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ACTIVE LEARNING IN THE LANGUAGE CLASSROOM

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Agenda

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K-W-L Chart

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Harvard Study

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Think-Pair-Share

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Knowledge Retention

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Some classroom ideas & Concurso Cultural

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K-W-L Chart

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K-W-L Chart

Topic: _____

What I Know	What I Want to Know	What I Learned

whysospecial.com

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Harvard Study

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Study shows students in 'active learning' classrooms learn more than they think

tiny.cc/actefl1

The Harvard Gazette

SCIENCE & TECHNOLOGY

Lessons in learning

Sean Finamore '22 (left) and Xaviera Zime '22 study during a lecture in the Science Center.

Photos by Kris Snibbe/Harvard Staff Photographer

Study shows students in 'active learning' classrooms learn more than they think

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Study shows students in 'active learning' classrooms learn more than they think

tiny.cc/actefl1

Performance vs. perception

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Think-Pair-Share

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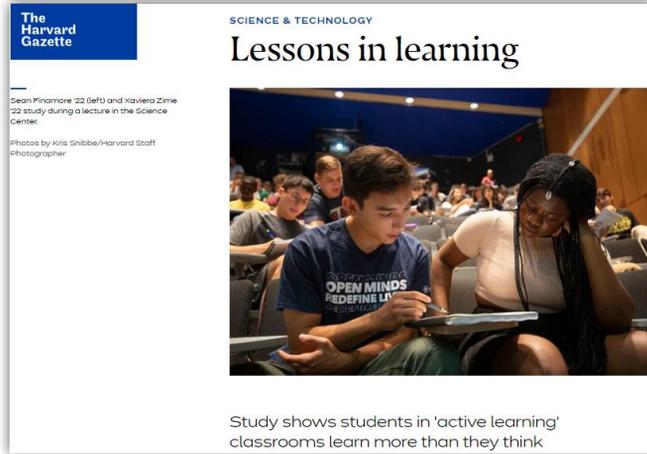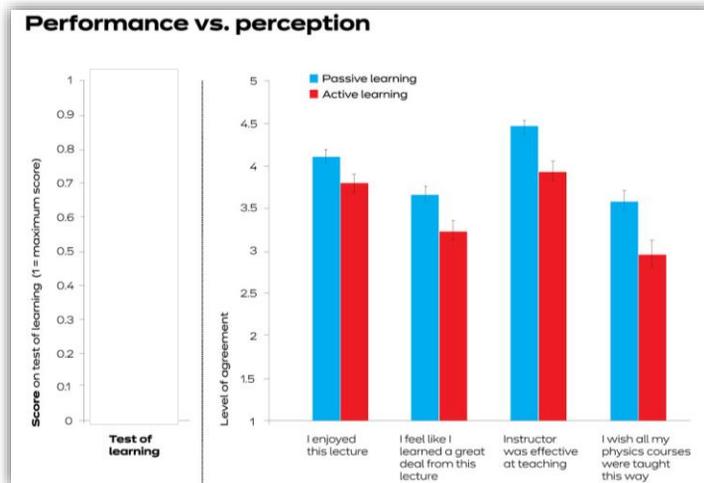
Think-Pair-Share

1. Complete the statement: **"**We use 'active learning' to describe a classroom approach which acknowledges that learners are...**"**

2. 'Active Learning' is a new approach. It has become popular with the advent of mobile devices. True or false? Justify.

3. **"**Knowledge retention differs depending on the way in which material is learned..**"** What are your views? (As much as possible, back up your views with some evidence).

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Think-Pair-Share

Question 1

We use '**active learning**' to describe a classroom approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher.

https://www.cambridgeinternational.org/Images/271174-active-learning.pdf

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Think-Pair-Share

Question 2

False. Active learning is based on a theory of learning called **constructivism**, which emphasises the fact that learners construct or build their understanding. Jean Piaget (1896–1980) researched the cognitive development of children, observing that their knowledge was individually built up, bit by bit. In the process of making meaning, children replace or adapt their existing knowledge and understanding with deeper levels of understanding.
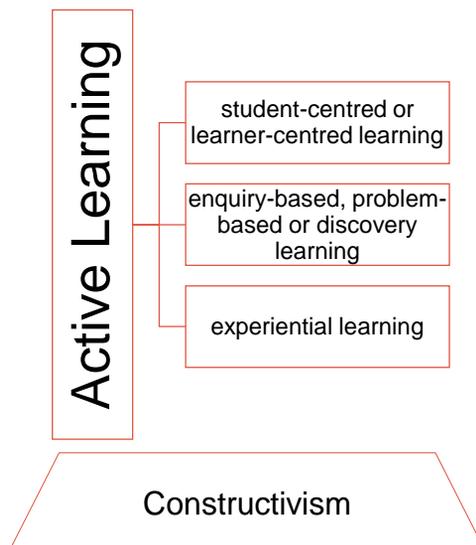
https://www.cambridgeinternational.org/Images/271174-active-learning.pdf

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Think-Pair-Share

Question 3

Knowledge retention differs depending on the way in which material is learned, but all types of active learning show a higher retention rate than traditional forms of learning

https://www.esu-online.org/wp-content/uploads/2017/10/SCL_toolkit_ESU_EI.compressed.pdf

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In sum…

Active Learning

- student-centred or learner-centred learning
- enquiry-based, problem-based or discovery learning
- experiential learning

Constructivism

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Knowledge Retention

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Knowledge Retention

Audiovisual
Discussion Lecturing
Practical_doing
Teach_others Demonstration
Reading

"Knowledge retention differs depending on the way in which material is learned, but all types of active learning show a higher retention rate than traditional forms of learning (…) As the Learning Pyramid below suggests, students retain more of the information they learn where there is an aspect of active learning and active participation."

https://www.esu-online.org/wp-content/uploads/2017/10/SCL_toolkit_ESU_EI.compressed.pdf

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fig. 1   Learning Pyramid
Source: National Training Laboratories, Bethel, Maine

average student
retention rates

10%

20%

30%

50%

75%

90%

d)   Lecturing

f)   Reading

a)   Audiovisual

b)   Demonstration

c)   Discussion

e)   Practical doing

g)   Teach others

https://www.esu-online.org/?publication=student-centred-learning-toolkit-students-staff-higher-education-institutions

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Some classroom ideas

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To text or not to text?

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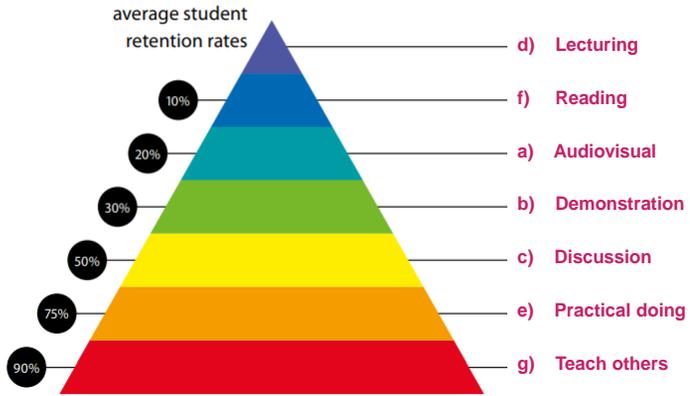
Hi

Hi, are you OK?

Sorry about last night.

I was ill and went to bed

Did you enjoy the party?

Did you dance?

Thank God I'm feeling better now.

See you soon.

Kiss

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What can you do?

Genuine question from Teacher Cleide Oliveira
EEEM Professora Ducilla Almeida do Nascimento – Altamira PA

"It has been very difficult to engage students in speaking activities in a way that will inspire them to REALLY talk. I understood that students are always connected and involved in social media and the digital world, and that everything that is related to this theme always makes them excited. And there comes the problem of not having resources in the classroom for this - so, what can one do?**"**

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Crazy Emoji Talk

1   2   3   4   5
6   7   8   9   10
11 12 13 14 15

Slide 1

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Teacher to Teacher – Concurso Cultural

Top 10 Teacher's Tips
Dicas de atividades em inglês para promover a oralidade dos alunos

bit.ly/2LnBtoR

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Slide 2

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Teacher to Teacher – Concurso Cultural

Teacher2 Teacher

Nas páginas a seguir, você conhecerá as dez dicas selecionadas como vencedoras pela comissão avaliadora do Concurso Cultural 'Teacher to Teacher' by Cambridge English.

Não foi um trabalho fácil. Foram centenas de dicas submetidas pelos participantes, para desenvolver a oralidade dos alunos em inglês.

Parabéns aos vencedores e a todos os participantes que contribuíram para que esse ebook se tornasse um estímulo de valorização da criatividade dos professores.

Boa leitura! E não esqueça de compartilhar essas ideias!

#CambridgeAssessmentEnglish #T2TTakeMeToCBG #T2T

bit.ly/2LnBtoR

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Teacher to Teacher – Concurso Cultural

Banca avaliadora

ALBERTO COSTA

ANA TATSUMI

JUCIMEIRE DE SOUZA BISPO

NATÁLIA GUERREIRO

SP (3)
PA (2)
RS (2)
MG
PE
PR

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Teacher to Teacher – Concurso Cultural

Top 10 Teacher's Tips

01

BUILDING TEENAGER SPEAKING SELF CONFINDENCE
por Marli Aparecida Pacchioni

PT

FERRAMENTA: A dica é utilizar uma ferramenta tecnológica que o aluno tem em mãos, seu celular, para gravar a atividade que trabalha a oralidade.

Neste caso, dividi a classe em grupos de seis pessoas (tenho 40 alunos em sala - trabalho com terceiro ano do Ensino Médio e Ensino Médio Integrado na ETEC Conselheiro Antônio Prado em Campinas).

MÉTODO
Dividindo a turma em grupo, solicitei que criassem um vídeo de até 3 minutos de um telejornal em inglês, cujo tema seria problemas da escola, cidade ou sociedade, em que todos participassem de alguma forma.

Utilizamos quatro aulas para escrever o texto, distribuir as tarefas e gravar o vídeo. O trabalho foi mostrado para a classe, com todos falando em inglês.

A princípio, houve resistência, porque o grande problema de se trabalhar a oralidade em grupos grandes é a vergonha. Mas à medida em que fomos construindo o trabalho, com grupos de pessoas por afinidades, apareceu a solidariedade dos colegas com quem tem mais dificuldades – estes receberam auxílio na leitura do roteiro que os próprios alunos desenvolveram.

O professor atua como observador, auxilia quando necessário e incentiva na pratica da oralidade.

O próximo passo é gravar. Os grupos podem utilizar o espaço da escola para fazerem seus vídeos com seu celular. Depois, os alunos formatam o vídeo para apresentação. A apresentação é feita em aula para todos.

Os alunos acham muito bom esse tipo de trabalho de oralidade, há a participação de 100% dos alunos. Esse trabalho ajuda os alunos do Ensino Médio e Médio Integrado que têm mais dificuldade a superar sua timidez e a ficar mais autoconfiantes.

Resultado: Os resultados são medidos pelo entusiasmo e envolvimento no trabalho. Todos os alunos participam, pois o vídeo também entra como forma de avaliação. Geralmente faço este trabalho no terceiro ou quarto bimestre do ano letivo, auxiliando na nota final.

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Professora Marli - Vencedora

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Teacher to Teacher – Concurso Cultural

Top 10 Teacher's Tips
CRAZY EMOJI TALK

09

by Cleide Oliveira

I created a way to "materialize" technology to help students speak in class: I printed emoji images and pasted them onto barbecue sticks to create little signs. I divided the room into five groups (I have very large classes), and distributed a set of 10 different emojis for each group. Each group then had to choose 5 emojis to deliver to another group, in order to create a story.

At this point, discussions were already taking place around which emoji students would choose to give to another group, the possible stories to be created, the meaning of each emoji and how to organize the story so that it makes sense (the teacher can also work with genres if they wish and depending on the class level - drama, comedy, thriller, etc.). To make it a 100% speaking activity, I informed them that they could not take notes, only talk to each other.

After the group receives their Emoji and builds their story, they should record an audio telling the story. Usually a cell phone or smartphone and a sound box are enough. In my case, since most of my students do not have a cell phone, they use my device for recording.

After the audios are recorded, each group will present their emoji to the rest of the class and they try to guess what the story created by them was. Each group has three guesses.

At the end of the three guesses, the teacher plays the audio for the class to hear and see which group has come closest to the actual story.

In the final phase, each group chooses the story they liked best and explains why they chose it (no group can vote for its own story).

It is a 100% oral and very productive activity. My students had fun and laughed a lot. I understood that the outcomes of the activity were above my expectations because the students were not behaving as usual, just doing something that was requested by the teacher and so it had to be done. I felt they did it with excitement

I created this activity from a personal need my students have. It has been very difficult to engage students in speaking activities in a way that will inspire them to REALLY talk. I understood that students are always connected and involved in social media and the digital world, and that everything that is related to this theme always makes them excited.

And there comes the problem of not having resources in the classroom for this - so, what can one do?

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www.facebook.com/CambridgeEnglishTeaching/

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Thank you!

Alberto Costa
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