Getting the Hares back in the Race

Edmund Dudley
Two types of student
The Tortoise and the Hare
In this session
Keeping teens motivated and inspired

- Attitudes towards learning
- Classroom tasks and activities that work
- A palette for success
Like watching paint dry?
When students lose motivation

From this…

To this…
High achievers losing motivation
Some reasons why

- Comfort zone
- New interests
- English overdose?
- Adolescence
- Shifting attitudes
Attitudes towards learning English
The big idea
Attitudes towards the learning situation

feelings
friends
atmosphere
usefulness
other options
Pictures at an exhibition?
How do you feel about art and exhibitions?

the language?
the learning situation?
Topics and tasks

Challenge
Relevance
Value
Novelty
Challenge
What do we mean?

- language
  
  *This isn’t easy!*

- values and attitudes:
  
  *I’ve never really thought about this before…*

- activities:
  
  *I don’t know how you’re supposed to do this!*
Challenge
How to give a successful presentation

Which one did students say was the most important?

Giving presentations

8 2.15 SPEAKING Work in pairs. Complete the tips with Do or Don’t. Then listen to eight speakers. Match each speaker 1–8 to a tip a–j. There are two tips that you do not need.

How to give a SUCCESSFUL presentation

a ___________ tell the listeners at the beginning what you are going to talk about.
b ___________ read your talk out from a prepared script.
c ___________ speak very fast.
d ___________ make and follow a plan for your talk.
e ___________ allow time for questions at the end of the talk.
f ___________ use humour or personal anecdotes to make your talk more interesting.
g ___________ use some visual aids, for example, pictures, graphs or slides.
h ___________ talk in a flat, monotonous Voice.
i ___________ remind people what you have told them at the end of the presentation.
j ___________ hand out lots of information at the beginning of the talk.
Random Power Point
That awkward moment...

...when you have **no idea** what is on your slides!
Challenge
Random Power Point

Unicorns are not racist
Topics and tasks

Challenge

Relevance

Value

Novelty
Relevance
What do we mean?

- culture and society
- life skills
- language-learning needs
Relevance
World Kindness Day

Seiji Kaya, founder of *Small Kindness Movement*. What inspired him?

a.) surviving a fire
b.) being robbed
c.) a beloved pet
World Kindness Day

1 In 1963, Mr Seiji Kaya was a teacher at Tokyo University.  
2 Every day, Mr Kaya took the train to work.  
3 At 8 a.m. one February morning, he was waiting for his train.  
4 It was snowing and a lot of people were at the station.  
5 Mr Kaya was getting on the train when a man stole his bag.  
6 He shouted for help, but no one tried to stop the thief.  
   Mr Kaya was upset but no one asked if he was OK. In fact, no one talked to him at all.  
   After this bad experience, Mr Kaya started to encourage his students to ‘be brave and practise small acts of kindness every day’. He wanted to create a wave of kindness across Japan, so he started the Small Kindness Movement. In 1997, 13 November became World Kindness Day and today people celebrate it all over the world!
Trying something different

Hi, I’m Anna

An unexpected incident.

• What will the students remember?

• Are we good at noticing things?
Eyewitness descriptions
Can you describe the thief?

She wore a black long-sleeved top and under that a red T-shirt. She had light blonde hair.

She was young (maybe between the years of 20 and 25), she was wearing a skirt. She had light brown hair.

She wore blue cardigan, jeans and a T-shirt. She wore brogues and shirt.

I didn’t see anything... 😞
Eyewitness descriptions
Were you right?

Hi, I'm Anna!
Eyewitness descriptions
Students’ reactions

It was difficult to unite my opinion a personal diary for something which disappeared so fast. I really really understand the accident 'why did she feel a pen?'
It was a good challenge.

I was so so confused, that a personal review is that difficult. I saw a girl and all what I'm convinced, that she was blond. The other informations was just tips. I didn't understand what she said. It was more difficult than I've ever been taught.

I think it was a difficult exercise but I liked it. I really would like if we could do more exercises like this.

It is very strange, difficult to describe somebody because when she went away I forgot everything what I saw. I know that she was tall but I don't know what was she wearing. It is interesting.. ;)

Hi, I'm Anna!
Topics and tasks

Challenge

Relevance

Value

Novelty
Value
What do we mean?

• to me as a language learner
• to me as a member of this class
• to me as a person
Tips for a …?
Task in pairs

Participant A: You will be shown the topic.

Participant B: Look away now!
Tips for a …?

Participant A:
Share some advice on this topic.

Participant B:
Listen and guess the topic
Value
Tips for a happy life

Tips for a happy life

- Be kind / kindness to others. The ability to help someone will make both you and them feel good.
- Offer your time to people in need – generosity will make you feel good about yourself!
- Try to get up early – laziness will make you feel tired / tiredness – you will feel more positive after an early start.
- It’s not necessary / necessity to have more and more things. Prosperity isn’t the key to happiness. Be happy / happiness with what you have and who you are.
Value
Candy Chang ‘Before I die’
Value in public spaces
Darren Bohrer and students make a BID board
Before I die...

I want to:
- See a T-rex
- Ride a "J-Rex"
- Drive a swan
- Drive a car
- Be famous
- Be a 
- Be a pet
- Natural language:"

Learn a language:
- Learn Italian
- To meet you

Catch a fish:
- For lunch
- For dinner
- For fun

Eat duck:
- Eat duck
- Eat duck
Topics and tasks

Challenge  Relevance  Value  Novelty
Novelty
What do we mean?

• providing light relief
• covering new ground
• making it memorable
STRATEGY

Understanding easily-confused words
Some English words have very similar meanings and are easy to confuse, such as say, speak, talk and tell. All four words mean that a person is using their voice to produce speech. However, there are differences in grammar and collocation.

If you are not sure which word to use, look it up in a dictionary. Example sentences, HELP and information boxes show you how to use the word correctly.
3. Study the dictionary entries and read the sentences in exercise 2 again. Then answer the questions.

1. Which two verbs can be used to report someone else’s words?
2. Which verb is always followed by a noun or a pronoun?
3. Which verb can be used to give orders and instructions?
4. Which verb shows that two or more people are having an informal conversation?
5. Which verb shows that one person is communicating with a group of people in a formal situation?
6. Which verb collocates with the following nouns: truth, lie, story and joke?
Say, speak, talk or tell?

Can it be used to report someone else's words?
Flowcharts

Say, speak, talk or tell?

1. **Start**
   - Does it collocate with the following nouns: 'truth', 'lie', 'story' and 'joke'?

2. **Yes**
   - Does it show that one person is communicating with a group of people in a formal situation?

3. **Yes**
   - Is it used before 'that' in reported speech?

4. **No**
   - TELL

5. **No**
   - SPEAK

6. **No**
   - SAY

7. **No**
   - TALK
Should I do this flowchart?
Do I have cookies?

Do I have cookies?

Are you eating any right now?

Humph.

Are you dreaming?

NO!

YES!

Have you looked in the jar?

Have you looked in the cupboard?

Yes!

NO!

Then go!

Have you looked under your bed?

Yes!

NO!

So you checked everywhere?

Found any?

YES!

NO!

You better go to the store!

YAAY!
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