



PART OF THE INTO GROUP

Now you see it, now you
don't- the magic of
thinking routines in
ELT



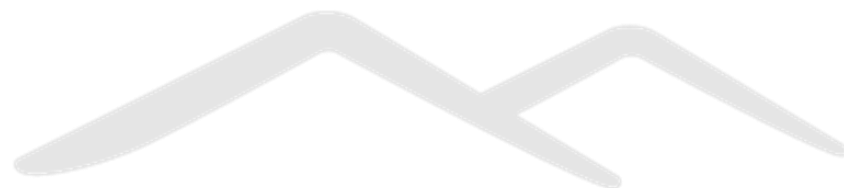
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NILE

www.nile-elt.com



- An independent and informal grouping of EFL professionals
- It aims to encourage more creative and open teaching practices
- <http://thecreativitygroup.weebly.com/>



How can we make thinking visible?



www.shutterstock.com - 56819637

Metaphors, analogies and thinking routines

- Models and Metaphors in Language Teaching Training (Tessa Woodward)

“A **course metaphor** is an image or word picture that somehow captures the spirit of a course”

E.g.: “A warm greenhouse for young plants”



- Using analogies: Teaching something new by connecting to something known

A metaphor for ELT



Thinking routines Harvard Project Zero

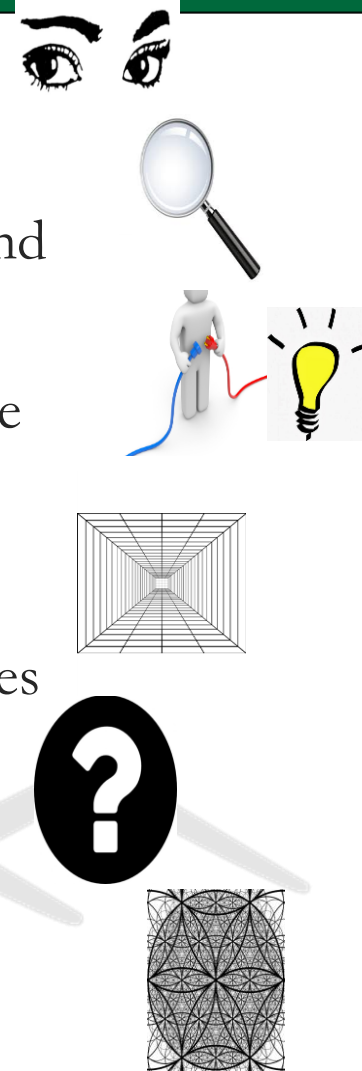
High-leverage
thinking moves that
serve understanding
well

Ritchard, Perkins, Tishman, Palmer



How can we
make thinking
visible?

- 1. Observing closely and describing
- 2. Building explanations and interpretations
- 3. Reasoning with evidence
- 4. Making connections
- 5. Considering different viewpoints and perspectives
- 6. Capturing the heart and forming conclusions
- 7. Wondering and asking questions
- 8. Uncovering complexity-going below the surface



See, think, wonder

S	T	W

Double T-chart

- 1. What do you see?
Only what you observe.
No interpretations.
- 2. What do you think is going on?
- 3. What does it make you wonder?



See, think, wonder

- Sharing options
 - Each column individually
 - Each column in small teams
 - All columns in turns in a whole class setting
 - Other options?
 - What is the title of this painting?

A	B	C
See	Think	Wonder
I see blue, white, brown, pink, gray, and light yellow.	I think that person in the back is a woman.	I wonder who made this painting.
I see eyes, mouths, noses, ears, hands, and feet.	I think that the person in the front is the woman's child.	I wonder when this painting was made.
I see a white and purple/brown floor.	I think that the child is learning how to walk.	I wonder what the painter was trying to say.
I see squares, triangles, lines and other shapes.	I think that the child is a girl.	I wonder where this painting was painted

Title of the painting

Tejas Prabhakar

I also think the name of the painting can be "The Abstract Flashback"

Tejas Prabhakar

I think the name of the painting is "The Abstract Sadness"

Henry

Abstract Couple

Yana

My feelings

Hope

Nola

Trying

Nola

Henry

Shock

I think that the name of the painting is "go"

-luca

Ywein

I think the title of the painting is "painting".

Random

Nola

Adventure

Nola

Persistence

Bella

Pablo Picasso's child hood

Yana

Flashback To Childhood

Isabelle

first steps to childhood

Scenes of Childhood

By Mariana

Chloe

Joyful Childhood

The old lady dancing

Maya

Vicente

Street Walking

Steps

Nola

Chloe

First Steps

Yana

The walking help

Walk

nola

Isabelle

Learning to walk

Patrick

I think it's called "Mother's love"

Enzo

Mom and child

Mother

By Mariana

Enzo

Mom teaching baby how to walk

Benjmain

Mother and baby

Mother and Son

By: Valeria

Bella

help of the mother

Patrick

Mother's care for their children

Isabelle

mother and son

Chloe

Mother and Son

The pregnant woman and the child

Maya

Chloe

Children Must Learn

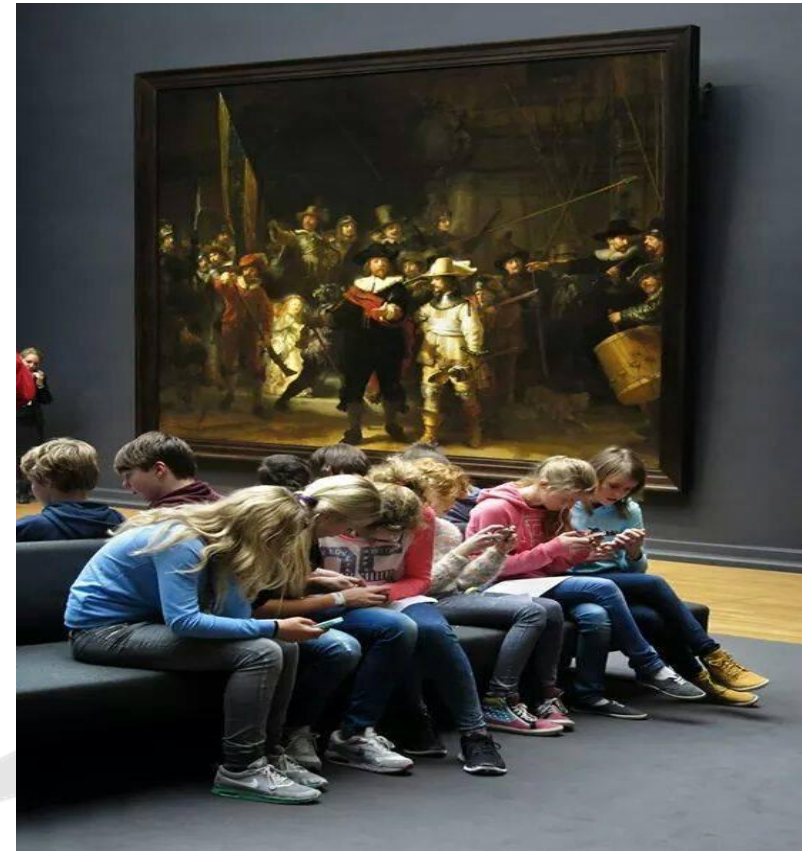
Bella

teacher and the child

Teacher

By Mariana

S	T	W





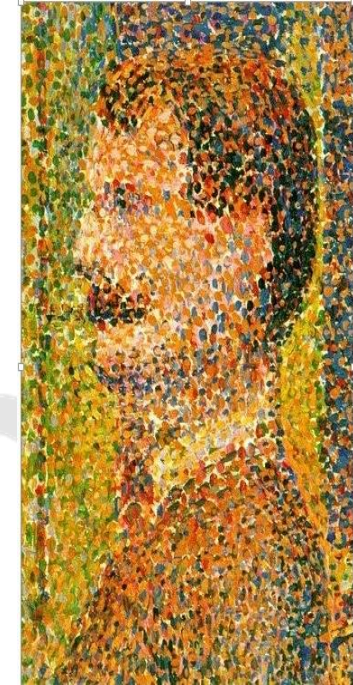


Look closely at a small bit of image that is revealed

- Zoom in



- Self-portrait
Georges Seurat
Pointillism











CSI

Colour, symbol, image

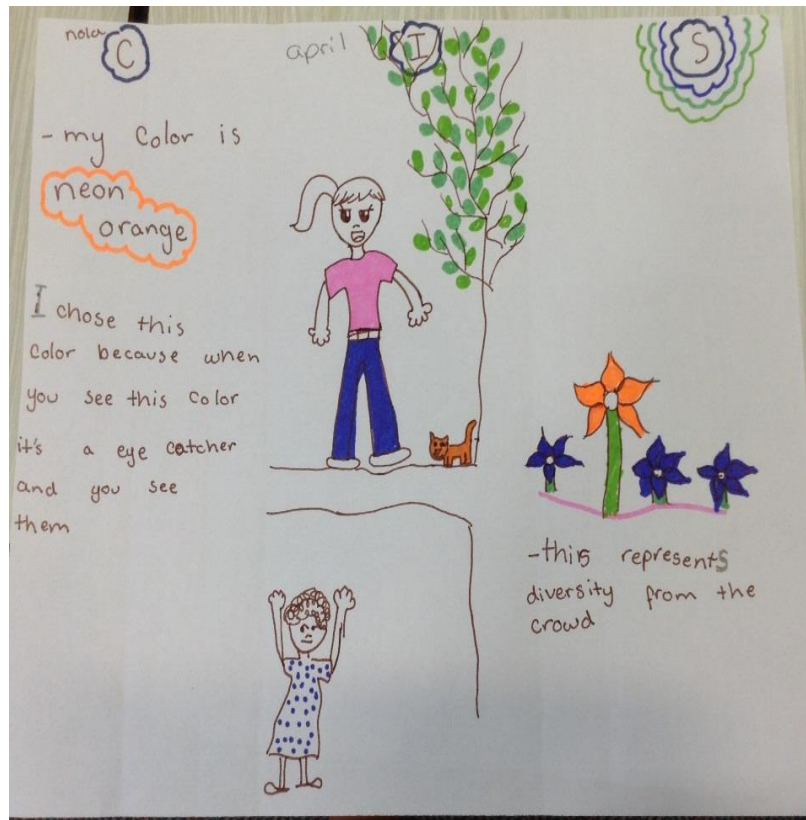
ELT:

1. Colour
2. Image
3. Symbol

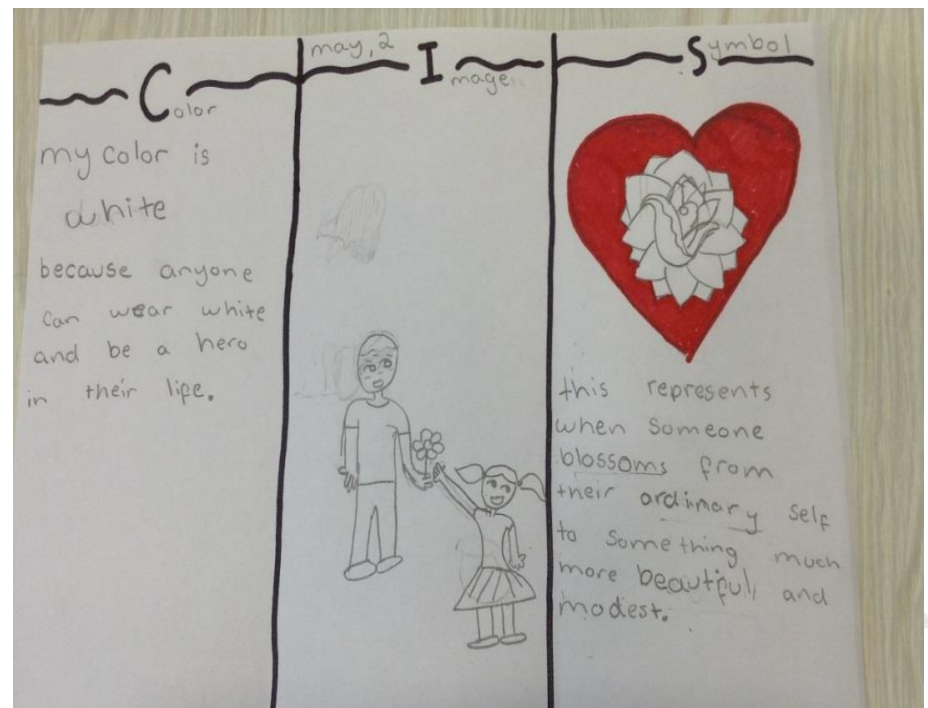
[illegible]

As an introduction to the Hero theme, we discussed the idea of a hero (What is a hero? What are the characteristics of a hero?) and then worked on the CIS routine. I then introduced the book “Gilgamesh the hero”. We read and discussed the book in the next two weeks.

Nola (April)

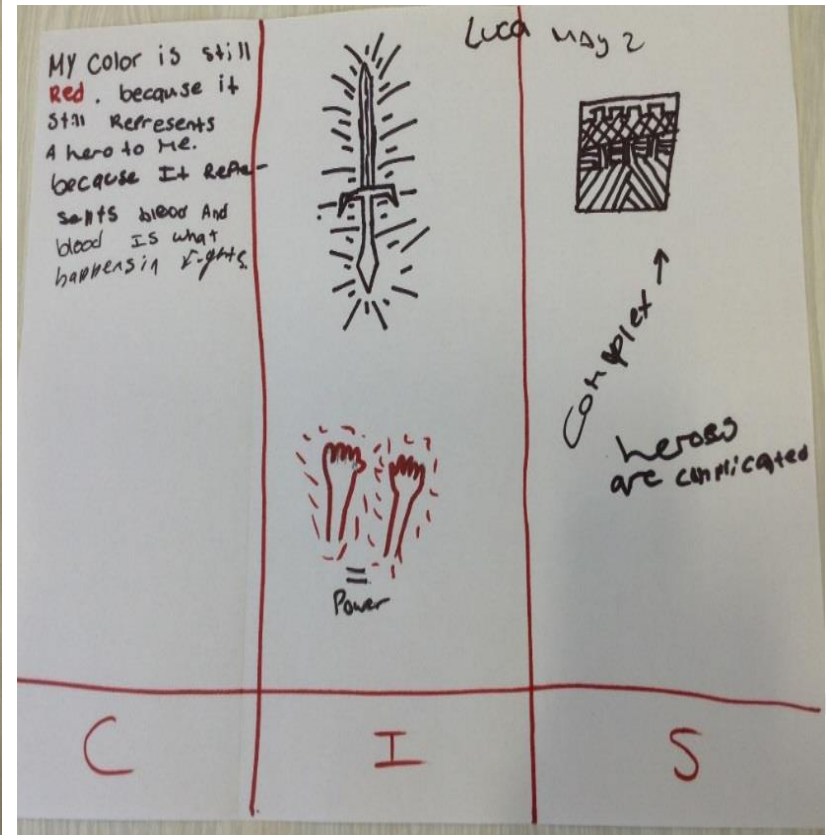
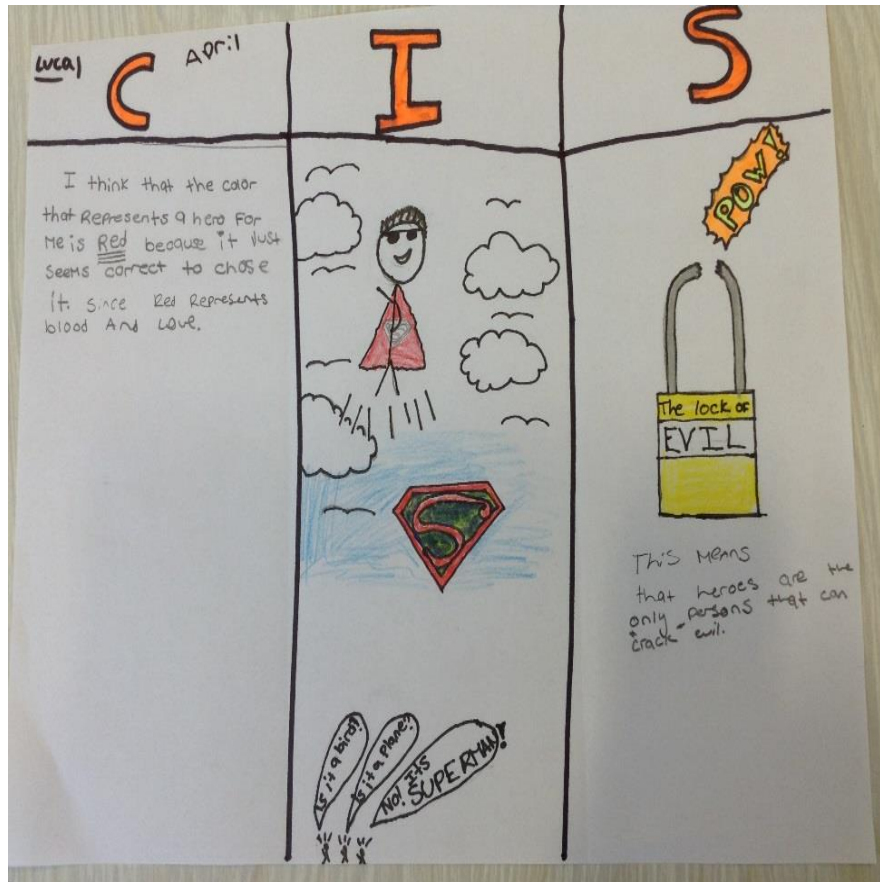


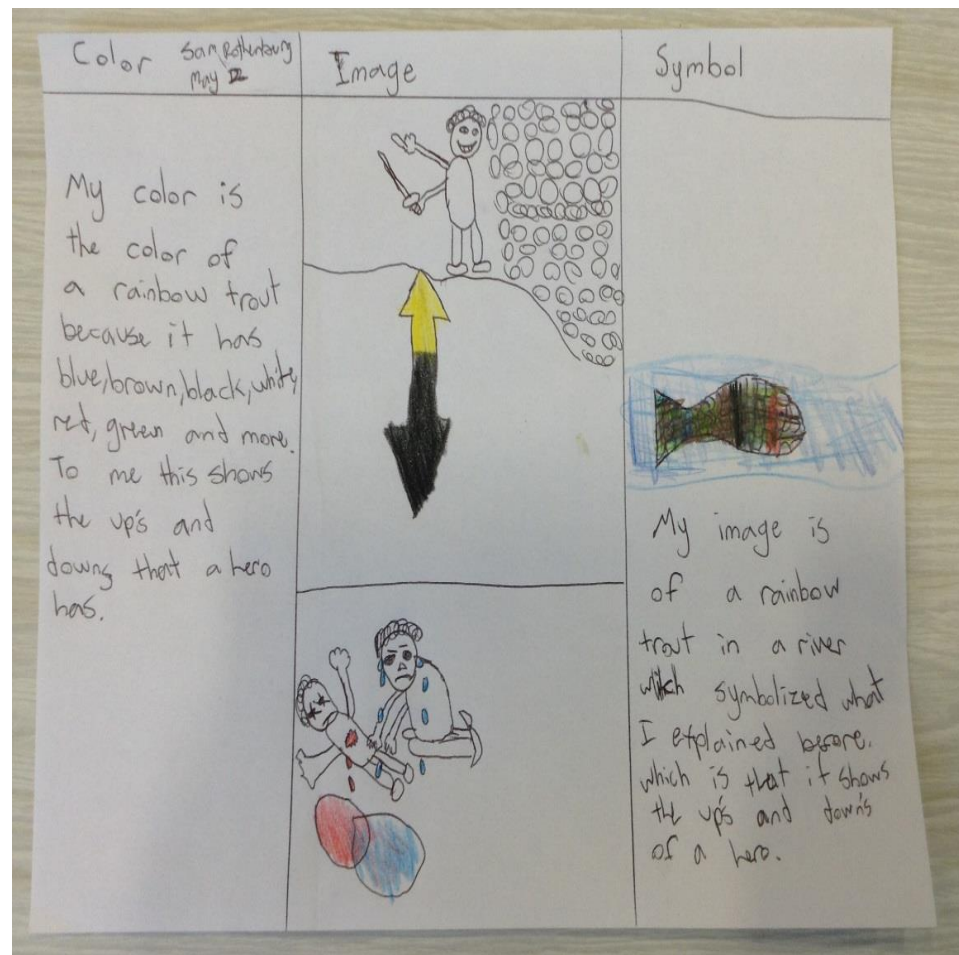
Nola (May)



Luca (April)

Luca (May 3)





Compass points



E= **Excitements**. What excites you about this idea? What's the upside?

W= **Worries**. What do you find worrisome about this idea? What's the downside?

N= **Needs**. What else do you need to know about this idea?

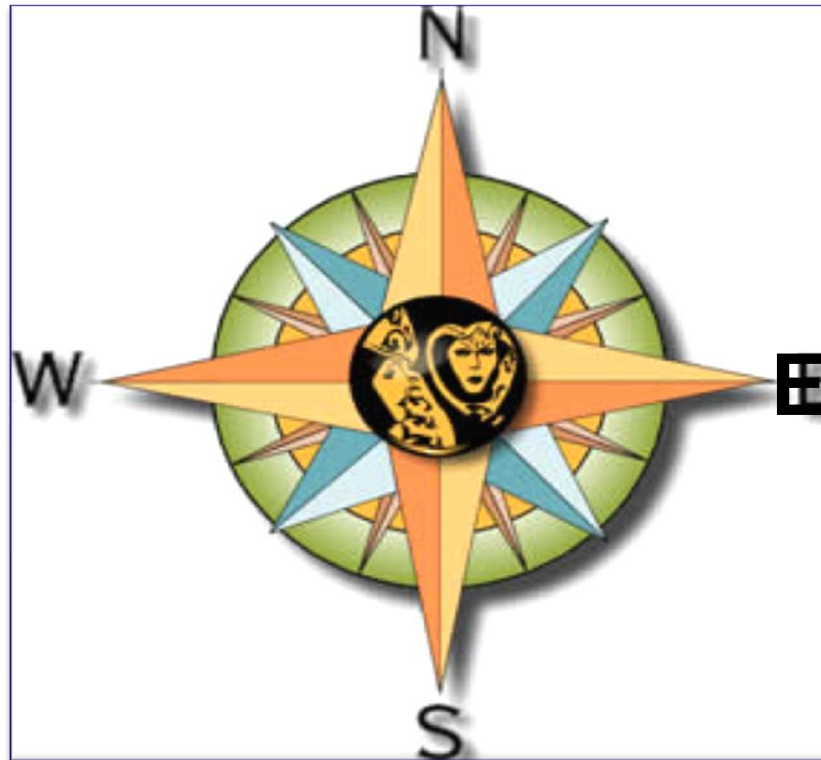
S= **Stance, Steps or Suggestions**. What is your current opinion on this idea? What should your next step be in your evaluation of this idea? What suggestions do you have at this point?

Compass Points

As we teach in
a fast
changing
world:

NEEDS

WEAKNESSES

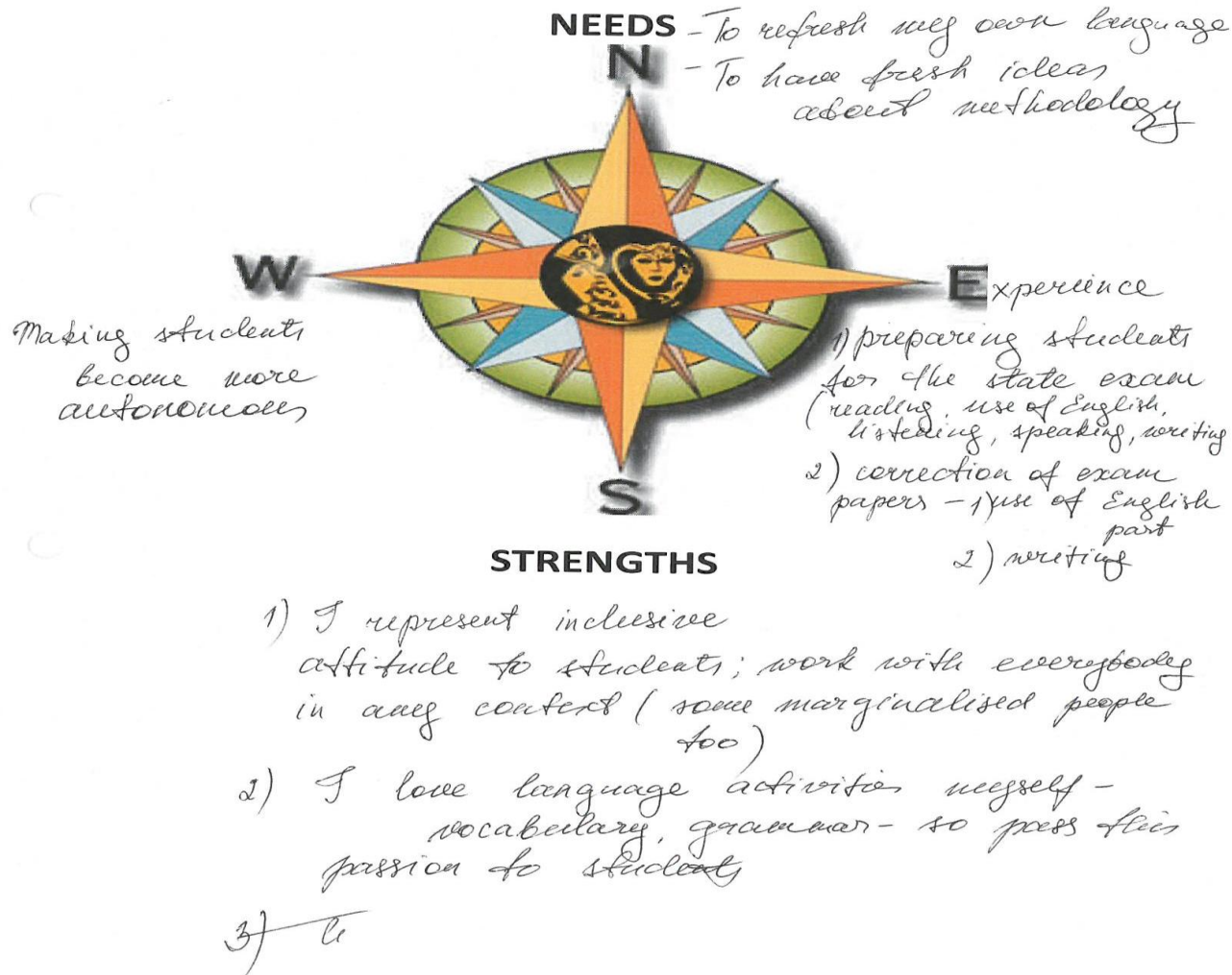


EXPERIENCE

STRENGTHS

Treeta

Needs analysis compass rose



Sentence-phrase-word

Your time at this conference. Select:

- a **sentence** that is meaningful to you, that you feel captures a core idea of the conference
- a **phrase** that captures how you were moved, engaged or provoked
- a **word** that captures the conference

What themes emerge?

What implications can be drawn?



Headlines



Think of the big ideas you have learnt

Write a headline that captures a key aspect of what you've seen

Characteristics of a headline

Short and catchy

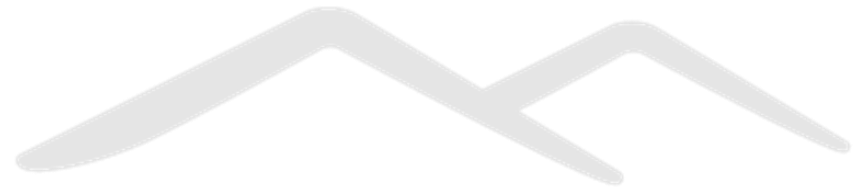
Articles and verb to be generally omitted


Simple Present

Pun or inside joke



- Ritchhart, R., Church, M., Morrison, K. (2011). 'Making Thinking Visible'. San Francisco: Jossey-Bass





We produce
1500 texts
in our first
languages and



... use 750
tasks and
300 activities
in acquiring
additional
languages

Promoting authentic language acquisition in multilingual contexts

ENGLISH FRENCH GERMAN GREEK HUNGARIAN ITALIAN LADIN
SPANISH



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