



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

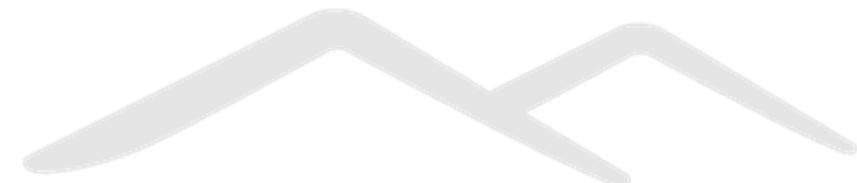


Maria Heron
Senior trainer & CELTA Centre Manager at
NILE



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 - 56619637



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

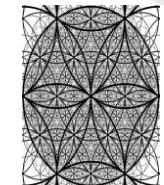
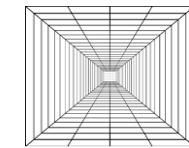
High-leverage
thinking moves that
serve understanding
well

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



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?

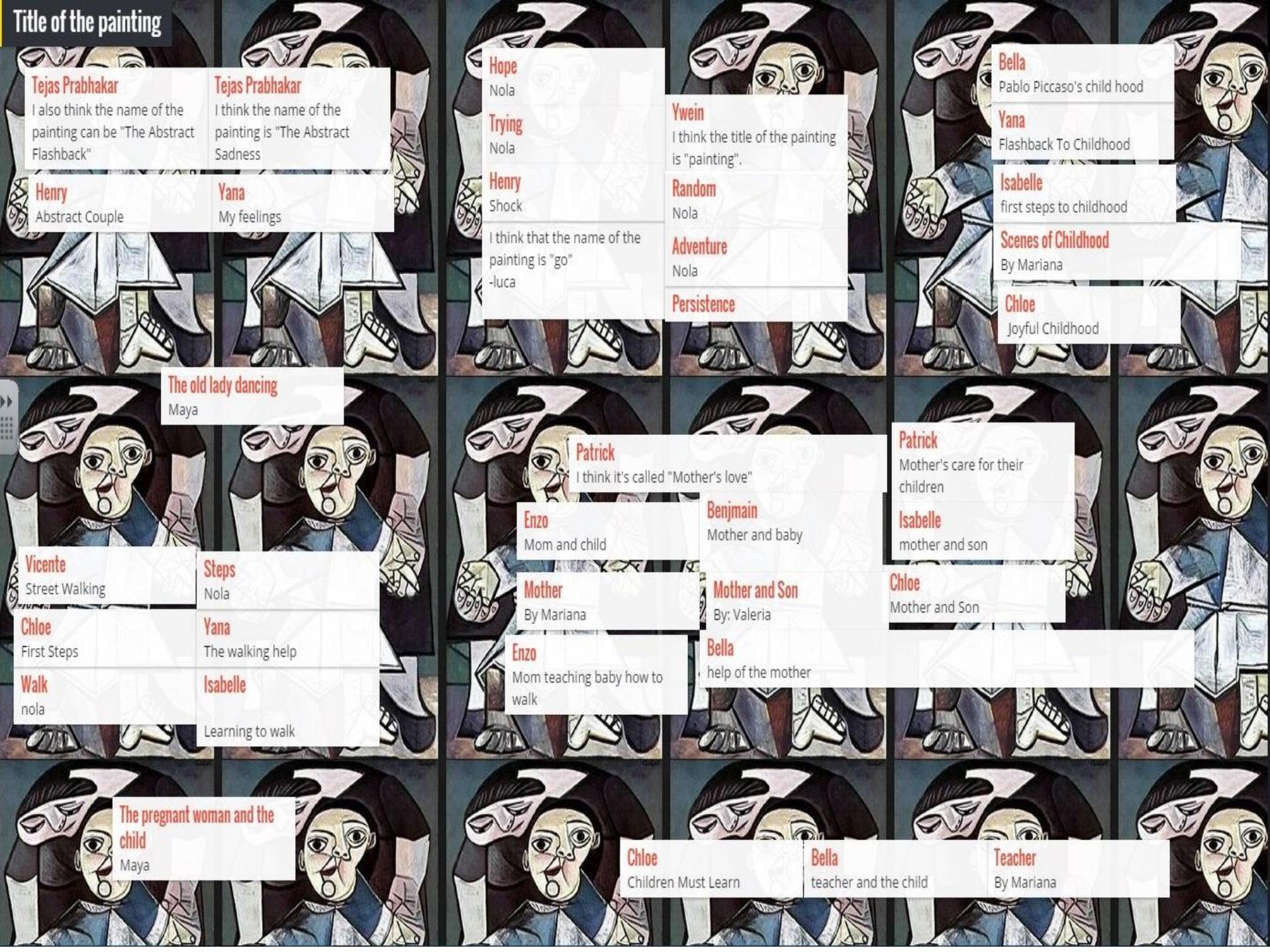


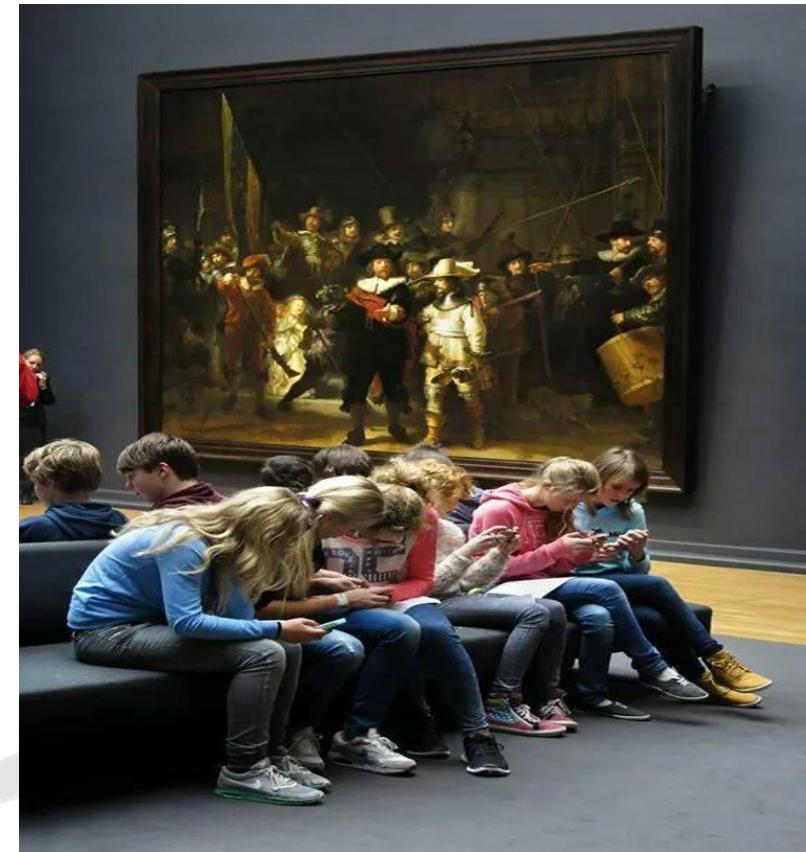
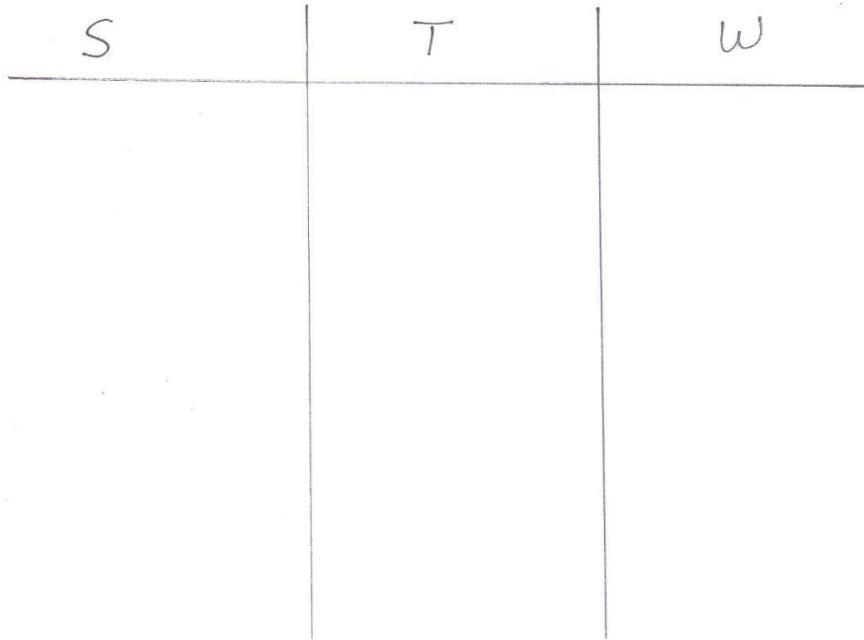
See, think, wonder

- 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









Look closely at a small bit of image that is revealed

- Zoom in
- Self-portrait
Georges Seurat
Pointillism





PART OF THE **INTO** GROUP



www.nile-elt.com







CSI

Colour, symbol, image

ELT:

1. Colour
2. Image
3. Symbol

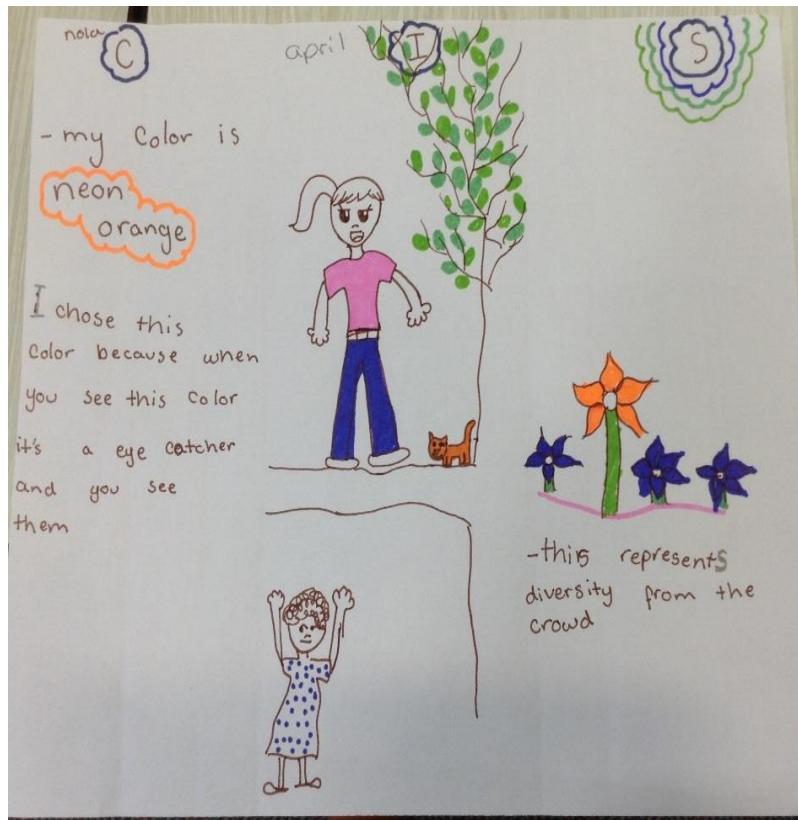
Name: _____

Date: _____

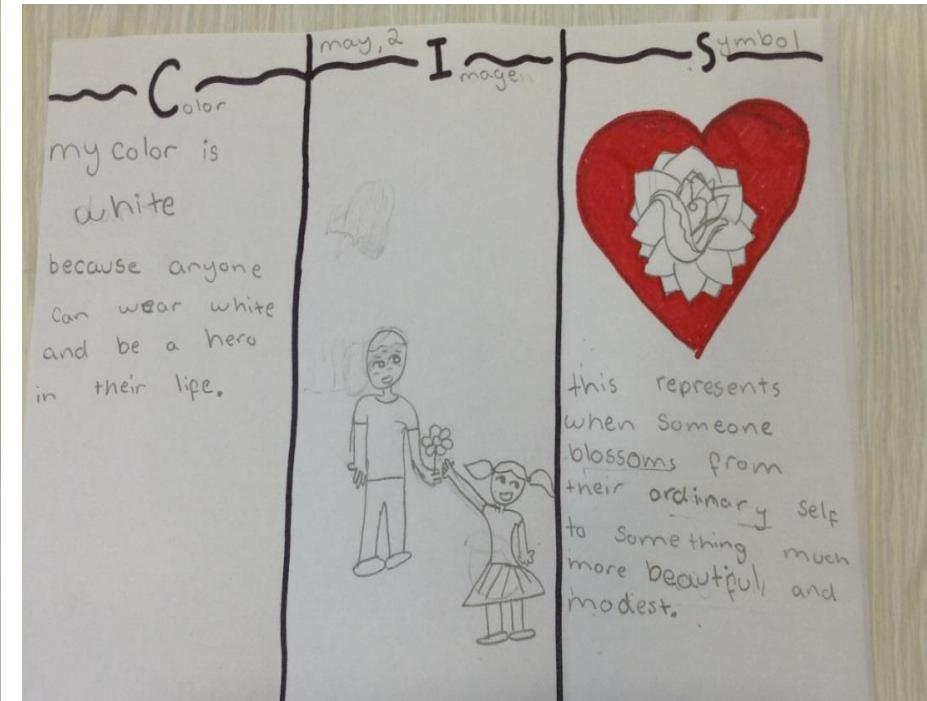
A large, empty rectangular box occupies the lower half of the page. It is divided into four equal quadrants by a horizontal line running across the middle and a vertical line running down the center. The box is intended for a child to draw a picture.

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)

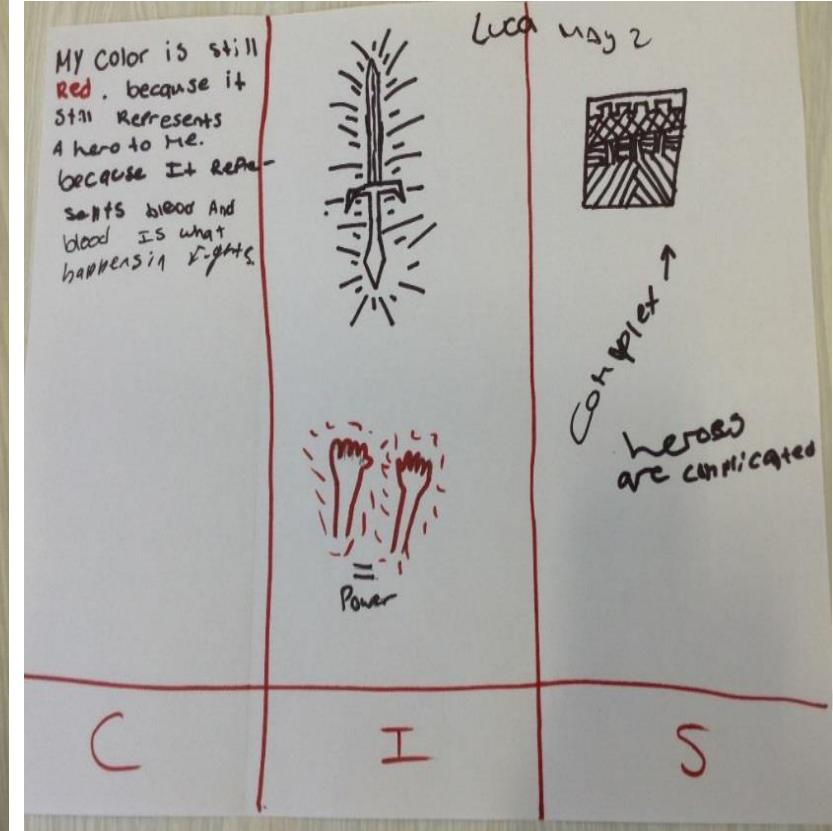
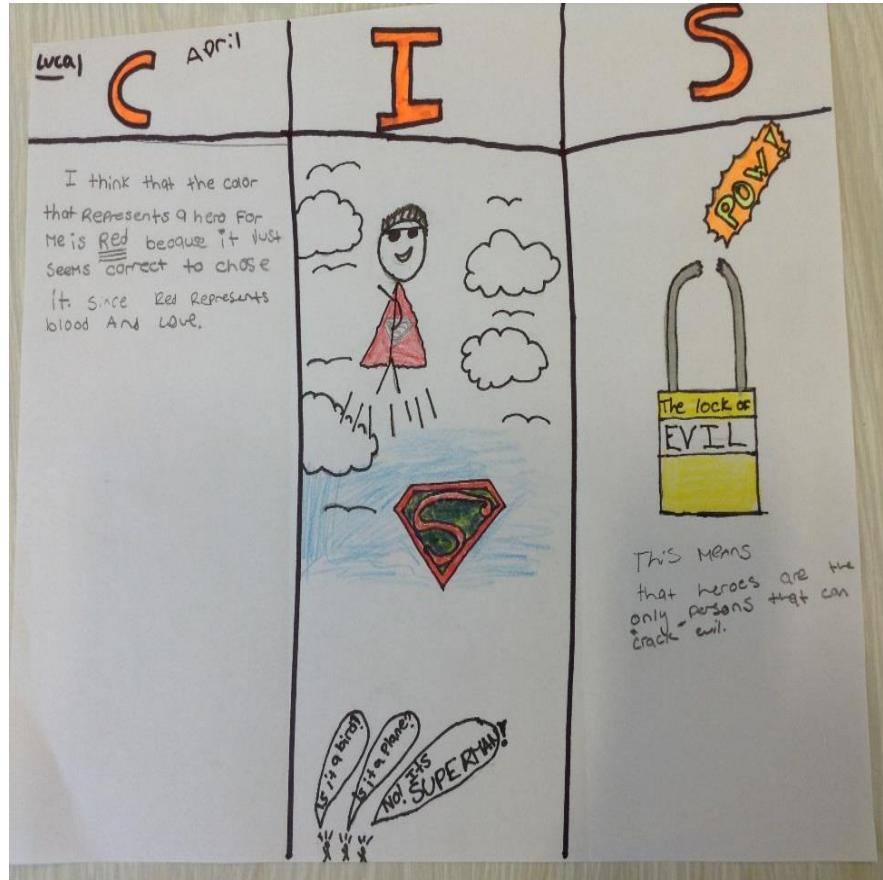


Nola (May)

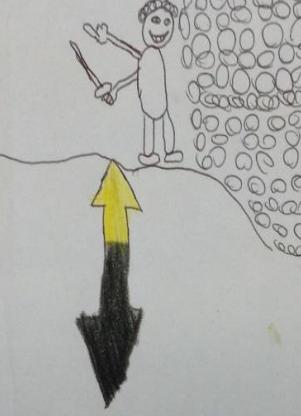


Luca (April)

Luca (May 3)





Color	Sam Rothenberg May 2	Image	Symbol
My color is the color of a rainbow trout because it has blue/brown/black/white, red, green and more. To me this shows the up's and down's that a hero has.			
			<p>My image is of a rainbow trout in a river which symbolized what I explained before, which is that it shows the up's and down's of a hero.</p>

Compass points



Compass Points

As we teach in
a fast
changing
world:

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

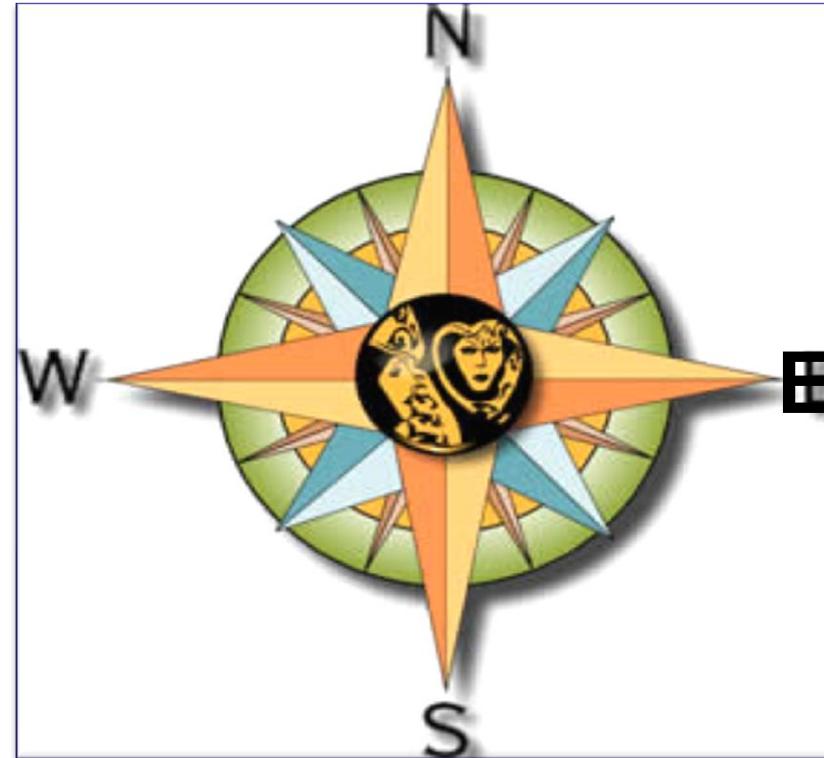
W= **Worries.** What do you find worrisome about this idea? What's the downside?

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?

Needs analysis compass rose

NEEDS

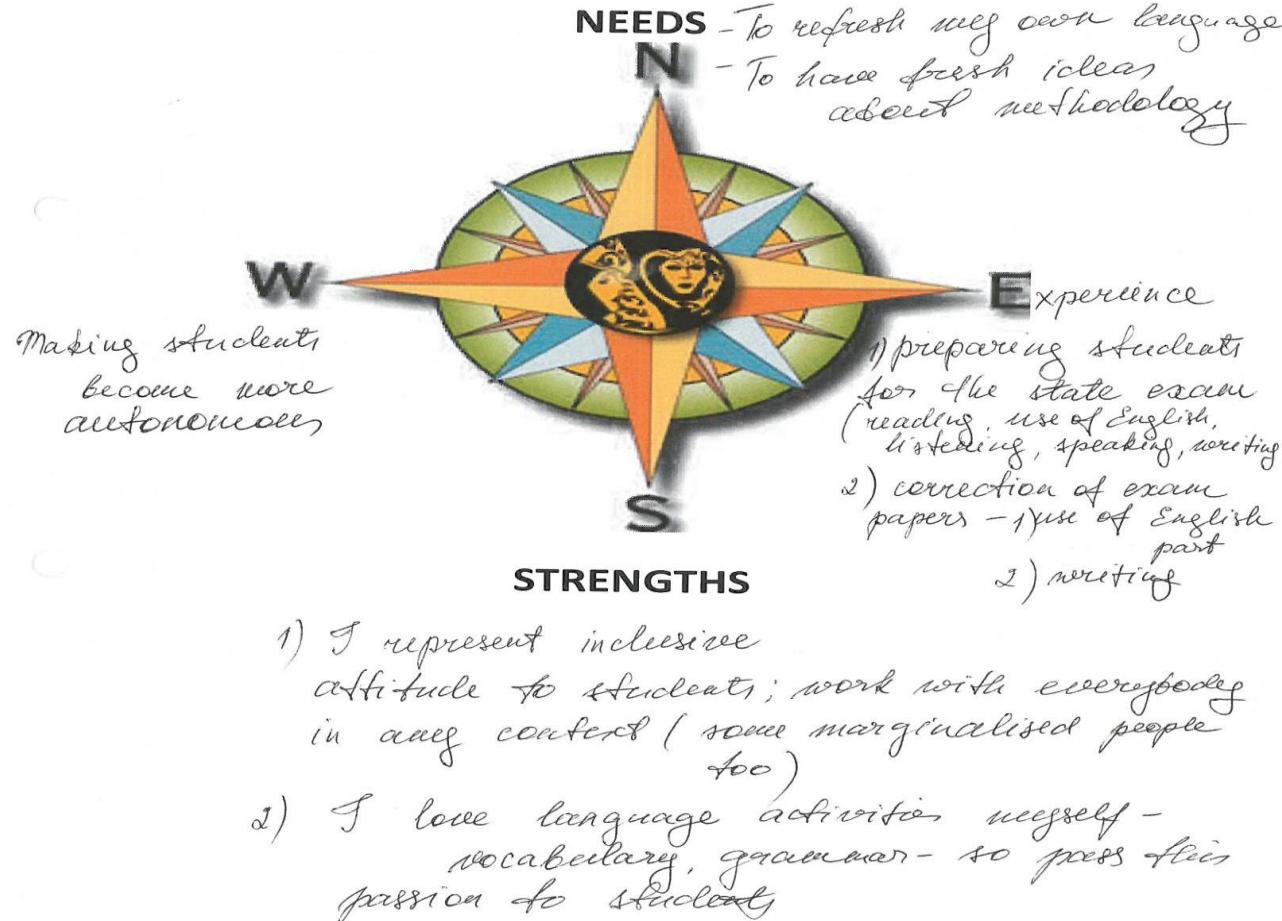


WEAKNESSES

EXPERIENCE

STRENGTHS

Needs analysis compass rose



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?

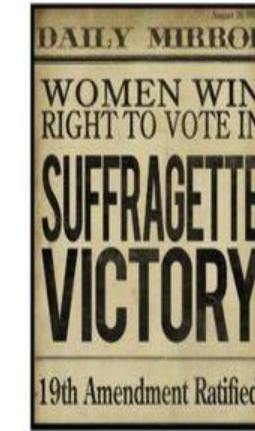
What implications can be drawn?





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

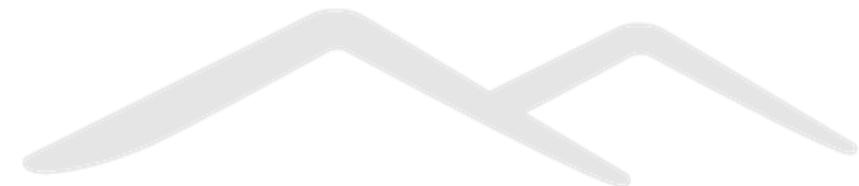
Articles and verb to be generally omitted

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



Funded by the Erasmus+ Programme of the European Union

- maria@nile-elt.com

