

# Engaging millennials: Personalised pathways to better English

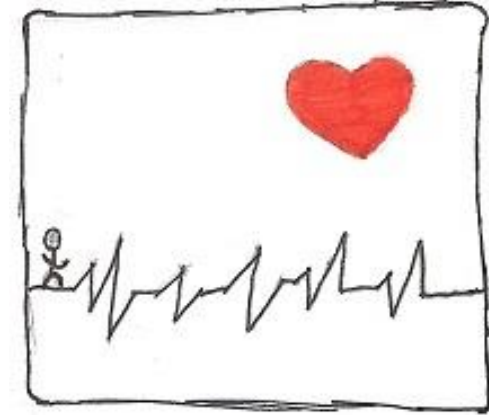
Edmund Dudley

# Two classrooms: similarities and differences?



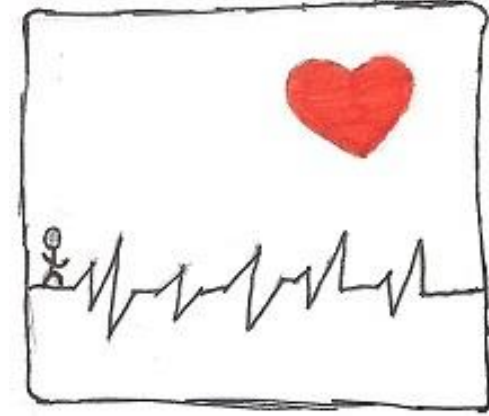
# In this talk

- Motivating teenagers: what seems to work?
- A whole-person approach
- Techniques for boosting confidence



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- **Motivating teenagers: what seems to work?**
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# Motivating teenagers: what seems to work?

Think about your own students.

- How do you get them motivated?
- What makes it difficult?
- Does anything work particularly well?



Tell a partner

# Motivating teenagers: what seems to work?

- How do you get them motivated?  
*build rapport, involve students, be responsive, set an example with your own behaviour*
- What makes it difficult?  
*proficiency level, inhibitions, low confidence, distractions, lack of interest*
- Does anything work particularly well?  
*personalised tasks, open-ended prompts, flexible working modes*

# Is there light at the end of the tunnel?

Remember this:

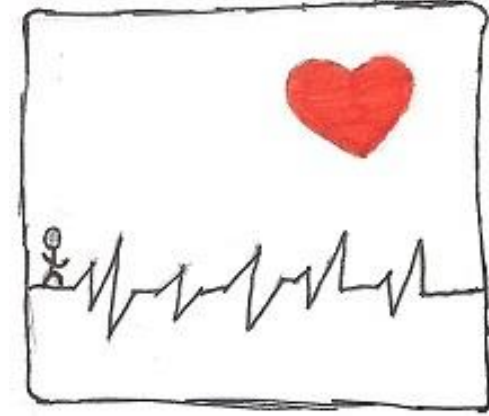
Teenagers will tolerate boring lessons...

...but they'll never forgive you for being unfair.



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# Do you recognise this person?



**Chris Langan**

# What makes Chris Langan extraordinary?

Talk to your partner.

Complete the sentence below:

***Chris Langan has one of the  
highest IQs in the world.***



## Christopher Langan

From Wikipedia, the free encyclopedia

**Christopher Michael Langan** (born March 25, 1952) is an American whose IQ was reportedly believed to be "between 190 and 210".<sup>[1]</sup>

**Christopher Langan**

Born

March 25, 1952 (age 65)

# What was his job for 20 years?



Blue collar?

Construction worker

Farmer

Taxi driver

Firefighter

Bouncer in a bar

White collar?

Teacher

Doctor

Physicist

Tech company CEO

Neuroscientist

# The limitations of talent and ability

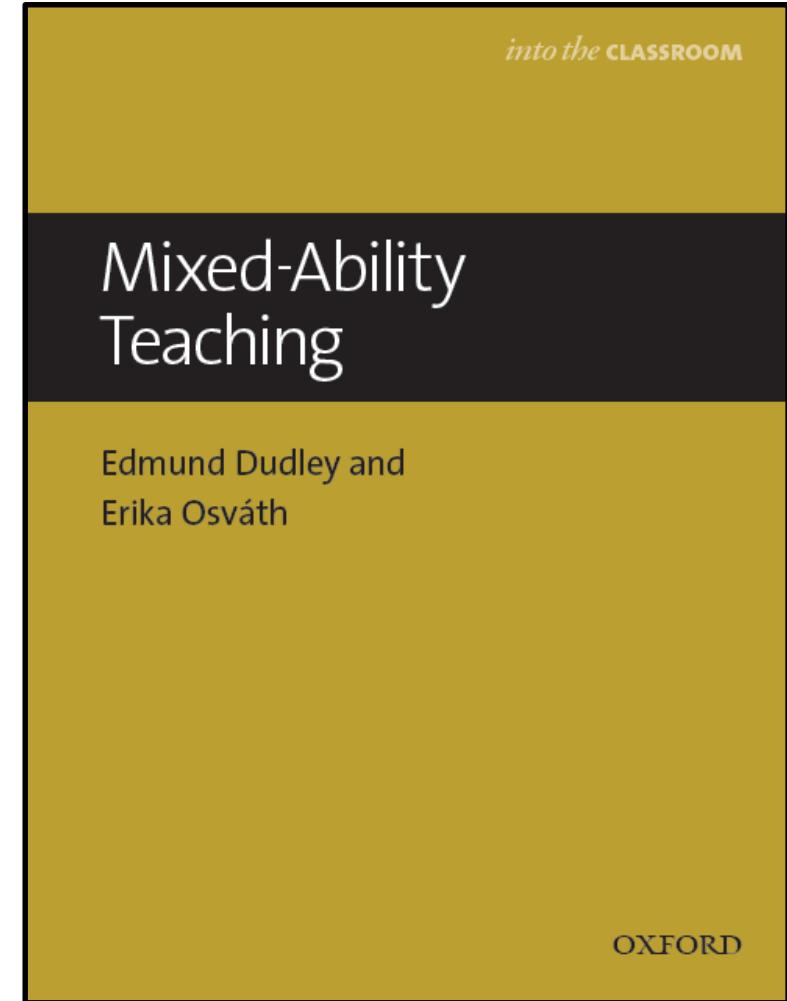
In addition to IQ, we also need **soft skills**:

- Emotional intelligence (EQ)
- Social skills
- Life skills
- Non-cognitive skills

(curiosity, determination, courage, growth mindset...)

# A whole-person approach

“It makes sense to think of the classroom as a miniature version of the world outside, in which success depends not only on gaining knowledge, but also on having social skills, values, and life skills.”





# Soft skills v hard skills

Think of a problem you overcame recently. Tell your partner about the problem and how you fixed it.

Examples:

a flat tyre / a broken phone / an angry partner / an unscheduled class

How did you overcome the problem?

Did you need knowledge (hard skills) or initiative (soft skills)? Or both?

# Become a novice learner

Weaknesses can either make you feel ashamed, or they can inspire you to grow and develop.

Become an elementary-level learner at something:

QUESTION WORDS	
Where?	Waar?
When?	Wanneer?
Why?	Waarom?
What?	Wat?
Who?	Wie?
How?	Hoe?
How much/many?	Hoeveel?
Is/are there?	Is/Zijn er?

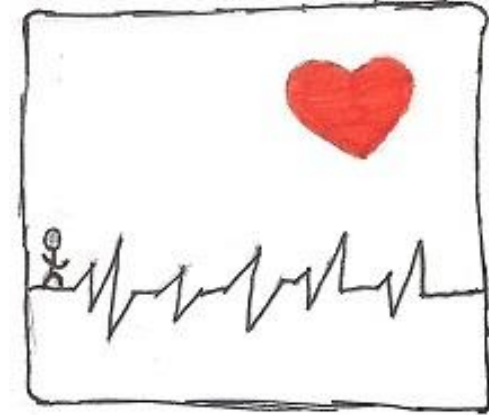


# A whole-person approach in the classroom

- Celebrate strengths *and* weaknesses
- Emphasise soft skills as well as hard skills
- Acknowledge individual students' emotions and attitudes
- Work hard to improve the group dynamic
- Encourage students to foster a *growth mindset*

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# Techniques for building confidence

Some common features of the activities which follow:

- Students can use some L1
- Students are given options
- Students can work together
- Process is as important as product
- There are many possible outcomes
- Students feel secure





# Speak, pass, or nominate

**8 Presentazione orale** Fai una presentazione orale e descrivi il tuo compagno. **ES T**  
*Giovanni's got a brother, but he hasn't got a sister. His brother's name's Marco. ...*

Do you want to **speak, pass, or nominate?**

- **Speak** = I'll give an answer
- **Pass** = Not now. Maybe later.
- **Nominate** = My partner has a good answer.

# Speak, pass, or nominate

## Some observations

- The majority of students choose to speak
- Students who pass have a sense of relief...
- ...which often leads to renewed confidence
- Nominated students can pass!
- Students appreciate being given options

# Scale of 1-5


Do you recognise this person? Who is it?

Answer using the scale below:

- 1: I have no idea, but I'll say...
- 2: I don't really know, but it could be...
- 3: I think it might be...
- 4: I'm fairly certain it's ...
5. I'm 100% sure that it's ...



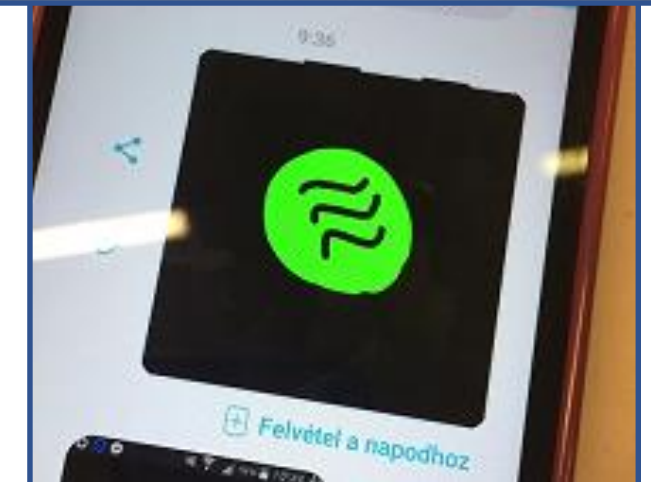
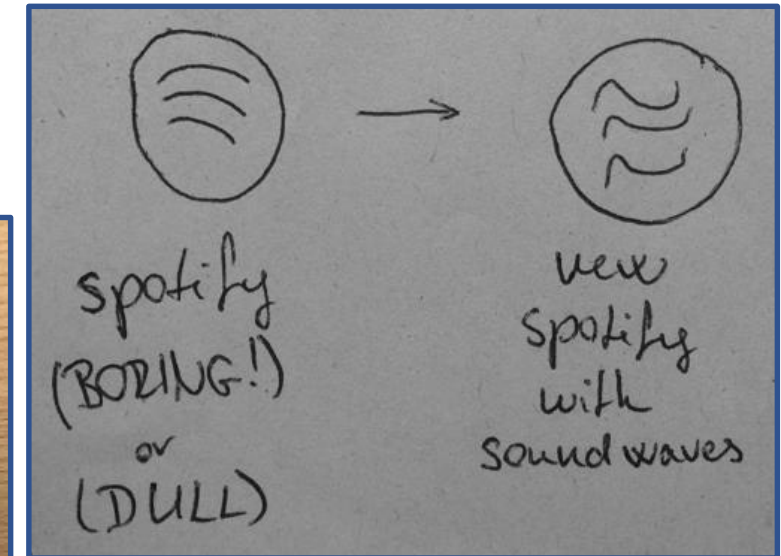
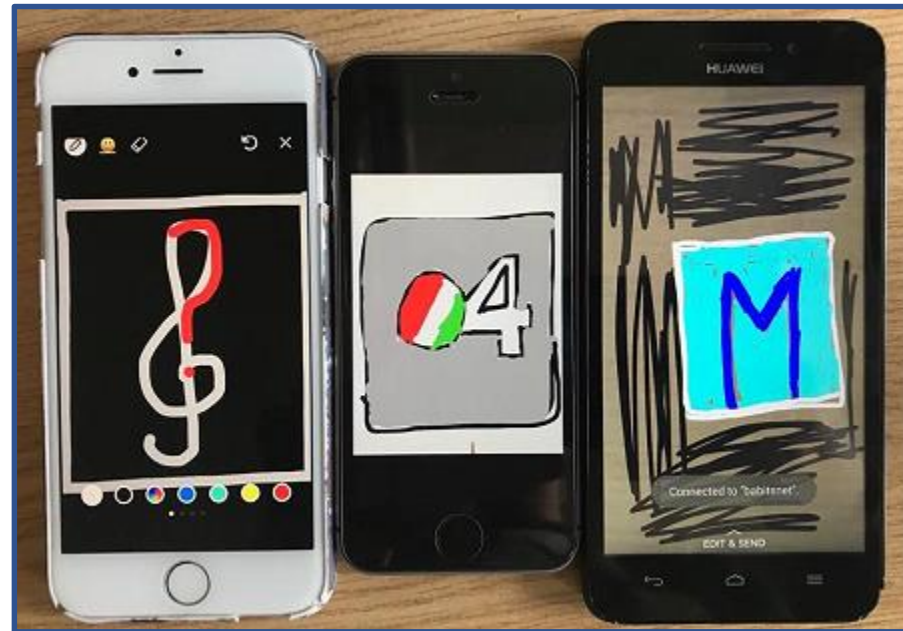
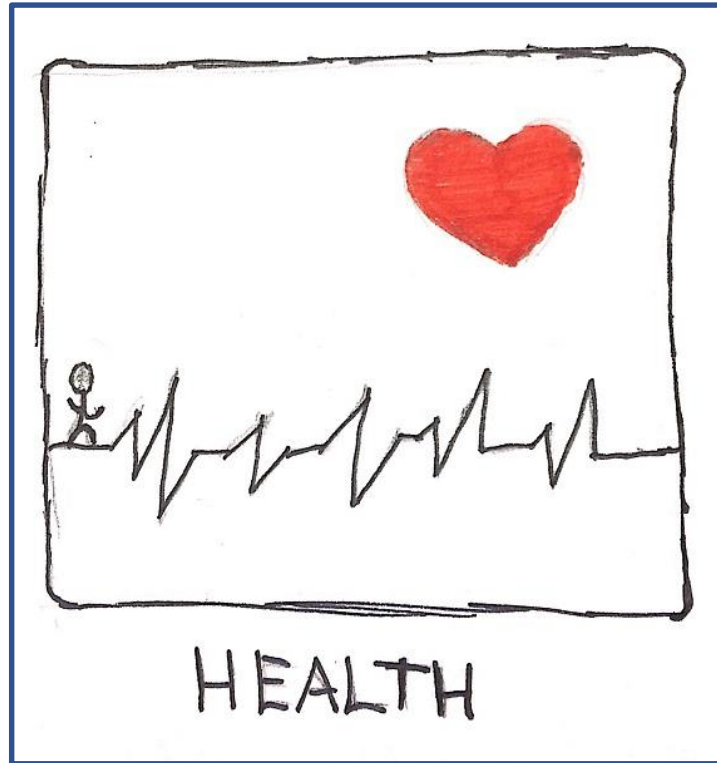
# Re-designing icons

- Which of these icons do you recognise?
  - What do the various apps do?
  - Which icon best illustrates the functionality of its app?
- 
- Look at your own phone.
  - Which icons need re-designing?
  - Choose one. Re-design it.
  - Present it to the class.





# Re-designing icons





# Subjective map

Add the following words to the map - in the correct place:

- football
- music
- love
- beauty
- food

Now explain your choices.

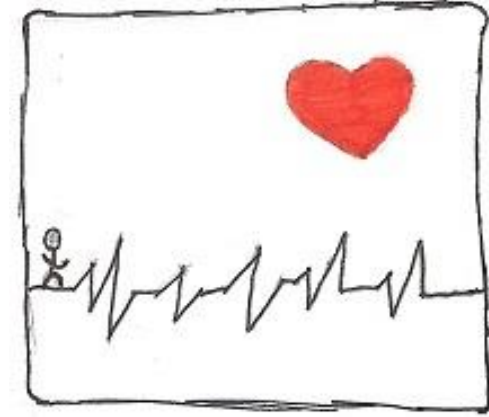


# Recall and share



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