Advanced neuroELT Workshop

FAB8:Kyoto

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University of Kitakyushu

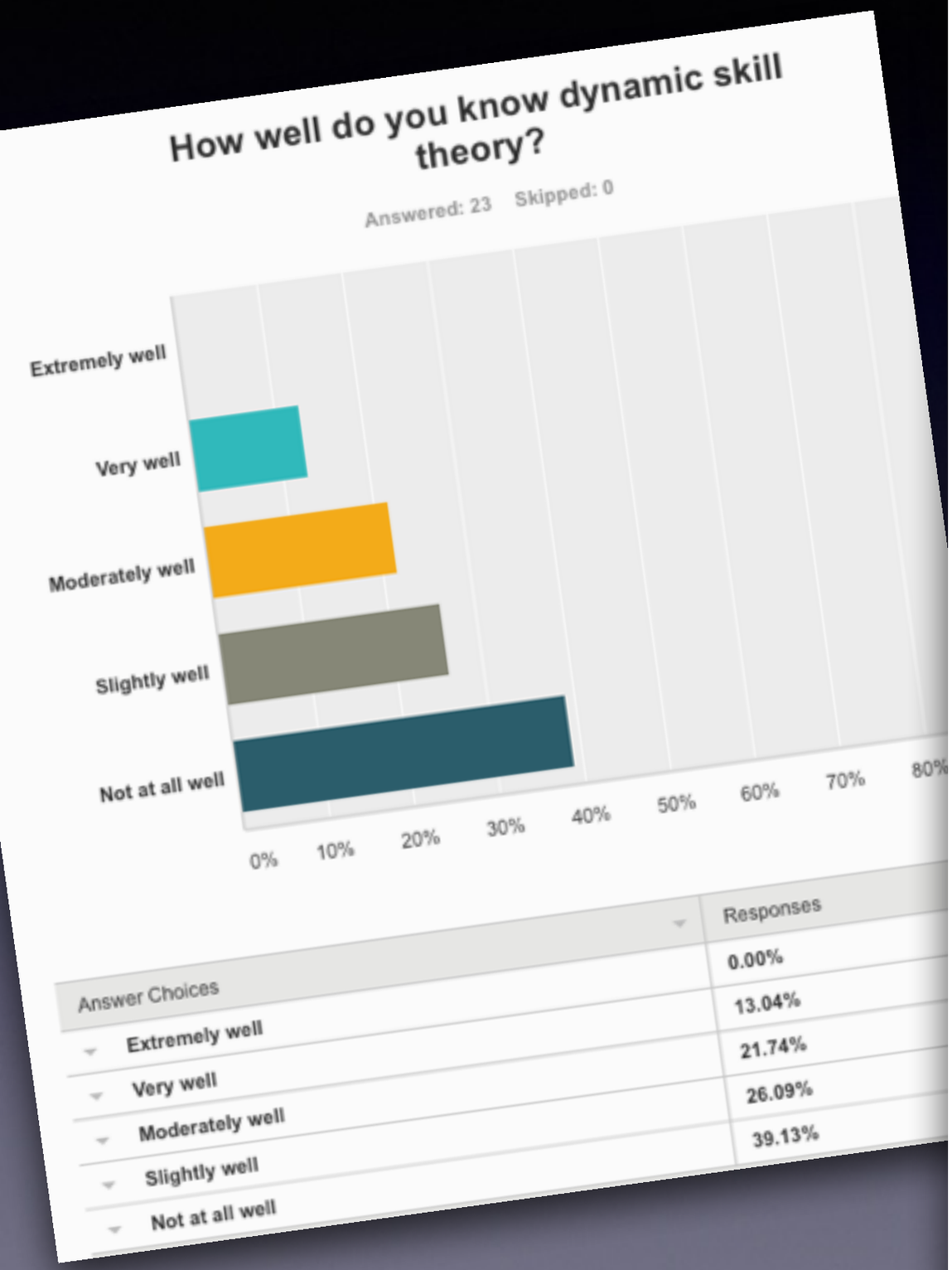
Workshop Content

- Let's introduce ourselves!
- Live data from the surveys
- Brain parts - PET scan results
- Lectical Analysis (and DST)
- How to use LAS in the real world
- Robert's PhD (using LAS to assess pedagogy)
- GROUP WORK: Heavy questions for you!
- PoU time (group presentations)

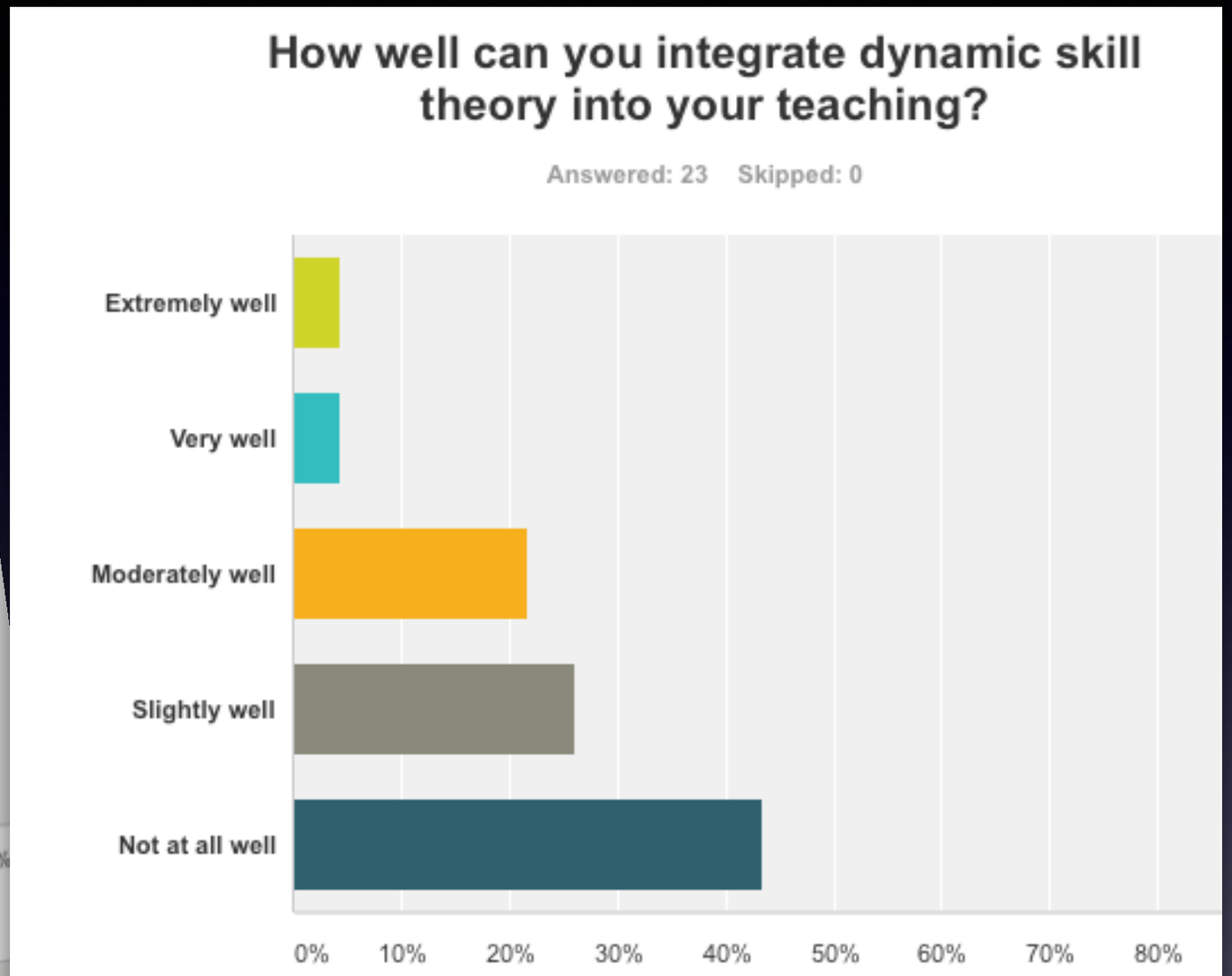
Brief Self-intros

- name
- why are you at FAB8?
- what do you want to learn about?

Let’s look at some live data!



Answer Choices	Responses
Extremely well	0.00%
Very well	13.04%
Moderately well	21.74%
Slightly well	26.09%
Not at all well	39.13%



Answer Choices	Responses
Extremely well	4.35%
Very well	4.35%
Moderately well	21.74%
Slightly well	26.09%
Not at all well	43.48%

Least “Useful” maxims today

	Rubbish!	Not very useful.	(I don't know)	Somewhat useful.	Useful!	Total	Weighted Average
9."Knowledge" is non-transferable	23.81% 5	23.81% 5	4.76% 1	28.57% 6	19.05% 4	21	2.95
42.Teach for the "DATC"	0.00% 0	15.00% 3	60.00% 12	15.00% 3	10.00% 2	20	3.20
48.The "labeling" of high-level concepts is a double-edged sword	0.00% 0	15.00% 3	50.00% 10	30.00% 6	5.00% 1	20	3.25
18.“Alignment” delivers us from chaos	0.00% 0	5.00% 1	55.00% 11	35.00% 7	5.00% 1	20	3.40
26."Comforting" solutions are the chosen solutions, even if they are false	0.00% 0	5.00% 1	55.00% 11	30.00% 6	10.00% 2	20	3.45
49.Find time to rhyme	5.00% 1	5.00% 1	40.00% 8	40.00% 8	10.00% 2	20	3.45

	Rubbish!	Not very useful.	(I don't know)	Somew useful.
9."Knowledge" is non-transferable	23.81% 5	23.81% 5	4.76% 1	28.5
42.Teach for the "DATC"	0.00% 0	15.00% 3	60.00% 12	15.0
48.The "labeling" of high-level concepts is a double-edged sword	0.00% 0	15.00% 3	50.00% 10	30.0
18.“Alignment” delivers us from chaos	0.00% 0	5.00% 1	55.00% 11	35.0
26."Comforting" solutions are the chosen solutions, even if they are false	0.00% 0	5.00% 1	55.00% 11	30.0
49.Find time to	5.00%	5.00%	40.00%	40.0

“Knowledge” is non-transferable

No “bias”, no learning!

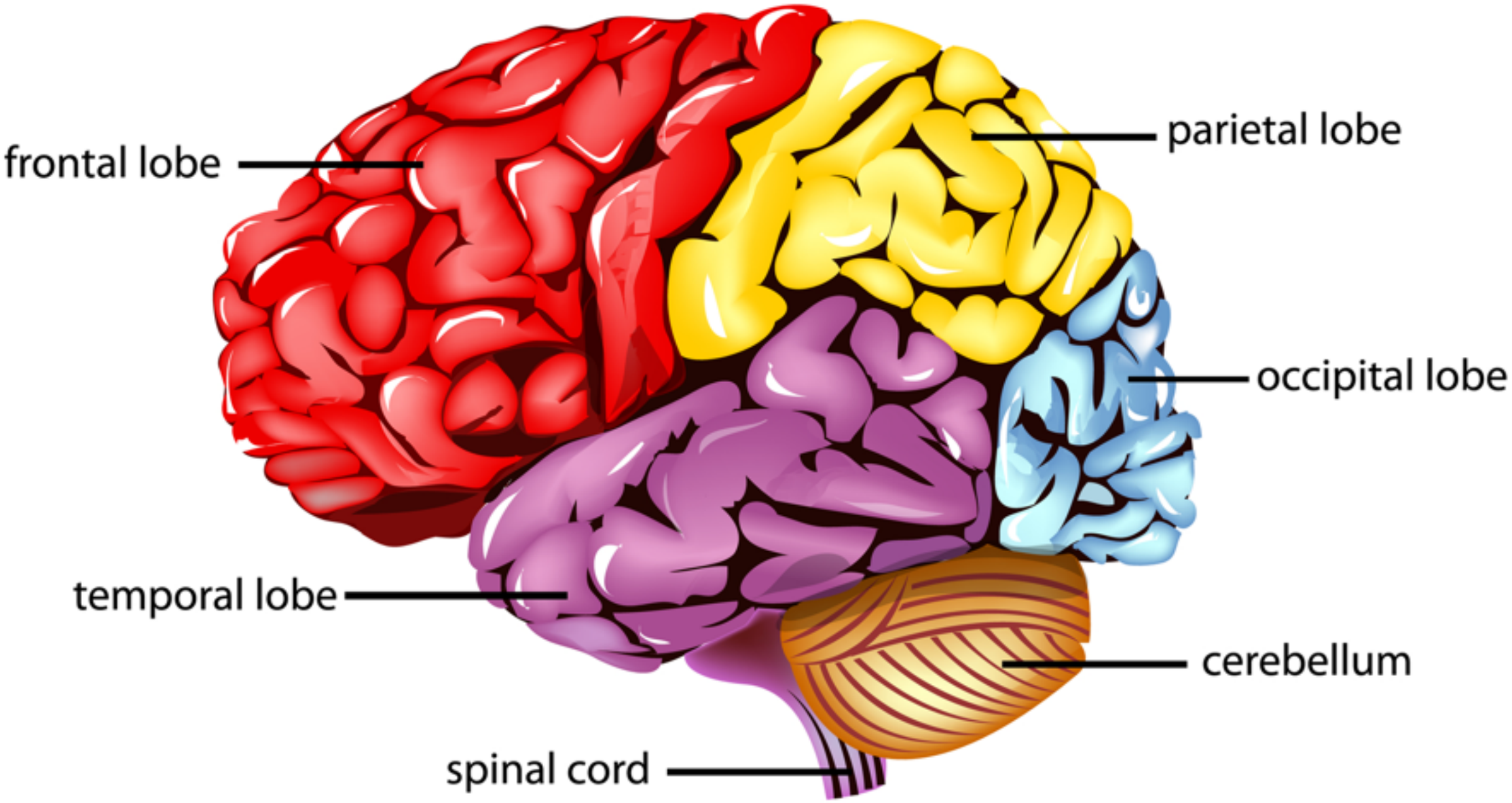
“Comforting solutions” are the chosen solutions

“Alignment” delivers us from chaos

	Rubbish!	Not very useful.	(I don't know)	Somewhat useful.	Useful!	Total	Weighted Average
20."Ample sleep" is necessary for children -and adults!	0.00% 0	0.00% 0	0.00% 0	20.00% 4	80.00% 16	20	4.80
1."Emotion" drives learning	0.00% 0	4.76% 1	4.76% 1	9.52% 2	80.95% 17	21	4.67
14."Prediction" is a tremendously powerful too	0.00% 0	0.00% 0	0.00% 0	35.00% 7	65.00% 13	20	4.65
13."Choices" fuel learner motivation	0.00% 0	0.00% 0	0.00% 0	40.00% 8	60.00% 12	20	4.60
41.Encourage "mistakes"; celebrate mistakes	0.00% 0	5.00% 1	0.00% 0	25.00% 5	70.00% 14	20	4.60
34."Personalize" the content to captivate students	0.00% 0	0.00% 0	5.00% 1	35.00% 7	60.00% 12	20	4.55
37."Healthy" bodies make healthy brains; healthy brains make healthy bodies	0.00% 0	5.00% 1	5.00% 1	25.00% 5	65.00% 13	20	4.50
51.Teach students about how their brains work	0.00% 0	0.00% 0	5.00% 1	40.00% 8	55.00% 11	20	4.50
11."Teaching" should be differentiated and done in high support contexts	0.00% 0	5.00% 1	15.00% 3	10.00% 2	70.00% 14	20	4.45
17b."Lose" what you don't use	0.00% 0	0.00% 0	5.00% 1	45.00% 9	50.00% 10	20	4.45
21."Sleep"enhances insight	0.00% 0	0.00% 0	10.00% 2	35.00% 7	55.00% 11	20	4.45

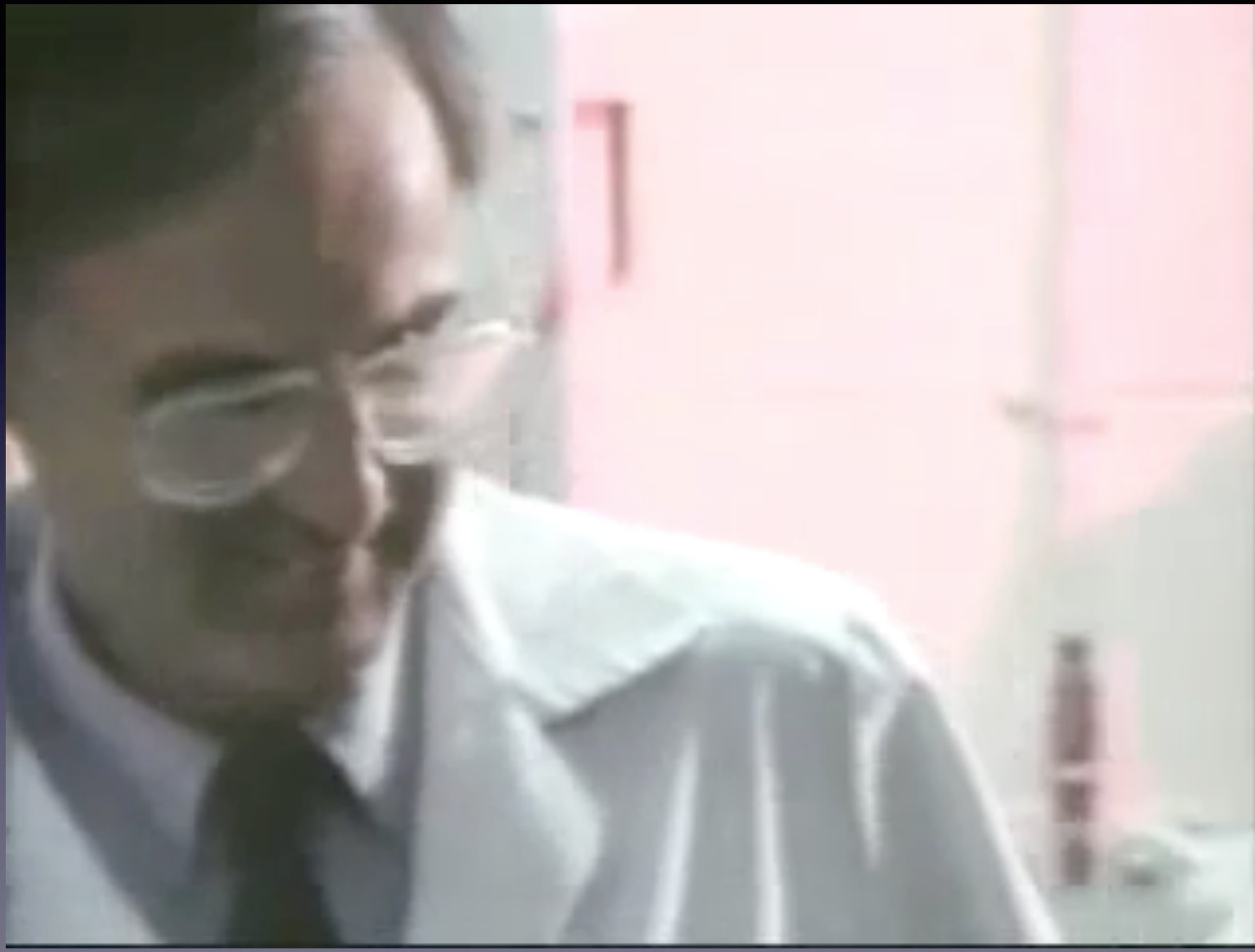
20."Ample sleep" is necessary for children -and adults!	0.00% 0	0.00% 0	0.00% 0	20.00% 4	80.
1."Emotion" drives learning	0.00% 0	4.76% 1	4.76% 1	9.52% 2	80.
14."Prediction" is a tremendously powerful too	0.00% 0	0.00% 0	0.00% 0	35.00% 7	65.
13."Choices" fuel learner motivation	0.00% 0	0.00% 0	0.00% 0	40.00% 8	60.
41.Encourage "mistakes"; celebrate mistakes	0.00% 0	5.00% 1	0.00% 0	25.00% 5	70.
34."Personalize" the content to captivate students	0.00% 0	0.00% 0	5.00% 1	35.00% 7	60.
37."Healthy" bodies make healthy brains; healthy brains make healthy bodies	0.00% 0	5.00% 1	5.00% 1	25.00% 5	65.
51.Teach students	0.00%	0.00%	5.00%	40.00%	55.

Parts of the Human Brain



Single word - activated areas?

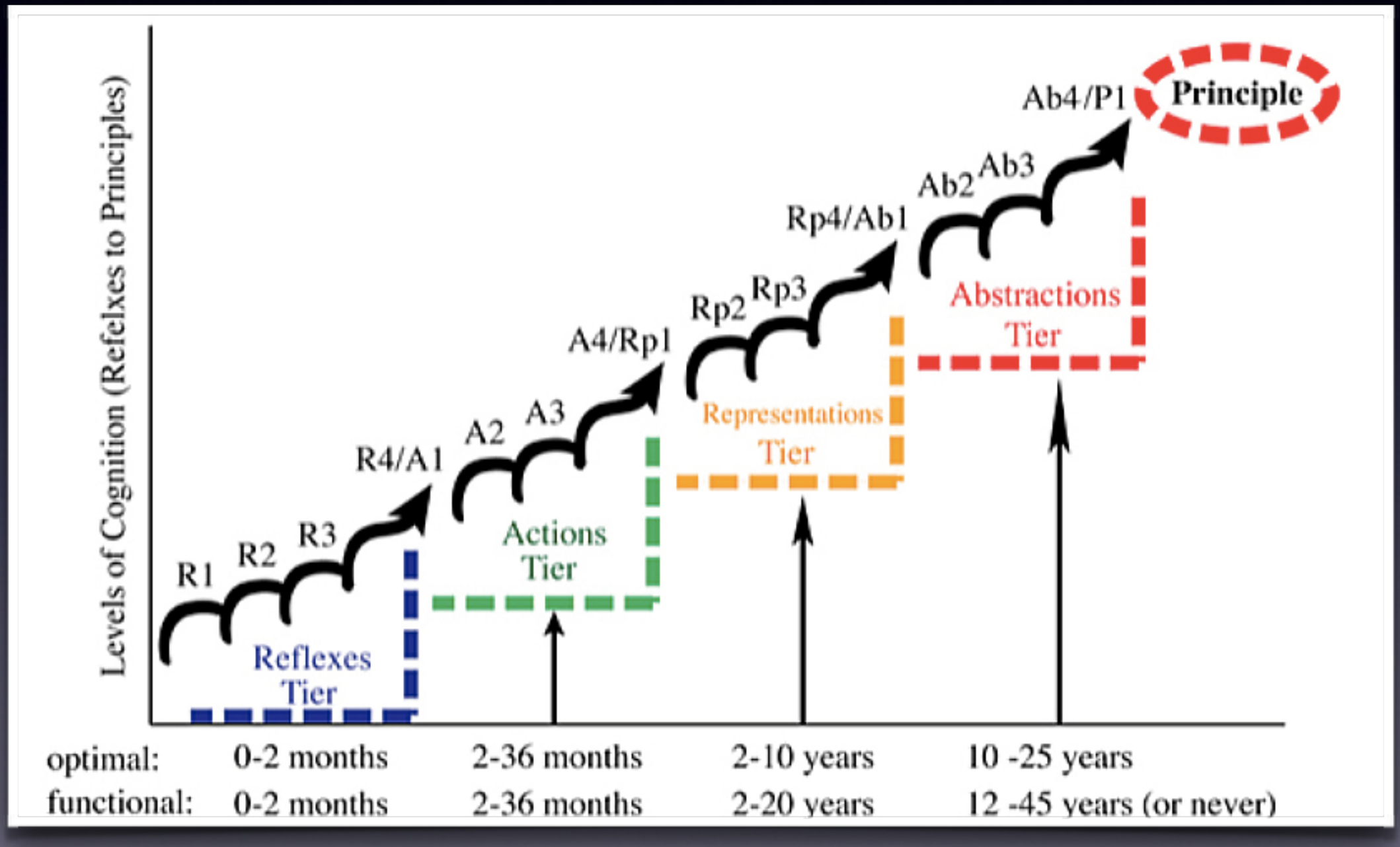
Processing of single word: PET scan



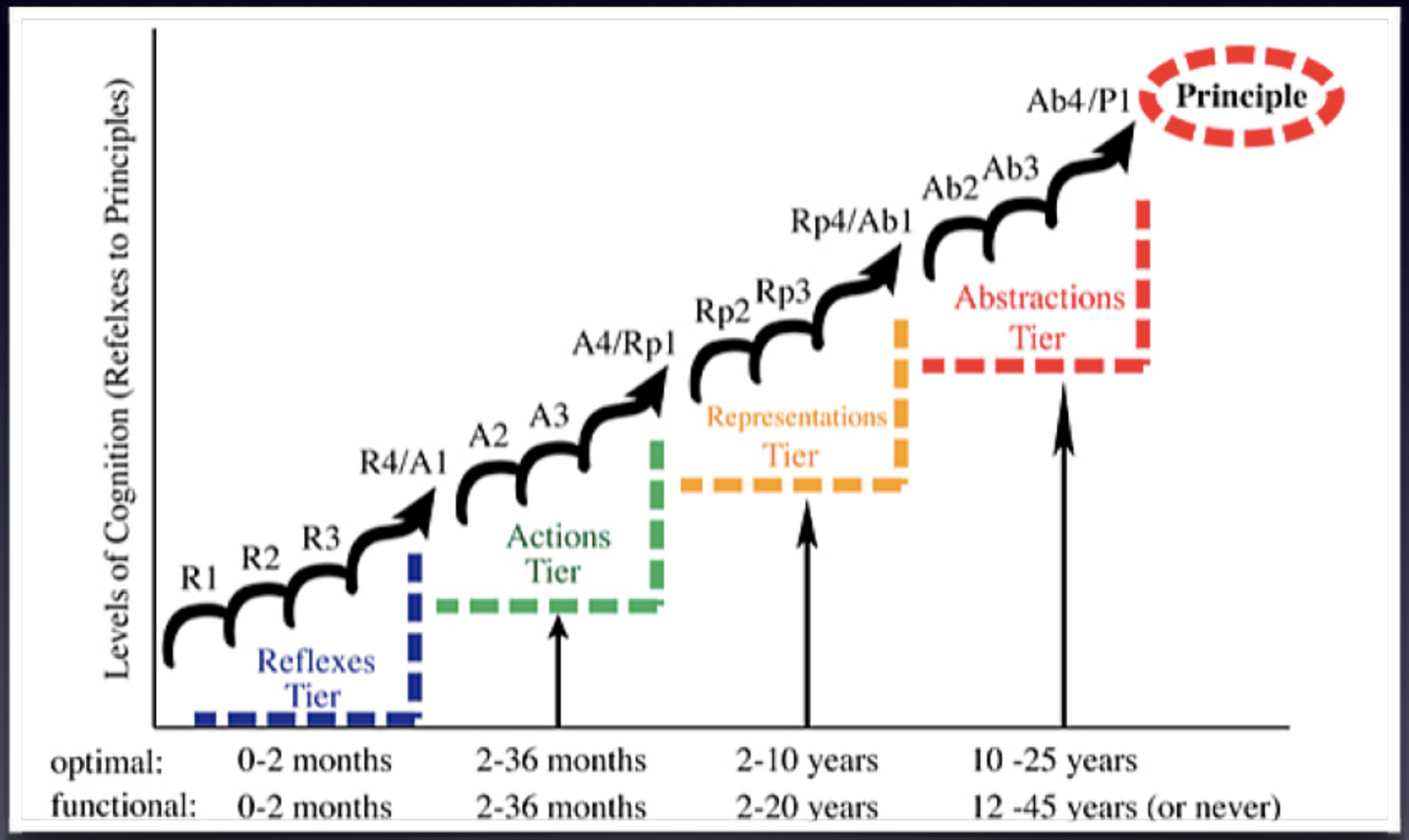
PRACTICAL APPLICATIONS

What is Lectical Assessment?

What is Lectical Assessment?



What is Lectical Assessment?

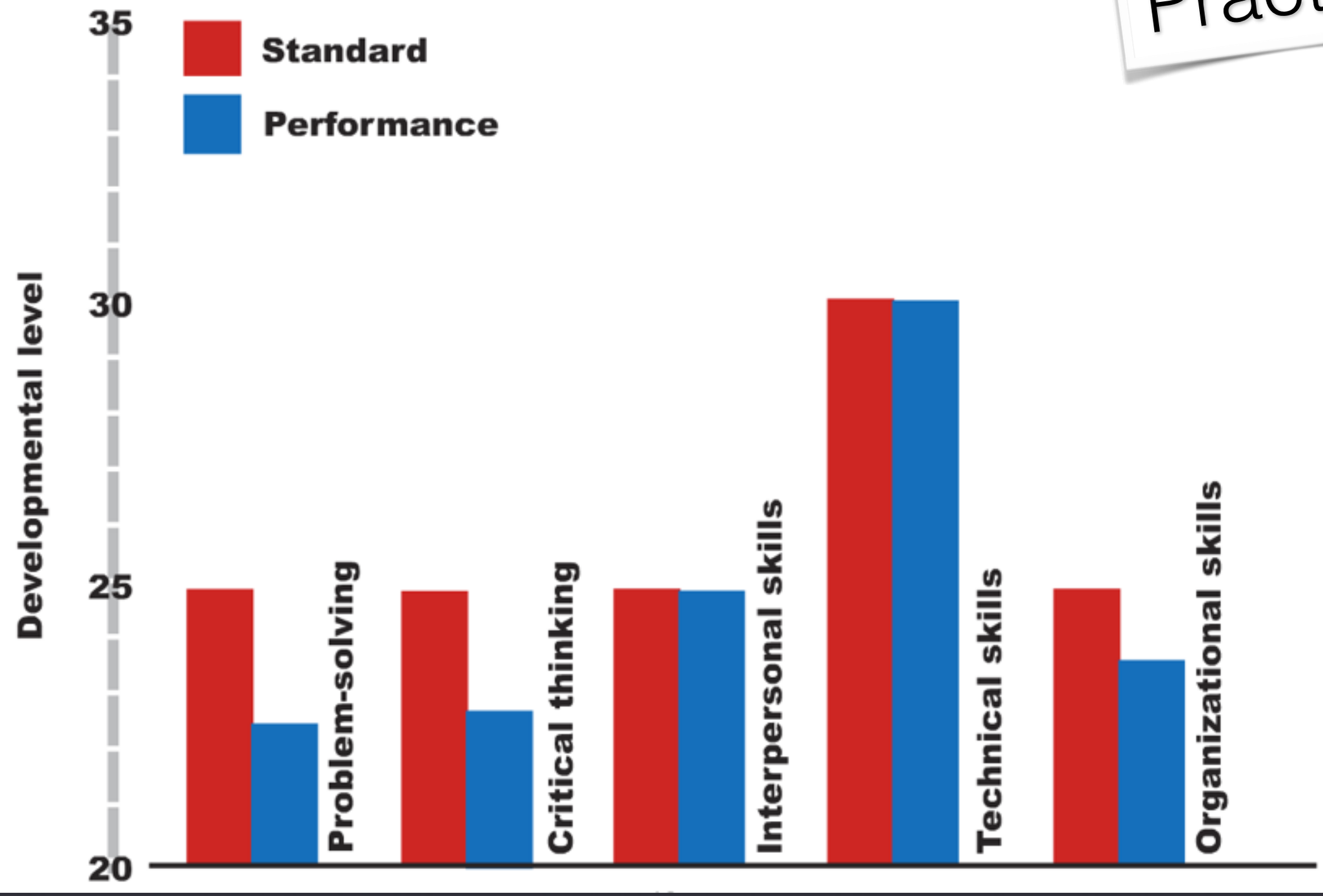


Dynamic Skill Theory

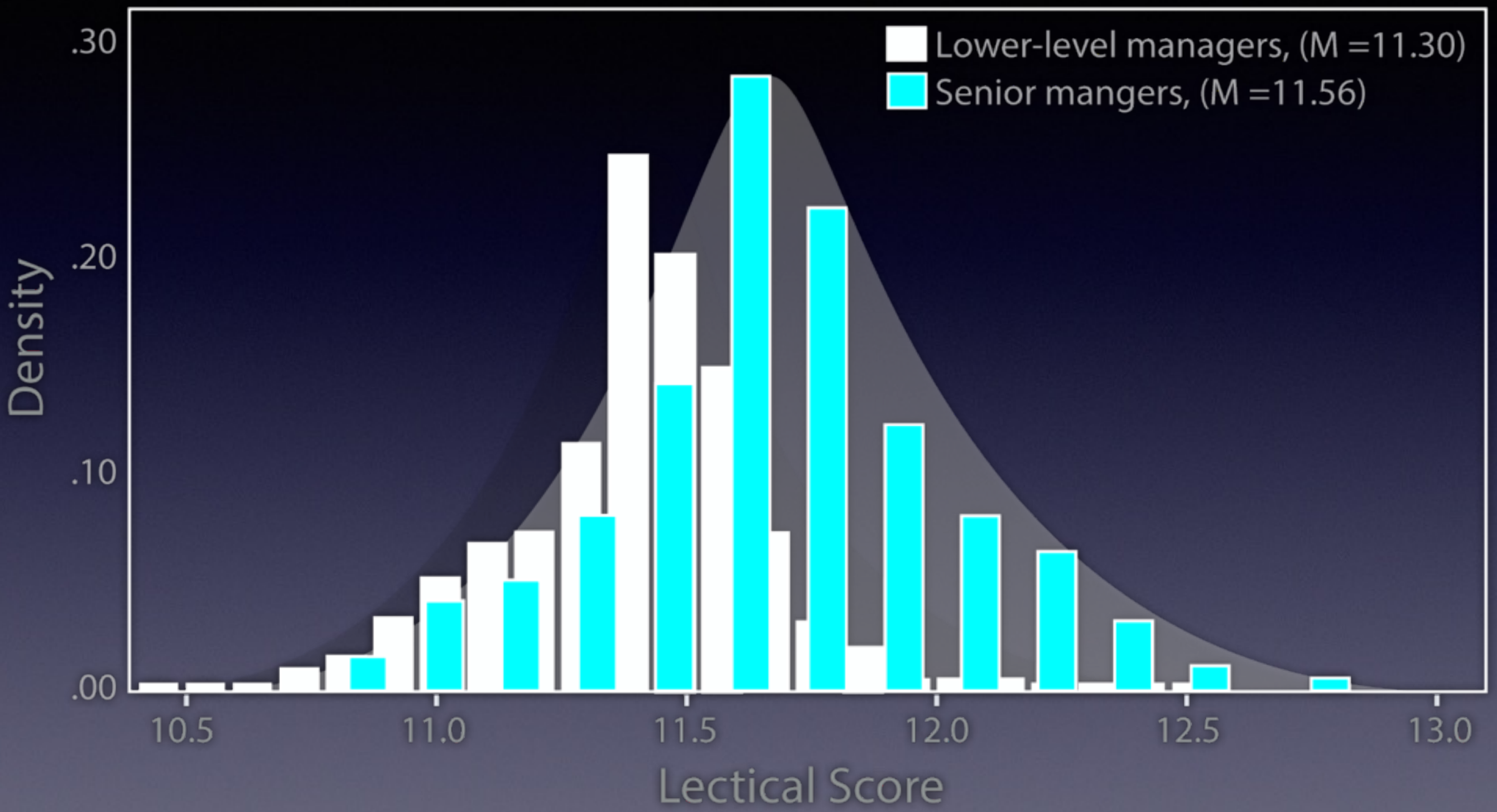
LAS

Profile vs. standards

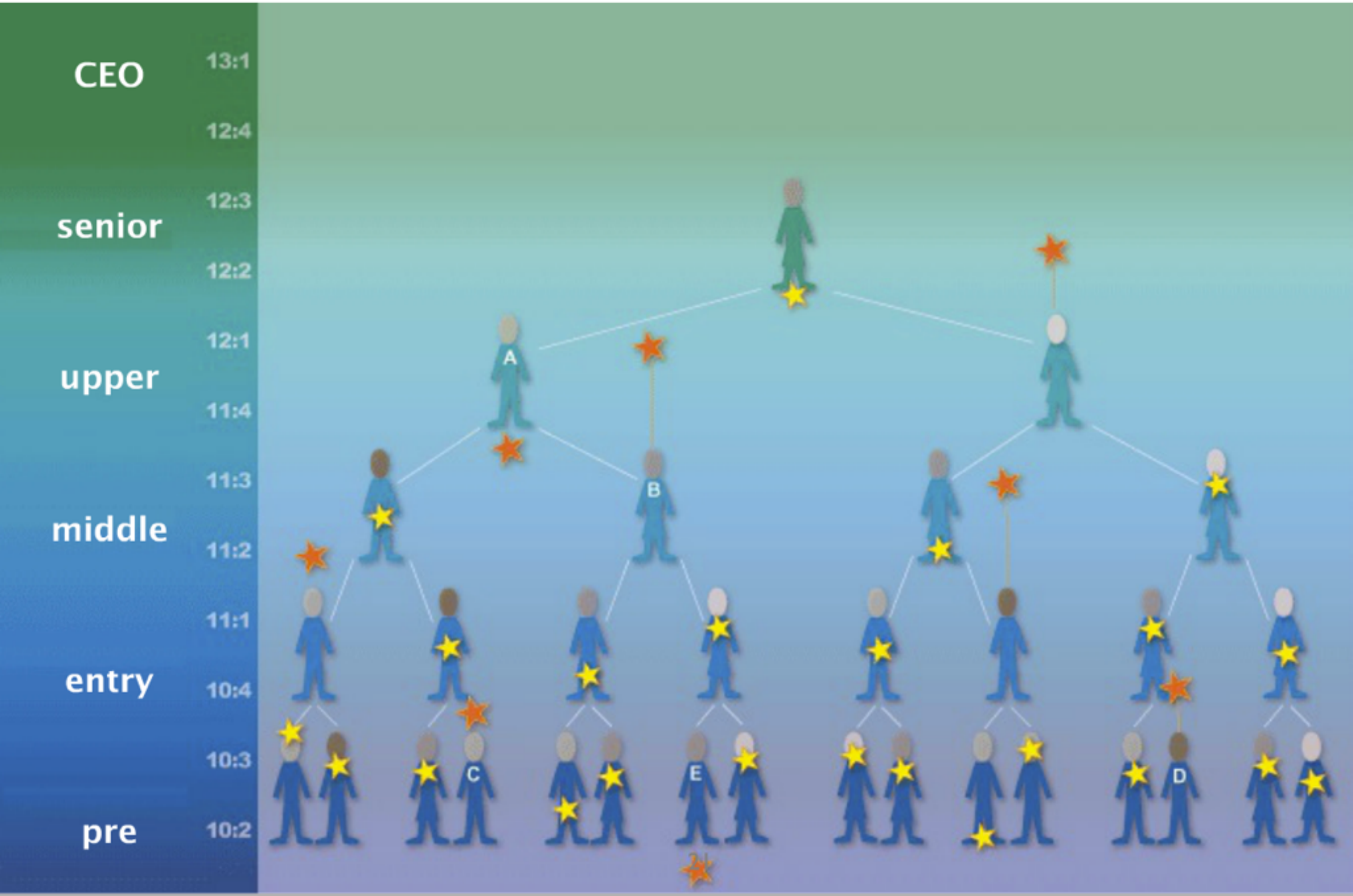
Practical



Distribution of Lectical Scores
(lower-level and senior managers)



Complexity of management level task demands



range	Childrearing N = 102	Convincing N = 935	Disagreement N = 777	Evidence N = 893	Inquiry N = 690	Learning/mind N = 1004
08d (8.75-8.99)	that good [parents] do not let children get hurt or get into trouble.	that to convince the other side, you can tell them that [something specific] is bad or good. 2% (15)	that people disagree because they think or like [different specific things]. 4% (31)	that to learn more, you should ask a [particular trusted person], or find out if [something specific] is the truth (or a lie). 3% (25)	that to learn more, you can watch [something or someone], read [something], or ask [specific people] what they think, like, do, or know. 3% (19)	that you learn with your brain. If children see [something] they will do what they see (as though learning is a simple matter of taking in what is experienced and repeating it). 3% (33)
09a (9.00-9.24)	that good [parents] care (or think about) about children (or what they do), or decide what is okay for children to do. 14% (14)	that to convince the other side, you can get them to change their minds by telling them what you think or know. 15% (138)	that people disagree because they are smart or dumb, right or wrong, bad or crazy, or have different answers. 17% (133)	that to learn more, you can go online, read books, read the news, watch TV, or go to the library. 18% (157)	that to learn more, you can read, watch, or listen, or ask people [in general] to find out what they think, like, do, or know. 16% (112)	that your brain allows you to learn and holds thoughts, knowledge, or answers. People can learn to do (or copy) things they see because they want to or are 'made' to. 29% (295)
09b (9.25-9.49)	that good [parents] don't want children to do (or learn) things that are bad for them, or want children to do the right things, have fun, or be safe. 35% (36)	that to convince the other side, you can *explain* your *opinion* or the opinions of others, or tell them they are wrong or that [something specific] could happen to them or [someone they care about 40% (375)	that people disagree because they know (have learned) different things, have different opinions, think differently, know more or less, are upset or angry, or don't like one another. 37% (291)	that to learn more, you can get information from scientists or from a good/correct source. 33% (296)	that to learn more, you can read, watch, listen, or ask people [something specific] about what something is like, how it works, what they think of it, or [specific effects]. 41% (282)	that your mind is like a machine you use to learn. It holds your opinions and ideas, and you can use it to find the right answer. Learning involves remembering, and can be interesting or boring. 39% (387)
09c (9.50-9.74)	that good [parents] want children to get a good education, are good, caring or unselfish, want children to have good childhood (or good life), or know (or want) what's best for their children. 32% (33)	that to convince the other side, you can show [09c evidence], explain your *reasons*, or tell them [something specific] you think they would like to hear. 30% (281)	that people disagree because everybody has different opinions or thinks differently, both sides have reasons, they aren't listening, or they are selfish. 26% (202)	that to learn more, you can look at [09c research], get information from multiple sources, find more or more accurate information, or find out if [sources] have the same information. 31% (277)	that to learn more, you can do research, get the opinions of people who are experienced or experts, or find out what *most* people think, like, do, or know. 30% (206)	that your mind is where 'you' are. You use it to learn, think, and decide on your opinions. It can be influenced in good and bad ways by things you experience, and can be damaged by bad influenc 21% (206)
09d (9.75-9.99)	that good [parents] *control* (or *supervise*) their children or teach them right from wrong. They [either] teach children about the *real world* or *protect* them. 17% (17)	that to convince the other side, you can show [09d evidence], show them that others agree with you, prove your point, explain your *perspective*, or [appeal to] their feelings. 11% (106)	that people disagree because they have have gotten different results, have had different life experiences, are convinced by different things, are stubborn, or find it hard to change their minds. 11% (84)	that to learn more, you can look at [09d research], find out how much evidence there is, make sure you have facts rather than opinions, or make sure your sources are dependable. 12% (106)	that to learn more, you can do research, or ask *random* people or people with *real life* experience. 8% (52)	that your mind is what makes you who you are. You use it to think, learn, form opinions, and solve problems. If your mind is damaged or changed, you can become a different kind of person. 7% (69)
10a (10.00-10.24)	that good [parents] put children first, look after their best interests, or protect them from [emotional or mental] harm. They trust their children or don't want to be overprotective. 1% (1)	that to convince the other side, you can back up your view with [10a evidence], present evidence rather than opinions, or get them to *reconsider*, see things your way, or consider personal *conseque* 2% (16)	that people disagree because they have studied somewhat different things, were raised differently, have different values, aren't considering one another's perspectives, or are set in their opinions. 4% (32)	that to make a decision, you can look at [10a research], gather evidence on both sides, cross check data or results, or make sure information is from a reliable source. 3% (25)	that to learn more, you can do research. 2% (11)	that minds can be *open* or *closed*, healthy or unhealthy. They can obsess, become paranoid, or be disturbed. The *real you* is (mostly) in your mind. 1% (13)
10b (10.25-10.49)	that good [parents] raise their children to be *ethical* or *monitor* children's activities. They know how to *motivate* children. They do not *underestimate* children or "worry too much". 1% (1)	that to convince the other side, you can *back up* your view with [10b evidence], explain how research was conducted, *counter* opposing arguments, or make a *valid* argument. 0% (4)	that people disagree because there is evidence on both sides, or they have different backgrounds, personalities, or motives, have looked at different factors, or are *unreasonable*. 1% (4)	that to make a decision, you can look at [10b research], consider evidence from both sides, make sure information is *backed up* with evidence, make sure original sources have been cited, or check sources' [10b]credentials. 1% (7)	that to learn more, you can do research. 0% (1)	that minds have different qualities or states, make *interpretations*, can be influenced consciously or unconsciously, and can tend to be more or less positive. Learning causes your mind to change.
10c (10.50-10.74)	that good [parents] use good childrearing methods, establish	that to convince the other side, you can back up your view with [10c	that people can come to different conclusions if they investigate with	that to make a decision, you can look at [10c research], make sure	that to learn more, you can do research.	that minds have numerous qualities or states. They can be

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Robert’s Phd

Let’s try to understand the neuroELT theory behind the designs

MA —> SiR interview

pedagogy combining TEFL + MBE

Lectical Assessment!

PhD —> Assessing my textbook designs

pedagogy from MA + ver 2 + ver 3

Ver.1

SELF-ASSESSMENT SHEET (PRE)

NAME: DATE:

	LEVEL (1-5 stars)	COMMENT:
Reading	☆ ☆ ☆ ☆ ☆	_____
Writing	☆ ☆ ☆ ☆ ☆	_____
Listening	☆ ☆ ☆ ☆ ☆	_____
Speaking	☆ ☆ ☆ ☆ ☆	_____
Grammar	☆ ☆ ☆ ☆ ☆	_____
Vocabulary	☆ ☆ ☆ ☆ ☆	_____
Spelling	☆ ☆ ☆ ☆ ☆	_____
Presentations	☆ ☆ ☆ ☆ ☆	_____
Overall Fluency	☆ ☆ ☆ ☆ ☆	_____

Module 5

Democracy

Section 1. Introduction

Look at the picture above. Ask and answer "who, what, when, where, why, how" questions.

Your questions	Your answers	Partner's answers
Q1. What do you see?		
Q2._____		
Q3._____		
Q4._____		

Feelings/emotions from the picture: _____

Performance of Understanding Time!

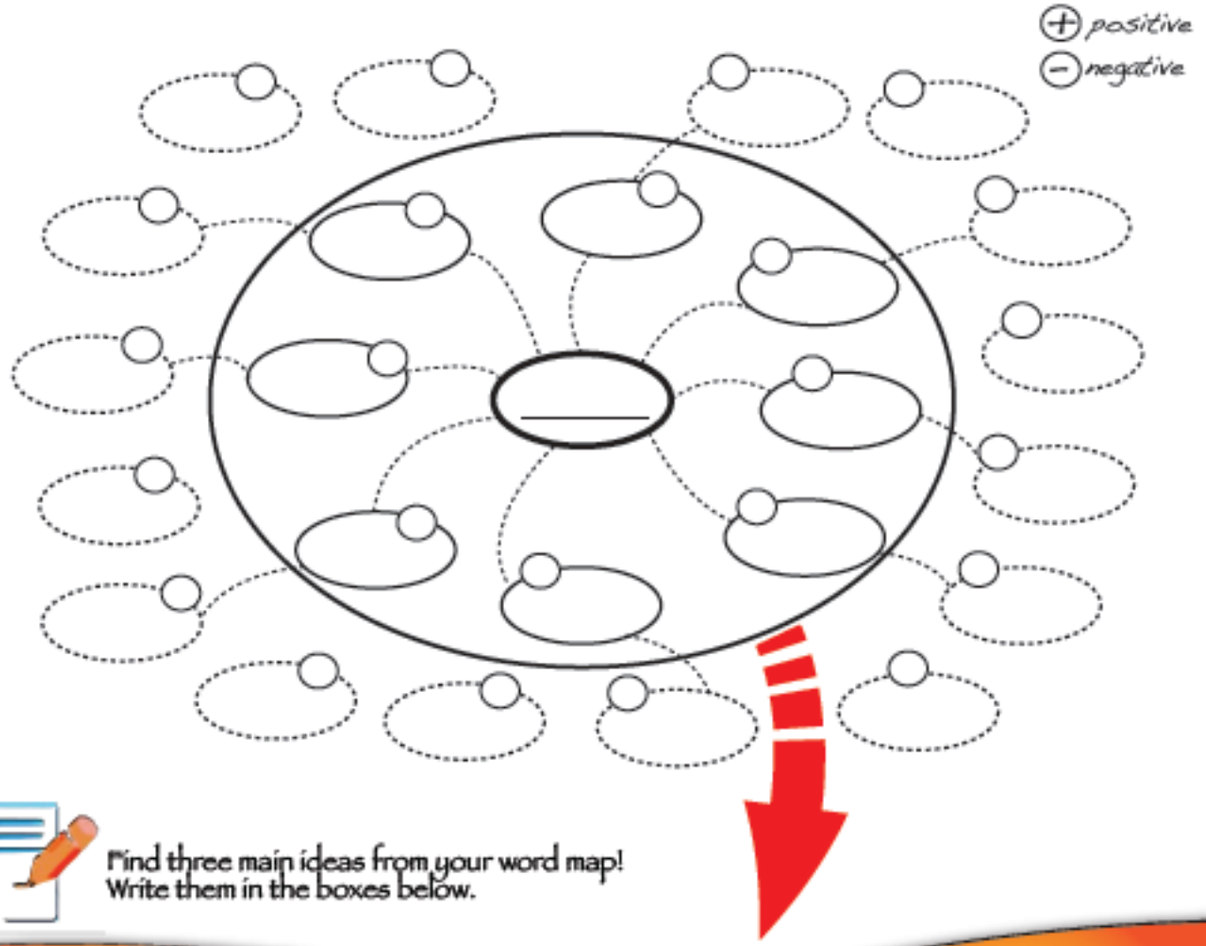
Discussion:

"This picture makes me feel..."

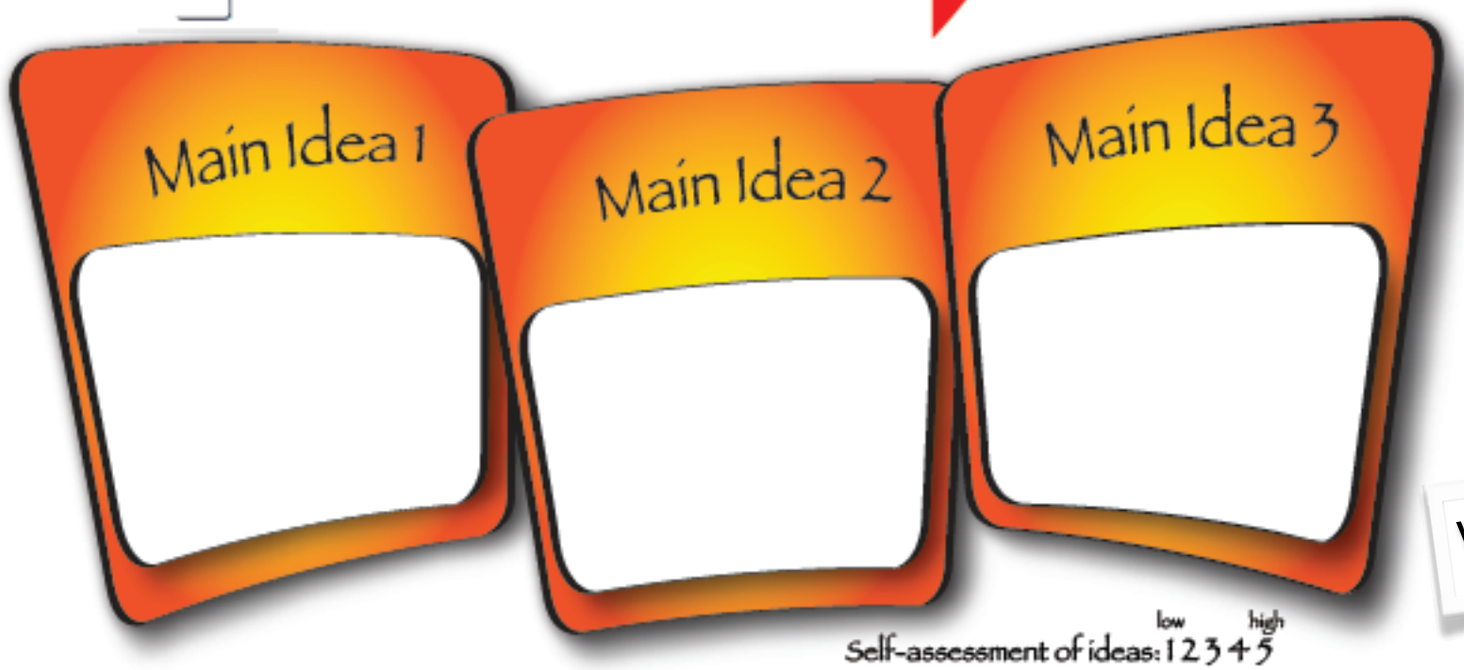
Which maxims?

Section 2. Word map to expression!

Choose your own Root Word from the picture in Section 1 and create a word map.



Find three main ideas from your word map!
Write them in the boxes below.

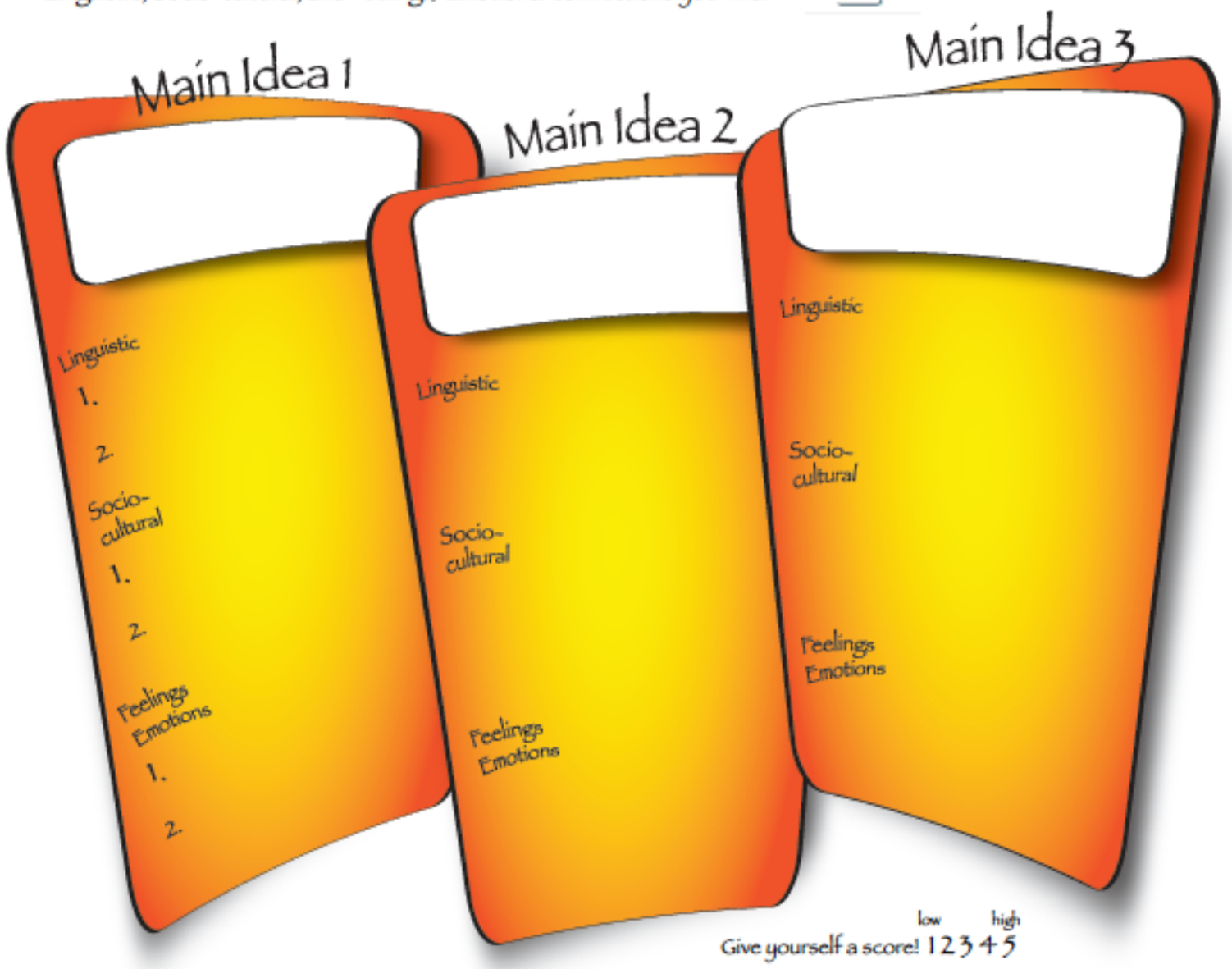


Self-assessment of ideas: low 1 2 3 4 5 high

Which maxims?

Section 3. Expansion

Think about your three Main Ideas. Write them below. Also write down the Linguistic, Socio-cultural, and Feelings/Emotional connections you find.



low high
Give yourself a score! 1 2 3 4 5

DRAW CONNECTIONS

Blue/black for positive connections.
Red for negative connections!

Which maxims?

Section 4. Connection Analysis!

Find six connections from Section 3. Write them down in the boxes below. Explain the connections.

1. Connection! — Explain the connection!
2. Connection!
3. Connection!
4. Connection!
5. Connection!
6. Connection!

Self-assessment: low 1 2 3 4 5 high

Which maxims?

Section 5. Partner's Connections!

Ask you partner about his/her connections. Write them down in the boxes below.

Explain the connection!

1. Connection!
2. Connection!
3. Connection!
4. Connection!
5. Connection!
6. Connection!

low high
Partner assessment: 1 2 3 4 5

Which maxims?

Section 6. Paragraph Writing!

Write paragraphs using your connections! Draw pictures too! Get advice.

Picture!

Connection!

Picture!

Connection!

low high

Partner's assessment: 1 2 3 4 5

Teacher's assessment: 1 2 3 4 5

Which maxims?

THINK AGAIN

Think about the unit you just finished. Answer these questions.

1. What did you enjoy about this unit?

2. How can you connect what you learned to the real world?

3. What have you become interested in because of this unit?

4. Ideas for improving your skills:

low high
Self-assessment: 1 2 3 4 5

Which maxims?

SELF-ASSESSMENT SHEET (POST)

NAME: DATE:

	LEVEL (1-5 stars)	COMMENT:
Reading	☆ ☆ ☆ ☆ ☆	_____
Writing	☆ ☆ ☆ ☆ ☆	_____
Listening	☆ ☆ ☆ ☆ ☆	_____
Speaking	☆ ☆ ☆ ☆ ☆	_____
Grammar	☆ ☆ ☆ ☆ ☆	_____
Vocabulary	☆ ☆ ☆ ☆ ☆	_____
Spelling	☆ ☆ ☆ ☆ ☆	_____
Presentations	☆ ☆ ☆ ☆ ☆	_____
Overall Fluency	☆ ☆ ☆ ☆ ☆	_____

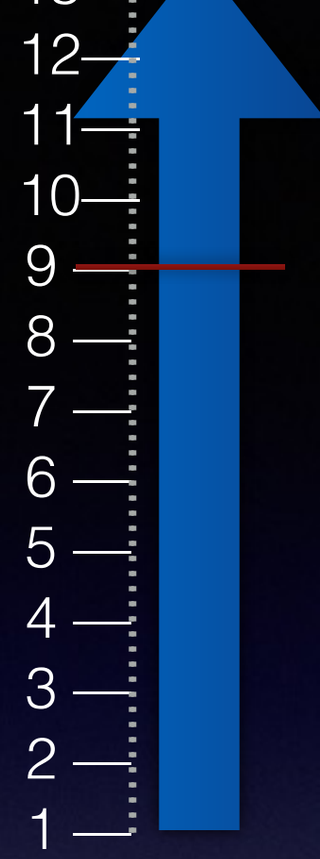
Ver.1 was strongly aligned with
SiR interview protocols, and was
designed to bring students to their optimal levels

image —> word —> groupings —> sentences —> paragraphs
—> presentations —> self assessment

Data: *Old vs New*

	actual date	Seminar Group	Data collection	actual date	Regular Group	Data Collection
Initial work						
pre-week 1		prepare Mod 1 copies of not ready yet				
week 1		intros, **Lectical Test (online)**			intros, intros, **Lectical Test (online)**	
week 2		Mod 1: Cycles 1-3b			Mod 1: Cycles 1-3b	
week 3		Mod 1: Cycles 4a-6(fin 6 for homework)	Initial Interview (30min)		Mod 1: Cycles 4a-6(fin 6 for homework)	iew (30min)
week 3		Mod 1: Cycles 7-8 (Prez + Test Design)	video prez			
week 4		Mod 1: Cycle 9 (Present and choose best test award)				
week 5						w (30min)
week 6						
week 7						
week 8						
week 9						
week 10					Mod 2: Cycle 10 (Take Test, reflect, new plans)	Mod 2Interview (30min)
week 11		Mod 3: Cycles 1-3b			Mod 3: Cycles 1-3b	
week 12		Mod 3: Cycles 4a-6(fin 6 for homework)			Mod 3: Cycles 4a-6(fin 6 for homework)	
week 13		Mod 3: Cycles 7-8 (Prez + Test Design)	video prez		Mod 3: Cycles 7-8 (Prez + Test Design)	video prez
week 14		Mod 3: Cycle 9 (Present and choose best test award)			Mod 3: Cycle 9 (Present and choose best test award)	
week 15		Mod 3: Cycle 10 (Take Test, reflect, new plans)	Mod 3 Interview (30min)		Mod 3: Cycle 10 (Take Test, reflect, new plans)	Mod 3 Interview (30min)
post week 1		**TEST WEEK Lectical Test (online)**			**TEST WEEK Lectical Test (online)**	

GOAL of both books:
Do 3 presentations in English per semester



According to Lectica,
the average undergrad in the USA takes a full year
to grow about 0.1 on the Lectical scale.

That means a growth of 0.0083 per month
is *average growth* for native speakers in their native language.

EFL context!

OLD caused a 0.01 growth in one semester,
one third of native speed (0.0083 x 4 = 0.033).

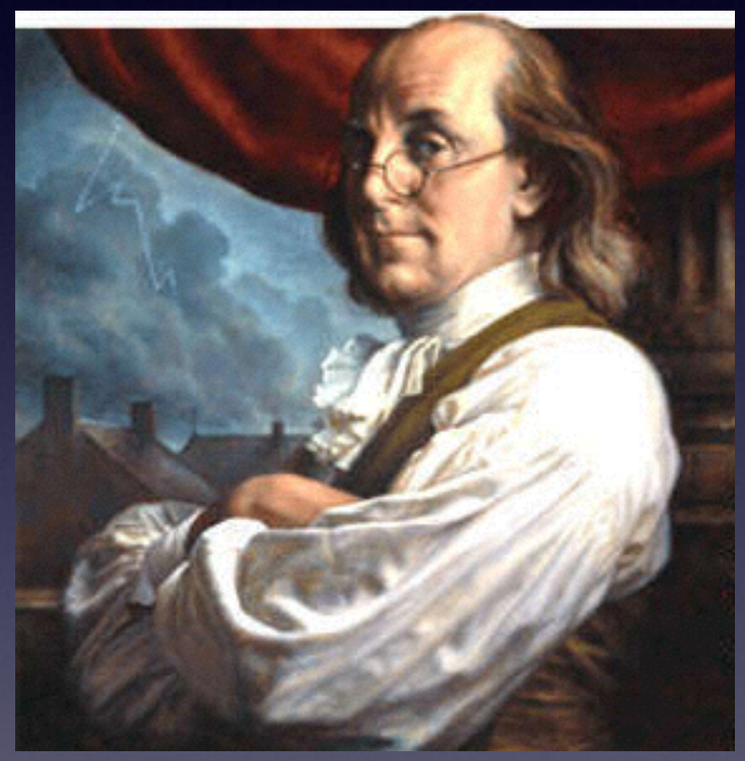
In one semester, OLD caused .01 growth, when tested in English.
In one semester, NEW caused **.08** growth when tested in English.

that is 2.5 times *faster* than *native growth!*

-How is that even possible???

2.5 times faster than *native growth!*

-How is that even possible???



EFL context!

That's what *you* have to figure out!

2.5 times faster than *native growth!*

Group work: Theorise how this is possible

in a single semester!

Would you like a few hints?

Hint pg 1

Significant changes to the NEW:

- Student generated tests
- Student assessment of & voting of tests
- St choose from teacher's word examples
- St choose from teacher's grammar examples

-Student generated Master List

-Master List used for prez & tests

Hint pg 2

“Structured, bottom-up content curriculum”

Doing the impossible

Explained in TEFL terms by Zoltán Dörnyei (2015):

1. Had students create most of their own syllabus content but did so within a properly designed curricular framework —a framework that is testable and accountable.

2. Is this providing *learner autonomy*?
   This is almost the opposite of traditional “learner autonomy” — in this case, students cannot change the framework, they are only allowed to control the language usage.
   Brilliant!

-Each unit is 12pgs

-Do 3 unit per sem.

Cycle 3a. Production: Word categories

Group work. Use your word maps to create four word lists on this topic.
ヒント：グループワークで助け合い、最強のワードリストを作ろう！

A **Cultural Connections**
文化的なつながり

B **Feelings & Emotions**
感情のつながり

People of Today!
Root Word

C **Connections to Society**
社会的なつながり

D **Phrases & Idioms**
フレーズ・熟語

Partner's Approval
許可マーク

Cycle 3b. Production: Context

Copy the words from 3A. Create good sentences as "Grammar Templates".
ヒント：文法テンプレートの作成。3aの単語から「基本」となる文章を作ろう！

Cultural Connections 文化的なつながり

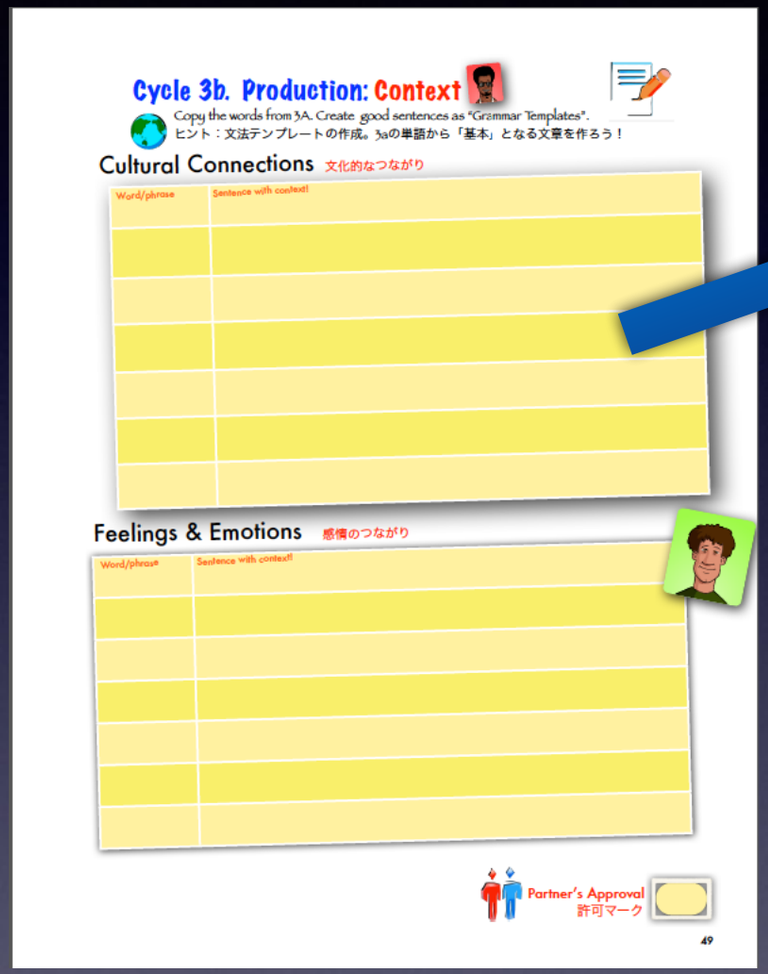
Word/phrase	Sentence with context!

Feelings & Emotions 感情のつながり

Word/phrase	Sentence with context!

Partner's Approval
許可マーク

Teacher's own real ideas.



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Cultural Connections 文化的なつながり

Word/phrase	Sentence with context!

Feelings & Emotions 感情のつながり

Word/phrase	Sentence with context!

Partner's Approval 許可マーク

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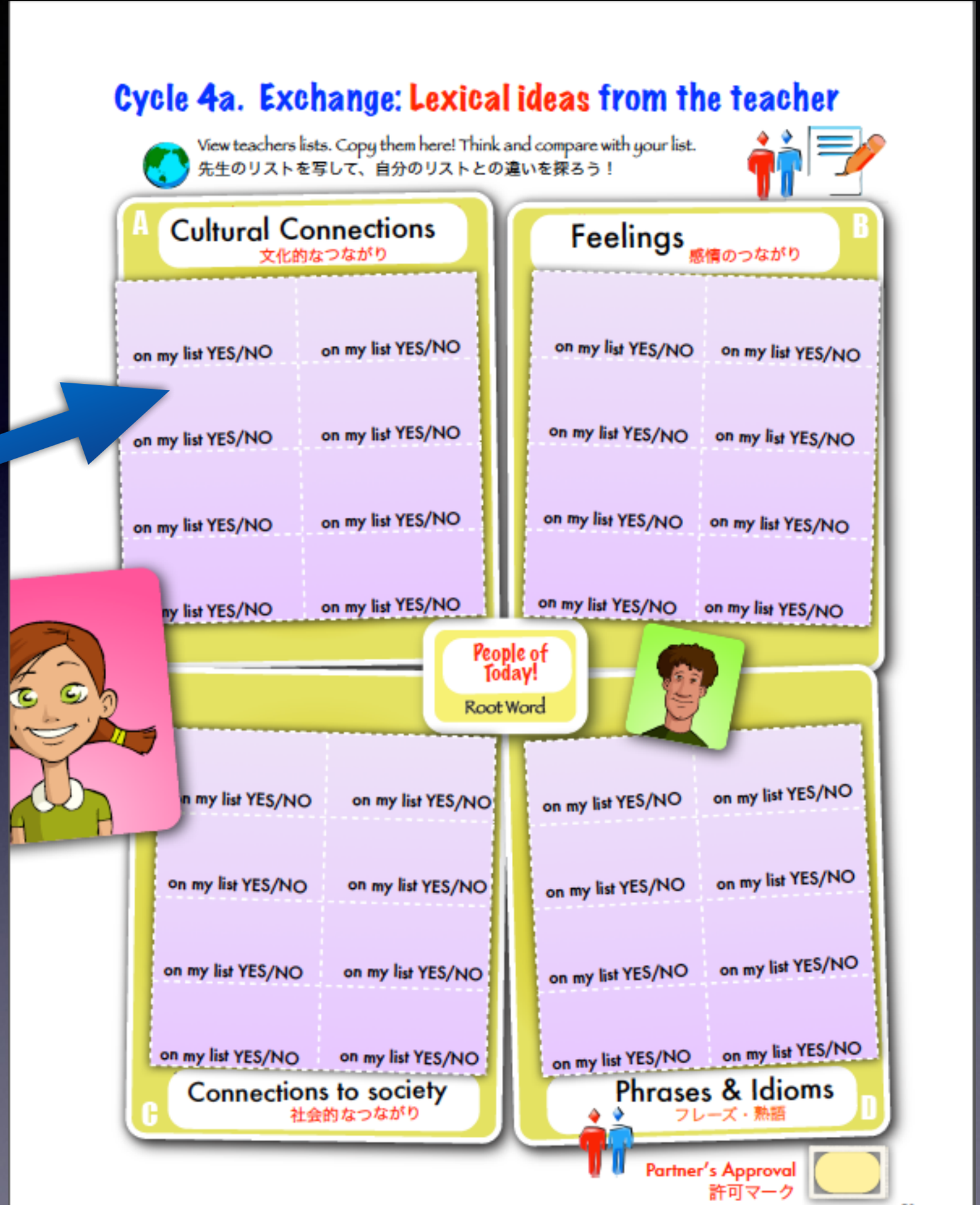

Cycle 4a. Exchange: Lexical ideas from the teacher

View teachers lists. Copy them here! Think and compare with your list.
先生のリストを写して、自分のリストとの違いを探ろう！

A Cultural Connections 文化的なつながり

B Feelings 感情のつながり

C Connections to society 社会的なつながり

D Phrases & Idioms フレーズ・熟語

People of Today!
Root Word

on my list YES/NO

Partner's Approval 許可マーク

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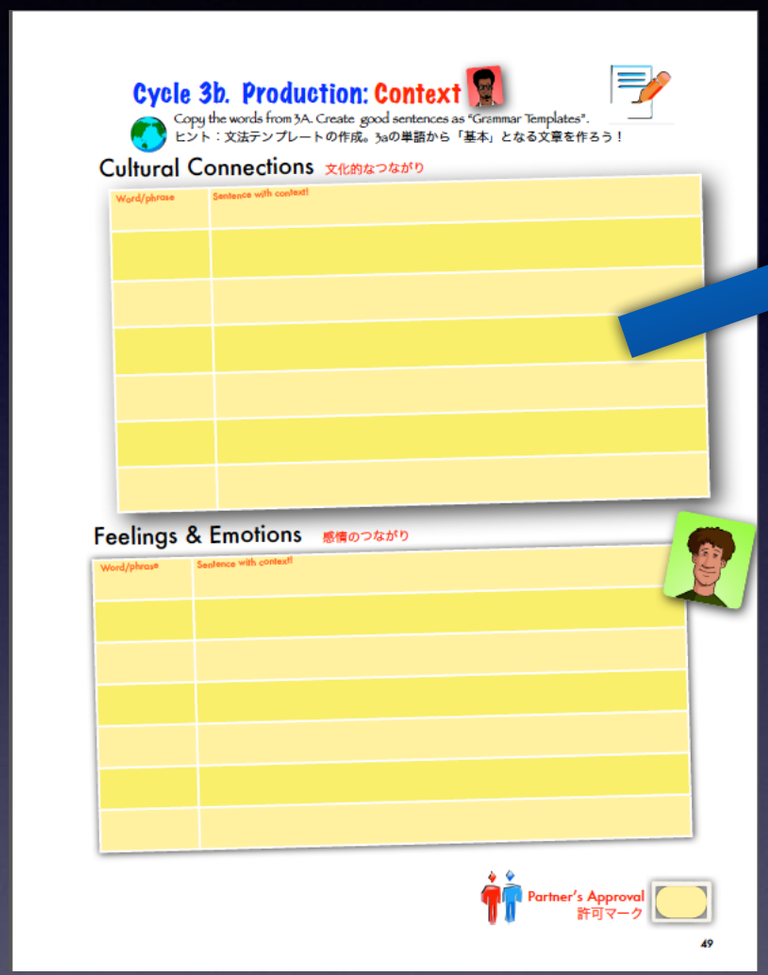
Teacher's own real ideas.



Cycle 3b. Production: Context

Copy the words from 3A. Create good sentences as "Grammar Templates".
ヒント：文法テンプレートの作成。3aの単語から「基本」となる文章を作ろう！

Cultural Connections 文化的なつながり

Word/phrase	Sentence with context!

Feelings & Emotions 感情のつながり

Word/phrase	Sentence with context!

Partner's Approval 許可マーク

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Cycle 4b. Exchange: Grammar Ideas from the teacher

View teachers "Grammar Template" examples. Copy them here!
Think and compare with your list.
先生のリストを写して、自分のリストとの違いを探ろう！

People of Today!

Word/phrase	notes
Word/phrase	notes
Word/phrase	notes
Word/phrase	notes
Word/phrase	notes
Word/phrase	notes

Partner's Approval 許可マーク

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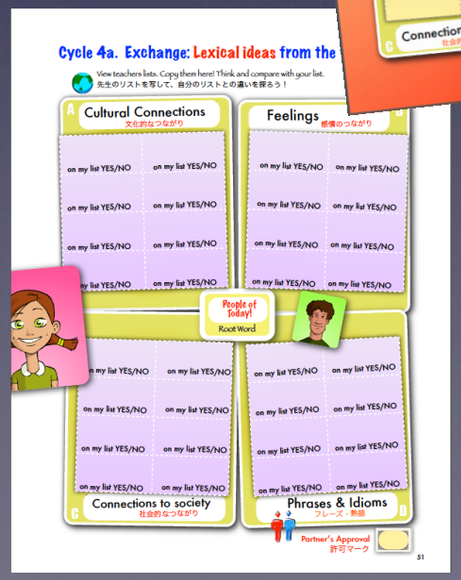
Review past work

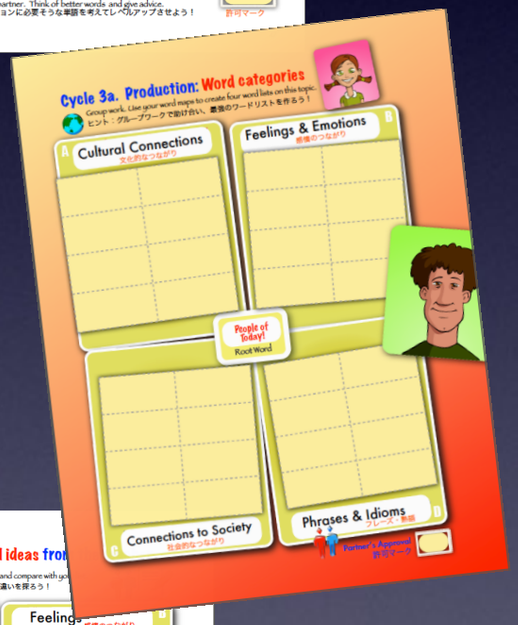


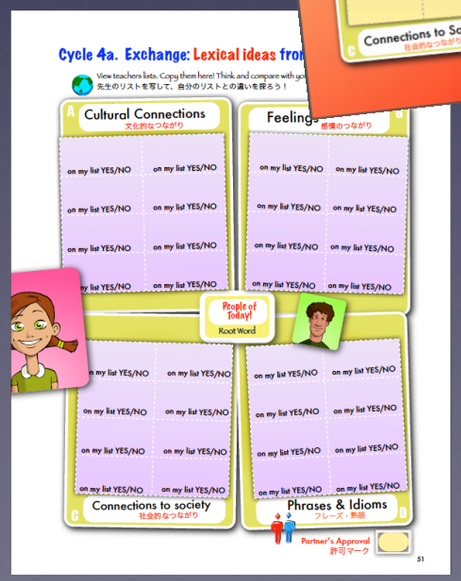
Cycle 5a. Great ideas for the Presentation!

Get into your presentation group. Discuss and write down presentation content ideas!
ヒント：グループでプレゼンのコンテンツや流れをおおまかに決めよう！

People of Today!

Review past work





Cycle 5b. Production - Group Master List!

Create a Master List with your group! Mix your ideas with your teacher's ideas.
ヒント：２つのリストを比べて、グループで話し合い、最強のリストを作ろう！

Phrases	Culture	Feelings	Society

List three of your best "Grammar Template" sentences for this topic. 文法の例文となるsentences!

A

B

C

Show this group list to the class with your teacher's help (on screen).

Partner's Approval
許可マーク

Cycle 5b. Production - Group Master List!

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B

C

Show this group list to the class with your teacher's help (on screen).

Partner's Approval
許可マーク

Cycle 6. Group-owned: Presentation!

People of Today!

In groups decide presentation content. Practice outside of class, too!
ヒント：プレゼンの内容をよく話し合って、楽しく教室外で何度も練習をしよう！

Slide 1

Theme:
introduction

Word/phrase list

Slide 2

Theme:

Word/phrase list

Group Presentations

P2P assessment

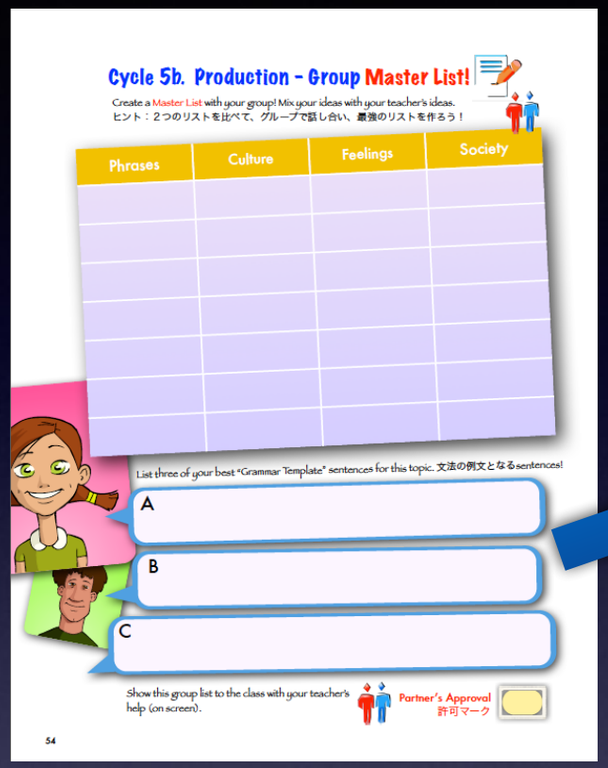
Cycle 7. Presentation Feedback

Listen to the group presentations. Assess performance. Score fairly! Add your learning points from them.
ヒント：他のグループのプレゼンの良い/悪い所を細かくチェック！学べる所もあるはずー>Learning Point

	Vocabulary 単語レベル	Fluency 流暢レベル	Grammar 文法レベル	Captivating 魅了的内容	Logical Flow 論理的流れ
Group A	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5
Learning point					
Group B	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5
Learning point					
Group C	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5
Learning point					
Group D	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5
Learning point					
Group E	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5
Learning point					
	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5
Learning point					

People of Today!

Student designed tests



Cycle 5b. Production – Group Master List!

Create a Master List with your group! Mix your ideas with your teacher's ideas.
ヒント：２つのリストを比べて、グループで話し合い、最強のリストを作ろう！

Phrases	Culture	Feelings	Society

List three of your best "Grammar Template" sentences for this topic. 文法の例文となるsentences!

A

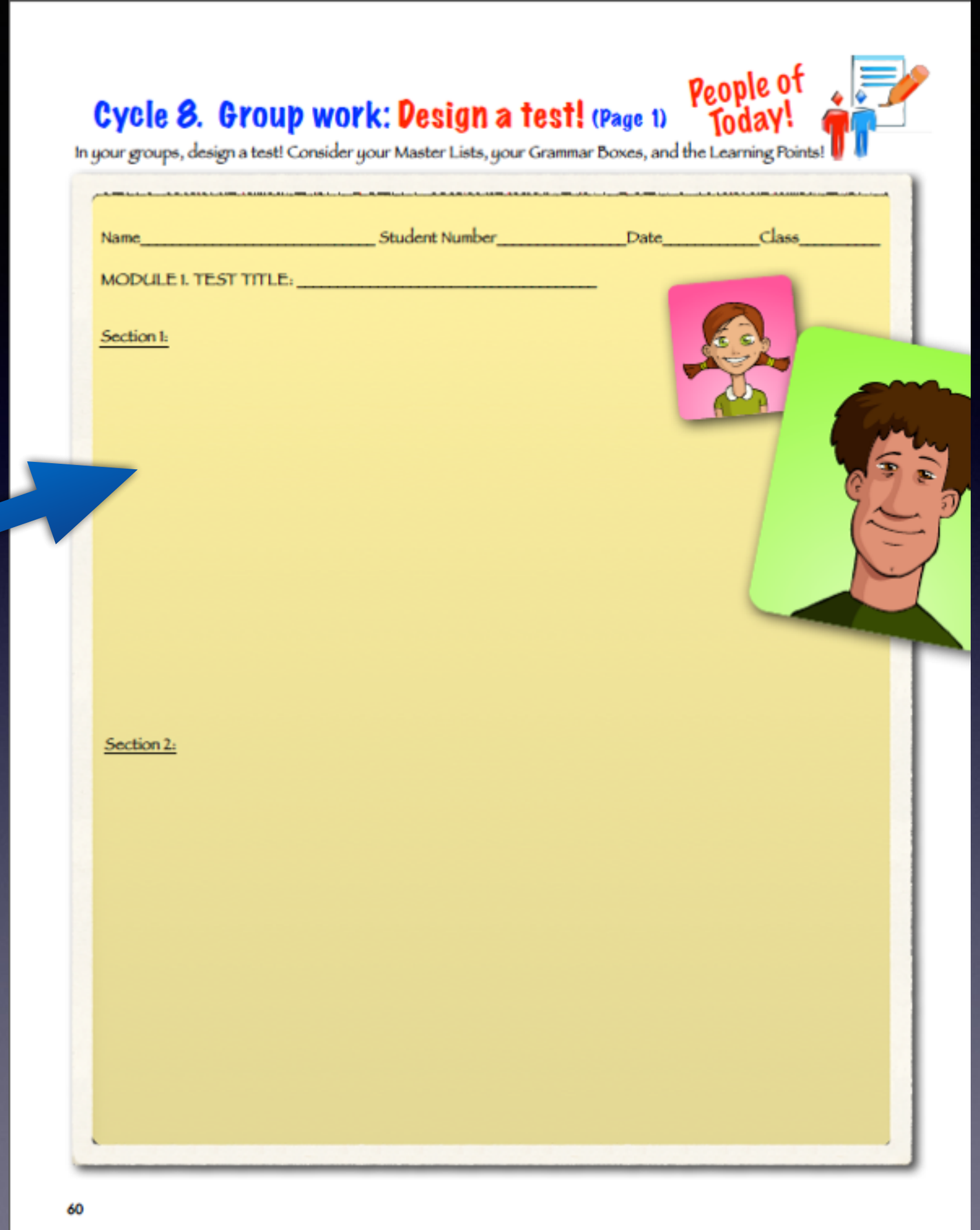
B

C

Show this group list to the class with your teacher's help (on screen).

Partner's Approval
許可マーク

54



Cycle 8. Group work: Design a test! (Page 1)

People of Today!

In your groups, design a test! Consider your Master Lists, your Grammar Boxes, and the Learning Points!

Name_____ Student Number_____ Date_____ Class_____

MODULE 1. TEST TITLE: _____

Section 1:

Section 2:

60

Students promote their test designs to the class

P2P assessment
&
vote for the best!

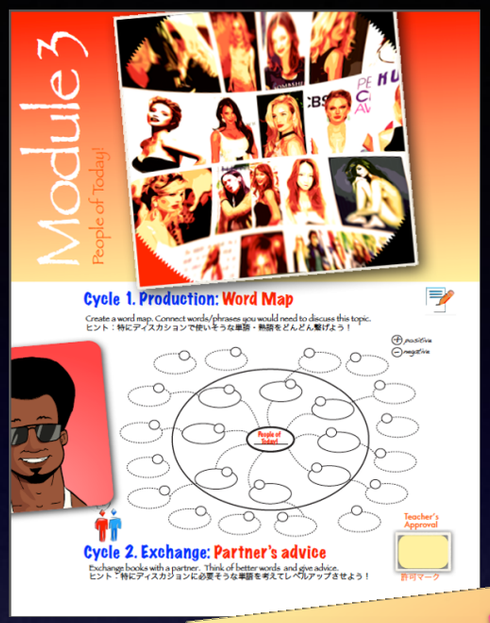
Cycle 9. Choice: Best Test Design Award!

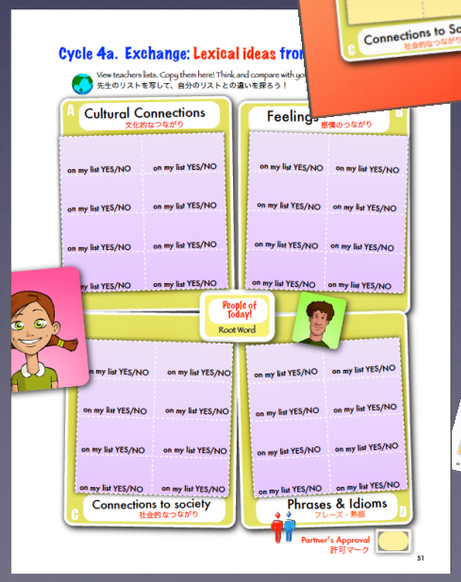
Use these charts to choose the best test for the class! 審査と受賞！

	Word choice	Difficulty	Design
Group A	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5
Group B	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5
Group C	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5
Group D	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5
Group E	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5
Group F	1..2..3..4..5	1..2..3..4..5	1..2..3..4..5

	Comments about the test:
Group A	
Group B	
Group C	
Group D	
Group E	
Group F	

Review past work





Cycle 10. Testing, Reflection, and New Plans!

PART A: Take the Master Test that your class has chosen as the best test for you.
ヒント：みんなで選んだテストを受けよう。

People of Today!

My test score!

Score

PART B: Think about your presentations and the test. Write down advice for raising your skills further.
ヒント：プレゼンとテストの結果をみて、さらなる実力アップのためにできることを考えよう！

Learning point

Learning point

Learning point

Learning point

Learning point

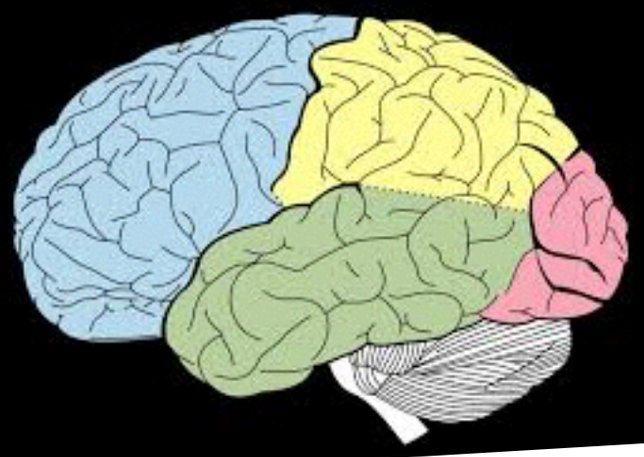
PART C: Discuss your ideas in class with your teacher. Write down new ideas. Make a learning plan.
ヒント：新たなラーニング プランを作成！次のレベルへステップアップ！

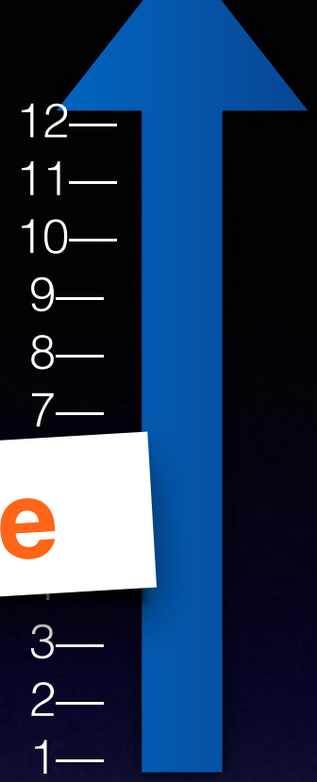
New Plan for Study	What do I need to do?

Teacher's Approval
許可マーク

63

2.5 times faster than *native growth!*





Group work: Theorise how this is possible

in a single semester!

OLD *1/3 native speed*

image —> word —> groupings —> sentences —> paragraphs —> presentations —>P2P assessment

NEW *2.5 times native growth speed*

word map —> groupings —> teacher's examples —> master list design —> group prez design —> P2P assessment —> group test design —> vote —> test —> design better strategies

PoU time!

-What have you learned in today's session?
-How will you incorporate that into you teaching?

Robert's email: m@murphyschool.com