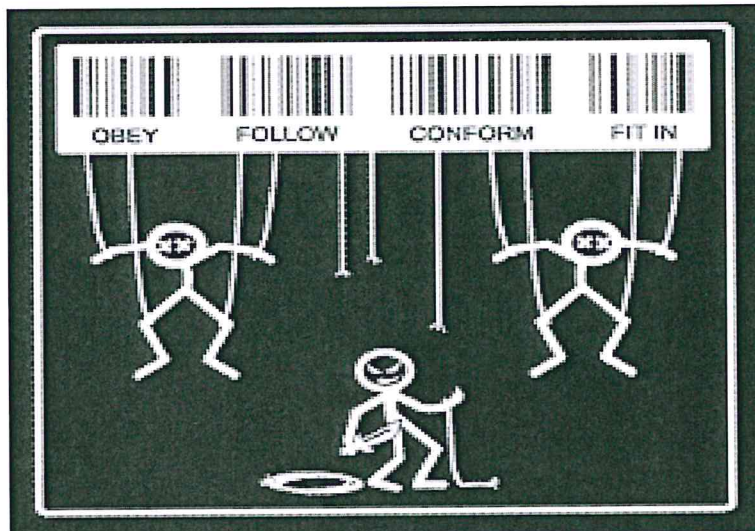


METU – MLD
ENG 101- CBT PACK

CONTENT BASED TASK

on

“CONFORMITY”



2016-2017 Academic Year

ENG 101 – COMPONENTS OF CBT

INTRO	
INTRODUCTION	<ul style="list-style-type: none"> • Listening: videos on explanation, types and reasons of conformity, social pressure • Speaking: personalization questions • Listening: TED Talk: The Power of Nonconformity • Vocabulary task sheet
CYCLE 1 - AUTHORITY AND OBEDIENCE	
CONFORMITY AND OBEDIENCE	<p>Lead-in: whole class or group discussion about obedience(key concepts and their perceptions)</p> <ul style="list-style-type: none"> • Listening: The Psychology of Obedience • Reading (research & group work): Milgrim &Stanford Prison • Vocabulary task sheet • Speaking: Group discussion
CYCLE 2 - CONFORMITY IN EDUCATION	
CONFORMITY AND EDUCATION	<p>Lead in: 2 pics & an episode from “Death poets’ society”</p> <ul style="list-style-type: none"> • Reading: <p><i>Education as a Path to Conformity</i></p> <p><i>How Conformity Leads to Failure</i></p> • Listening: TED Talk: Do Schools Kill Creativity? • Vocabulary task sheet • Speaking: Agree-Disagree activity
OVER TO YOU	
PERFORMANCE OUTPUT	<p>Written: Students answer the questions in the output task.</p>

ENG 101 - CBT - VOCABULARY TASK 1

ESSENTIAL VOCABULARY ITEMS for CBT

Use your dictionary to answer the following questions and come to class ready for discussion.

1. What is the dictionary definition of conformity?	4. What collocations of conformity can you find?
2. What are the verb and noun forms of conformity?	5. What are some synonyms of conformity?
3. Write two example sentences using conformity.	6. What are some antonyms of conformity?

ENG 101 - CBT – LISTENING TASK

A) Watch the video in the link below and answer the following questions

https://www.youtube.com/watch?v=iuSMdBE_ND0

1. What is conformity?
2. What are the 3 types of conformity? Explain each one briefly.

B) Watch the video in the link below and answer the following question

<https://www.youtube.com/watch?v=cEEkRYoUIMs>

1. Explain the two reasons why people conform? Give one real life example for each.

ENG 101 - CBT – LISTENING TASK

Go to the links below, watch the videos and answer the following questions:

<https://www.youtube.com/watch?v=MDD4IkVZWTM> elevator

<https://www.youtube.com/watch?v=z4S1LLrSzVE> bystander eff

1. What aspect of conformity do the videos emphasize? Discuss

ENG 101 - CBT – SPEAKING TASK: PERSONALIZATION

1. Are you a conformist? Why/Why not?
2. Who do you think are more likely to conform? Why?
3. Have you done something that you don't approve of just because your friends have done it? If yes, why?
4. Do you sometimes feel the need to act in a different way than you normally would do when you are in a group? Or have you ever felt that you shouldn't reveal an idea/behavior of yours? Why?
5. Do you think conformity is widespread in our lives? Why/Why not? In which conditions have you experienced it?

ENG 101 - CBT – LISTENING 1 TASK

Listen to the talk on “The Power of Nonconformity” and answer the questions below:

<http://tedxtalks.ted.com/video/The-Power-of-Non-Conformity-Gra>

1. What are three important ideas you got from the talk? Do you agree with these ideas?

2. What is the tone of the speaker?

3. Why did the speaker give the following examples?

Example	His purpose
Lady Gaga	To.....
Albert Einstein	To.....

4. What is the speaker’s advice to become successful?

5. Why does the speaker refer to Churchill?

6. What could be the consequences of standing out from the crowd?

ENG 101 - CBT – SPEAKING TASK

1. What aspect of conformity do the following quotations emphasize?
2. What is the common point in the following quotations?
3. Which one did you like best? Why? Explain your understanding/interpretation of it.

1. I WOULD RATHER DIE OF BURNS IN THE FLAMES OF MY PASSION THAN LIVE A SLOW DEATH IN THE COMFORT OF CONFORMITY. - MICHEAL T. COE
2. Some people will only love you as long as you fit in their box. Don't be afraid to disappoint.
3. You laugh at me because I'm different; I laugh at you because you're all the same. - Jonathan Davis
4. BE NEITHER A CONFORMIST NOR A REBEL, FOR THEY ARE REALLY THE SAME THING. FIND YOUR OWN PATH, AND STAY ON IT. - PAUL A. VIXIE
5. Each of our voices has something unique to say. Not only should I not mold my life to the demands of external conformity; I can't even find the model by which to live outside myself. I can only find it within. - Charles Taylor

ENG 101 - CBT - LISTENING TASK

Listen to the talk in the link below and answer the questions:

<https://www.youtube.com/watch?v=OWMkmljltvo>

The Psychology of Obedience

1. In which cases is obedience beneficial?

2. Why do people remain obedient to the point of committing most brutal actions?

3. What are 2 psychological biases mentioned in the talk? Explain briefly.

4. According to the speaker, what diminishes the likelihood of disobedience? Why?

ENG 101 - CBT – GROUP TASK

- As a group, find 1 article for each of the the following psychological experiments.
 - *Stanford Prison Experiment*
 - *Milgram Experiment*
- Read the articles and learn about the experiments.
- Study 3 important words in the articles
- With your group members , discuss the experiments and answers to the discussion questions

DISCUSSION QUESTIONS

1. What was the purpose of the study?
2. How did the participants conform?
3. What were the results/implications?
4. Was it unethical? In what ways?
5. What conclusion could be drawn about human behaviour based on this experience?

ENG 101 - CBT - SPEAKING TASK

Go to the following links and watch the episodes from Death Poet's Society. Then, answer the questions below:

1. <https://www.youtube.com/watch?v=xKXbL1q0570>
2. <https://www.youtube.com/watch?v=4znxoNsplZY>

1. What is the teacher's purpose?
2. What message is the teacher trying to give?
3. What was the principal's reaction to his lesson?
4. What do the two episodes tell us about conformity vs individuality in education?

Education as a Path to Conformity

By DIDI KIRSTEN TATLOWJAN. 26, 2010

BEIJING — It's known among a small circle of scholars in China as "the Qian Xuesen question." Four years ago Mr. Qian, the rocket scientist and genius architect of China's space and missile programs who died in October at the age of 97, asked a prominent visitor a troubling question: "Why does China produce so many clever people, but so few geniuses?"

Prime Minister Wen Jiabao's answer isn't recorded, but my friend Bai Hua thinks she knows.

"Our education system is like ancient Sparta. Not physically, but mentally," she said over coffee in a Beijing mall, where white marble sparkled under powerful lights. "Our children learn to calculate fast, play the piano, to do everything well. They have a lot of skills. But when they grow up they are lost, because no one ever asked them to think about what they want."

The agoge of Sparta took 7-year-old boys and molded them into an elite corps of disciplined warriors loyal to the state. At Chinese school a powerful blend of Communist and Confucian ideologies demands obedience to hierarchy, bone-hard study and uncritical thinking.

Starting at 6, children are buried under an avalanche of studies until they graduate from high school. Twelve-hour days (less on weekends, but no days off) are common among first-graders. For his first Chinese New Year semester break, my 6-year-old son was given 42 pages of math and 42 pages of Chinese homework to complete in four weeks. The goal? Entrance to an elite college like Peking or Tsinghua University.

Yet once there, laziness can set in. Many students kick back, relying on their elite network to smooth a path through life. After the slog of the previous 12 years they feel they deserve a break. Perhaps they do. But it's no incentive for academic brilliance.

Hua, a financial sector I.T. specialist who took the unusual step in China of giving up her job to raise her family, also has a son at elementary school.

She is part of a tiny minority that worries about the implications of all this for her child and her country. People overseas might worry what a highly skilled, ambitious and uncritical Chinese population means for the world. But here, most parents think things are working just fine and, if they follow the formula, their single child will emerge an honor to the family and not a dreaded deadbeat.

To justify a study routine Hua calls "miserable," parents have begun framing the system as imparting "kangya nengli," or the ability to resist pressure. Tough is good, runs the logic. Only wimps can't cope. At the bottom lies an intense fear of failure, often expressed thus: "He won't even be able to find a wife." There is no equivalent for a girl, but in a deeply patriarchal society that doesn't matter.

Hua sees only mediocrity. “We don’t produce Bill Gates, or the Google guys, or Steve Jobs, because we don’t let these people grow. We don’t even come close. Everyone says Chinese people are clever. But where’s the evidence?”

When I was growing up in the colony of Hong Kong, my British headmistress would glare when we asked to learn Chinese, and hiss: “If you want to learn Chinese, go onto the streets!” I learned later, at college. Writing, especially, was years of hard graft, and the process is never-ending. Even Chinese who don’t regularly read and write forget how. So for me, raising two children here, learning the language was nonnegotiable. We chose the local state school.

Yet there is a price. The penny dropped one day when I heard my son sitting on the toilet. “Piping! Wo piping ni!” (“Criticize! I criticize you!”) he trilled in his boyish soprano.

I rushed over to ask what was up. “Oh, nothing, Mom, just that’s what teacher says,” he answered, little legs kicking. Hurling at class enemies for decades after the 1949 Communist revolution, the phrase drips moral and political censure. It’s a part of the deep psychological and linguistic fabric of the nation. Coupled with regular scolding (“ma”) and, in the worse kind of schools, a slap or shove (“da”) it is a powerful weapon in a teacher’s arsenal of instruction. “If teachers don’t scold, people think they aren’t doing their job,” Hua said.

Every autumn, China frets that once again it hasn’t produced a Nobel laureate. The 2009 physics laureate, Charles Kao, was duly noted as the sixth China-born laureate, though all became foreign citizens and only Gao Xingjian, the free-thinking 2000 Nobel literature laureate whom the party despises, was entirely educated in China.

There is little pressure to change. After all, isn’t this system producing a superficially impressive generation of people? Retail clerks memorize 11-digit mobile phone numbers in a flash and can recite orders faultlessly; perhaps they play the piano quite well, too. Yet, young Chinese struggle to think for themselves.

“I’d sit there in tutorials and tell myself, ‘Don’t just write it down, think about what the professor is saying,’” said a Chinese friend who studied at the London School of Economics. She found the experience daunting but deeply rewarding.

The obedience system also produces a herd instinct. Once, the nation’s elite wanted to be scientists and build their country. Today they want to be bankers, or stick with safe state jobs.

“They don’t know what they want, but they hear bankers make the most money and everyone else is doing it, so that’s what they want to do,” Hua said.

This year, too, 130,000 university graduates applied for jobs with the People’s Liberation Army. In a politically controlled society without access to independent justice, where freedom exists only around profit-making and personal consumer choice, money is more than king — it is the biggest determiner of destiny. A job in the state sector guarantees guanxi, or personal contacts, which can protect your family from an unpredictable system.

Creativity is a nuisance and China doesn't need a Bill Gates, runs the thinking. What it needs is cheap labor and factories, and no one to rock the boat. That Qian Xuesen's exceptional genius grew during his two decades in the United States, where he did a Ph.D. and experimented widely, is forgotten.

Though not by everybody. Prominent educators like Zhu Qingshi, first president of Shenzhen's new South University of Science and Technology, long to set up more liberal universities where academics, not party members, are in charge, and students can think and experiment freely.

As for my son, it's not all bad. His teacher is personally kind, his times-tables are impressive and he can already write hundreds of characters. I'm counting on a more democratic, Athenian-style of thinking at home to balance Sparta. Then hopefully, by 18, he'll have some idea what his passion is, and how to follow it.

<http://www.nytimes.com/2010/01/27/world/asia/27iht-letter.html>

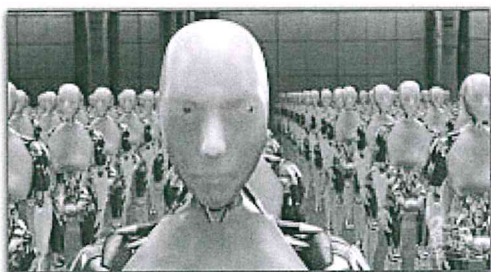
The Problems Of Modern Education: How Conformity Leads To Failure

Written by Sarah C. Corriher

"You can't make socialists out of individualists. Children who know how to think for themselves spoil the harmony of the collective society which is coming, where everyone is interdependent."

-- John Dewey, Father of Modern Education

Yesterday I spent some time looking at the people on Facebook who had been to the same school as me. I was noticing some very disturbing patterns, and I am sure that they will be of value to the readers of this blog if they can apply them to their own situations. Eckington School was different from most in the area. The local community believed that you would get a better education if you went there, as it was deemed a "specialist engineering college".



The generation that schools like Eckington have mass produced.
(Image from the movie, "*I, Robot*")

In truth, that meant little more than the fact that the school got over a million pounds extra from the government each year. The educational plan was little different from other schools, but rules were enforced more vigorously, and many of them were unnecessary. These were about power, not education. As a result, two classes of people were formed: the conformists, and the rebels. There was no middle ground.

One of the Alumni, using Facebook, asked people who went to the school to explain what they had done with their lives, and what they had succeeded in accomplishing. Most of those who responded were in their 30s. One after another revealed that they ended up working as caretakers, in nightclubs, supermarkets, and many revealed that they filled the cliché of living with their parents. None of them were hugely successful. Most interesting of all was the fact that those who had spent the most time in college were also the most unsuccessful. This was especially the case for those who entered sixth form, which is a method through which people can voluntarily stay at Eckington for an additional two years to obtain their college A-Levels. You see, those people were the ones who enjoyed Eckington the most. They were the ultra-conformists that modern schools seek to mass-produce, and they were the ones that couldn't make it in the real world.

None of these people seemed to see the pattern. In fact, they saw the solution as returning to college and being 'educated' further. Their problem is not a lack of education,

but a lack of creativity, and an inability to independently think for themselves. They became so reliant upon others issuing them orders that the only one to obtain a stable job is in the military. There was one other who became a journalist, but she dropped out of school before she finished her exams. There is no coincidence here.

For nearly a century, societies have believed that higher education is necessary for success, but the opposite is true with the modern version of education. For instance, most of the high-tech companies were created by high school dropouts, who dreamt of doing something that nobody else had done. You won't find such inventive and pioneering attitudes in those who have been through school, college, and then university. Students are trained to only **strive for** self-limiting 'reachable goals'. For a lot of people out there, it is time to realize that creative, independent, free thought is more important than anything they can learn at any university.

"I never let my schooling interfere with my education."

-- Mark Twain

<https://healthwyze.org/tidbits/154-the-problems-of-modern-education-how-conformity-leads-to-failure.html>

ENG 101 - CBT - LISTENING TASK

Listen to the talk in the link below and answer the questions:

<https://www.youtube.com/watch?v=iG9CE55wbtY>

Do Schools Kill Creativity?

1. What does the speaker's example about a little girl's 'God drawing' tell us about being creative? What does the conversation between that girl and her teacher reveal about the education system?
2. What does the speaker mean by saying "there is hierarchy in education"? Do you agree with him? Have you experienced this in your own education life?
3. Why does the speaker claim that academic ability dominates our value of intelligence? Do you agree with him? Is it also valid for your own country?
4. The writer says that "creativity is as important as literacy". Do you agree with him? Why/Why not?

5. Below are two listener comments about this talk. Choose one of them and write your reaction to it.

- A) *"Of course schools kill creativity. Sure, you may "learn" things in school, but the main purpose of school is to train the children to be obedient so that when they graduate and get a boring, mind numbing job, they will not question why they are there. Don't think outside the box, that's bad. Obey us!"*
- B) *"School doesn't create free-thinking individuals, it creates slaves."*

ENG 101 - CBT - VOCABULARY

Two words have been chosen from the articles you have read. Choose 2 more words, look up your dictionary for each one of them and fill in the boxes below.

VOCABULARY ITEM 1:	
Definition	Representation of the Word
Word Forms & Collocations	Example Sentence

VOCABULARY ITEM 2:	
Definition	Representation of the Word
Word Forms & Collocations	Example Sentence

VOCABULARY ITEM 3:	
Definition	Representation of the Word
Word Forms & Collocations	Example Sentence

VOCABULARY ITEM 4:	
Definition	Representation of the Word
Word Forms & Collocations	Example Sentence