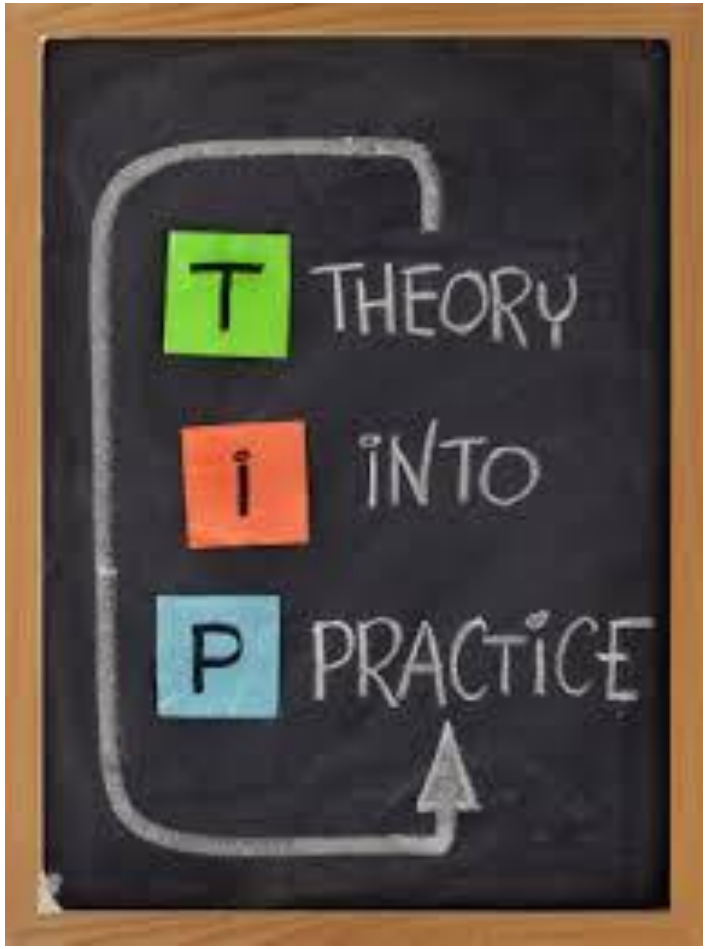
Enhancing Language Teaching to gen Z

Maryna Tsehelska
Kryvyi Rih Pedagogical University
Educational Centre “Interclass”
Ukraine



Key Points:

1) Some words about myself.
2) Who our learners are.
3) The 5 Cs of Effective Teaching.
4) Teaching “Food” as an example.
5) Thinking skills as a basis for lesson planning.

About myself

- Graduated from Kirovograd Pedagogical Institute
- Since 1995 – work at Kryvyi Rih Pedagogical Institute/ University
- Circa 2000 – TESOL-Ukraine
- 2005-06 – Fulbright (Hawaii Pacific University)
- 2007 – Educational Centre “Interclass”
- 2023 – Interclass Schools (bilingual education)

Theory of Generations (Sociology of Generations) (Karl Mannheim, 1920s) – **defining a "generation" in terms of individuals who have all experienced a historical event that is associated with significant social and/or cultural transformation**.

Generations Z and Alpha (born after 2000)
- grew up with devices in their hands
- Internet became a part of their lives

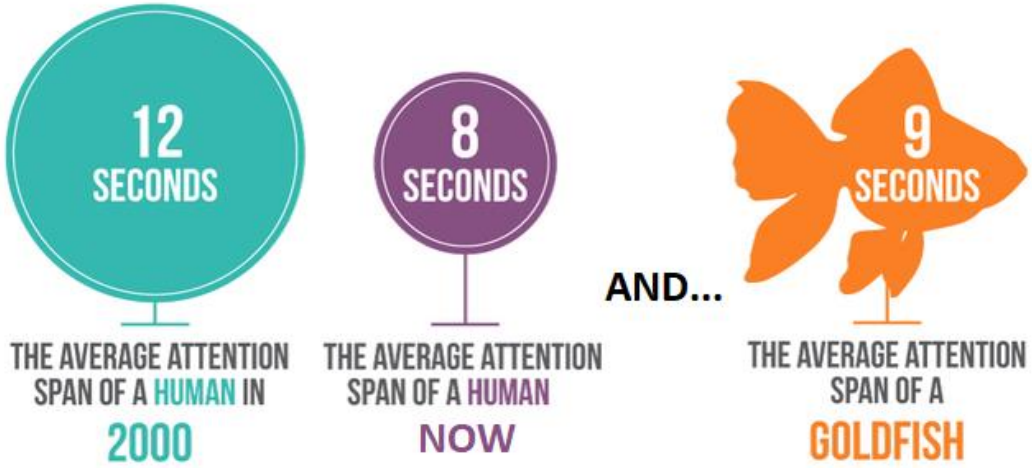
Generations X, Millenials, Baby Boomers
- Internet became a part of their lives in adulthood, some are Digital Immigrants

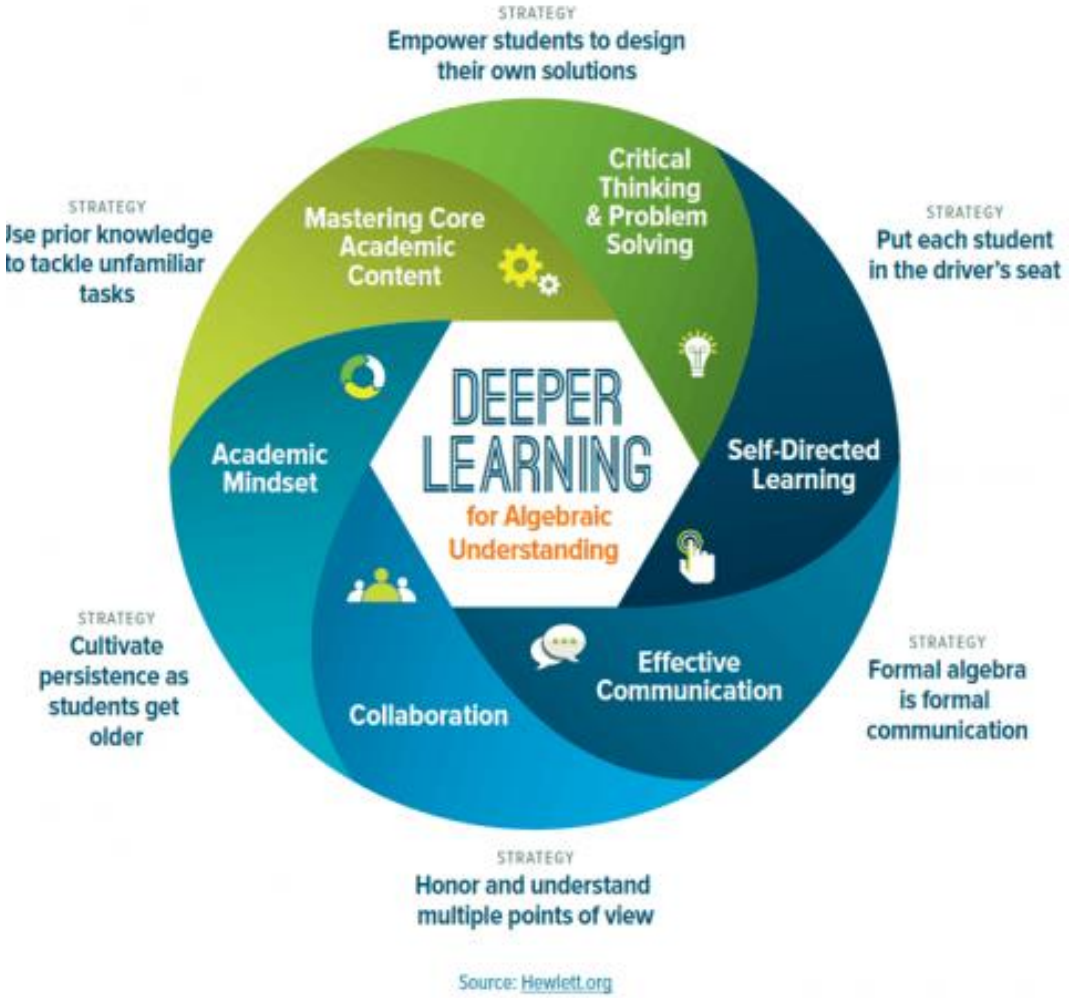
Computers/ Devices with Internet connection → influenced → **Digital Natives**

Teachers

provide information on all topics	don't need to remember anything by heart, they may find it online anytime	have to develop students' memory
information abundance, it's impossible to read/ look at everything	have developed clip thinking	need to transform clip thinking into linear thinking
short catchy sentences to attract attention	students think in "tweets"	start with small bits of information (categories) and expand them instead of giving long texts
texts have hyperlinks	easily switch back and forth from one topic to another	create a picture in students' brains like a puzzle - from the pieces of information

Problems that we face as teachers





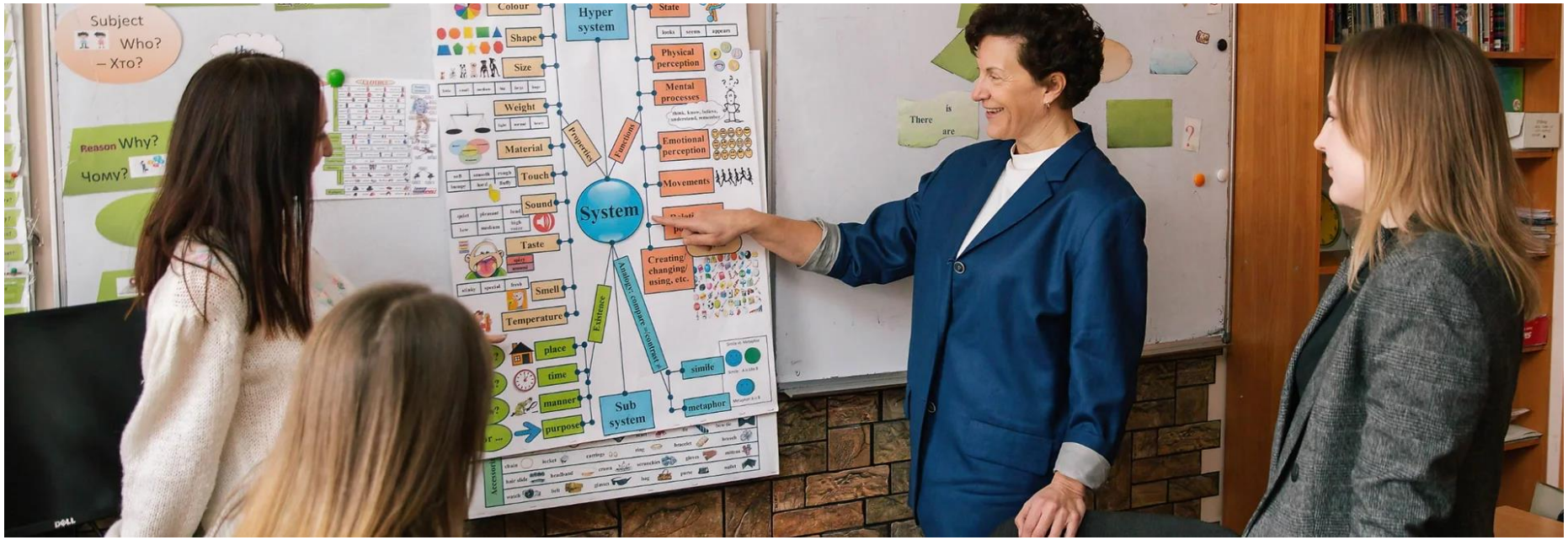
Our goal – from surface to deep learning

Deep learning	vs.	Surface learning
• Learning as understanding		• Learning as reproduction
• Goal: to learn for life		• Goal: to produce evidence of learning
• Focuses on entities and connections		• Focuses on unrelated details
• Relates new and previous knowledge		• New information is simply memorized
• Uses reflection to relate theory with experience		• Concepts and facts accepted unreflectively
• Creates understanding, meaning and new ideas		• Aims to pass (or perform)
• Leads to internal engagement in learning		• Leads to external engagement in schooling

How to follow me

https://www.interclass.in.ua/en

https://instagram.com/interclass_edu?utm_source=qr



Generations Z and Alpha (born after 2000)
- grew up with devices in their hands
- Internet became a part of their lives

Generations X, Millenials, Baby Boomers
- Internet became a part of their lives in adulthood, some are Digital Immigrants

Computers/ Devices with Internet connection influenced **Digital Natives** — **Teachers**

Digital Natives	Teachers	
provide information on all topics	don't need to remember anything by heart, they may find it online anytime	have to develop students' memory
information abundance, it's impossible to read/ look at everything	have developed clip thinking	need to transform clip thinking into linear thinking
short catchy sentences to attract attention	students think in "tweets"	start with small bits of information (categories) and expand them instead of giving long texts
texts have hyperlinks	easily switch back and forth from one topic to another	create a picture in students' brains like a puzzle - from the pieces of information

Categorization

Visualization = Scaffolding

Development of Thinking Skills

Four Phases of Learning

Learning Cycles

Language Computer

Theoretical background for teaching Digital Natives

Categorization
- creates robust constructions in students' brains
- develops memory

Pictograms = Visualization
- visualize language structures
- develop speech

=

Scaffolding System

Development of thinking Thinking Skills
- description
- categorization
- comparison
- cause and effect
- advantages/ disadvantages
- narration

Learning Cycles
- a cycle combines categories and language structures = a unit in a textbook
- there are several cycles in a course
- language material is recycles in **Spiral Curriculum**

Four Phases of Learning
- **impressing** - students get general understanding of a topic - **the neuronet is created**
- **memorizing** - language material is memorized through tasks, exercises, etc. - **the neuronet strengthens**
- **authorization** - the brain will **edit the neuronet**
- **initiation** - the student is ready to display their knowledge because **the neuronet is strong**

Interclass tools

Maps and Cards for Scaffolding Speaking and Vocabulary Development
- Speaking maps
- Portfolio maps
- Speaking cards

Textbooks are based on:
- Learning Cycles and Spiral Curriculum
- Categorization and Visualization

The five Cs of Interclass System

- Categories – we teach vocabulary in categories
- Charts for language material – visual instruction
- Connections – topics are interconnected for meaningful revision
- Constant revision – the four phases of learning
- Creative thinking – development of thinking skills

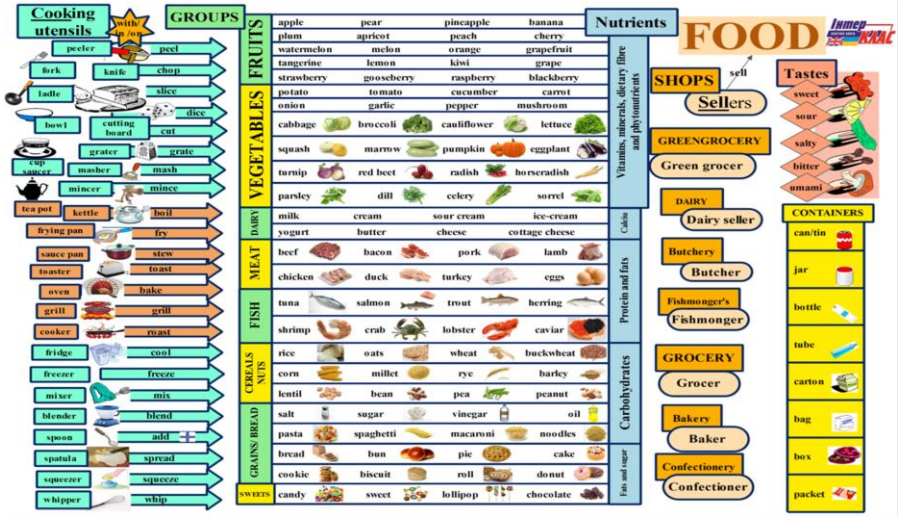
Categorization - one of the easiest thinking processes for the brain because it simplifies complex information and helps the brain organize and make sense of the world more efficiently

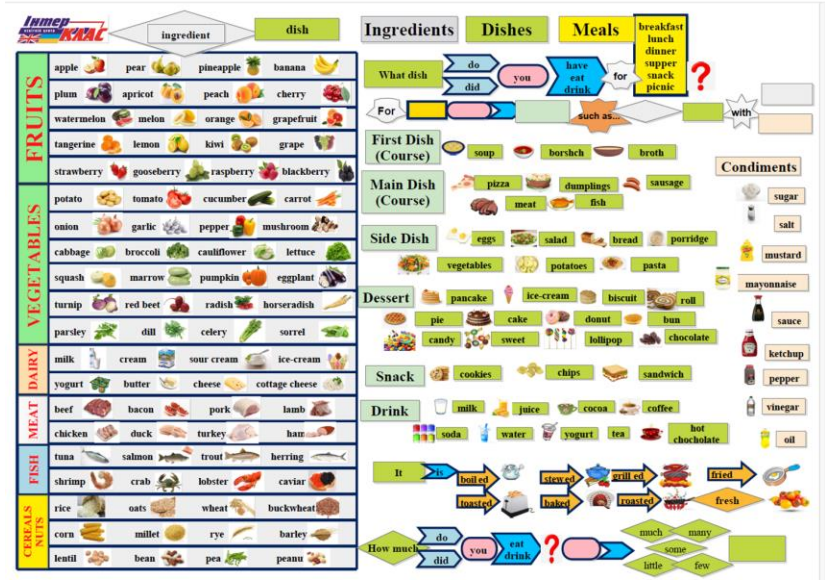
There are several reasons why categorization is relatively straightforward for the brain:

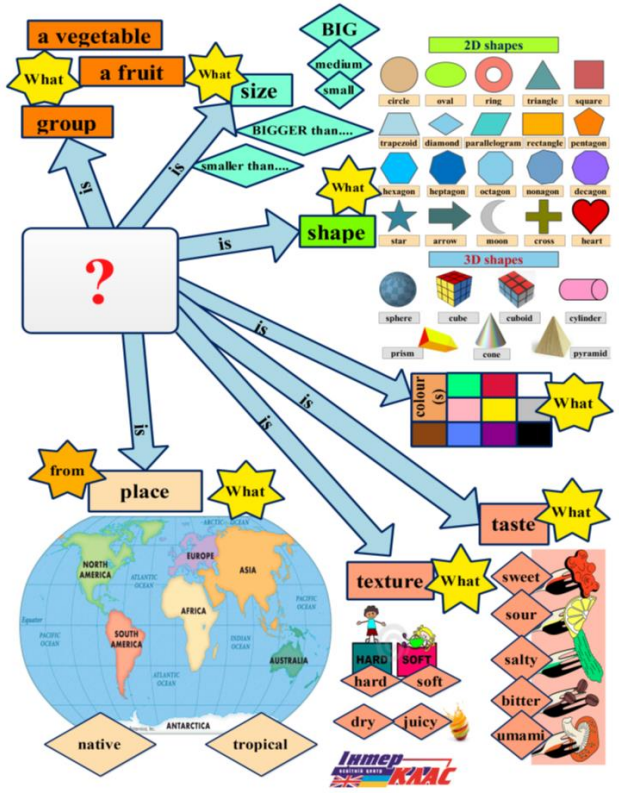
- Cognitive efficiency: Categorization reduces the cognitive load by grouping similar items or concepts together. This simplifies decision-making and information processing.
- Pattern recognition: The brain is naturally wired to recognize patterns and similarities, making it easier to categorize things that share common characteristics.
- Memory enhancement: Categorization aids in memory by creating mental shortcuts. When items are grouped into categories, it's easier to remember them because they are associated with a particular group or context.
- Information retrieval: Categorization makes it easier to locate and retrieve information from memory. You can recall information more quickly by narrowing down your search within a specific category.
- Decision-making: Categorization simplifies decision-making by allowing the brain to compare options within a category, which can lead to more efficient and effective choices.
- Cognitive resources: Categorization conserves cognitive resources because it reduces the need to process every detail about each item individually. Instead, the brain can focus on the most relevant characteristics or differences within a category.
- Adaptation and survival: Categorization is a fundamental aspect of human evolution. Early humans needed to quickly identify and categorize objects and situations in their environment for survival, such as categorizing food sources and potential threats.

Today we'll be working with the topic "Food"

- Portfolio map
- Speaking cards
- Topic maps







FOOD

Cooking utensils

with/ in /on

- peeler — peel
- fork, knife — chop
- ladle — slice
- bowl — dice
- cutting board — cut
- grater — grate
- cup, saucer
- masher — mash
- mincer — mince
- tea pot, kettle — boil
- frying pan — fry
- sauce pan — stew
- toaster — toast
- oven — bake
- grill — grill
- cooker — roast
- fridge — cool
- freezer — freeze
- mixer — mix
- blender — blend
- spoon — add
- spatula — spread
- squeezer — squeeze
- whipper — whip

GROUPS

GROUPS					Nutrients
FRUITS	apple	pear	pineapple	banana	Vitamins, minerals, dietary fibre and phytonutrients
	plum	apricot	peach	cherry	
	watermelon	melon	orange	grapefruit	
	tangerine	lemon	kiwi	grape	
	strawberry	gooseberry	raspberry	blackberry	
VEGETABLES	potato	tomato	cucumber	carrot	
	onion	garlic	pepper	mushroom	
	cabbage	broccoli	cauliflower	lettuce	
	squash	marrow	pumpkin	eggplant	
	turnip	red beet	radish	horseradish	
	parsley	dill	celery	sorrel	
DAIRY	milk	cream	sour cream	ice-cream	Calciu
	yogurt	butter	cheese	cottage cheese	
MEAT	beef	bacon	pork	lamb	Protein and fats
	chicken	duck	turkey	eggs	
FISH	tuna	salmon	trout	herring	
	shrimp	crab	lobster	caviar	
CEREALS NUTS	rice	oats	wheat	buckwheat	Carbohydrates
	corn	millet	rye	barley	
	lentil	bean	pea	peanut	
GRAINS/ BREAD	salt	sugar	vinegar	oil	
	pasta	spaghetti	macaroni	noodles	
	bread	bun	pie	cake	
	cookie	biscuit	roll	donut	
SWEETS	candy	sweet	lollipop	chocolate	Fats and sugar

SHOPS

sell

Sellers

- GREENGROCERY — Green grocer
- DAIRY — Dairy seller
- Butchery — Butcher
- Fishmonger's — Fishmonger
- GROCERY — Grocer
- Bakery — Baker
- Confectionery — Confectioner

Tastes

- sweet
- sour
- salty
- bitter
- umami

CONTAINERS

- can/tin
- jar
- bottle
- tube
- carton
- bag
- box
- packet

Constant revision

The four phases of leaning –

- ***impressing,***
- ***memorization,***
- ***authorization,***
- ***initiation***.

How do the four phases work?

- ***Impressing – general view/ idea,***
- ***Memorization – details,***
- ***Authorization – getting rid of unimportant ,***
- ***Initiation – using the knowledge.***

How is this approach applicable in teaching about a topic?

- *Impressing – general view/ idea,*
- *Memorization – details,*
- *Authorization – getting rid of unimportant ,*
- *Initiation – using the knowledge.*

We need to chunk a topic into teachable and learnable elements

If we want a complete "picture", there is no need to learn everything at once.

Some details will be irrelevant for a student's brain ☹

Finally students will learn it! ☺

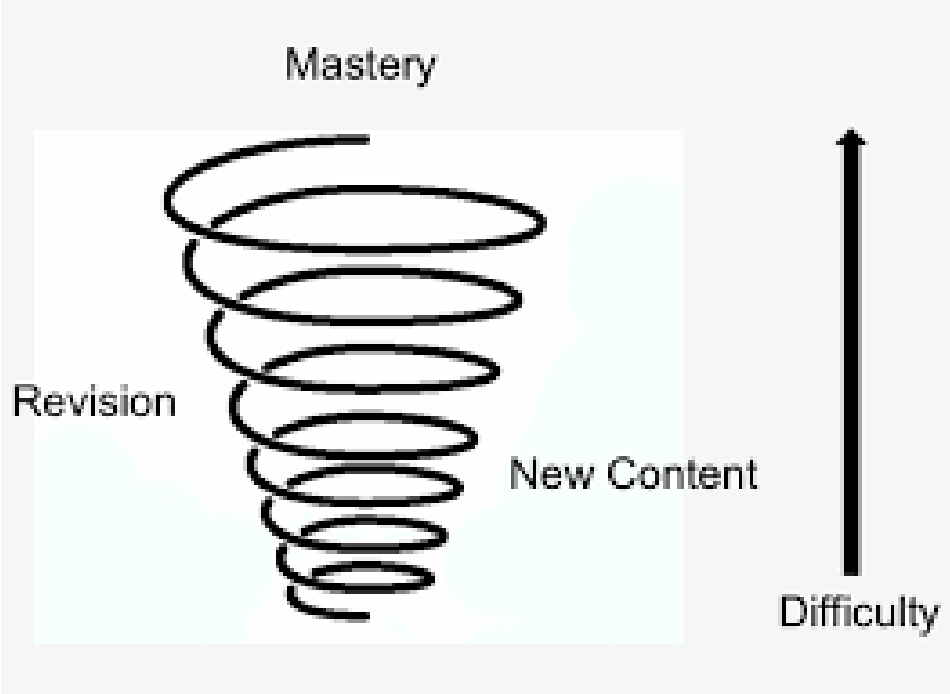
Quick revision:

In building a curriculum we have to consider the four phases of leaning –

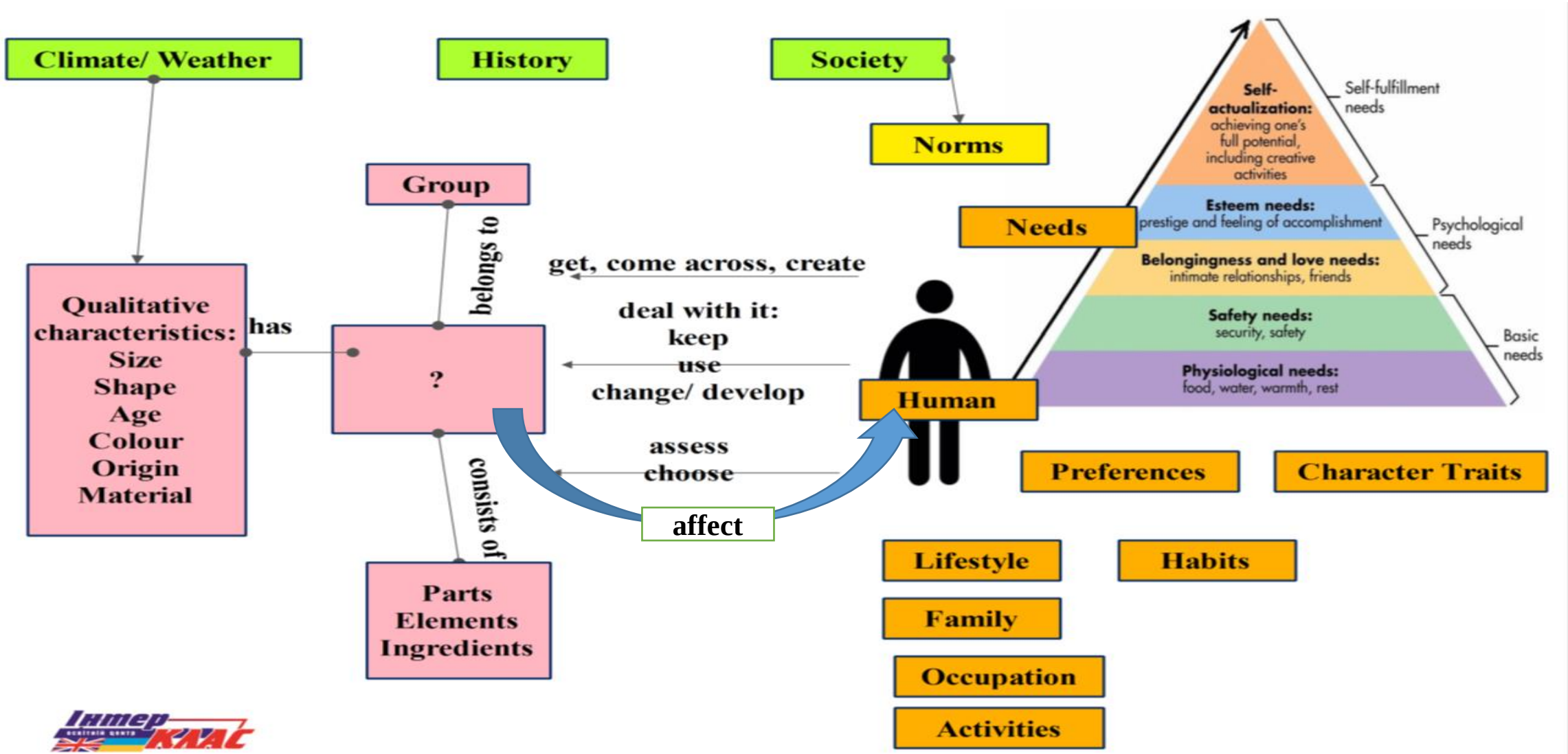
- _____ *- to impress a student,*
- _____ *- to memorize the info,*
- _____ *- for the brain to authorize and remember the relevant information,*
- _____ *- to start using the material*.

Spiral Curriculum

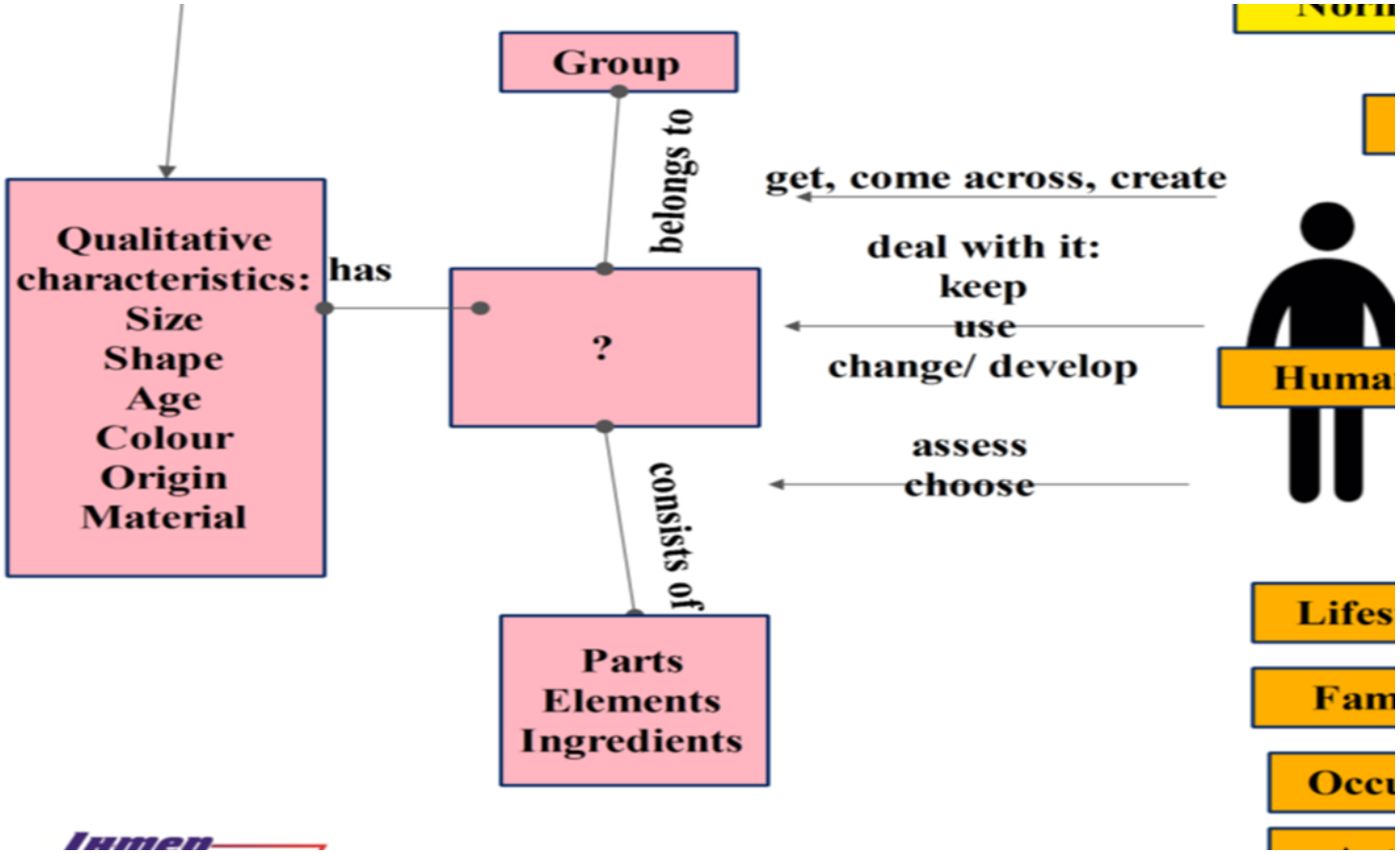
- The spiral curriculum was developed in the 1960s by Jerome Bruner and is a very simple idea. Essentially, learners are introduced to knowledge and skills at a basic level. These are then revisited in greater depth in a repetitive spiral until the learning is mastered.



It looks like most topics will have the scheme that we may follow:



At the elementary level we usually deal with the nominative parts of the topic:



FOOD

Cooking utensils

with/ in /on

- peeler — peel
- fork / knife — chop
- ladle — slice
- bowl / cutting board — dice / cut
- cup / saucer — grater — grate
- masher — mash
- mincer — mince
- tea pot / kettle — boil
- frying pan — fry
- sauce pan — stew
- toaster — toast
- oven — bake
- grill — grill
- cooker — roast
- fridge — cool
- freezer — freeze
- mixer — mix
- blender — blend
- spoon — add
- spatula — spread
- squeezer — squeeze
- whipper — whip

GROUPS

GROUPS					Nutrients
FRUITS	apple	pear	pineapple	banana	Vitamins, minerals, dietary fibre and phytonutrients
	plum	apricot	peach	cherry	
	watermelon	melon	orange	grapefruit	
	tangerine	lemon	kiwi	grape	
	strawberry	gooseberry	raspberry	blackberry	
VEGETABLES	potato	tomato	cucumber	carrot	
	onion	garlic	pepper	mushroom	
	cabbage	broccoli	cauliflower	lettuce	
	squash	marrow	pumpkin	eggplant	
	turnip	red beet	radish	horseradish	
	parsley	dill	celery	sorrel	
DAIRY	milk	cream	sour cream	ice-cream	Calciu
	yogurt	butter	cheese	cottage cheese	
MEAT	beef	bacon	pork	lamb	Protein and fats
	chicken	duck	turkey	eggs	
FISH	tuna	salmon	trout	herring	
	shrimp	crab	lobster	caviar	
CEREALS NUTS	rice	oats	wheat	buckwheat	Carbohydrates
	corn	millet	rye	barley	
	lentil	bean	pea	peanut	
GRAINS/ BREAD	salt	sugar	vinegar	oil	
	pasta	spaghetti	macaroni	noodles	
	bread	bun	pie	cake	
	cookie	biscuit	roll	donut	Fats and sugar
SWEETS	candy	sweet	lollipop	chocolate	

SHOPS — sell — Sellers

- GREENGROCERY — Green grocer
- DAIRY — Dairy seller
- Butchery — Butcher
- Fishmonger's — Fishmonger
- GROCERY — Grocer
- Bakery — Baker
- Confectionery — Confectioner

Tastes

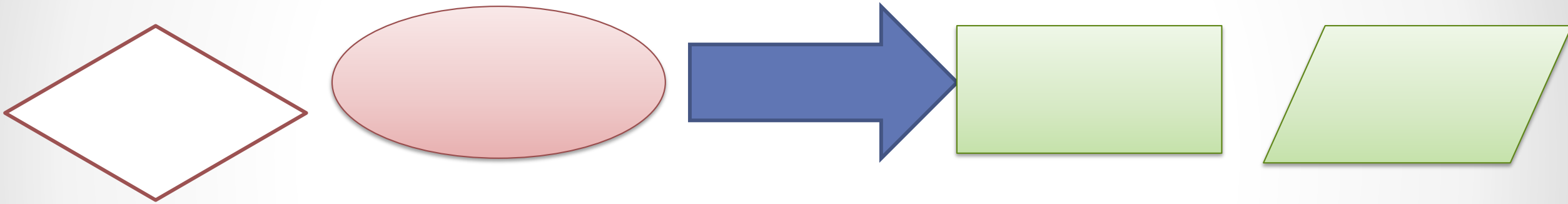
- sweet
- sour
- salty
- bitter
- umami

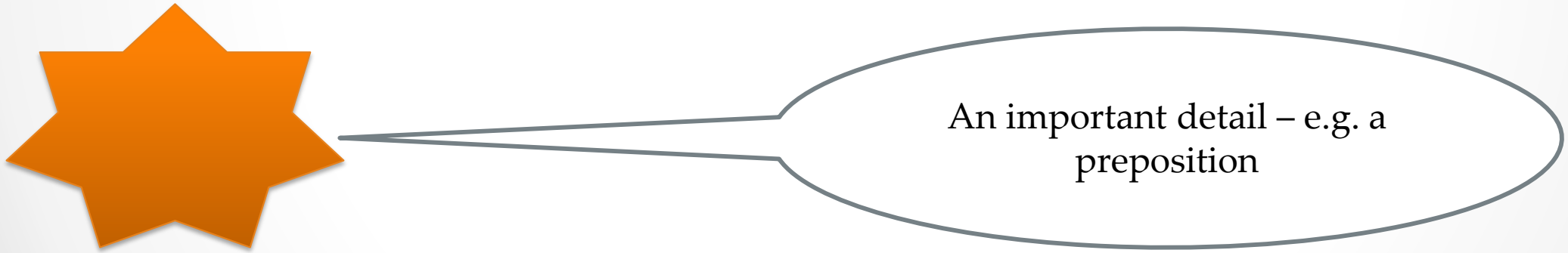
CONTAINERS

- can/tin
- jar
- bottle
- tube
- carton
- bag
- box
- packet

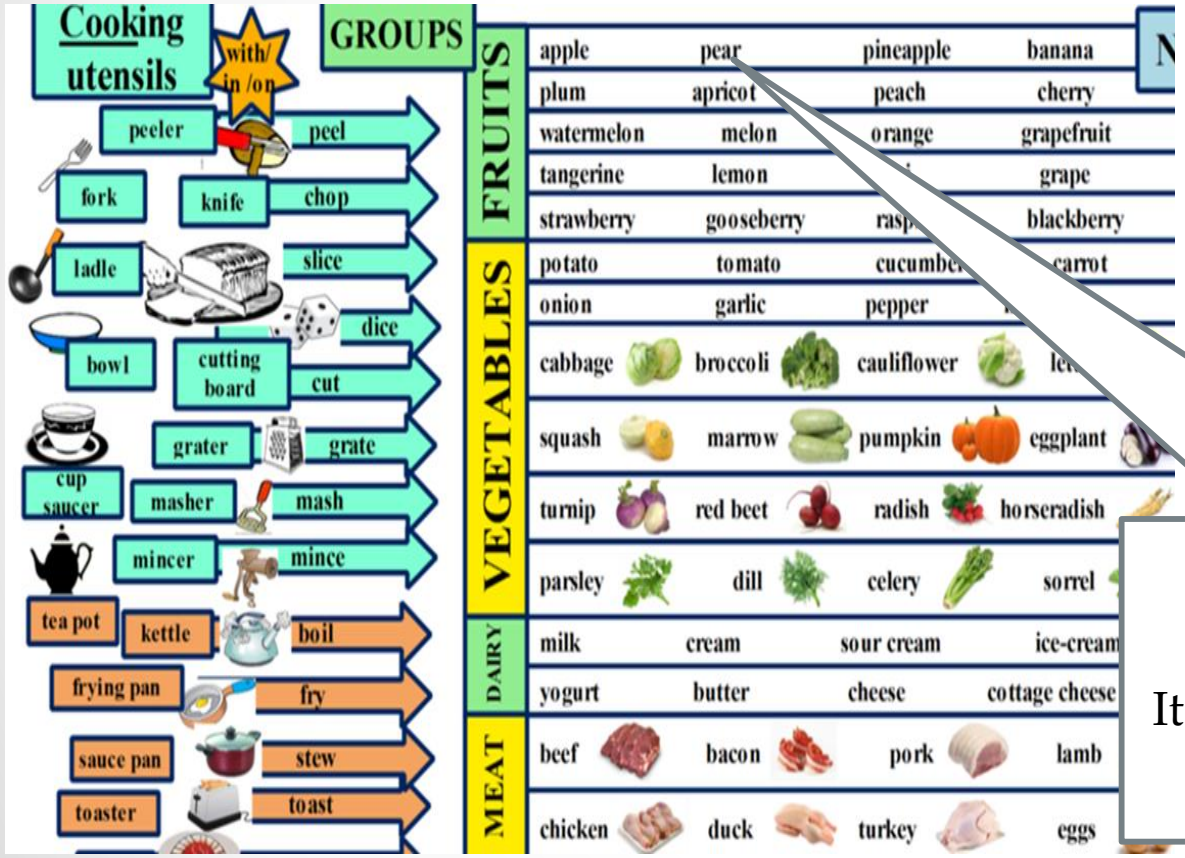
Revision: As you remember, we need symbols for the parts of speech:

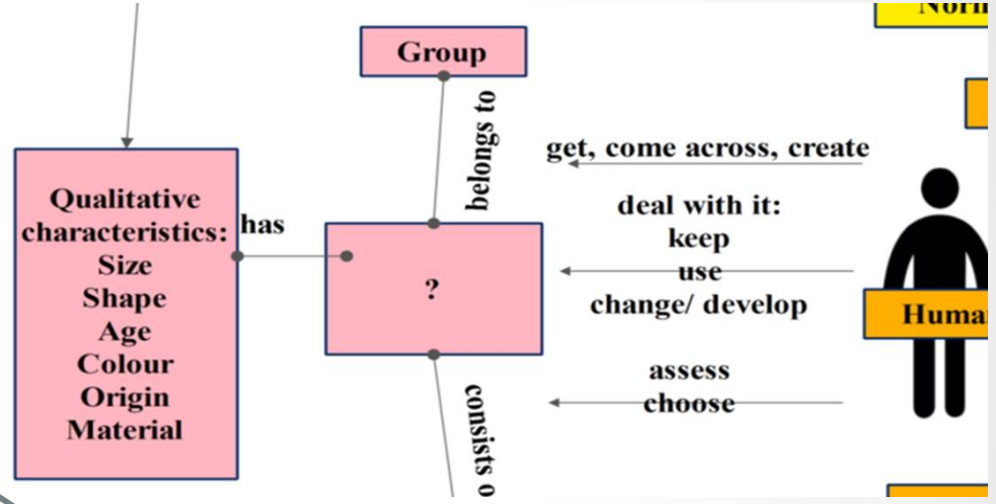
Adjective **Noun (Who?)** **Verb** **Noun (What?)** **Adverb**





These symbols allow building sentences:



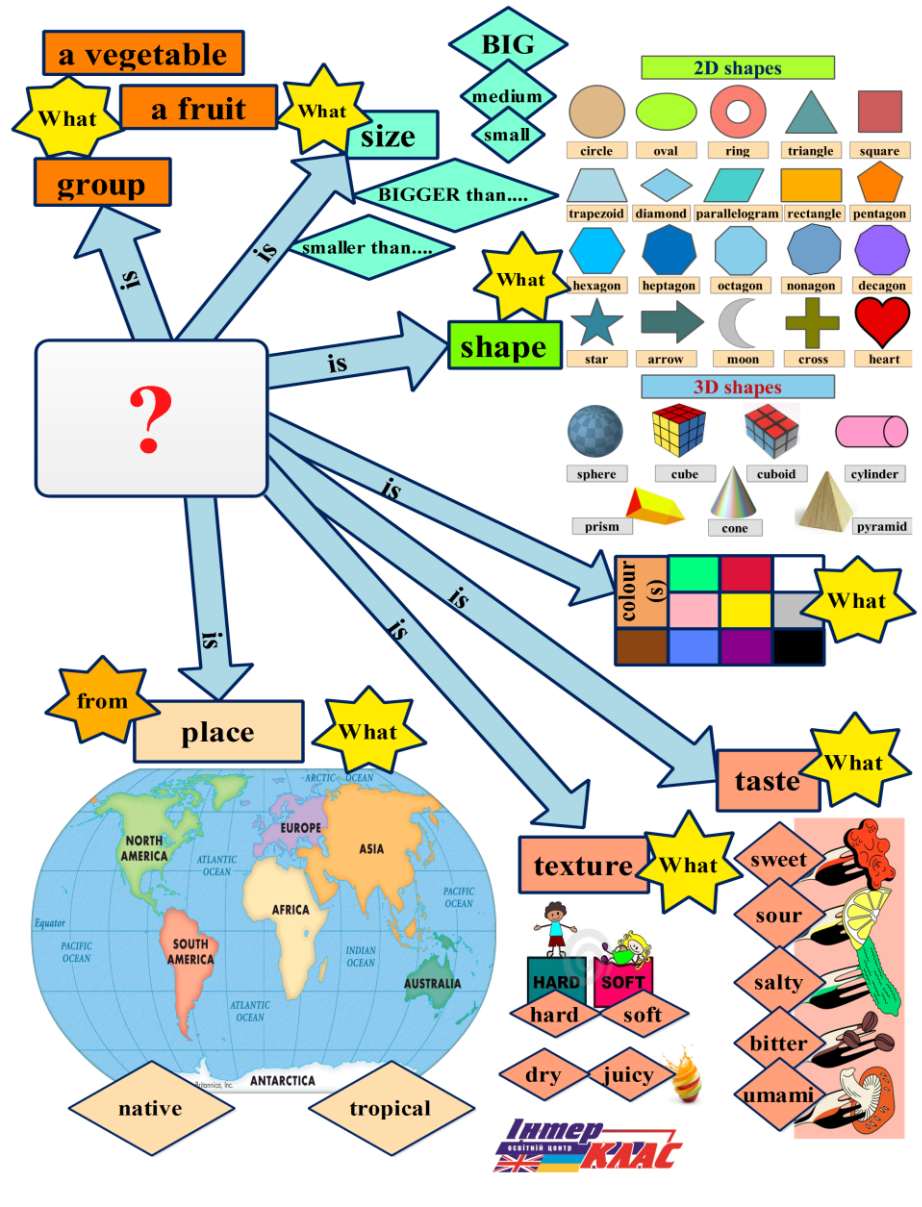


A pear is a fruit.
It is a yellow cone.
It is sweet.
It is from Africa/ South America.
We peel it.

(from the previously studied topics)

With the maps we may practice thinking skills:

- **Description**
- **Categorization.**
- **Comparison.**
- **Cause/ Effect.**
- **For/ Against – Advantages/ Disadvantages**

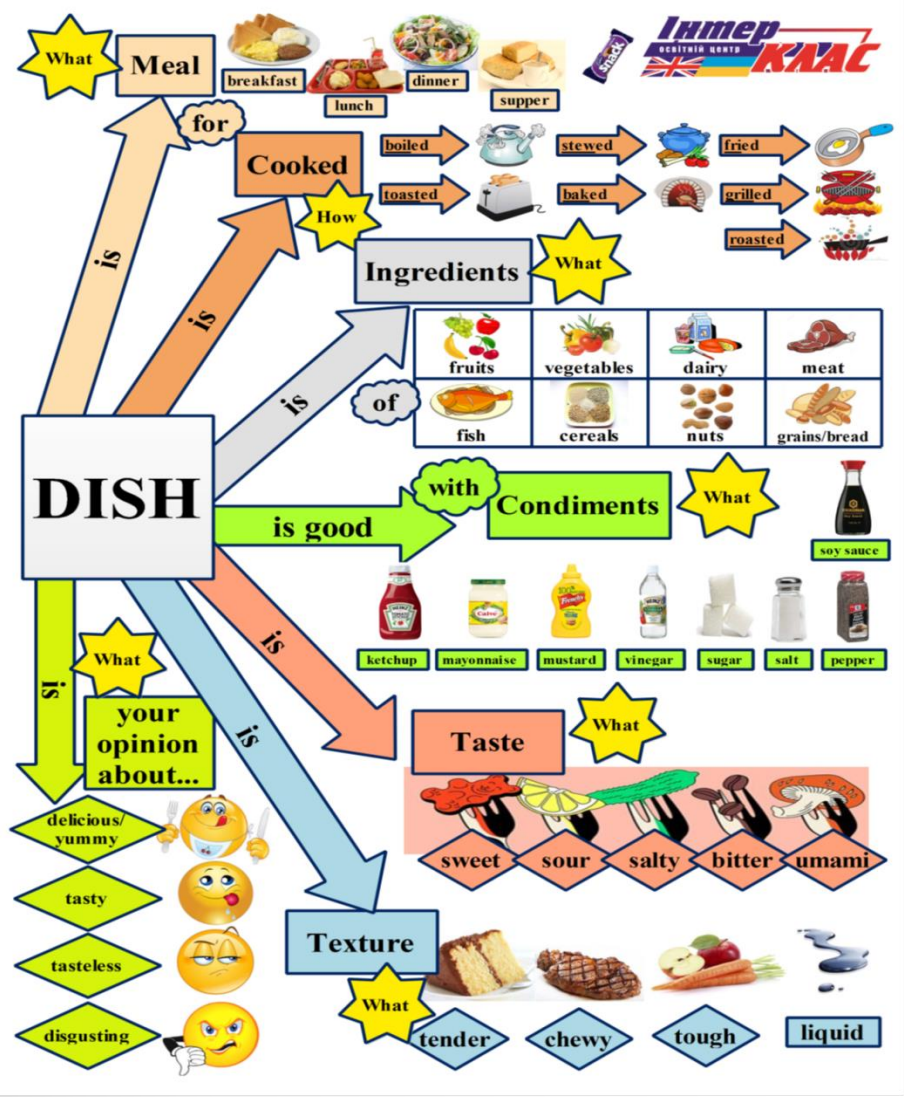


Revision: Speaking map Level 3:

This speaking map contains:

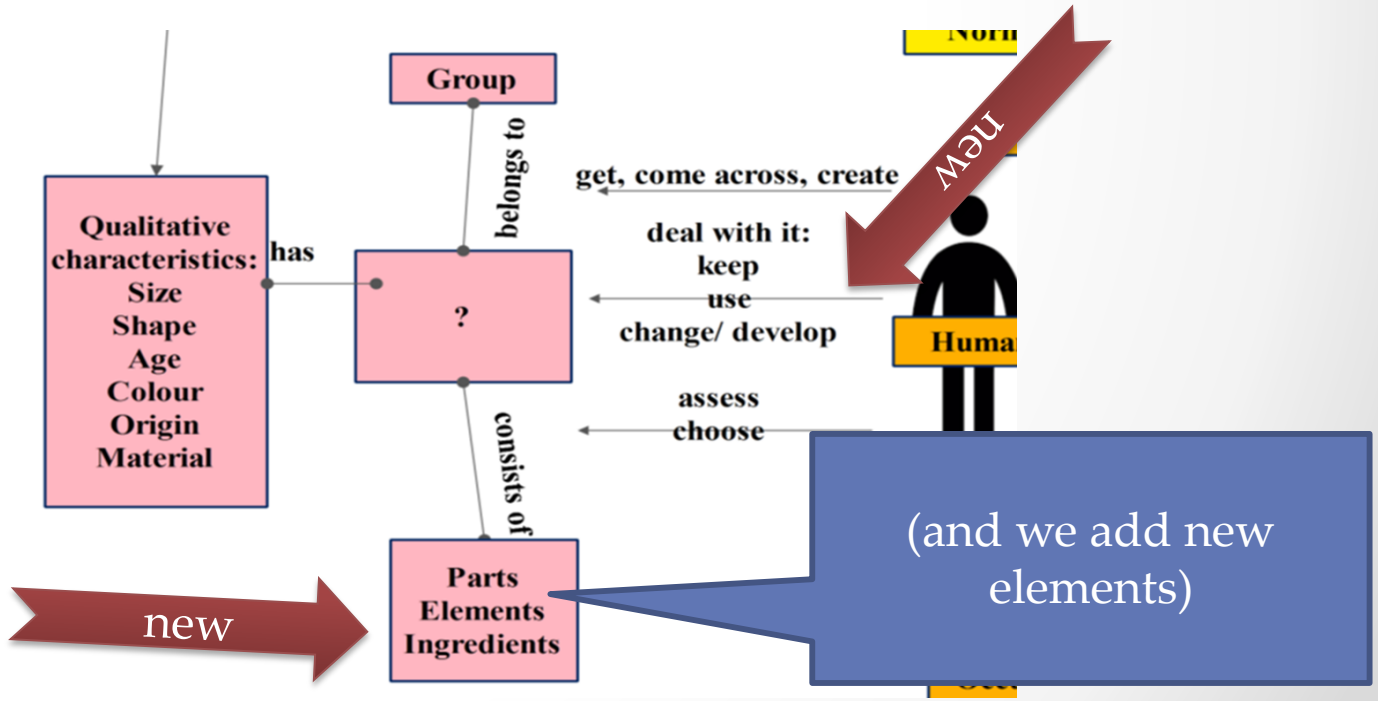
- **Basic categories (studied before).**
- **Categories peculiar to this topic.**
- **Grammar.**

Revision: Speaking map Level 4:

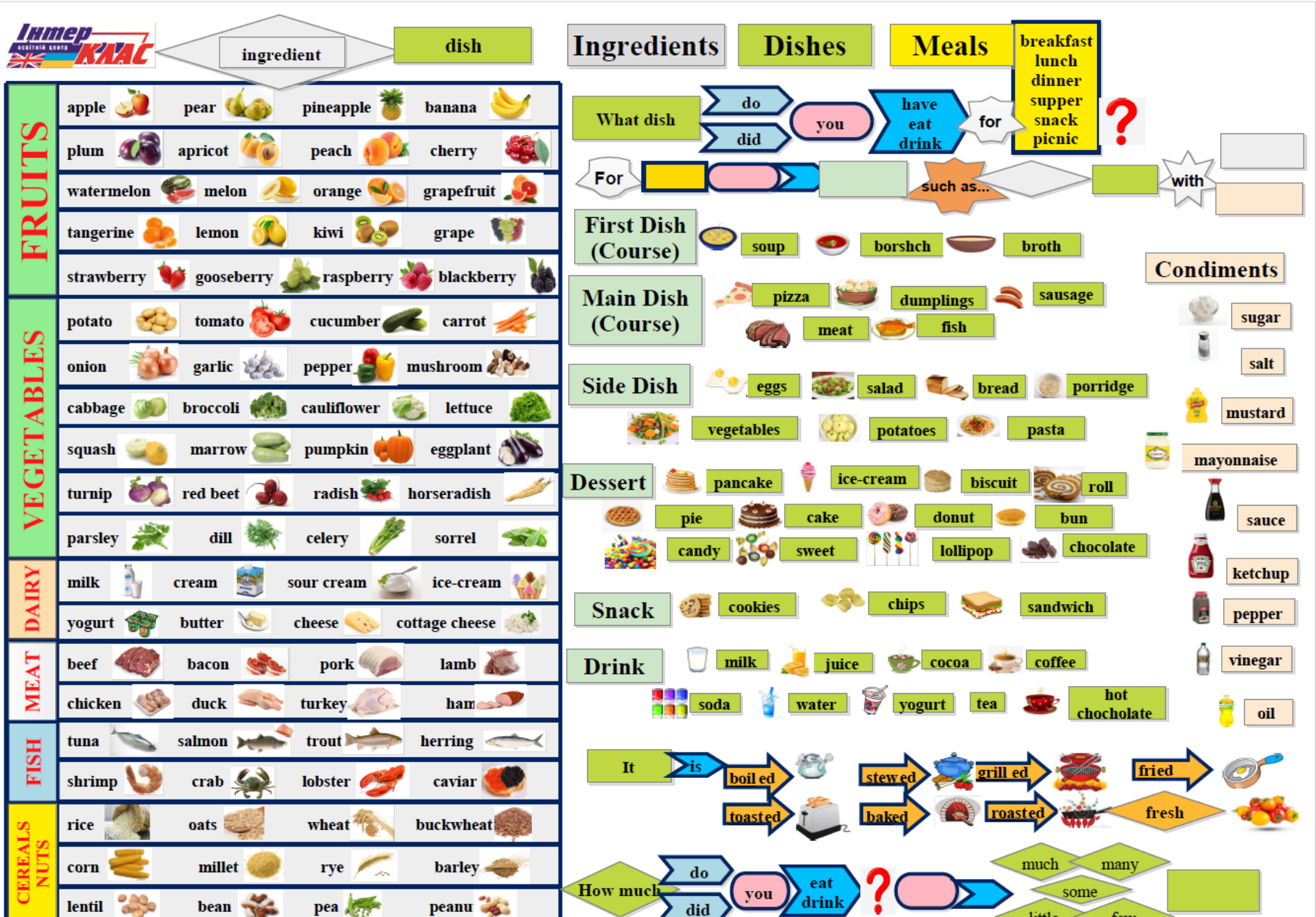


This speaking map contains:

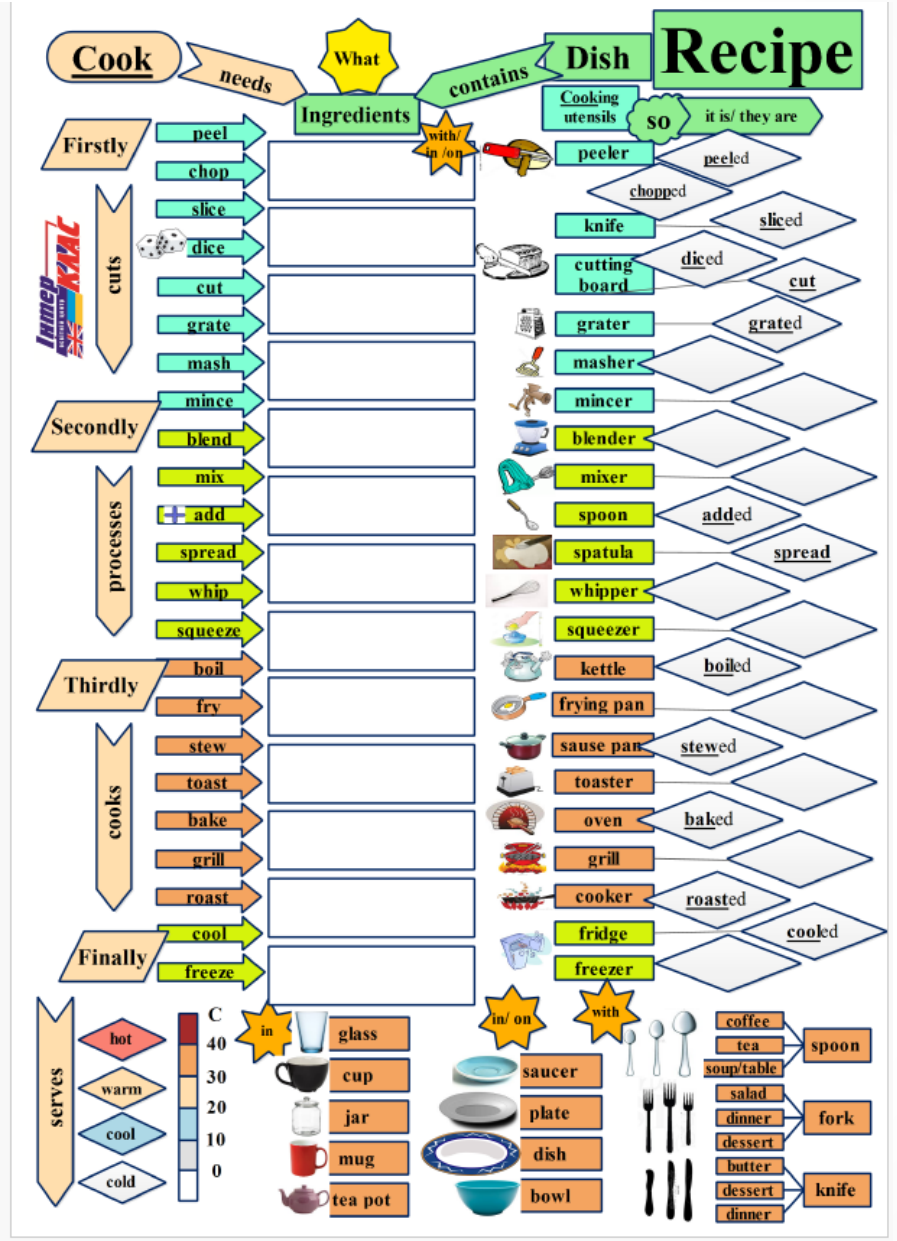
- Categories from the previous year.
- New categories.



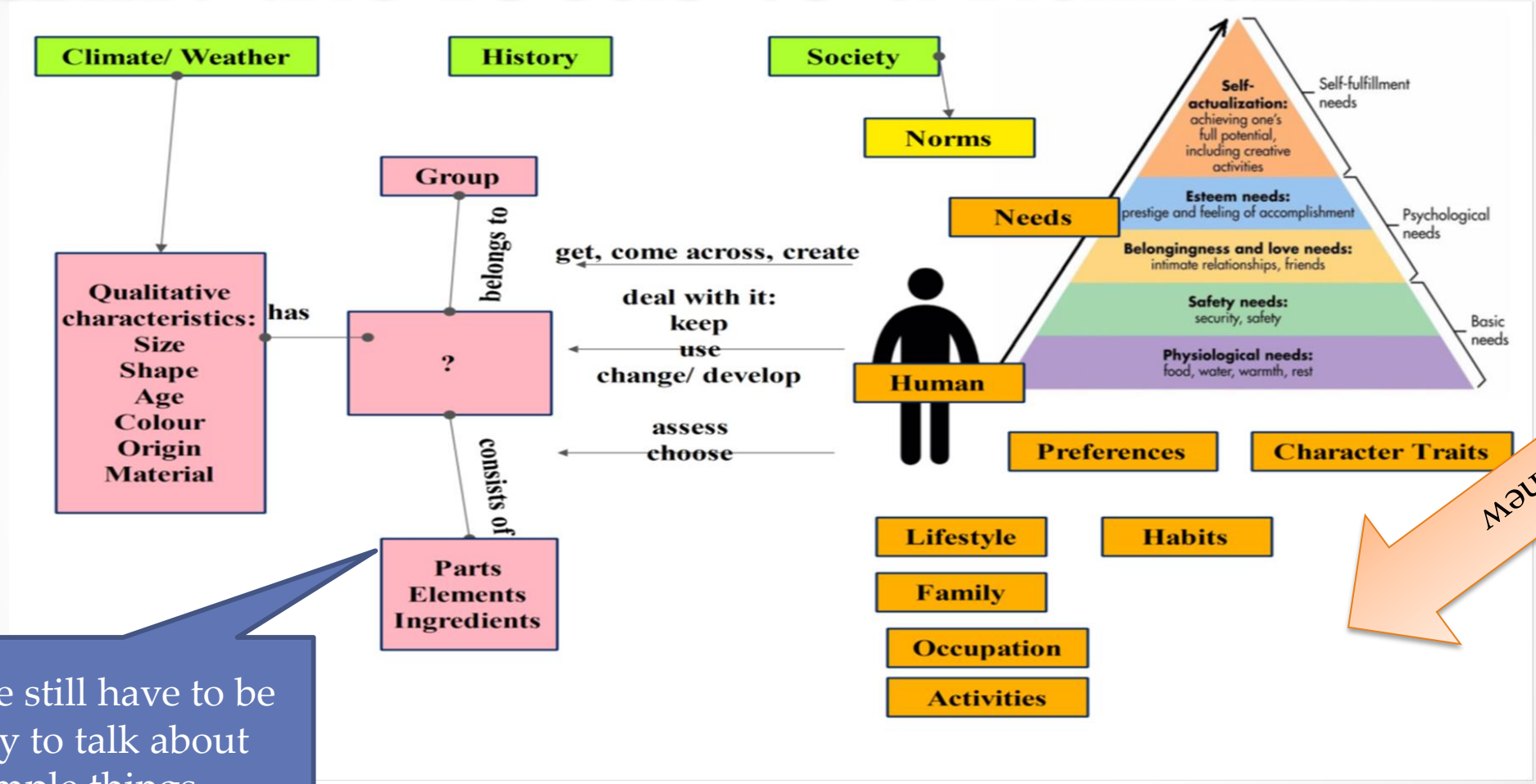
Revision: Speaking map for Level 5



Recipe


Cook
needs
What
Ingredients
contains
Dish
Recipe
Cooking utensils
so
it is/ they are
with/ in /on
Firstly
peel
chop
slice
dice
cut
grate
mash
cuts
Secondly
mince
blend
mix
add
spread
whip
squeeze
processes
Thirdly
boil
fry
stew
toast
bake
grill
roast
cooks
Finally
cool
freeze
peeler
peeled
chopped
knife
sliced
cutting board
diced
cut
grater
grated
masher
mincer
blender
mixer
spoon
added
spatula
spread
whipper
squeezer
kettle
boiled
frying pan
sause pan
stewed
toaster
oven
baked
grill
cooker
roasted
fridge
cooled
freezer
serves
hot
warm
cool
cold
C
40
30
20
10
0
in
glass
cup
jar
mug
tea pot
in/ on
saucer
plate
dish
bowl
with
coffee
tea
soup/table
spoon
salad
dinner
dessert
fork
butter
dessert
dinner
knife

At the intermediate level we can shift the focus to a human:



But we still have to be ready to talk about simple things.

Healthy Eating/ Food

resistant (to viruses) - **recep**tive

strong - weak

agile/ energetic - inactive

concentrated - unconcentrated

adaptive - unadaptive

full of energy - depressed

Characteristics

Food group	Nutrients	Cooking/ Processing	Effect on the body
Grains such as... 	carbohydrates micro and macro elements	do not lose their properties after cooking	give energy for 2-3 hours
Fruits and vegetables such as... 	vitamins minerals dietary fibre phytonytirents	loose their properties: 10% after peeling 20% after freezing 50% after cooking	help the **digest**ive system fill your body with energy
Dairy products such as.... 	calcium dietary fats	such milk's natural components as beneficial bacteria, food enzymes, natural vitamins are heat-**sens**itive.	**streng**then bones and teeth help to process vitamins
Meat **Fish** **Eggs** **Beans (legumes)** 	protein dietary fats Omega 3 fats saturated fats	do not lose their properties after cooking	give energy, accelerate muscle **grow**th, help to process vitamins
Fats and oils 	dietary fats high **saturate**d fats	may become **trans** fats	help to process vitamins may increase blood cholesterol level
Sweets 	sugar plain calories	--	help to concentrate may increase blood sugar level

Types of people

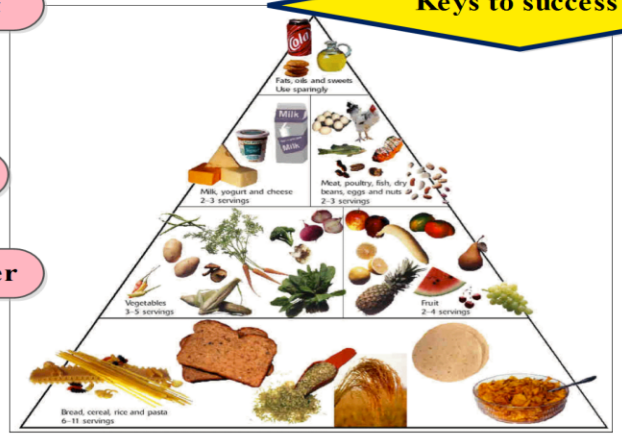
Food addict

Comfort eater

Mindful eater

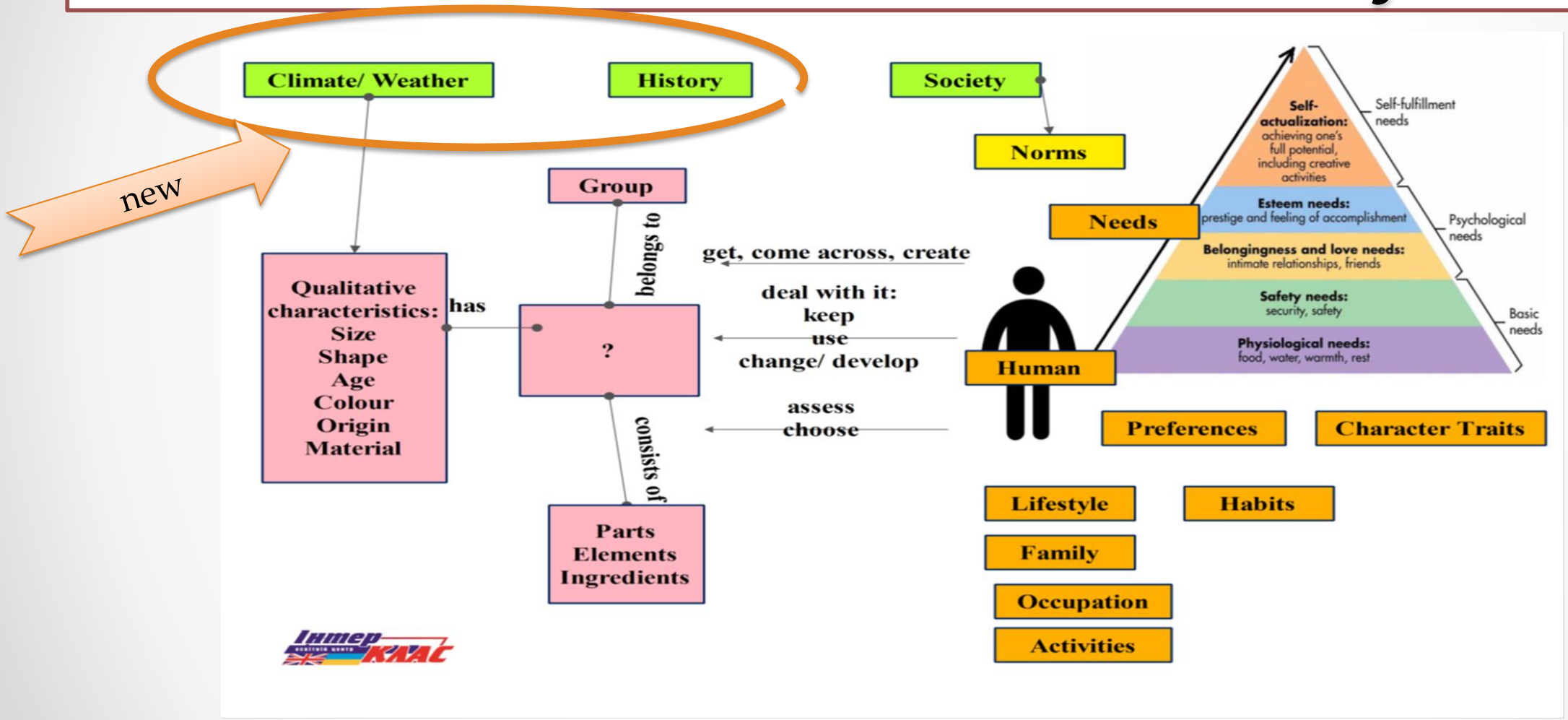
Diet junkie

Keys to success



	Choose to ...	Avoid
Regularity	• eat regularly - "No snacks instead of regular meals"	• emotional eating • overeating
Smart choices	• healthy food - it gives strength and energy • slow food - it is cooked traditionally • whole food - it is unprocessed and contains natural ingredients • organic food - it is grown naturally	• junk food - it gives extra calories • fast food - is cooked and eaten in very short time • processed food - may contain added salts, carbohydrates and fats • Conventional food is grown with modern methods and contains GMO
Combination	• balance all groups of food to **achieve** better effect, • drink water to feel better	• monodiets - eating one group of food • fizzy drinks

So what are the elements of a topic that we haven't touched yet?



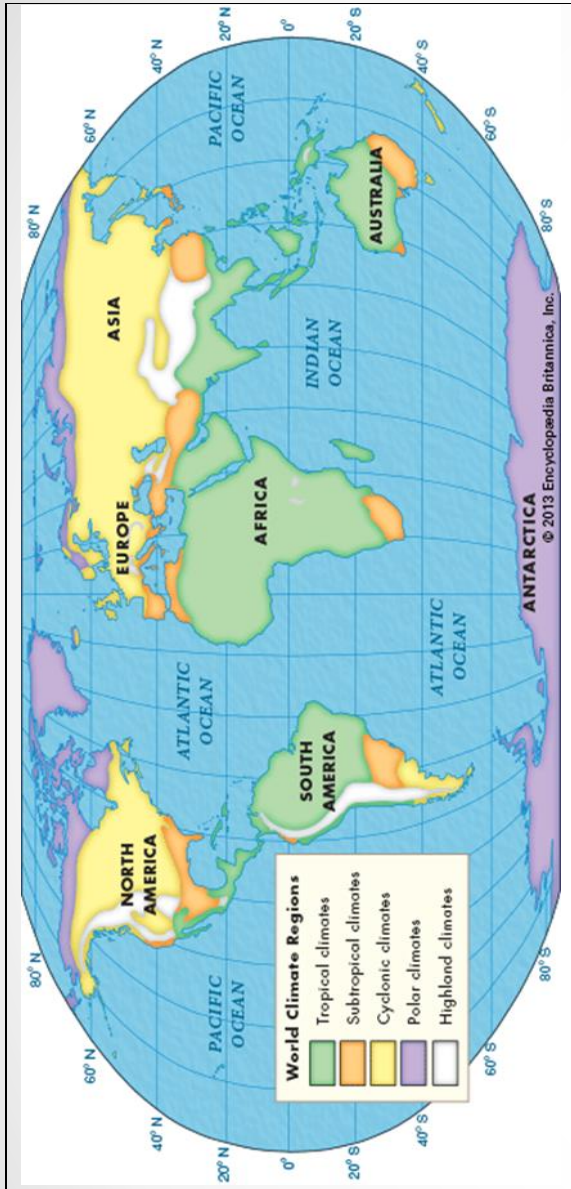
Climate/ Geography ☺

- It is one of the topics (another is history), that are often skipped by the teachers of English as they know little about it ☹. Many teachers love teaching whet they know, and geography is not what they love.
- However, it makes any topic brighter as it brings an element of **Cause/ Effect**.

Geography elements:

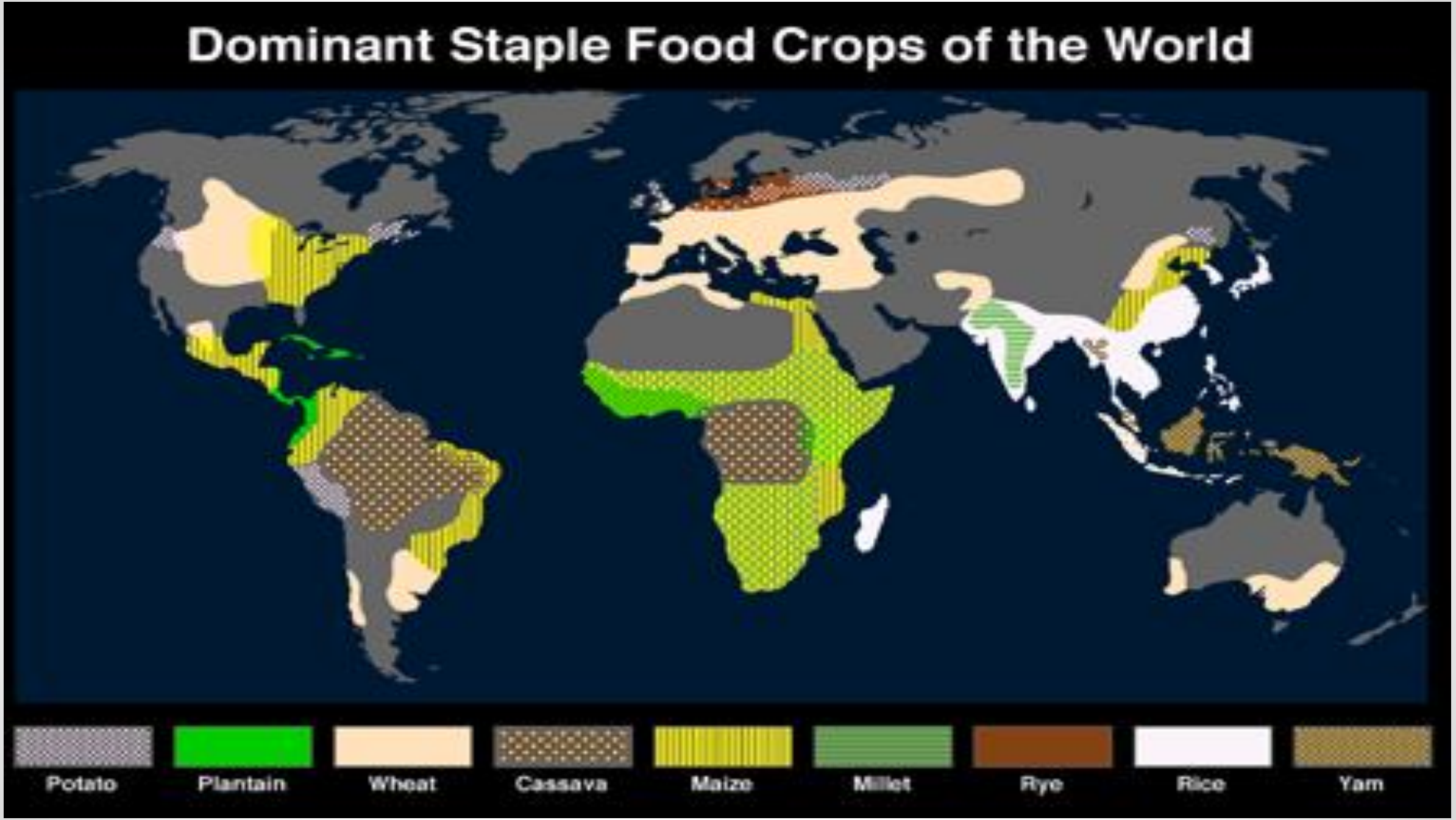
- **Continents and oceans.**
- **Countries and nationalities.**
- **Climate/ Weather.**
- **Biomes.**
- **Natural disasters.**
- **Etc……**

Climate Types around the World/ Study the characteristics of each climate type and fill in the table.



Climate Regions		Places	Biome	Seasons/Climate	Food Staple Natural Disaster
Tropical climates	**Tropical wet**	Amazon Basin; Congo Basin of Africa; Indonesia	Rainforest	Always hot and rainy	
	Tropical wet and dry	India, West Africa, southern Africa, north coast of Australia	Savannah	Long rainy season, shorter dry season	
	Tropical dry (desert)	North and south Africa, central part of Australia, south of North America	Desert	Long dry season, shorter rainy season	
Subtropical climates	**Subtropical Mediterranean**	Coastal zones at Mediterranean Sea, Western and South Australia	Subtropical grassland and forest	Mild winters, hot summers, medium rainfall	
	Subtropical wet	South Korea, Central China, centre of the USA	Subtropical grassland	Mild winters, hot summers, much rainfall	
	Subtropical dry	South Africa, South-West of the USA	Desert	Mild winters, hot summers, little rainfall	
Cyclonic / Continental climates	**Humid Continental – long summer**	Ukraine, US central lowland, North China	Steppe Deciduous forest	Long summers, short mild winters, much rainfall	
	Humid Continental – short summer	Baltic Plain, Manchuria Easter US and Canada	Deciduous and boreal forest (taiga)	Medium summers, colder winters, rainfall well-distributed	
	Dry continental	Great Basin of the USA, Mongolia, Argentine Patagonia	Grassland	Hot summers, cold winters, little rainfall	
	Marine continental (marine west coast)	British Isles, New Zealand, North America northwest coast	Deciduous forest	Always mild and moist: "Never cold in winter, never hot in summer"	
Polar climates	**Polar Marine**	Parts of Alaska, Russian Siberian tundra	Tundra	Long, cold winters, short, chilly summers	
	Polar Ice Cap	Greenland and Antarctica	Cold desert	Always cold winter, no summers	
	Mountains	Andes, Himalayas, etc.	Temperature becomes colder the higher the altitude gets. More rainfall than on the surrounding flat land.		

Dominant Staple Food Crops of the World



Now, let's examine the questions about food from IELTS:

Two-way discussion:

1. Tell me about the types of food that people eat in your country.

(Topics: _____)

2. How are the eating habits now in your country differ from eating habits from the past?

(_____)

Now, let's examine the questions about food from IELTS:

Two-way discussion:

1. Tell me about the types of food that people eat in your country.

(Topics: Geography, History, Technology)

2. How are the eating habits now in your country differ from eating habits from the past?

(History/ Technological development)

Continued: The questions about food from IELTS:

Two-way discussion:

3. How healthy is your country's food?

(Topics: _____)

4. Why do you think different cultures have different table manners?

(Topics: _____)

Continued: The questions about food from IELTS:

Two-way discussion:

3. How healthy is your country's food?

(Topics: Climate / History – Human needs, Modern style of living – Human needs)

4. Why do you think different cultures have different table manners?

(Topics: Climate/ History – Food Staples and Ways of Cooking, Society norms, Technological development)

Connecting topics – Christmas dinners around the world:

Christmas Dinners around the World

Country	Geographical position/ Climate	Typical Christmas dinner
Australia 		cold turkey or chicken or barbeque seafood such as prawns, lobster and crayfish
Spain 		ham and cheese large prawns fish and shellfish soup
India 		masala duck breasts with apricots, chicken and mutton curry, followed by cake or sweets

Christmas Dinners around the World – Teacher's copy

Country	Geographical position/ Climate	Typical Christmas dinner
Australia 	Christmas is in the middle of summer, so food is cold or served outside	cold turkey or chicken or barbeque seafood such as prawns, lobster and crayfish
Spain 	Sea food – close to sea Ham – pigs are farmed	ham and cheese large prawns fish and shellfish soup
India 	Apricots – India is a warm country, seasons of apricots, Curry – India is famous for spicy dishes (spices grow in hot climate)	masala duck breasts with apricots, chicken and mutton curry, followed by cake or sweets
Philippines 	Cocoa and fruits grow in hot and wet climate, typical for Philippines	a leg of pork, edam cheese *tsokolate* or hot cocoa, which is made with pure, locally grown cacao beans, tropical fruits

Iceland 	Reindeer is hunted and farmed in Iceland, Lots of meat gives protein necessary in cold climate	roast meat of reindeer and smoked lamb and a great variety of steaks
Mexico 	Chile peppers and corn are native American plants, bananas and rice grow in hot wet climate	beef or pork with red sauce, chicken with a green chile sauce, corn or rice masa and steamed inside corn husks or banana leaves
Ghana 	Snails grow all year round in hot climate, cassava grows better than potatoes in hot dry climate	boiled giant snails with cassava (“african potatoes”)
Germany 	Humid continental climate with long summer is good for cabbage, various sorts of which are grown in Gernmany	roast goose and roast carp side dishes include roast potatoes and various forms of cabbage such as kale, Brussel sprouts, and red cabbage

We can connect the topics this way:

Climate + _____ + _____ + _____ = food staples

We can connect the topics this way:

Climate + landscape + plants + technological develoment = food staples

We can connect the topics this way:

_____ + _____ + _____

+ human nutrition = cuisine

We can connect the topics this way:

Climate + landscape + traditional occupations + human nutrition = cuisine

We can connect the topics this way:

Geography + traditional cuisine + technology = modern ways of cooking and eating

We can connect the topics this way:

_____ + _____ +

technology = modern ways of cooking and eating

Thinking skills:

- **Description**
- **Categorization.**
- **Comparison.**
- **Cause/ Effect.**
- **For/ Against – Advantages/ Disadvantages**

Categorization Table:

Consists of…

Classification/ Division

Above all…
Especially
Most….
Prioritize
Emphasize

?_____

Belong to…

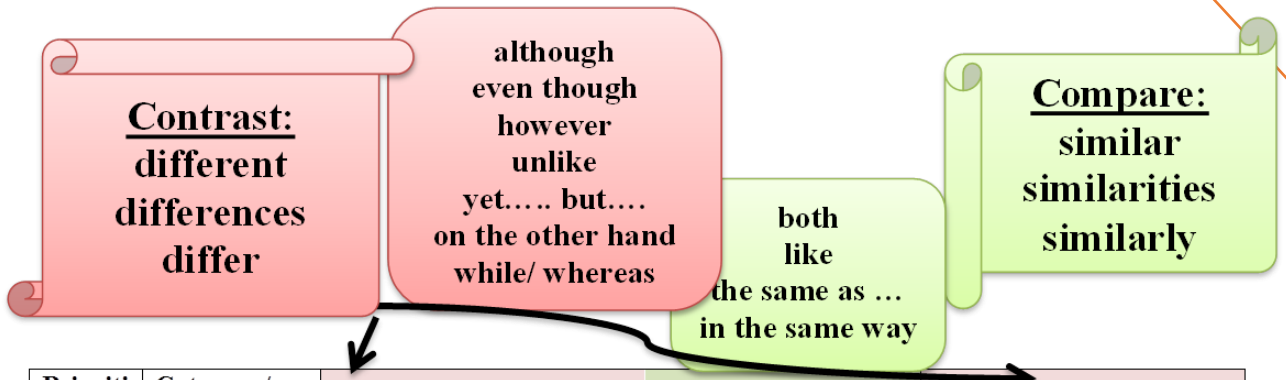
Category + Paraphrase	1_____ _____	2_____ _____	3_____ _____
_____ _____ _____			
_____ _____ _____			
_____ _____ _____			
_____ _____ _____			

link link

Categories:

? _____ system/ group/ process
? _____consists of/ comprises ____ parts/subgroups/ components/stages/ is divided into/arranged in kinds/ types/ sorts/ classes/
Each _____ has its _____ characteristics/ elements/features
Above all _____. _____especially _____significantly Most/ Mostly_____

Comparison:



Prioritize	Category/ Question	1: _____		2: _____

I want to compare _____ and _____

We can compare them by such categories as ……

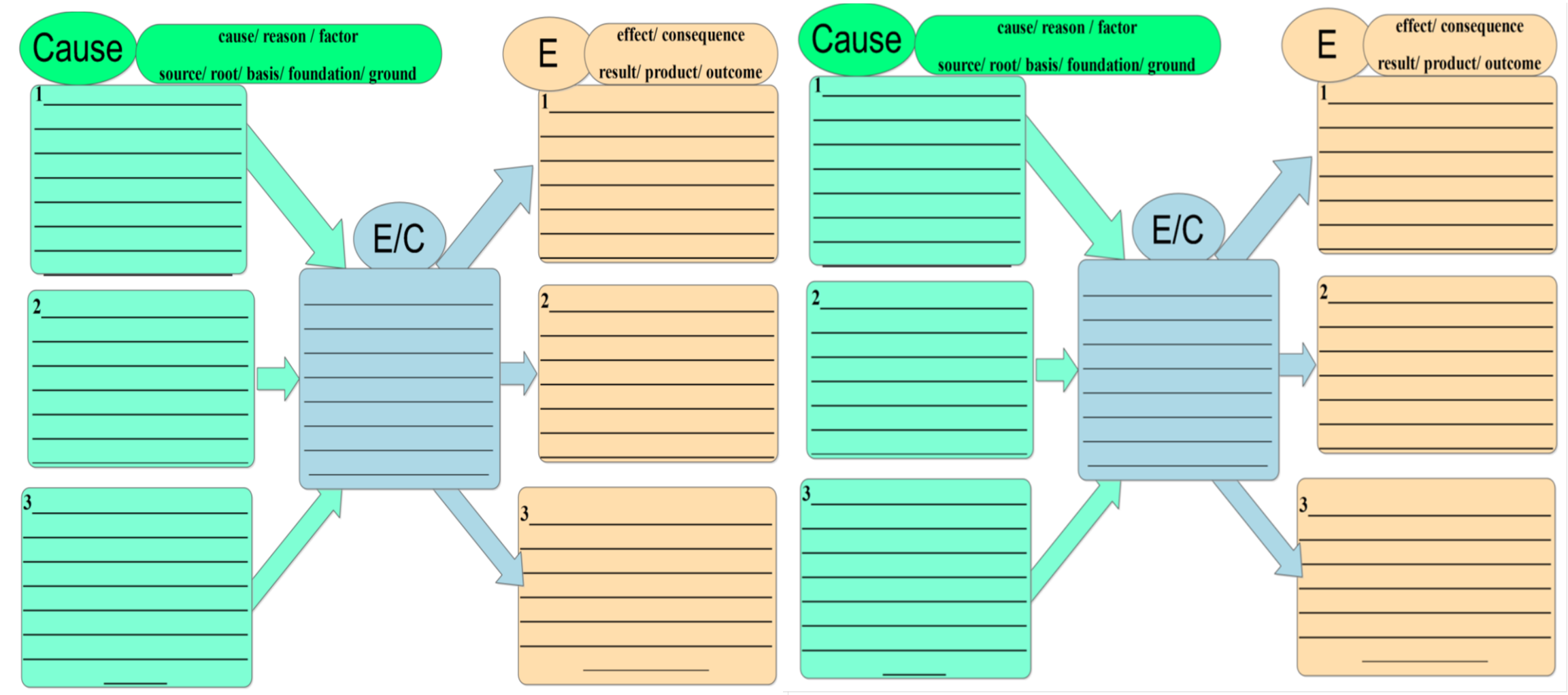
They are the same in _____, they both are _____

They differ in _____, one is _____and the other is_____

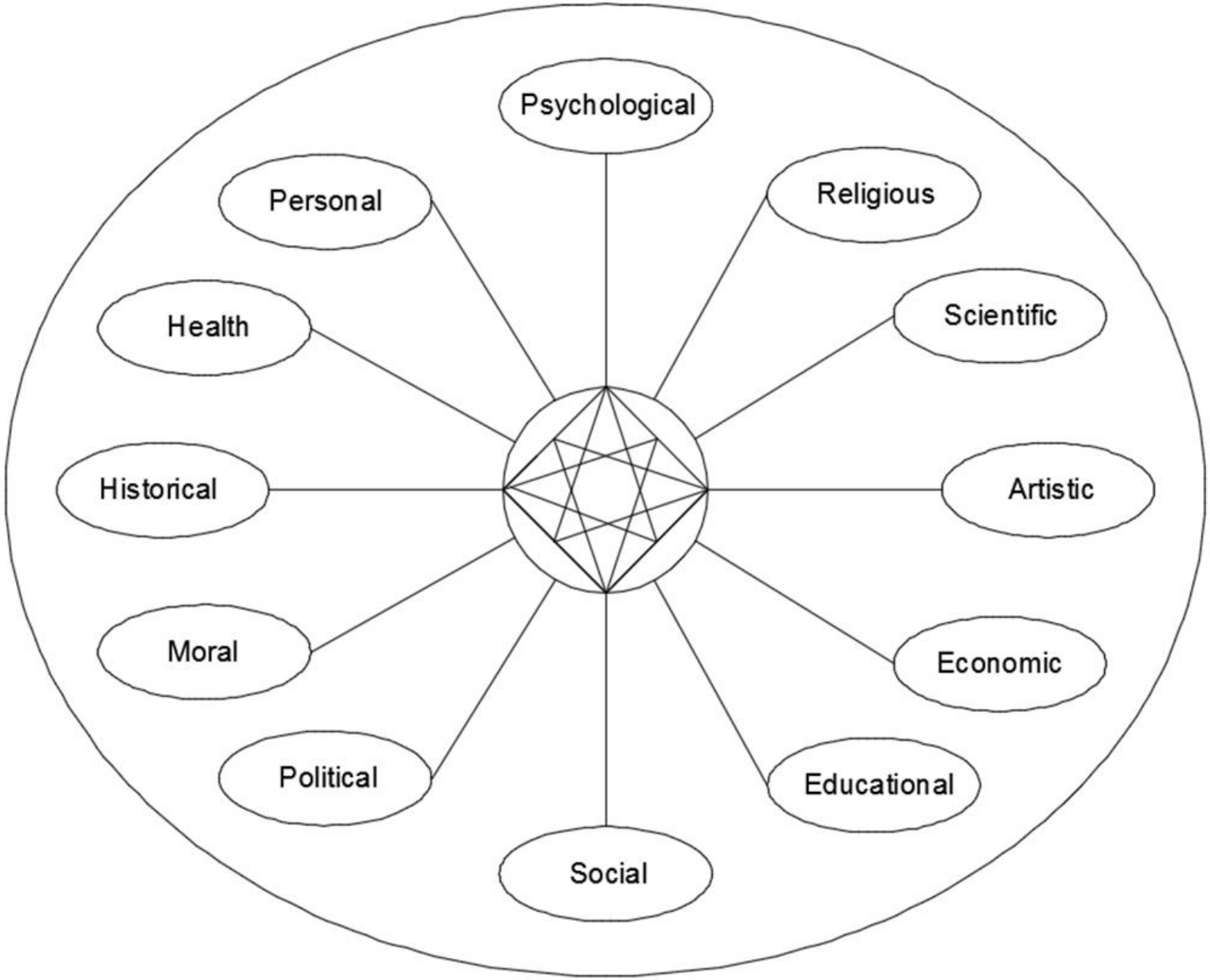
They have ____ differences and _____ similarities, so they are

(more/ less) similar than different.

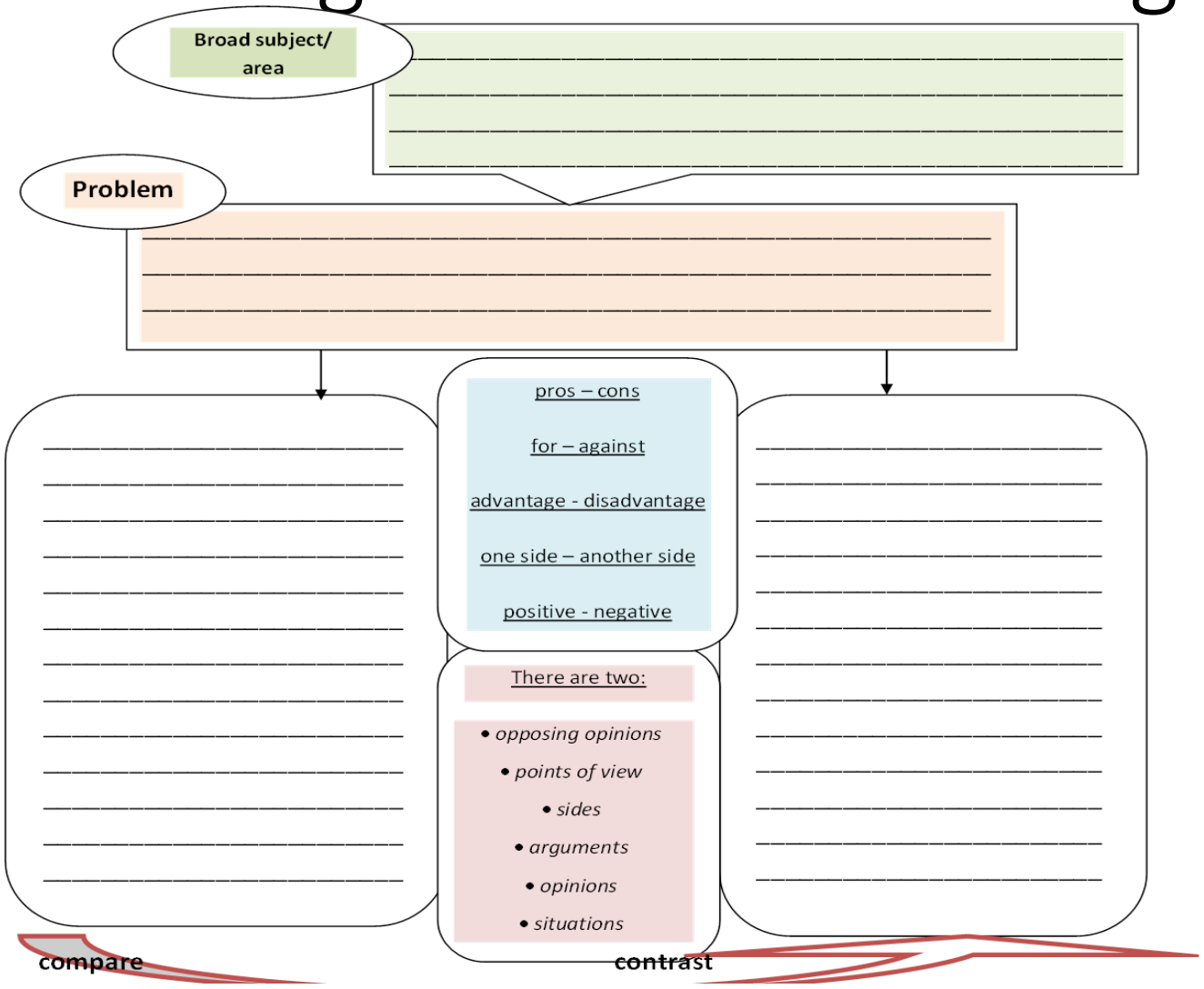
Cause and Effect:



Opinion – choose a point



Advantages and disadvantages:



Conclusion: _____ has advantage over _____ in _____ _____, however _____ is better in _____ .
I would choose _____ because of _____ (rate the advantages).

THANK YOU FOR YOUR ATTENTION!

ANY QUESTIONS?