



THE LANGUAGE CLASSROOM AS A **LIFE AND CAREER** LEARNING ARENA

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About this session:

- What does being a language student mean in today's world?
- Are language skills enough?
- What other skills are as necessary as language skills for our students to thrive in a globalized world?
- Why think of our language classrooms as an arena?

BEING A LANGUAGE STUDENT TODAY



LEARNING
A
LANGUAGE

BEING
EDUCATED
ON
ANOTHER
LANGUAGE

WHAT'S THE
DIFFERENCE?

LEARNING A LANGUAGE



LANGUAGE
SKILLS

LEARNING A LANGUAGE



LANGUAGE PROFICIENCY ALONE IS INADEQUATE; COMMUNICATION IS HOLISTIC AND ALSO REQUIRES THE KNOWLEDGE OF THE WAYS LANGUAGE AND CULTURE INTERLOCK AND AN UNDERSTANDING OF HOW INTERACTION ACROSS CULTURES OPERATES. (DEMIRCIOGLU AND CAKIR, 2015)

LEARNING A LANGUAGE



“The objective of English language teaching should be redefined in terms of the acquisition of intercultural competence rather than the acquisition of communicative competence.”

(Kilic, 2013, p. 58)

REASONS WHY PEOPLE LEARN ENGLISH

ENGLISH IS
A GLOBAL
LANGUAGE

ENGLISH
CAN
HELP
PEOPLE
GET JOBS

ENGLISH
CAN
HELP PEOPLE
MEET NEW
PEOPLE

MOST
SCIENTIFIC
PAPERS
ARE IN
ENGLISH

REASONS WHY PEOPLE LEARN ENGLISH

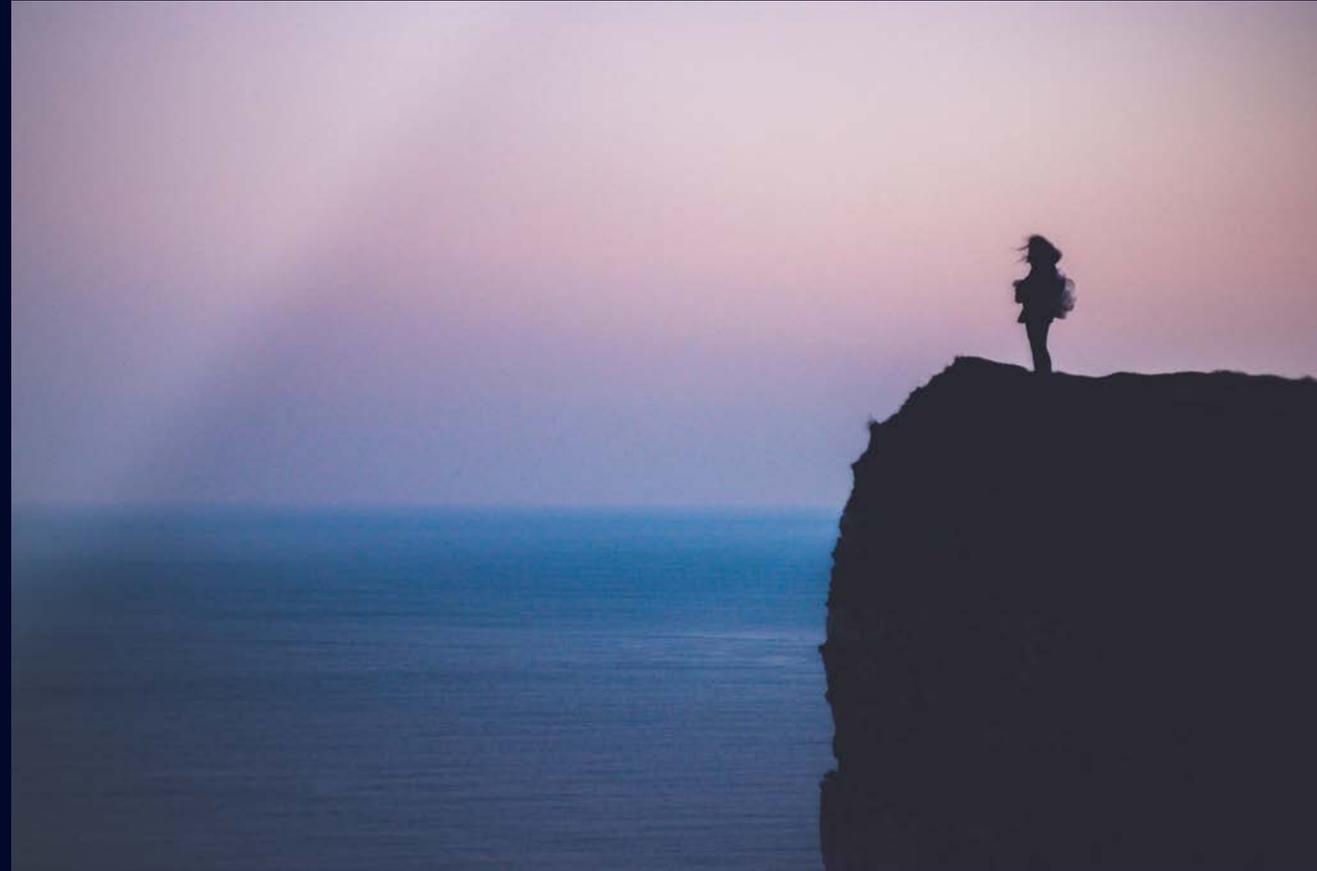
ENGLISH IS
THE
LANGUAGE
OF THE MEDIA
INDUSTRY

ENGLISH IS
THE
LANGUAGE
OF THE
INTERNET

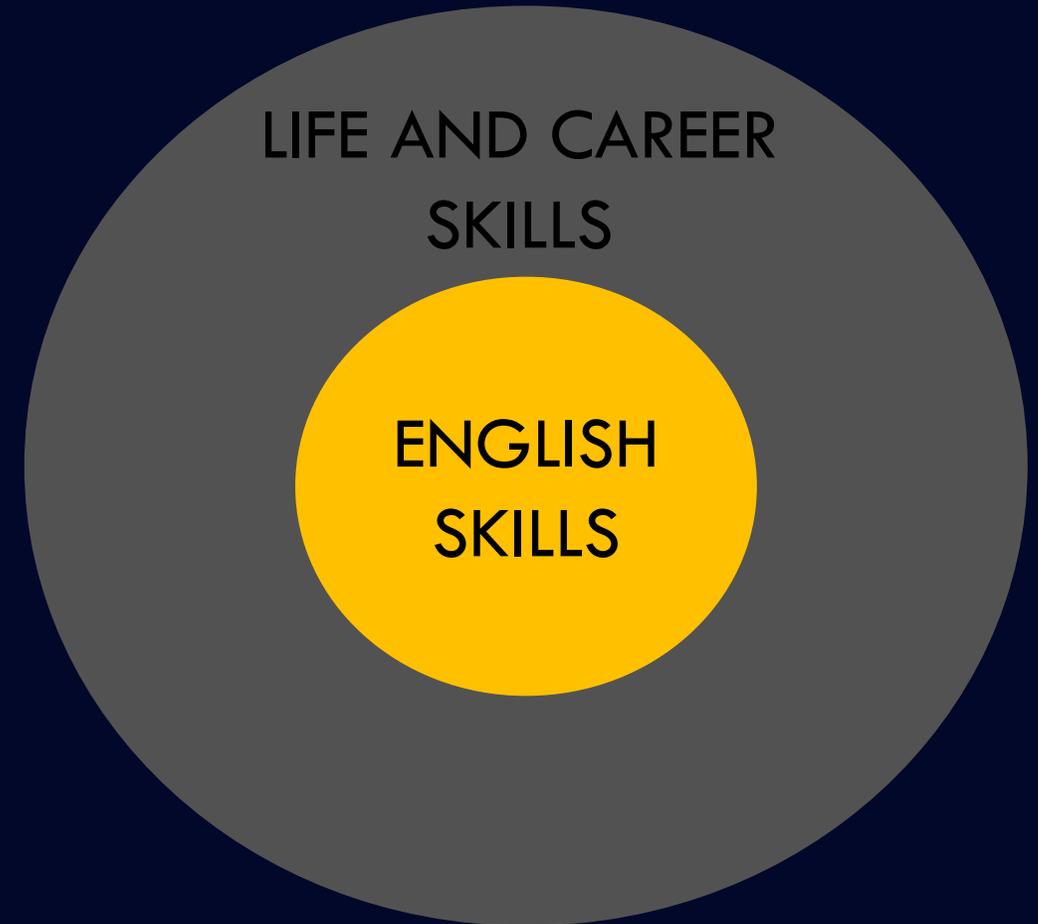
TRAVELLING
IS A LOT
EASIER IF
PEOPLE
SPEAK
ENGLISH

ENGLISH
IS
A 21ST
CENTURY
SKILL

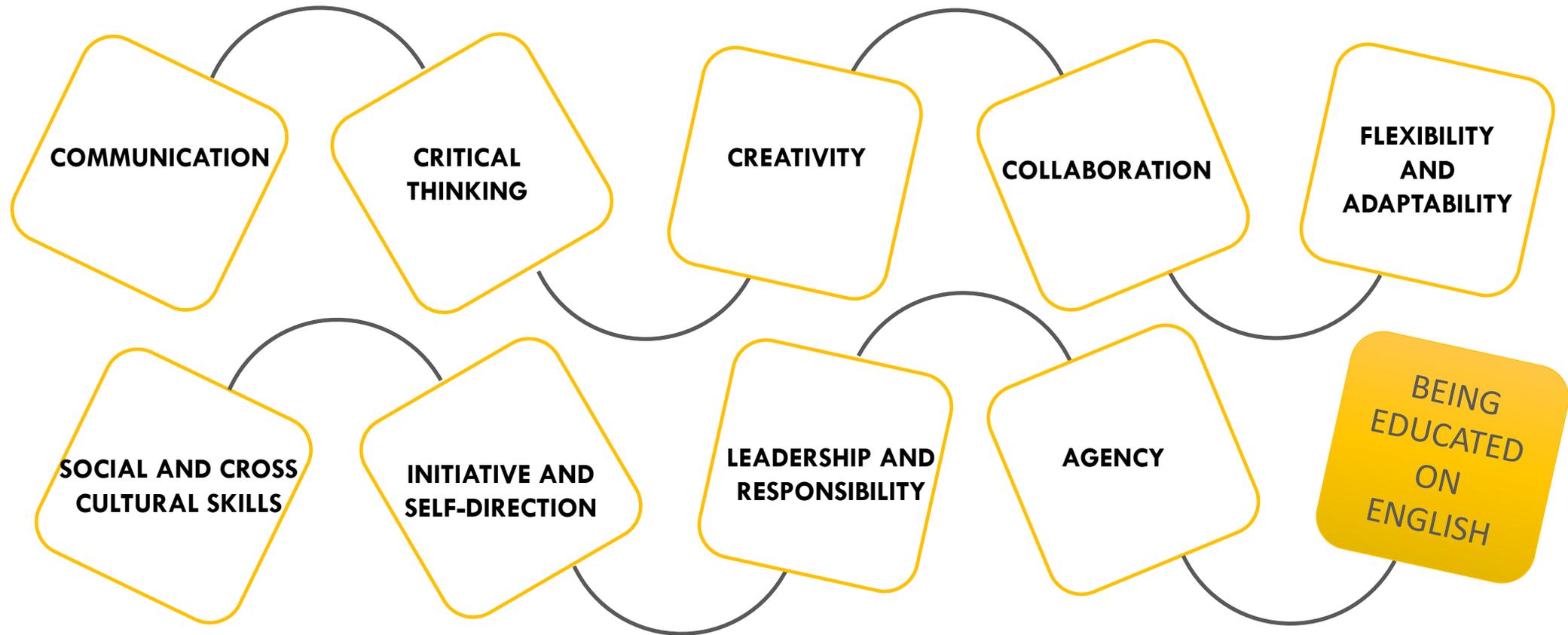
BEING EDUCATED ON ANOTHER LANGUAGE



BEING EDUCATED ON ENGLISH



LIFE AND CAREER **SKILLS**





THE CLASSROOM AS AN ARENA



An area in a Roman amphitheater for gladiatorial combats





a theater stage surrounded or nearly surrounded by the audience specifically



WHY THE CLASSROOM AS AN ARENA



FIGHT / COMBAT / COMPETITION /
ACTION

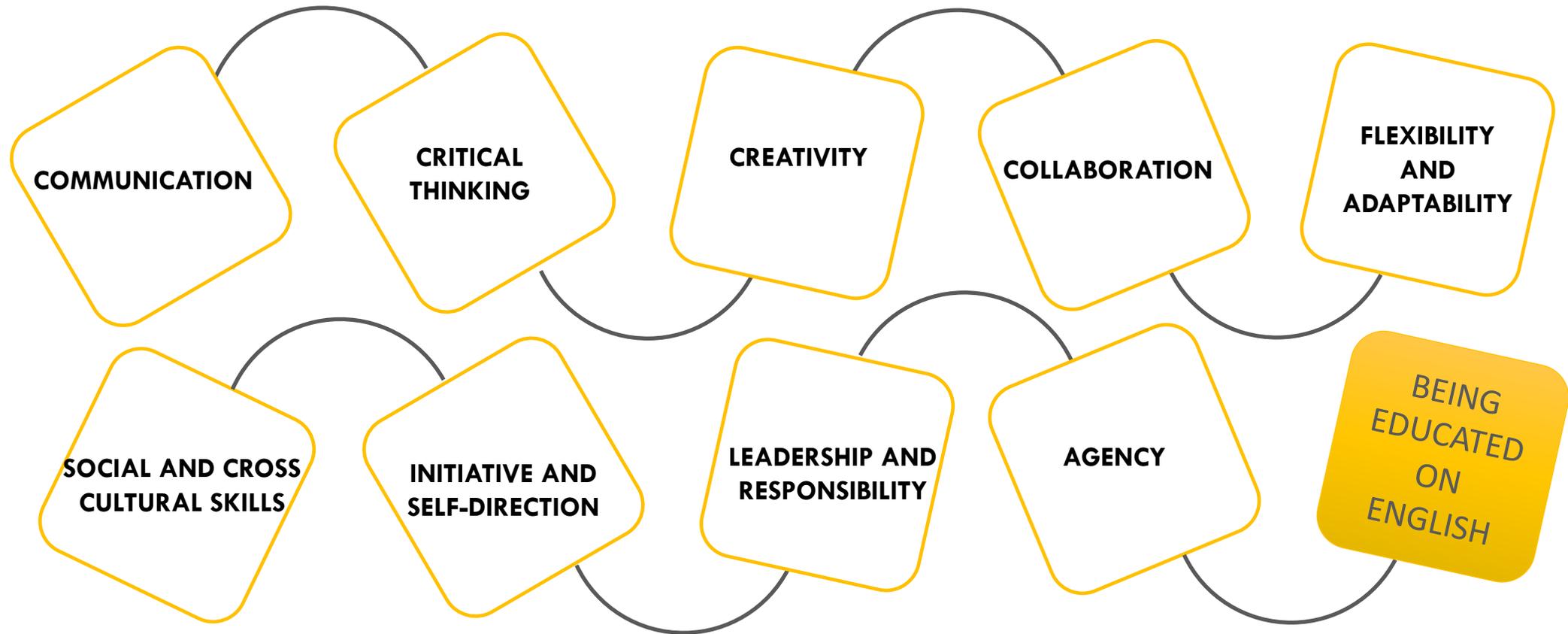


PERFORMANCE / ACTING / ACTION

A LANGUAGE CLASSROOM THAT PREPARES STUDENTS FOR LIFE AND CAREER



LIFE AND CAREER **SKILLS**





**COMMUNICATION
SKILLS**

ENGAGING IN CONSTRUCTIVE AND CRITICAL CONVERSATIONS.

LISTENING FOR AND SHARING THOUGHTS, QUESTIONS AND IDEAS IN DIVERSE ENVIRONMENTS.

DELIVERING PRESENTATIONS

VERBAL COMMUNICATION SUCH AS CONVERSATION, DEBATE, PERSUASION AND OTHERS. (FUNCTIONS)

RECEPTIVE COMMUNICATION SKILLS: PAYING ATTENTION, LISTENING AND COMPREHENDING.

READING, VIEWING AND LISTENING TO DIFFERENT TYPES OF MEDIA.

PRODUCING EFFECTIVE COMMUNICATION THROUGH ORAL, WRITTEN, VISUAL, NON VERBAL AND TECHNICAL MEDIA.

Look at the photo and answer the questions:

1 What do you see in the photo?

2 Why do you think people want to live here?

TOPICS: CONTENT AS THE DRIVING FORCE

LANGUAGE AS THE VEHICLE

LANGUAGE IS PERFORMATIVE

Houses covered in snow in Freudenberg, Germany

UNIT 1 GOALS

- A. Talk about How Long or How Often
- B. Discuss Why People Move
- C. Give Reasons and Explain Results
- D. Discuss Improving Communities
- E. Describe Places to Live

Look at the photo and answer the questions:

- 1 What do you see in this picture? 2 How would you get to the national park?



Road to El Chalten, Los Glaciares
National Park, Santa Cruz, Argentina

UNIT 10 GOALS

- A. Talk about Organizing a Trip
- B. Talk about Different Kinds of Vacations
- C. Use English at the Airport
- D. Discuss Travel
- E. Describe a Cultural Event

Look at the photo and answer the questions:

1 Do you think virtual reality can help children learn?

2 Would you like to study virtual reality technology?

Primary school students wear virtual reality glasses while learning about science in Xiangxi Tujia and Miao Autonomous Prefecture, Hunan Province, China.

UNIT 11 GOALS

- A. Discuss Technology and Learning
- B. Talk about Learning
- C. Discuss Educational Choices
- D. Talk about the Value of Play
- E. Describe Learning Strategies

DELIVERING PRESENTATIONS



Presentation Skills include:

- Rehearsing
- Creating effective hooks
- Using visual aids
- Making emotional connections
- And more!



Put It Together

A THINK CRITICALLY Synthesize. Work in a small group. Discuss how the interview you heard in Part 1 and the TED Talk you watched in Part 2 are similar and how they are different.

THE INTERVIEW AND THE TED TALK	YES OR NO
1. ... are about helping the environment.	
2. ... address the same topics.	
3. ... provide simple tips for listeners to follow.	
4. ... suggest that small changes can make a big difference.	
5. ... include humor.	

B THINK CRITICALLY Personalize. Besides water and paper, what are some other resources or materials that people can try to conserve in order to help the environment? Share examples from your own life.

COMMUNICATE

ASSIGNMENT: Give a Group Presentation You will give a group presentation with tips for helping the environment. Review the ideas in Parts 1 and 2 and the listening and speaking skills as you prepare your presentation.

PREPARE

PRESENTATION SKILL Focus Your Topic

It is not possible to say everything about a subject in one short presentation. You usually need to focus your topic—talk about just one part of it. As you plan your presentation, ask yourself *wh*-questions to focus your topic. Here are some examples:

What resource will I talk about? **Water**

How can we conserve water? **Tips**

Where can we conserve water? **At home**

Compare the topics in the pyramid. The topic at the bottom is extremely general, and the one at the top is very focused. As you move up the pyramid, notice which *wh*-questions helped to focus the topic.



**CRITICAL THINKING
SKILLS**

INTERPRETING AND ANALYZING.

FINDING SOLUTIONS TO PROBLEMS.

CONSTRUCTING ARGUMENTS.

REFLECTING ON LEARNING.

REFLECTING, ANALYZING AND EVALUATING EVIDENCE, ARGUMENTS, CLAIMS AND BELIEFS TO DRAW CONCLUSIONS.

MAKING REAL WORLD APPLICATIONS.

A THIRSTY WORLD 4

Three million black plastic balls help turn away the sun's UV rays and protect the drinking water in the Ivanhoe Reservoir in Los Angeles California, USA.

Three million black plastic balls help turn away the sun's UV rays and protect the drinking water in the Ivanhoe Reservoir in Los Angeles California, USA.

CONSTRUCTING ARGUMENTS.

ACADEMIC SKILLS

LISTENING Listening for Problems and Solutions
Using a T-Chart

SPEAKING Asking for and Giving Opinions
Suffixes and Syllable Stress

CRITICAL THINKING Prioritizing

THINK AND DISCUSS

- 1 Look at the photo. What do you think these people are doing?
- 2 Which do you think is a bigger problem—too much water, or not enough water?

THINK AND DISCUSS

- 1 Look at the photo. What do you think these people are doing?
- 2 Which do you think is a bigger problem—too much water, or not enough water?

Look Then
1. What
2. How
3. What
4. Do

EXPLORE THE THEME

Look at the infographic and read the information. Then discuss the questions.

1. What is *Hidden Water*, or *virtual water*?
2. How many gallons of water are required to produce a cup of tea? A pair of jeans? A T-shirt? A pound of figs?
3. Which kind of diet requires more water: a mostly vegetarian diet or a diet that includes meat? Why?
4. Does any of the information from the infographic surprise you? Will it cause you to change any of your everyday habits?

H
V

ANIMAL PRODUCTS

Virtual-water totals
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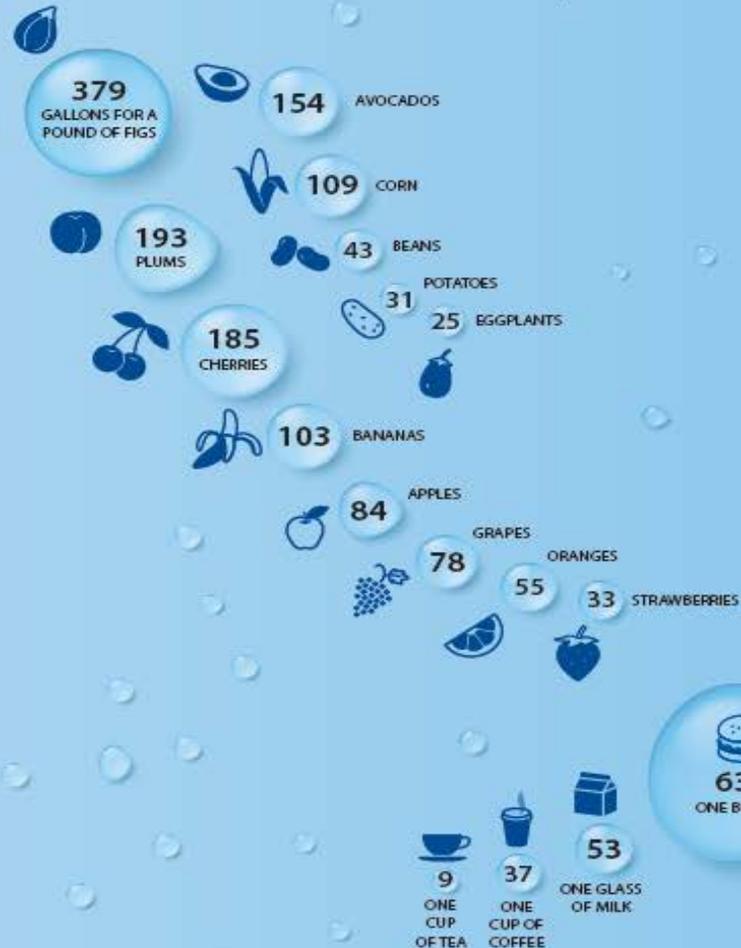
or
the
w their
air

living areas.



FRUITS AND VEGETABLES

Both rainwater and irrigation water are included in the virtual-water totals for fruits and vegetables.



EVERYDAY ITEMS

Cotton is used to make many items that we wear and use every day, such as T-shirts, jeans, and bedsheets, and it requires a lot of water.



WHY MEAT USES MORE WATER

A human diet that regularly includes meat requires 60 percent more water than a mostly vegetarian diet. This is due to the amount of water needed to raise cattle. The graphic on the right shows the amount of water needed to raise an average cow (approximately 3 years).



INTERPRETING AND ANALYZING.

The world consumes trillions of virtual gallons of water. When you serve a pound of beef, you are also serving 1,857 gallons of water. A cup of coffee? That's 37 gallons, enough water to fill the average bathtub. When you wear a pair of jeans, you're wearing 2,900 gallons. This is the amount of fresh water that we consume but don't actually see. It's called *virtual water*: the amount of water used to create a product.

1 one gallon = 3.785 liters

A NEW VIEW OF THE MOON



- A** People often have similar feelings about these things. How do you feel when you...
- see the sun rise or set?
 - smell bread in the oven?
 - sit in a traffic jam for an hour?
 - find a spider in your house?
 - see the moon and stars at night?

B In groups, compare your answers in A. Did you all have the same feelings? Why?

D These phrases show surprise. Check (✓) the phrases you hear in the video. Then watch again and check. As you watch, listen to the intonation.

1. No way!
2. Awesome!
3. That is so cool!
4. What?
5. Fantastic!
6. I've never seen this before!
7. Really?

C Read the quote from the video. Do you agree? Why?

"It makes you realize we are all on a small real planet and we all have the same reaction to the universe we live in. I think there's something special about that. It's unifying. It's a great reminder that we should all look up more often."

- reaction something you do in a situation
- unifying brings people together
- reminder something that helps you remember

ng
y?
s
t

GETTING THE MAIN IDEAS

What main points does Schwartzberg make in this interview? Check (✓) three ideas he mentions.

1. ___ It's important for young people to feel more engaged with nature.
2. ___ More investment is needed to improve time-lapse filmmaking technology.
3. ___ Time-lapse can help people see the world from a different perspective.
4. ___ People should always be curious about the world around them.
5. ___ Photography is important for anti-war movements around the world.
6. ___ Time-lapse has helped make people more aware of climate change.



▲ A close-up image of a flea seen under an electron microscope

UNDERSTANDING REASONS

Expressions such as *that's why*, *because*, and *so* can help a reader understand the connections between ideas and the reasons for them. However, sometimes the reasons behind an idea are implied and not clearly stated; they are not connected to ideas with specific words or phrases.

Match the reasons (a–f) with the ideas below. Use the information in the passage to help you. Two reasons are extra.

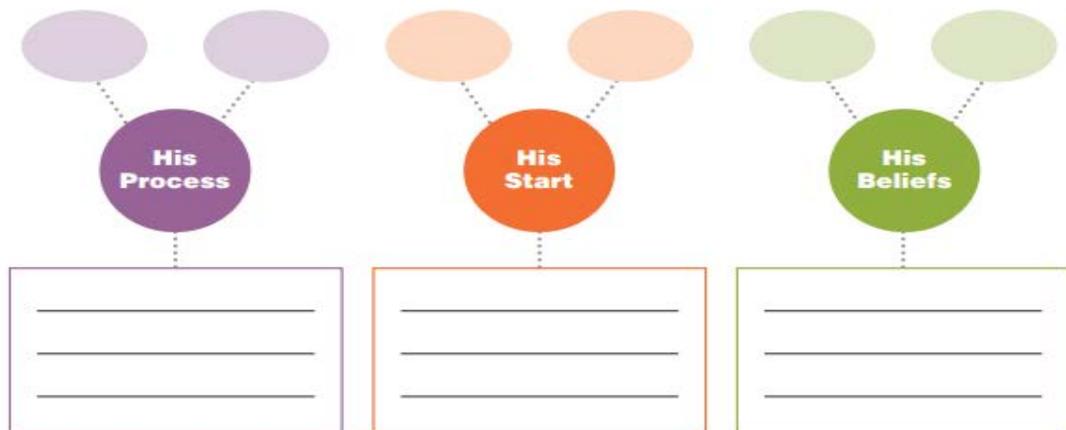
- | | |
|---|---|
| a. He was able to get a unique photograph of a baby bat in mid-flight. | d. There's so little time and so many things to capture on film. |
| b. A lot of our most important food would disappear if there were no bees. | e. He wants to use time-lapse photography to change people's perspective. |
| c. Pollinating plants are beautiful, and they are important for our survival. | f. Some protests were going on outside his classroom at UCLA. |

Idea	Reason
Schwartzberg specializes in photographing flowers.	
Schwartzberg has cameras going continuously, 24 hours a day, seven days a week.	
Schwartzberg is willing to deal with many challenges to capture his images.	
Schwartzberg believes colony collapse is the most important environmental issue.	

UNDERSTANDING KEY DETAILS

A. What are some key details about Louie Schwartzberg's life and work? Complete the concept map with the information (a–f).

- | | |
|---|--|
| a. creates films from an extremely large number of images | d. was a student at UCLA |
| b. learned about photography from a university teacher | e. time-lapse is about changing the way people see the world |
| c. everything in nature is connected | f. is continuously shooting |



B. Add one more detail about Schwartzberg's life and work to each category in the concept map.

PARAPHRASING

Find these sentences in the passage on pages 11–13. Use the context (the sentences before and after) to understand the meaning. Then paraphrase each sentence by rewriting it in your own words.

1. I've squeezed 35 years of shooting into 12 hours of material.

2. . . . when you change your perspective, that's how you develop gratitude.

3. I keep getting the same things reinforced over and over.

CRITICAL THINKING You **make inferences** when you make logical guesses about things a writer does not say directly. This is also called “reading between the lines.”

C Work with a partner. What can you infer from each statement from the reading passage? Circle the correct inference.

1. *More than 10,000 volunteers or “citizen scientists” joined the search.*
 - a. A lot of people don’t know much about Genghis Khan.
 - b. A lot of people are interested in finding Genghis Khan’s tomb.
2. *[GlobalXplorer] protects sites from looters—people who steal ancient objects and sell them.*
 - a. Many people don’t appreciate the true value of ancient objects.
 - b. Ancient objects are worth a lot of money.
3. *The project launched in Peru, which has large numbers of historical sites from many different cultures.*
 - a. Because of its rich history, Peru is an ideal place to start the project.
 - b. Peruvians are very proud of their country’s rich and diverse history.

CRITICAL THINKING:
MAKING INFERENCES



Cultures around the world have different ways to try to predict the future. This woman in France uses tarot cards.

ACTIVE ENGLISH Try it out!

A In groups of three or four, write each expression from the box below on a slip of paper and fold each paper. Each group puts their papers in a bag or hat.

YES	NO	MAYBE
Absolutely! For sure! Of course!	No way! Not a chance! It's not going to happen!	It's possible. Maybe. Who knows?

The Magic Answer Bag can predict your future. You ask it a question and then reach in and pull out your answer.

B What would you like to know about your future? Think of four Yes / No questions and write them down. Do not show anyone yet.

Example: Will I pass my college / university entrance exam?

- _____
- _____
- _____
- _____

C Ask the Magic Answer Bag your first question. A member of your group shakes the bag, pulls out an answer, and reads it aloud. Write the answer below the question in B. Take turns asking your questions.

“Will I get a good grade on my next exam?”
“I'm sorry. The answer is 'No way!'”

D Discuss the Magic Answer Bag's answers. Do you think they were accurate? Why or why not?

3A GOALS Now I can . . .

- Identify coming-of-age events _____ 1. Yes, I can.
Make predictions and discuss future needs and plans _____ 2. Mostly, yes.
3. Not yet.

3B BIG CHANGES

VOCABULARY

A Read the definition for generation in the Word Bank. What generations are there in your country? Which one are you part of? Who do you know in the other generations?

B Read about trends from a study about millennials in the US. Look up any words you don't know in your dictionary.

- 1 Millennials (people **born** between 1981 and 1996) were more likely to **stay at home** after graduation from college. They have been slow to **move out** of the home.
- 2 Many **enrolled in college** and got advanced degrees.
- 3 More millennial women are **employed** outside the home than women in previous generations.
- 4 Millennials are **falling in love** and **getting married** later. More of them are putting off marriage or not getting married at all.
- 5 After marriage, they are waiting longer to **start a family**.
- 6 They are more concerned about saving money for **retirement**.

WORD BANK
generation all the people in a society who are born around the same time
likely probably true
put off (something) to delay (doing something) until a later time

Use be + adjective to talk about a state: *be employed, be married*
You can use **get + adjective** to talk about a process: *get married, get divorced*

C Discuss the questions with a partner.

- 1 Which trends are true for millennials in your country? Explain, with examples.
- 2 Do you think these trends will continue for Generation Z (people born from 1997–2012)? Why or why not?

“Because of the high cost of living in cities, many millennials have roommates when they leave home.”

“Cost of living is money needed to afford basic expenses.”



3A GOALS Now I can . . .

- Identify coming-of-age events _____ 1. Yes, I can.
Make predictions and discuss future needs and plans _____ 2. Mostly, yes.
3. Not yet.

**CREATIVITY
SKILLS**

TRYING NEW APPROACHES AND WAYS IN ORDER TO INNOVATE, DESIGN AND INVENT.

DEVELOPING IDEAS THAT DEMONSTRATE CURIOSITY, IMAGINATION, RISK-TAKING AND FLEXIBILITY .

WORKING TOGETHER TO ACCOMPLISH A GOAL.

CONTRIBUTING TO, LISTENING AND SHARING RESPONSIBILITY.

**COLLABORATION
SKILLS**

**INITIATIVE AND
SELF DIRECTION**

MANAGING GOALS AND TIME.

BEING SELF-DIRECTED.

WORKING INDEPENDENTLY.

ENGAGING IN SELF-STUDY.

UNDERSTAND YOUR BEHAVIOR'S IMPACT ON ORGANIZATIONAL OUTCOMES.

EFFECTIVELY COMMUNICATE AND INSPIRE TRUST.

KNOWING WHEN TO CHANGE COURSE AND PERSUADE OTHERS TO DO SO.

**LEADERSHIP AND
RESPONSIBILITY**

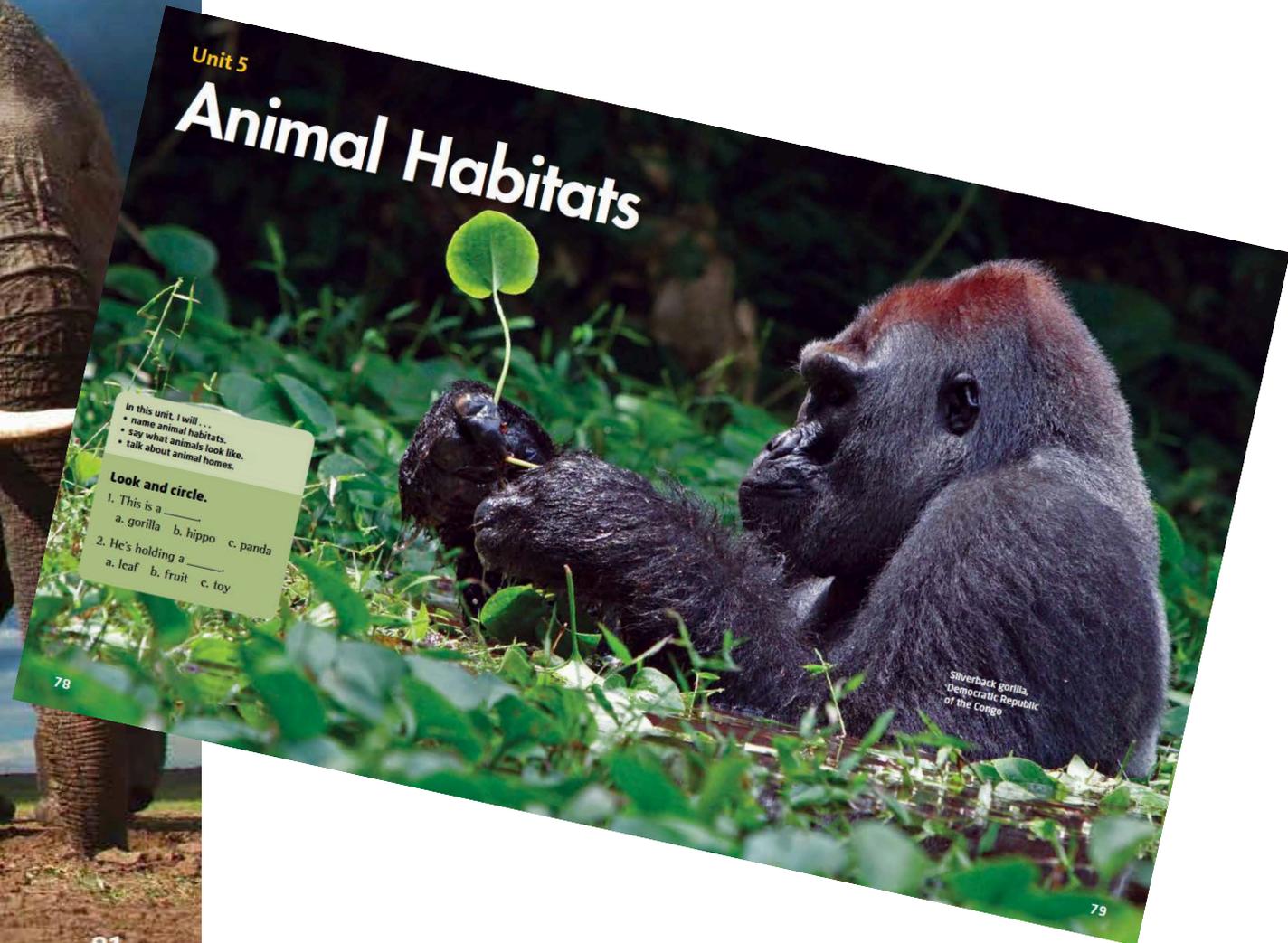
Help protect animal habitats.

Think. Pair. Share.

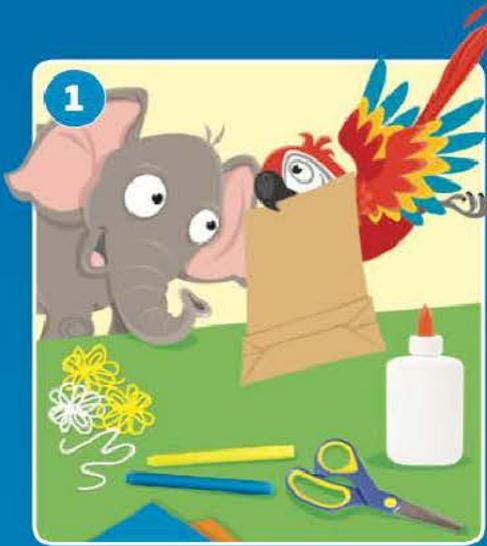
- Why is it important to protect animal habitats?
- How can you help protect animal habitats?



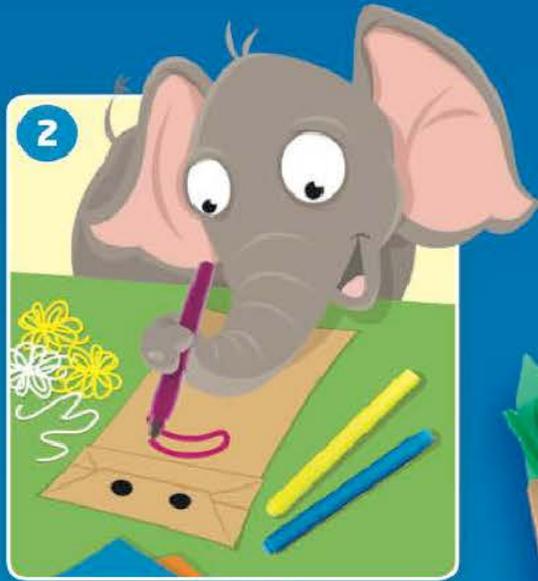
Maasai Mara National Reserve, Kenya



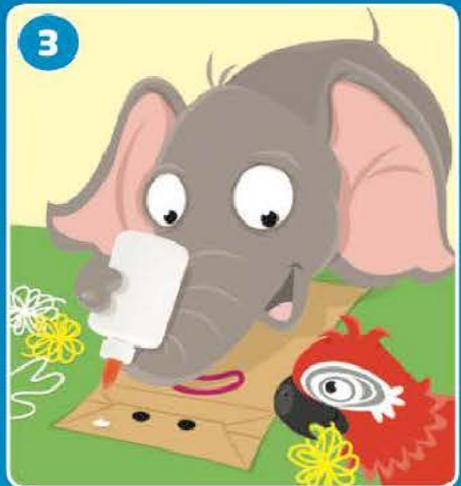
22 Make a paper bag puppet.



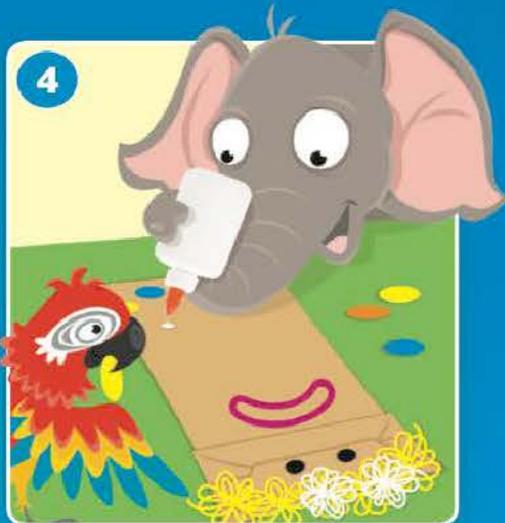
Use a folded paper bag.



Draw a face. Glue shapes.



Glue on hair.



Decorate the clothes.

This is my puppet. His name is Sam. He's sad.



Now I can . . .

- say how people look.
- talk about how people feel.
- talk about what people are doing.

THE ART
(AND STYLE!)
OF FOOD



D CRITICAL THINKING Applying Find any photo or video of food. What do you think the food stylists did to make it more attractive?

PROJECT Photograph your food. Work with a partner. For the next 24 hours, take photos of your meals. Then, show them to your partner and describe what you ate.

PRONUNCIATION linked sounds

124 Listen. Complete the sentences. Take turns reading the sentences.

- 1 There are some _____ the sink.
- 2 Are there any _____ the table?
- 3 There are some _____ the counter.
- 4 There are some _____ the cabinet.

COMMUNICATION

Work with a partner. Find the differences. **Student A:** Look at the photo below. **Student B:** Look at the photo on page 151. Take turns asking and answering questions to find seven differences. Circle them.

D CRITICAL THINKING Applying Find any photo or video of food. What do you think the food stylists did to make it more attractive?

PROJECT Photograph your food. Work with a partner. For the next 24 hours, take photos of your meals. Then, show them to your partner and describe what you ate.

Some of the things food stylists use to make food look good aren't actually food! They sometimes use white glue instead of ¹ _____ so that breakfast cereal doesn't become soft. Or they add soap bubbles to ² _____ to make them look more bubbly. Sometimes they paint ³ _____ with lipstick to make them look red. Finally, because ⁴ _____ melts quickly, food stylists often use frosting instead!



The West Vancouver Community Center in West Vancouver, Canada



A community center is a place where people from the same area can meet for social, educational, or sports activities.

A Read the definition above. Then listen to four people talk about their community center. Complete the reasons they give for going to a community center. Why might you go to a community center?

1. I go there _____ I want to take a _____ and learn something new.
2. My center is the place _____ I get the latest local news and _____.
3. I like to hang out there and _____ about sports or just _____ with friends.
4. I'm an _____, _____, so I love the 7 a.m. exercise class.

B Read the information in the box. Answer the questions about the community center.

Imagine that your city is planning to invest in a community center next year. The new center will be in your school's neighborhood. City officials want to get the public's opinion about the project. If you already have a community center, imagine that your city is upgrading the current one.

1. Use three words to describe your neighborhood: It's an area that is _____.
2. Have you ever been to a community center? If so, what did you do there? If not, why not? _____.
3. Who should have access to the new center? (You can choose more than one.)
Children / Teenagers / Adults
4. When should the center be open to the public? **Daytime hours / Daytime and evening hours**
5. Should the city repair an old space or build a new building? _____.
6. How many rooms should the center have? _____.
7. Should it be free to use the center? **Yes / No** If not, how much should it cost? _____.

I Write two rules you can think of for the center. _____

II Which of these activities interest you? Check (✓) your top three.

Social activities	Educational activities	Sports activities
<input type="checkbox"/> Meet a friend in the cafe for a cup of coffee	<input type="checkbox"/> Use the center's computers	<input type="checkbox"/> Play basketball (or another sport) in the gym
<input type="checkbox"/> Join an informal English conversation group	<input type="checkbox"/> Take a driver's education class (to get your license)	<input type="checkbox"/> Go to an exercise class
<input type="checkbox"/> Attend a game night (board games, cards, etc.)	<input type="checkbox"/> Attend monthly lectures on different topics	<input type="checkbox"/> Attend a yoga class
<input type="checkbox"/> Attend a community dance	<input type="checkbox"/> Sign up for a language class	<input type="checkbox"/> My idea: _____
<input type="checkbox"/> My idea: _____	<input type="checkbox"/> Register for a job training program	
	<input type="checkbox"/> My idea: _____	

C Work with a partner. Discuss your answers in **B**. Talk about any differences and explain your reasoning.

⊞⊞ I think our center should have a lot of sports activities because there aren't any parks nearby.

D You are going to do a project. Choose an option below.

Option 1: Interview two people

What do people in your neighborhood think about a new community center (or an upgrade to an existing one)? Interview two people outside of class, using questions 1-8 in **B**. How do other people's ideas compare with yours? Summarize the information.

That's a great idea. Maybe we can ... ⊞⊞

Option 2: Write a press release

A press release is an official statement given to the media announcing new information. Write a press release of 75-125 words about the new community center. Your press release should include:

- a headline that grabs your readers' attention.
- basic information about the new or upgraded center. Use **B** for ideas.

Include a sentence that begins with *It's for people who...*

Option 3: Create a floor plan

You are going to decide on the layout of your center. First sketch out the rooms, including windows and doors. Then label each room. (Your center should have at least one meeting room, a bathroom, a reception area, and an office. Other rooms are optional.) Use **B** for ideas.

Answer these questions: What colors are you going to use? How will the layout keep the center clutter-free and running efficiently? What will you repair, repaint, and install in the rooms?

E Take turns sharing your summary, press release, or floor plan with a partner. What is one interesting or surprising thing your partner shared?

MICROADVENTURES



Alastair Humphreys on an adventure in the Shetland Islands, United Kingdom

A Read the definition below. What is your idea of an adventure? Make a list of examples with a partner.

adventure *noun* an exciting experience or trip

B Watch the video. What's special about Alastair's adventures?

- They're small.
- They're easy to do.
- They take a lot of time to plan.
- They help people make new friends.

C Watch again. Circle the correct answers.

- 1 Alastair's microadventure was to walk along a **highway** / river.
- 2 Alastair chose an adventure he thought was **interesting** / not interesting.
- 3 Alastair and his friend walked through some **towns** / farms.
- 4 Alastair showed that people can have an adventure in **different countries** / ordinary places.

D CRITICAL THINKING Justifying Talk with a partner. Alastair says it's possible to have an adventure anywhere. Do you agree? Why or why not?

PROJECT Plan a microadventure in your town. Make a list of places you can go and activities you can do. Share your ideas with a partner.

PRONUNCIATION -ed sounds

A Listen and repeat.

- 1 *d*, stayed 2 *t*, checked 3 *id*, visited

B Listen. Write the sound (*d*, *t*, *id*) of the past forms.

- played _____ wanted _____ invited _____
 liked _____ shared _____ hiked _____

COMMUNICATION

Complete an adventure calendar with activities you did. **Student A:** Write your own ideas in the calendar on this page. Ask your partner about their activities. **Student B:** Turn to page 154.

My Adventure Calendar						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
cycled in the park						

What did you do on Monday?

I visited a museum.

Unit 2 

A Lesson A 

-  Vocabulary 1
-  Vocabulary Review
-  Vocabulary 2
-  Grammar 1
-  Grammar 2
-  Grammar Review
-  Grammar 3

B Lesson B 

-  Listening 1
-  Listening 2
-  Pronunciation

**SOCIAL AND CROSS
CULTURAL
SKILLS**

SPEAK AND ACTIVELY LISTEN TO OTHERS.

MIND MANNERS. BE AWARE OF REGISTER.

RESPECTING AND EMBRACING DIFFERENCES..

BEING OPEN-MINDED.

RESPECTING THE IDEAS OF OTHERS.

VALUE DIFFERENT VIEWS AND AVOID BEING JUDGEMENTAL.

**FLEXIBILITY AND
ADAPTABILITY
SKILLS**

HAPPINESS 1



A group of children play inside a jeepney in Cebu City, Philippines.

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AGENCY

LANGUAGE LEARNERS

AS

GLADIATORS

LANGUAGE LEARNERS

AS

PERFORMERS



AGENCY



STUDENT-CENTERED.

STUDENT VOICE.

CONSTRUCTIVISM.

STUDENT-CENTERED.

ACTIVE DOING.

ELECTIVE.

YOUR MISSION





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Q & A



HOW DO YOU THINK ALL LEARNING STYLES COULD BE INTEGRATED IN TEACHING EFL WHEN WE USE PHOTOGRAPHS?

Photographs are great resources to be used in the classroom and there are very many tasks we can engage students in and for very many purposes.

VISUAL STYLE: Students who are visual can be engaged in slow looking, for example. Slow looking is all about moving from the salient in a photo to the details. It is about describing, making inferences, stating thoughts, opinions and even asking questions about what you are looking at. You can very well engage students in visual literacy routines such as I SEE – I THINK – I WONDER.

KINESTHETIC STYLE: You can get students to think about what the people in a photo might be talking about and get them to dramatize or role play that dialogue. You can even ask them to recreate the before and after the photo or even imagine they could go into the photo and use their senses to tell you what they can see, smell, touch, etc.

AUDITORY STYLE: Photos are great to engage students in telling you what they could hear just by looking at them. You can also engage students in an information gap fill: one student looks at a photo and has to describe it thoroughly to another student who has to pay a lot of attention to then draw what is being described or choose out of several photos the one which was described to them.

The options are so many!

WHEN TEACHING ENGLISH, HOW CAN WE GIVE STUDENTS THE CONFIDENCE TO SPEAK ABOUT THEIR IDEAS?

I AM AN EFL TEACHER IN SAUDI ARABIA. HOW CAN I INCULCATE CRITICAL THINKING AMONG MY STUDENTS WHO ARE ALWAYS HESITANT TO COMMUNICATE IN ENGLISH?

In the first place, I think it is essential that students feel the classroom is a safe place where everyone's ideas and thoughts are appreciated and considered.

It is also very important to choose topics that students are interested in and know something about. Personalization is very important: students need to relate personally to the topic brought to the classroom. They need to know something about it but at the same time students need to know there is something else to learn.

Last but not least, as I mentioned in the presentation, I think it is critical to teach them the language they need to perform the different functions of the language: we need to teach them the language for describing, agreeing, disagreeing, stating opinions, asking questions, etc.

One more thing: we should allow students to use their mother tongue if they really have something to say and they don't have the English for it. Engagement comes first and so does creating the need to learn the words to express yourself in another language.

THE USE OF INFOGRAPHICS SEEMS TO BE A GOOD STRATEGY TO GET STUDENTS TO READ. MANY STUDENTS DO NOT LIKE TO READ LONG TEXTS. WHAT OTHER STRATEGIES CAN WE USE TO PROMOTE LOVE FOR READING?

My first recommendation is that you vary what students will be Reading in the classroom (from images to texts in a variety of formats). I will also recommend that you explicitly empower students with the explicit teaching of Reading strategies:

- PREVIEWING: skimming and scanning.
- GETTING THE MAIN IDEA
- ASKING QUESTIONS
- MAKING PREDICTIONS
- VISUALIZING
- USING THE SENSES
- MAKING INFERENCES

Move beyond Reading comprehension to critical Reading, always giving students the possibility of responding to the text as they express their opinions, thoughts and ideas.

MANY STUDENTS LACK CONFIDENCE ABOUT WHAT THEY ARE LEARNING. HOW CAN WE MAKE THEM REALIZE THEY ARE MAKING PROGRESS?

As I mentioned in the presentation, it is very important you share the unit / lesson learning goals and that you also make them aware of the fact that the several activities / tasks and projects you are engaging them in are actual opportunities for them to put into practice how they have learnt. Engage students in thinking about how they go about activities, tasks and projects. Engage them in reflecting whether they have encountered any challenges or not. Engage them in self assessment. Get them to talk about their learning experiences: make it a classroom habit.

I REALLY WANT TO IMPROVE SPEAKING IN MY CLASS. HOW CAN I MOTIVATE MY STUDENTS BECAUSE NOWADAYS TEENS DON'T WANT TO THINK OR BE CRITICAL AND I FEEL SAD BECAUSE THE TOPICS I SET ARE IMPORTANT , THEY ARE ABOUT THE WORLD.

Teens are critical and active thinkers. They love being engaged and having an active role in class. They like to participate and like being Heard and considered. Make sure, as we discussed in the presentation, that they are opportunities of VOICE AND CHOICE in your classes. Bring topics of interest and give teens the chance to actively respond to the topic. Give them the chance to work in collaborative teams and let them decide how they want to express themselves in response to the topic of the lesson or unit. Whenever possible, ask them about their interests: these may quite frequently serve as a great context for the language you need to teach.

CAN YOU SUMMARIZE WHAT AGENCY IS?

Student agency refers to learning through activities that are relevant to students and driven by their interest, curiosity and motivation. Agency is all about engaging students in problem solving, Project design in response to a question or problem. Agency is all about giving students the chance to choose how they want to express themselves and share their VOICE with an audience.

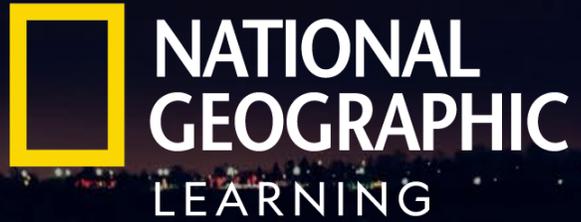
HOW WOULD YOU APPLY ONE SPECIFIC PROJECT ONLINE? FOR EXAMPLE PHOTOGRAPHING DAILY MEALS.

Engaging students in working collaboratively on a Project online is absolutely possible and necessary. Students need to be able to work with other remotely (this is something they need at work and university). Use synchronous classes to discuss the topic / question / problem to be solved. Get students to respond to the questions and even ask their own questions. Give them opportunities to get together virtually and make decisions as for what they will do, how they will do it and what resources they might be checking on. Then the group might present their work in another synchronous class. While students are working on their projects they need your feedback, which they might get by email or any other way.

HOW CAN WE PROMOTE SELF STUDY SKILLS?

Flipping the classroom is always a good way. Give students the possibility to interact and/or learn from a video, a TED talk, a text and then use the class to actually ask doubts or discuss the material they have interacted with.

Wisely choose the material students might be working with independently. Use coursebooks with student online platforms and student resources.



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THANK YOU!