

Beyond the ELT Classroom:

Preparing Students for University Success

Languages Canada 2024

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Agenda

- 1) What are the top challenges for international students in Higher Education?
- 2) Which challenges can we prepare our students for in the ELT classroom?
- 3) How can we do this more effectively?
- 4) What kinds of resources should we use?



1) What are the top challenges for international students in Higher Education?

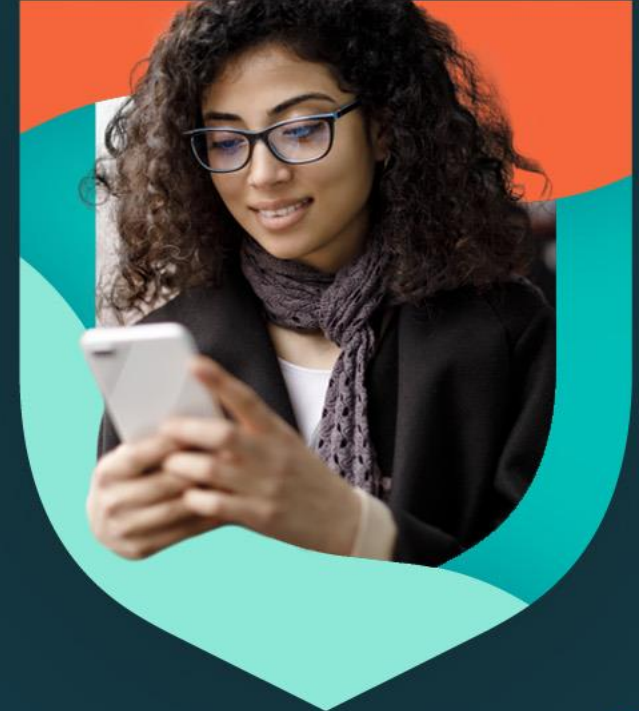


Top Challenges

- Language
- Finances
- Housing
- Culture
- Academic skills



2) Which challenges can we best address in the ELT classroom?



Top Challenges

- Language
- Culture
- Academic skills

- Finances
- Housing



3) How can we address these challenges more effectively?

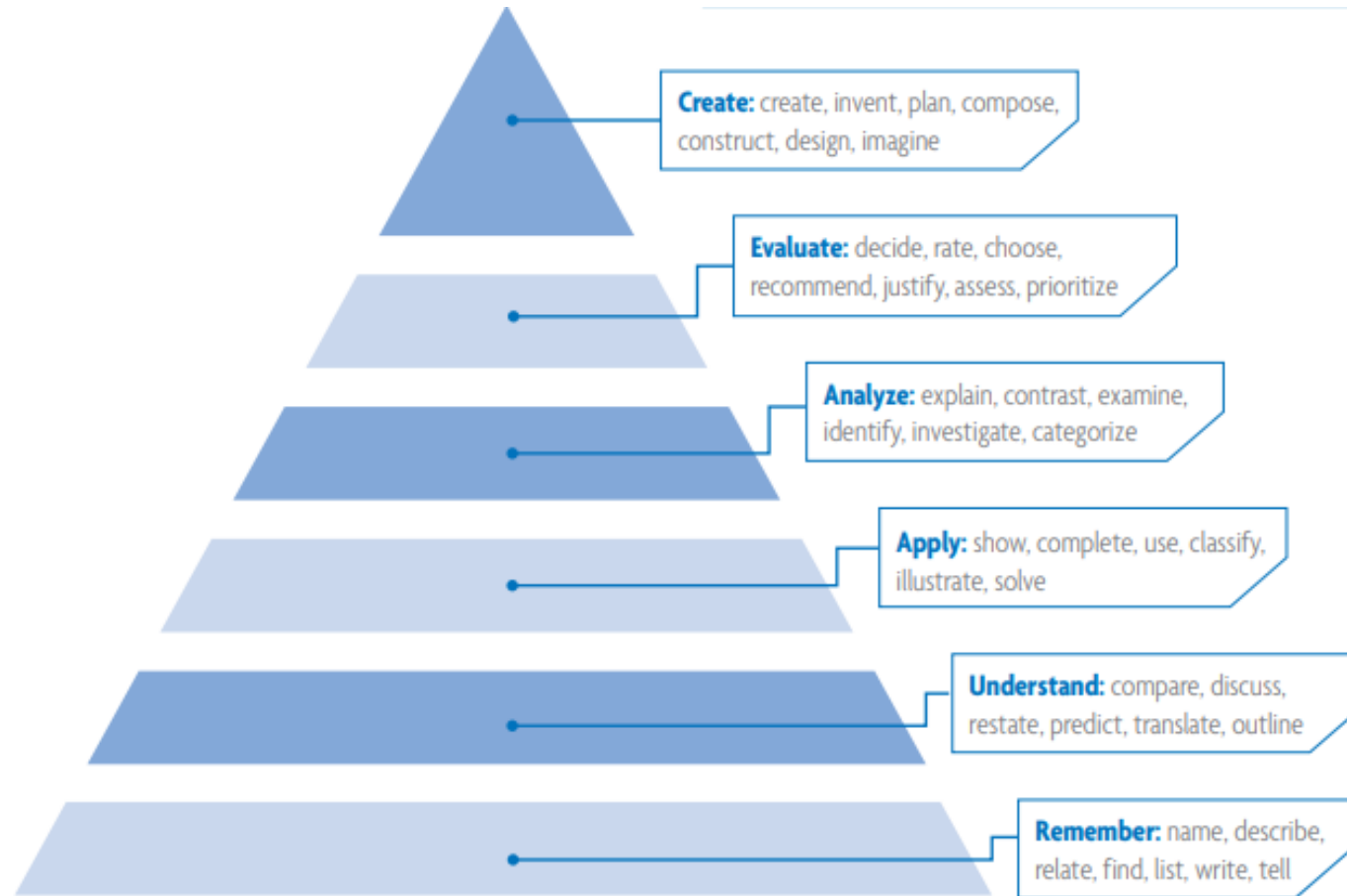


The 3 C's

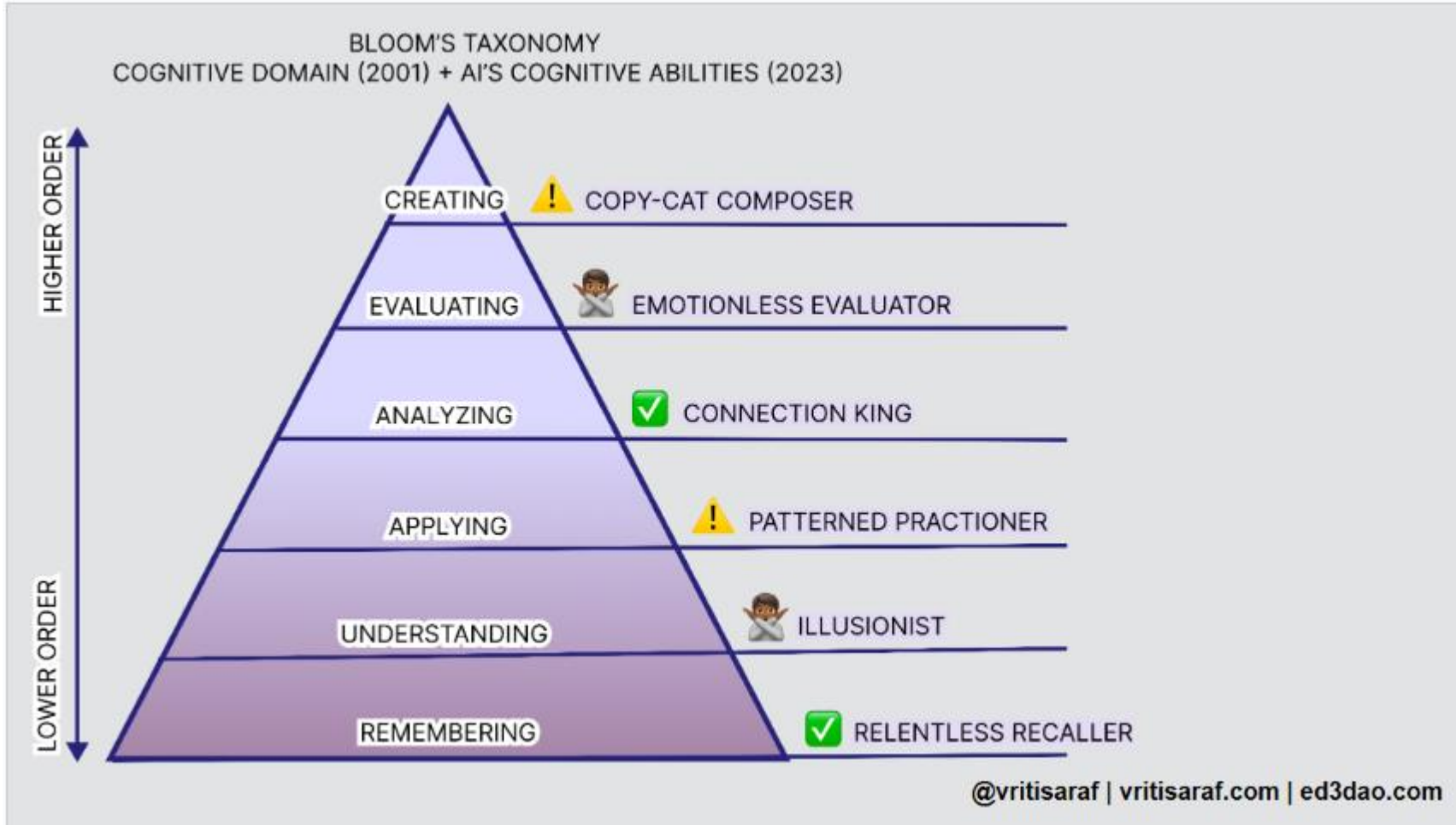
- **Communication**
 - Communicative approach
- **Collaboration**
 - Task-based learning
- **Critical Thinking**
 - Bloom's taxonomy
 - Remember
 - Understand
 - Apply
 - Analyze
 - Evaluate
 - Create



Bloom's Taxonomy



AI cognitive ability mapped to Bloom's Taxonomy



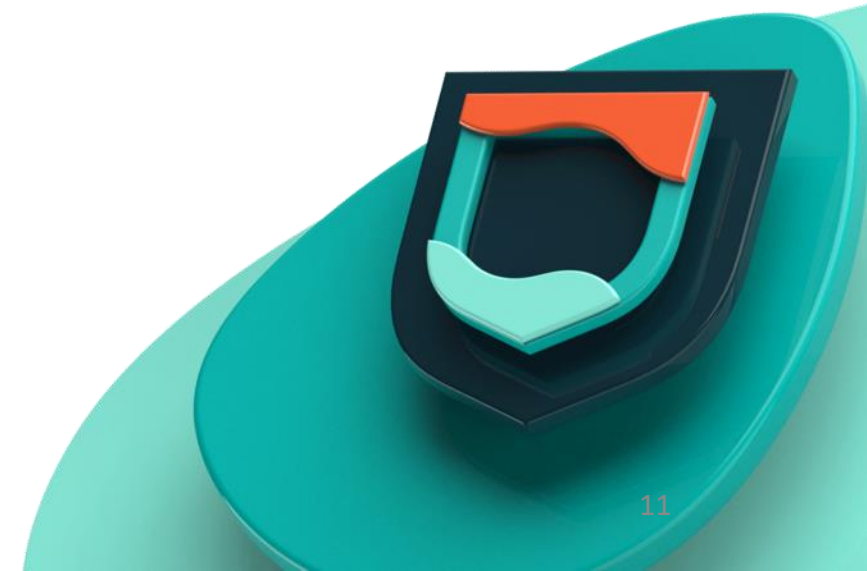
Cambridge Life Competencies Framework



The Cambridge Life Competencies Framework is a way of making sense of the different skills we want our students to develop, in addition to learning English.

By providing a map of some of the most important life skills, the framework allows you to gain a deeper understanding of what each of the competencies involves. It allows you to integrate them more systematically into your teaching, by thinking more carefully about which specific skills you are developing, and what you want your students to be able to do.

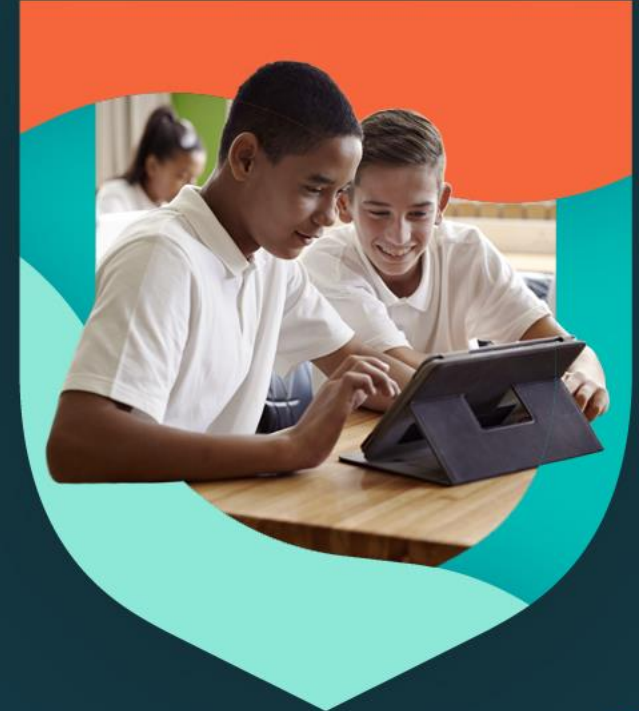
Where your world grows



Key Features of the CLCF

CREATIVE THINKING	Learners actively participate in creative activities, generate new ideas, and use them to solve problems.
CRITICAL THINKING	Learners identify patterns and relationships, evaluate ideas, and use these skills to solve problems.
LEARNING TO LEARN	Learners develop practical skills to support and take control of their learning and reflect on their own progress.
COMMUNICATION	Learners choose the most appropriate language to use in different situations, manage conversations effectively, and express themselves clearly and confidently.
COLLABORATION	Learners work well together in groups through actively taking part in group activities, listening to others, sharing tasks, and finding solutions to problems.
SOCIAL RESPONSIBILITIES	Learners recognize and describe different roles and responsibilities in a variety of groups and understand cultural and global issues.

4) What kinds of resources should we use?



Teach students to:

- think critically
- communicate effectively
- collaborate with others



WRITING

CRITICAL THINKING

At the end of this unit, you will write an argumentative essay. Look at this unit's Writing Task in the box below.

The fashion industry is harmful to society and the environment. Do you agree or disagree?

Identifying strong arguments

An *argument* is an opinion that is given with reasons and evidence to prove that the opinion is valid. Successful arguments make the reader understand and recognize that the writer's opinion has some value. A good argument may also convince the reader to agree.

Writers use many types of evidence to support arguments. The most common ones are facts, statistics, quotations, examples, and personal experience.

1 Look at Reading 2 on page 155 and complete the chart with the arguments that the writer uses. You do not need to write complete sentences.

main argument: _____	
reason 1: _____	reason 2: _____
evidence:	evidence:
1 _____	5 _____
2 _____	6 _____
3 _____	7 _____
4 _____	8 _____
	9 _____
concluding paragraph	
evidence: 10 _____	
final comment: _____	

2 Work with a partner. Review the arguments, reasons, and evidence for each point. Based on the reasons and evidence given, do you agree or disagree with the writer's conclusion? Why or why not?

UNDERSTAND

EVALUATE

3 Work with a partner. Match each piece of evidence from the chart in Exercise 1 to the type of evidence it is. Write the numbers in the chart.

facts	statistics	expert opinions	quotations	examples	personal experience

4 Work with a partner. Look at the types of evidence in the chart above and the one in Exercise 1. Answer the questions.

1 Which type of evidence was used the most in Reading 2? Why do you think this type was used more than the others?

2 In your experience, which types of evidence are most common in academic writing?

3 Which type of evidence do you find most persuasive? Why?

5 Work with a partner. Brainstorm a list of arguments for and against the statement in the Writing Task.

The fashion industry is harmful to society and the environment. Do you agree or disagree?

6 Work with a partner. Look at your list of arguments in Exercise 5. Decide if you will argue for or against the statement.

7 Write the reasons that support your main argument in the chart. For each reason, think of three or more pieces of evidence to support your position. Try to use a variety of evidence types from the chart above.

REMEMBER

APPLY

main argument: The fashion industry is / is not harmful.		
reason 1: _____	reason 2: _____	reason 3: _____
evidence: _____	evidence: _____	evidence: _____
_____	_____	_____
_____	_____	_____
conclusion: _____		

ON CAMPUS

PARTICIPATION AND CLASSROOM BEHAVIOR

PREPARING TO LISTEN

1 Work with a partner. Look at the pictures. Who looks interested? Who looks bored? How do you know?



WHILE LISTENING

2 6.7 Listen to the conversation. Why is the teacher talking to Sam?

SKILLS Participation and classroom behavior
Instructors and professors in North America expect students to actively participate in class. Classroom participation is often part of your final grade.

4 Work in small groups. Discuss the questions.
1 Why does the teacher think Sam is not paying attention?
2 What does the teacher want Sam to do?

SKILLS Participation and classroom behavior
Instructors and professors in North America expect students to actively participate in class. Classroom participation is often part of your final grade.

PRACTICE

5 How do you show that you are participating in class? Read the list below. Check (✓) the behaviors that are usually, sometimes or never OK to show participation.

	usually OK	sometimes OK	never OK
1 arriving late for class			
2 sleeping in class			
3 looking at the teacher when she / he is speaking			
4 asking questions in class			
5 looking at a cell phone in class			
6 asking the teacher to explain something again			
7 talking to another student			
8 leaving class			
9 asking questions			
10 doing homework			

REAL-WORLD APPLICATION

7 Work in small groups. Write some suggestions for international students on how to behave and not behave in a classroom in North America.

6 Work in:

REAL-WORLD

7 Work in: on how to

You should

1 _____

2 _____

3 _____

You should not

1 _____

2 _____

3 _____

8 Compare

You should ...

1 _____

2 _____

3 _____

You should not ...

1 _____

2 _____

3 _____

8 Compare your answers with another group. Choose the best suggestions.

CRITICAL THINKING

8 Work with a partner. Discuss the questions.

APPLY

Do you read blogs or reviews online? Why or why not?

ANALYZE

What kind of information should be in a restaurant review? Why?

EVALUATE

Should you believe restaurant reviews you read online? Why or why not?

READING 1 **1**

words

WHILE REA

3 ANNOTATE
Highligh

4 READING

1 Why

2 What

- 2 Why do you think the chef gave a discount to the blog's readers?
- 3 Why do you think the blogger's shopping trip was more expensive?

COLLABORATION

9 A Work in a small group. Choose a restaurant that you know. Complete the T-chart with things you like and the things you dislike about the restaurant.

Name of restaurant:

Likes	Dislikes

B Write a review of the restaurant for a food blog. Use Reading 1 as a model.

C Share your reviews with the class. As a class, decide which restaurant you would most like to visit.

CRITICAL THINKING

8 Work with a partner. Discuss the questions.

APPLY

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5.5 **TIME TO SPEAK**
Make the case

LESSON OBJECTIVE
■ prepare and present a case for working remotely

LEADERSHIP & GLOBAL CITIZENSHIP
> Contributing to the success of an organisation
> Understanding the role and responsibilities of the team within an organisation

A RESEARCH In small groups, look at the key responsibilities of three jobs at Cerben Enterprises, a marketing company with multiple offices in North and South America. Salary and work experience are similar for all jobs.

A E-marketing manager

- > designs email advertising campaigns
- > represents Cerben at industry conferences
- > manages team of 6–8 employees

B UX design manager

- responsible for UX on website and internal company site
- tests and improves functionality and features
- leads training sessions for clients and employees

C Social media manager

- responsible for social media identity
- monitors trends 24/7 and creates content to connect to them
- manages and assigns projects to large freelancer pool

B For each job, brainstorm a list of daily tasks the person in the role is likely to do. You can use your phone to research typical job responsibilities. Discuss which tasks can be done remotely and which can be done better in the office.

e-marketing mgn: write emails - remote performance reviews - face to face

C PREPARE The executives at Cerben have decided to allow one of the three jobs above to be based remotely, but which one? Follow the instructions to prepare a case for one of the jobs.

- 1 Choose one of the jobs. Using your notes from exercise B, consider travel, personnel management, type of work, etc. to build a case for why your job should be based remotely (the pro side).
- 2 Anticipate counterarguments (the con side) and prepare responses. Prepare at least two good reasons why the other jobs should not be remote.
- 3 Decide how to structure your points and who will present each part.

D PRESENT Present your argument to the Cerben executive team (the class or another small group). Respond to their questions and objections. When you are an executive, refer to the points you prepared against the other roles to pose questions or objections.

E AGREE As a class, discuss the arguments and decide which job can go remote. Is there a clear consensus? Is it necessary to vote? How close is the vote? Did any of the jobs get 10 votes? Why?

» To check your progress, go to page 54. »

COLLABORATION AND TEAMWORK
> Working well together in a group
> Establishing ways of working together

CRITICAL THINKING AND DECISION MAKING
> Making decisions
> Justifying decisions and solutions

COMMUNICATION
> Presenting views clearly and effectively
> Structuring information in spoken and written texts clearly

COMMUNICATION
> Presenting views clearly and effectively
> Speaking with confidence and fluency

CRITICAL THINKING AND DECISION MAKING
> Evaluating ideas and arguments
> Evaluating arguments and proposals

CRITICAL THINKING AND DECISION MAKING
> Evaluating ideas and arguments
> Reaching conclusions from comparing different arguments

COLLABORATION AND TEAMWORK
> Completing collaborative tasks and projects
> Managing the distribution of tasks

Life Competencies in Unlock

Cambridge Life Competencies are embedded throughout the course. Here are just a few examples of how our content is influenced by the framework.

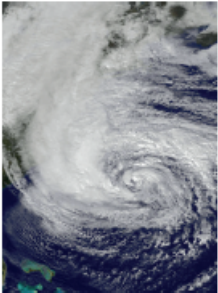
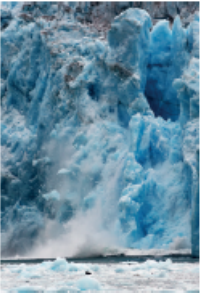

COMPETENCY	CORE AREA
COMMUNICATION	Using appropriate language and register for context

2 Look at the outline again and write *T* (true) or *F* (false) next to the statements.

The outline ...

- ___ 1 shows clear connections between the presentation topic, main ideas, examples and supporting details.
- ___ 2 shows the order of the parts in the presentation.
- ___ 3 tells the speaker exactly what to say in the presentation.
- ___ 4 includes irrelevant details that do not belong in the talk.

3 Create an outline for a talk on one of the topics below. Choose a topic, do some research online and prepare an outline. Use the outline from Exercise 1 as a model. Be sure to include two or three main ideas with details and examples in your outline. You will use this outline for the speaking task at the end of this unit.

The increase in 'superstorms' (extreme hurricanes) around the world

Ice melting in the Arctic

The destruction of the Amazon rainforest

4 Think of some possible solutions to the problem you chose in Exercise 3. Write notes about them in your outline.

5 Share your work with a partner. Provide feedback to each other.

Listening & Speaking Level 4, Unit 4 p97

COMPETENCY	CORE AREA
CREATIVE THINKING	Preparing for creativity

COMPETENCY	CORE AREA
CRITICAL THINKING	Solving problems and making decisions

COMPETENCY	CORE AREA
COLLABORATION	Encouraging effective group interaction

2 What 'rules' do visitors to your country need to know in order to be polite? Write notes in the table.

customary behaviour	rules
greeting (kissing, shaking hands, etc)	
giving gifts	
behaviour in business meetings	
business dress code	
punctuality	

3 Work in small groups. Discuss the following questions.

- Share the information from your tables. Which rules from your tables are similar? Which are different?
- The article discusses correct behaviour in Brazil, Japan and Saudi Arabia. What do you know about the specific customs of these countries?

WHILE READING

Annotating a text

Active readers often annotate (make notes) while reading. There are many ways to do this. You should try different techniques and choose the ones which work best for you. Below are some suggestions:

- Highlight the main ideas in a bright colour or put brackets around them.
- Highlight key words and phrases in a different colour. Use the same colours in all your annotations.
- Underline, circle or box important details such as examples, reasons and supporting arguments. In the margin, identify the type of detail you marked.

Also, as you read, write notes in the margins: summarize main ideas in your own words, outline or list important supporting details, write any questions you have, write your opinion or your reaction to the text. Working with the text in this way will help you learn and remember the important information.

4 Read the article on customs around the world and annotate the text while you read. Part of the text has been annotated as an example.

5 Read the article again and circle the customs which are not mentioned

a greetings	e table manners
b personal space	f giving business cards
c giving gifts	g being punctual
d business meetings	

Reading & Writing Level 3, Unit 4 p85

COMPETENCY	CORE AREA
LEARNING TO LEARN	Developing skills and strategies for learning

COMPETENCY	CORE AREA
SOCIAL RESPONSIBILITIES	Showing intercultural awareness

Teach students to:

- think critically
- communicate effectively
- collaborate with others



Using ADAP
When learners are working in groups, use role-play of voice, role-play learners in different learners.

Collaborative WORK
After giving below to:

- To compare
- We will
- We will
- We might

Critical EVALUATION
When learners include the or condition assumption:

- How could
- Are these

 E.g.:
Assumption
 How could
Are these
 In western product. Be

Creative Thinking
Cons
AUTH
 When learners using the:

- How r
- Where

 Once learners (add more text and:

- A law

Learning
 Using retrieval
TUNING
 Adapted from:
 Before asking those applications:

- distracting
- speech

 Check that to do the l to follow t check how a discussion

Social Responsibilities
Understanding aspects of own culture
YOUR COMMUNITY
 Adapted from *Intercultural language activities* (Corbett & Thornbury, 2010).
 At the end of a coursebook unit, ask learners to look back through the unit pages and select two images: one which they feel is a good representation of their local community, and one which they feel is a poor representation of their local community. Ask learners to write a brief description of each of the images they have chosen along with an explanation of why it is a good/poor representation of their local community.

Teaching Online?
 Why not ask learners to search online for two photos of their local community to share and discuss with the group. One photo should be an accurate reflection, and the other an 'ideal' or filtered reflection, such as an Instagram photo.

Showing intercultural awareness

Adult

Agenda

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- 4) What kinds of resources should we use?

References and useful links

REFERENCES

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Saraf, V. (2023) What Bloom’s Taxonomy Can Teach Us About AI. *Getting Smart*.
<https://www.gettingsmart.com/2023/10/31/the-cognitive-dance-of-ai/>

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<https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>

CAMBRIDGE RESOURCES

Cambridge Life Competencies: <https://www.cambridge.org/gb/cambridgeenglish/better-learning-insights/cambridgelifecompetenciesframework>

Evolve: <https://www.cambridge.org/gb/cambridgeenglish/catalog/adult-courses/evolve>

Prism: <https://www.cambridge.org/gb/cambridgeenglish/catalog/skills/prism>

Unlock: <https://www.cambridge.org/gb/cambridgeenglish/catalog/skills/unlock-2nd-edition>

World of Better Learning: <https://www.cambridge.org/elt/blog/>



Thank you
Any questions?