ACTIVE LEARNING

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LECTURES
What are lectures for?

• One local view:

“I don’t want just to hear my voice. What I really want is to hear students who are willing to question and challenge me, and take the debate forward”.
• An alternative view:

• “Being quiet in class, listening carefully and taking precise notes are regarded as traits of a good student”
Decisions in note-making

- What the lecturer has said
- What it means
- Whether it’s important enough to go into your notes
- How to note it down efficiently
Is a point important?

A critical attitude:
- Analysing
- Evaluating
- Applying if relevant
Lecturing styles

- Reading (more formal language)
- Conversational (more informal)
- Multi-modal (speech, writing, image, and body language - SWIBL)
Active = Interactive

• Interaction inside your head: KEL KNOWLEDGE EXPERIENCE LECTURER’S WORDS

• Interaction with other people LECTURER STUDENTS
Lecturers’ language

• Markers of importance
• Markers of topic change
  DIGRESSION and RETURN
• Markers of summary / conclusion

• But relatively informal speech
  (so conversation practice helps)
Markers of importance

- Central / key / core / vital
- Stress / underline / highlight

- What this boils down to is…
- The crux of the matter is…
- The $64,000 question is…
Markers of topic change

• Having looked at X, let’s turn to Y
• I’d like now to move on to ...

• Incidentally / By the way / While I think of it… = DIGRESSION
• Anyway … / As I was saying … = RETURN
Markers of summary / conclusion

- To sum up / In conclusion
- What does all this mean?
- At the end of the day…
- For my money…
- In a nutshell…
What are they for?

The local view:
- Exploration
- Exchange
- Participation

An alternative view:
“We just talk”
What can go wrong?

• “It was a disaster. They hadn’t done the reading. Nobody wanted to say anything, so I thought we might as well finish early”
Stages in participation

• Understanding
• Processing
• Forming a response to the speaker’s point
• Producing that response
• Listening to the next speaker
• (Understanding, etc.)
Sources of difficulty

• Not understanding the previous speaker(s)

• Not having anything to say

• Having something to say, but not working out your response in time
Improving your understanding

• Listen to a range of accents
• Listen to discussions
• Listen in on others’ conversations
Improving your speaking

- For fluency - talk (to yourself, if necessary) in English
- For conciseness: the 4-3-2 technique
Asking questions
“Any questions?”

• Complex relationship

• Threat to ‘face’:
  - for the person asking
  - for the person asked

Intercultural differences
An Indonesian example

TL: Any questions?
S: No questions.
TL: What about the others?
S: They have no questions, either.
TL: How do you know they don’t have any questions?
S: Because...
... you are a good teacher.
Replies to requests

• I’ll see what I can do
• I’ll do my best
• I’ll do what I can

• You’re not asking much, are you?
• Send me an email
Ask…

… the right question

… of the relevant person

… at the appropriate time