Fostering Life Skills: critical thinking and genuine tasks in language learning

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Our 3-ball juggling act

- Genuine tasks
- Linguistic competence
- 21st century skills: the 4 Cs
  - Critical thinking
  - Collaboration
  - Creativity
  - Communication
The Industrial Age... teacher down linguistic competence model?

- One leader makes decisions
- Employees obey and carry out tasks
- No responsibility
- No creativity

LEADING TO

- Low motivation
- Under performance
- No development
- Wasted talent
The Age of Participation...
genuine tasks which also develop 21st century skills?

- Self-managed groups: teams of employees work together to solve problems, develop strategies, take decisions

LEADING TO
- Sense of empowerment and ownership
- Sense of value
- More creativity
- Long term loyalty and success
Back to the juggling act

Think about....

<table>
<thead>
<tr>
<th>A genuine task</th>
<th>Linguistic scaffolding</th>
<th>The 4Cs</th>
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</thead>
<tbody>
<tr>
<td>Is the task something students may <strong>really have to do</strong> or is it simply a vehicle for my grammar lesson?</td>
<td>What language do my students need in order to accomplish this task? Have I prepared them sufficiently?</td>
<td>In what way does my lesson include training in <strong>critical thinking</strong>, <strong>collaboration</strong>, <strong>creativity</strong> and <strong>communication</strong>? What subskills of these areas have I included?</td>
</tr>
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</table>
I WILL ACHIEVE fostering self-awareness in learning aims and goals
Hijacking a lesson - the students take over...

What the students wanted

The Politics of Northern Ireland the history behind the Troubles

**LINGUISTIC**: question forms (subject and object), conditionals, narrative tenses, modals, speculation

**GENUINE TASK**: collect information on a cultural-political phenomenon, present this back in the form of a report

**LIFE SKILLS**

**CRITICAL THINKING**: analysis, reasoning

**COLLABORATION**: cooperation and flexibility

**CREATIVITY**: openness and courage to explore

**COMMUNICATION**: effective listening, engaging in discussion

LESSON AIMS:

**LINGUISTIC**: describe abilities

**GENUINE TASK**: present self

**LIFE SKILLS**:

**Critical thinking**: analysing self

**Collaboration**: cooperation, constructive feedback

**Creativity**: disadvantages to advantages

**Communication**: presenting, listening

**OUTCOME**: Lesson abandoned
Share if you’re furious!

Problems to consider: level of autonomy of students, possibility of collaboration outside school, whether families have the technology, technology available at school

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<tr>
<td>• Verify information</td>
<td>• past forms</td>
<td>Critical thinking: analysis and interpretation of information</td>
</tr>
<tr>
<td>• Create a verified news story</td>
<td>• passive forms</td>
<td>Collaboration: leadership, initiative, cooperation, flexibility, constructive feedback</td>
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<tr>
<td>• identify fake news</td>
<td>• linkers, passives</td>
<td>Creativity: use of digital media</td>
</tr>
<tr>
<td>• Create a presentation</td>
<td>• adverbs</td>
<td>Communication: effective presentation and listening</td>
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Breaking News

Challenging a cultural assumption

→ **Reflection** on the world around us
→ **Create** our own news
→ «debunk» false news....
You’re kidding me, right?

Critical, reflective citizens able to deal with the vast amount of misinformation and disinformation circulating with no checks on internet.
## Uniform Problem

**Problems:** lack of specialised cultural knowledge (specifically what UK school uniforms consist of), so feed the information if there isn’t much time, or ask them to research it for homework.

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<td>• Identify a cultural difference</td>
<td>• Modal verbs of possibility</td>
<td><strong>Critical thinking:</strong> problem solving, analysing, constructing arguments</td>
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<tr>
<td>• Brainstorm ways to adapt adverts to different cultural expectations</td>
<td>• making suggestions</td>
<td><strong>Collaboration:</strong> initiative, cooperation, flexibility</td>
</tr>
<tr>
<td>• Present a poster</td>
<td>• agreeing and disagreeing</td>
<td><strong>Creativity:</strong> idea generation and refinement, work with others</td>
</tr>
<tr>
<td></td>
<td>• adverbs</td>
<td><strong>Communication:</strong> communicate in diverse environments</td>
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Hard sell

Identifying cultural differences

→ Identifying different products and/or ways to present them

→ Present a previously irrelevant product in an attractive manner

→ ....
BACK TO SCHOOL

GET THE LOOK YOU WANT BEFORE SCHOOL STARTS!
GO BACK IN STYLE!

www.kidsgear.it
Advertising Ace

Culturally sensitive students able to identify key concepts in cultural codes and beliefs, and adapt an advertising campaign and message to make the product more attractive: persuasive and convincing!
## All in a day’s work

Problems: high energy – plan it before a break or a reading comprehension!

### Genuine task
- Complete a personal CV
- Write a covering letter
- Take a phone call organising an appointment
- Write an email reorganising an appointment
- Conduct a job interview

### Linguistic scaffolding
- Present Perfect vs Past Simple
- Modals of obligation, necessity, advice, ability
- Formal language required for emailing
- Making suggestions, apologising, offering

### The 4 Cs
- **Critical thinking**: problem solving, reasoning and analysing, constructing arguments
- **Collaboration**: leadership and initiative
- **Creativity**: idea generation
- **Communication**: effective organisation

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Pearson Academy
CV

Use personal information to create CV
→ Decide whether to use own or invented information
→ Create a CV
→ Deal with unforeseen problems when organising an interview (emails and phone calls)
→ …
Interview!

...conduct a successful job interview
Proactive tap dancers...

Quick thinkers able to think on their feet, resolve problems efficiently and calmly, deal with a stressful situation and conduct a successful job application
That certain friend…

Problems: can get out of hand, keep a tight rein on less mature classes

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| • Discuss problematic behaviour of a friend  
• Negotiate compromise  
• Mediate between two people | • Complaining  
• Describing habits  
• Making and accepting/refusing suggestions  
• Agreeing and disagreeing | **Critical thinking:** problem solving, analysing behaviour, making arguments, reasoning  
**Collaboration:** negotiating and mediating, initiative  
**Creativity:** generating ideas  
**Communication:** effective listening, engaging in conversation and discussion |
How dare you!

Identify problematic and unacceptable behaviour
→ Confront the person
→ Negotiate a solution
→ Mediate confrontation…
The peacemaker

Responsible citizens able to identify and confront unacceptable behaviour, mediate between two people or groups, assist in negotiations, bring the dispute to a satisfactory conclusion
Public speaking and debating

Avoiding the «decibel effect»: the loudest and longest wins, irrespective of content
Debate

Roles:

Chairperson
(conducts, organises, mediates)

2 speakers
(speak twice for a stated time, respect time limit, answer questions)

Audience
(Listens with respect and asks questions)

Skills & competences

READING
33 In pairs. Do you know what a carbon footprint is? Write down anything you know in one minute. Then listen to other ideas from the class.
34 Read the article and check it against your notes. (Select, organise, mediate)

A carbon footprint consists of the greenhouse gases emitted in the production of goods and services used by an individual or group. It can be broken down into direct, indirect, and avoided emissions. Direct emissions are those from the use of fossil fuels, such as for transport. Indirect emissions are those from the production of goods and services, such as the manufacture of cars or the building of a house. Avoided emissions are those that could have been avoided if the goods or services had been produced differently. By understanding and reducing our carbon footprint, we can contribute to reducing the overall impact on the environment.

LISTENING
35 In pairs. How do you think the person conducting the activity, the audience, and the speakers feel? (Select, organise, mediate)

In 2014, British inventor James Dyson made an incredible discovery in the Scottish countryside. While out walking, he noticed a small device, known as a leaf blower, which was used to remove leaves from trees. Dyson was intrigued by this device and began to research the technology behind it. He eventually came up with the idea of creating a new type of vacuum cleaner that could clean homes more efficiently.

Competences - Real Outcome

There are many urban areas spread in the UK, but think of London, Manchester, Birmingham, Glasgow, Leeds, etc. - Well, it’s true that about 80% of Britain’s population lives in towns and cities. But even in smaller towns and rural areas, there are still places where noise pollution can be a problem. Hybrid systems can be effective in these areas. However, they are not always the most cost-effective solution. In some cases, other measures such as planting trees or improving soundproofing might be more effective.
Public speaking

Chairperson:
Introduces speaker, keeps time, takes questions

Speaker:
Speaks respecting time limit, answers questions
I’m all ears!

Creative, engaging speakers/writers, competent, attentive listeners/readers

↓

Effective communication
Useful info:
certificates, materials, archives, video tutorials, calendar of events
1. Informazioni e supporto

Per informazioni contatta il tuo consulente personale vai su pearson.it/consulenti-personali

Per problemi tecnici contatta il nostro supporto pearson.com/supporto
1. Certificate of attendance

To obtain a certificate of attendance, valid to certify obligatory training hours:

1. Vai su pearson.it/place e rispondi ad alcune semplici domande di controllo

2. In caso di esito positivo al questionario, Scarica subito l’attestato
2. All materials and video lessons are available in the Pearson Education Library:

250 ore di FORMAZIONE online CERTIFICATA e GRATUITA

pearson.it/videolezioni
3. Upcoming webinars on pearson.it/pearson-academy
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