission from a young learner's parents before asking them to register with a tool or website outside of the normal learning platform. Remember that it is your responsibility or the responsibility of your school to look at the privacy policy of any tool or platform to understand how student data will be stored or used, and who can see that data.

When a platform uses email sign up, remember that most online services require users to be over 13 to be eligible to create an account. However, often younger users can sign up through family or school accounts. Just remember that these rules change from service to service and country to country, so please check.











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