MOTIVATION & INCLUSION
Keys to successful classroom management

I webinar per gli insegnanti di inglese
Per assistenza è possibile contattare lo staff Pearson scrivendo al seguente indirizzo

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Bringing the Real World into the Classroom

Exploiting authentic materials to increase motivation

23rd of March 2015
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What are we talking about?

- Materials
- Language
- Tasks
Pedagogy:

Researchers such as Gilmore (2007) and Sherman (2003) believe that authentic materials have a strong positive effect on motivation.

“Using authentic materials helps increase learners' motivation for learning a language, because they feel that they are practicing a real language used beyond the classroom.”

Kilickaya (2004)
Second Language Acquisition (SLA):

“There is substantial research evidence to support the use in language learning of the linguistically rich, culturally faithful and potentially emotive input supplied by authentic texts.”

(Mishan, 2005:11)
Harmer states that the use of authentic materials has a positive effect on learners, in that it:

1. helps learners to produce better language.
2. helps learners to acquire the language faster.
3. makes learners more confident to deal with real life situations.
Authentic video
engaging
comprehensible
e motive
rich, real-life language input
memorable
Video as a Learning Tool

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70-90% of what we see, hear and do

“For Sale: baby shoes, never worn.”
A LIFE IN SIX WORDS

In the 1920s, the American author Ernest Hemingway bet ten dollars that he could write a complete story in just six words. He wrote: "For Sale: baby shoes, never worn." He won the bet.

An American online magazine has used the Hemingway anecdote to inspire its readers to write their life story in just six words, and they've been overwhelmed by the thousands who took up the challenge. They have published the best in a book, which they have given the title of one of the submissions: Not Quite What I Was Planning. The online magazine editor, Larry Smith, appeared on Today BBC Radio 4's early morning current affairs programme.

Today then invited its listeners to send their own six-word life stories to the BBC website.

LISTENING

1A Work in pairs. Read the text and discuss the questions.
1 What do you think Hemingway's six-word story is about?
2 Why is Larry Smith appearing on Today?
3 Where does the title of the book come from?
4 Do you think you could write your life story in six words?

B @ 4.2 Listen to the interview with Larry Smith and answer the questions.
1 What does his magazine website believe about story writing?
2 What surprised him about the response to the six-word life story challenge?
3 What feeling do a lot of the stories express?

C Listen again and complete sentences in the six-word stories you hear:
1 Not quite _______ I was planning _____
2 Wasted _______ ________
3 Found ________
4 Never ________

D Work in pairs and discuss. Which of the stories above sounds most interesting? What do you think happened in this person's life?

GRAMMAR I wish, if only, should have

2A Work in pairs. Look at the six-word stories from the BBC website. What does each person want to change about their life?
1 Wrong era, wrong class, wrong gender.
2 Really should have been a lawyer.
3 Born London, lived elsewhere, died inside.
4 Any chance I could start again?
5 Worry about tomorrow, rarely enjoy today!
6 Aspirations compromised by procrastination, then children.

B Match sentences a)–f) with stories 1–6 above.

a) I wish I could do it all again. 4
b) If only I weren't so anxious.
 c) I wish I'd been born twenty years later.
d) If only I hadn't given up on my dreams.
e) I should have stayed where I was happy.
f) I shouldn't have become a doctor.

C Complete the rules. Use the sentences in Exercise 2B to help.

Rule:
To express regret about the present or future use if only / I wish + __________

To express regret about the past, use:
If only / I wish + __________ + or:
shouldn't b) + ________

D 4.3 Listen to the sentences from Exercise 2B and underline the stressed words. Then listen and repeat. Pay attention to the weak forms in should have /shud a v/.
Engulfed in work. Expelled from friendlists.

“Congratulations! Boy or Girl?” “...I'm overweight…”

― Jakub Kopoś

365 Apples. My annual insurance policy.
忘了母亲的生日。从继承中除名了。（Leah Montano）

顺其自然。享受旅程！（Carol Goodey）

睡过头了。错过了我的机会。（Elisa Gomez）

学会了英语。一个全新的世界打开了。（Liliana MacShane）

嫁给了一个希腊人。陷入了危机。（Beata Ozieblowska）
Evening. Excess vodka.
Morning. Excess inertia.
Our-six-word-stories[www.savevid.com].flv
www.flickr.com/people/eltpics/

www.picmonkey.com

ELTpics by : @melgarrish
@asalinguist @antoniaclare
@worldteacher @sandymillin
@thornburyscott
You miss 100% of the chances you don’t take.

Like · Comment · Share · 7 · 2

Name 3 things that have made you smile today.

Like · Comment · Share · 8 · 8

Sometimes we need to close our eyes in order to be able to see...

Like · Comment · Share · 11 · 1

Being happy doesn’t mean that everything is perfect. It means that you’ve decided to look beyond the imperfections...

Like · Comment · Share · 7 · 3

“IT is not in the stars to hold our destiny but in ourselves” ~ William Shakespeare

Like · Comment · Share · 10 · 2 · 1
Money can’t make you happy but...
Family can e______ your life: your parents, your siblings, your children. Hearing your ch____ laugh on a bad day will b______ your m______. It does for me.”
“L_______ is more important than money. I think family and having, like, a n_______ e_______ to grow up in.”
‘What makes you happy?’

Make a short video...
• 50 people, 1 question
• Five second videos...

#happy
Hello! I am Elinda Gjondedaj here in Athens, Greece, and I came across your happiness project! So I am sending you my poster. I will ask my students to make a poster, too. I usually teach young children. I love teaching children because they make me see the world in a different, more optimistic, way. What makes me happy is to learn and share new things! I love teaching but also learning. I love discovering the world. New places, other people, new experiences. Also, a loving hug from a friend or family will make you fly in the sky. But, nothing makes me more happy in the whole world than a happy face of a child. Thank you for sharing happiness! Best Regards, Elinda
Happiness is when what you think, what you say, and what you do are in harmony. "Mahatma Gandhi"

MAKE HAPPINESS A HABIT.
Amazing people, a vibrant caring community, good ideas, great coffee, gardens full of edible pleasure & beauty, treasure found on the path, those lavender days, happy classrooms full of shining people, wonderful work to do, the poetry of everything, and saying yes: thank you for it all constantly each day as I count my many blessings. That's happiness. That's my beautiful world.

http://chucksandy.edu.glogster.com/chucks-happiness/

-- Chuck Sandy
**DVD PREVIEW**

1. Work in pairs. Discuss which are the most exciting cities in the world to visit.

**DVD VIEW**

3. Watch the DVD. Tick the activities that Ginny suggests for her perfect day in Barcelona.
   - 10:00 a) breakfast with coffee and toast  
     b) breakfast with hot chocolate and ‘churros’
   - 11:00 a) sightseeing – La Sagrada Familia  
     b) shopping in a market
   - 13:00 a) have lunch – try some tapas  
     b) have a picnic on the beach
   - 16:00 a) have a snack  
     b) go shopping
   - 18:00 a) visit the beach  
     b) get a drink
   - 22:00 a) go to bed  
     b) go out for the evening (eating, drinking, dancing)

4A. Choose the activities above that you think are most exciting.

**BBC Holiday 10 Best Cities**

Holiday 10 Best takes you on a journey to different cities around the world to find out what they have to offer. They go to the coolest, hippest, biggest and most exciting places on the planet to discover what makes these cities truly great. In this programme, Ginny Bodey gives us her ideas for how to spend the perfect day in Barcelona.

**Phrasebook**

We’re starting the day...
We’re going to...
Afterwards, we’re...
In the evening, we’re planning to...
It’s going to be...
1. ... walk through the old city.
2. ... fantastic
3. ... in the main square.
4. ... go to a classical music concert.
5. ... going to relax in the park.
6. Work in groups. You are going to plan a day in a city of your choice. Plan your day in detail. Use questions 1-6 to help you.
   1. Which city are you planning to visit?
   2. What are you doing there?
   3. How are you going to get around?
   4. What are you going to eat/drink? Where?
   5. What are you planning for the evening?
   6. What is going to make the day so special?

**Writeback an invitation**

7. Write an invitation. Describe your perfect day out and give it to someone in another group. Use the phrases on page 30 to help you.
Write a recipe for your perfect day here, like this:

Ewan MacRae: red wine, steak, cheese

Jana Tauchmanová: sea, no students, drinks

Olga Nesterenko (Ukraine): sun, sea and good drinks

Antonia’s perfect day in Italy
1 sunshine
2 sea
3 cherries

Mike Harrison (London, UK): camera, winding streets, good food

Raquel oliveira Brazil): friends + beach + fun

Petr Pesek (Poland): sun, beach, nice food

Alessandra De Campos Brazil): sun, paella, music

Sunny Bracco: sun, orchard, peace

Ana Gonzalez: bed, roses and chocolate

Emma Hernandez (Barcelona, Spain): a good book, sun, chocolate

Ramune Kaminskaite: sun, solitude and silence
A Perfect Day: What's your "perfect" day?

Getting ahead in your management career
or to have a coffee in an outdoor bar
LISTENING

1A Think about your life over the next year. Write one thing you will definitely do / will probably do / aren’t likely to do / definitely won’t do.

B Work in pairs and compare your answers.

2 Read the programme information. Would you like to receive a letter from your younger self? Why/Why not?

3A 6.3 Listen to a woman reading a letter she wrote to herself four years ago. Is her letter optimistic? Yes

B Listen again and underline the correct alternative.

Letters to myself

The idea is simple: write a letter to yourself, and futureme.org will keep it and send it back to you at a point in the future – you pick the date. You will get a glimpse of the person you used to be and discover if you have met the expectations and hopes of your younger self. In this BBC radio programme, people read aloud and comment on their letters.
‘He’s had a grand vision for his life since he was a boy’

- The Great Gatsby -

Me, in ten years...

- Helen -

NOTHING SPECIAL, JUST ME

I’m 24 years old and I have studied English for 15 years. Now I live in a big house with a pool, in California. I’m living with my best friends.

I don’t have a job yet, but I’m at university. I enjoy it, because later in my life, I want to have a good job to make a lot of money to do what I want to do. I think, when I finish university, I will be a little bit freer and will be able to earn my living.

I need English every day, because I’m living
BANKSY

DVD PREVIEW

1A. Work in pairs. Look at the picture above and the background photo. Which of the words/phrases in the box would you use to talk about graffiti?

- eye-catching
- artistic merit
- positive
deface buildings
- sick
- stimulating
- offensive
- provocative
- conveys a message
- ugly
- hideous
- pleasing to the eye
- messy

B. Read the programme information and answer the questions.
1. Who is Banksy?
2. Why do you think he keeps his identity a secret?
3. Why did Bristol host a Banksy show?

BBc The One Show

The mysterious graffiti artist Banksy, whose pioneering work has brought graffiti into mainstream art and whose pictures fetch hundreds of thousands of pounds, is rumoured to be from the city of Bristol. While no one knows for certain if this is true or his identity is a closely guarded secret, the city recently hosted an exhibition of Banksy’s work. So what do local people think of Banksy and graffiti in general? Connie Holland, a reporter from BBC’s topical magazine programme went along to find out.

DVD VIEW

2A. Watch the DVD. Do these people think graffiti is art (A) or vandalism (V)?
   - Good Morning ___
   - Woman 1 ___
   - Man 1 ___
   - Man 2 ___
   - Woman 2 ___
   - Woman 3 ___
   - Man 3 ___
   - Man 4 ___

B. Watch the DVD again and complete the sentences.
1. We’ve been astounded by the number of people coming through the door and down the street.
2. The spray painting work is once common, so it’s actually ________ his work in a different way.
3. ...you can’t have ________ for one and not for the other.
4. Has graffiti really become a credible and art form or is it seen by most as just vandalism?
5. Very very artistic, very ________ the eye, and sometimes it has a very ________ message.

3. Work in pairs and discuss whether you agree/disagree with the statements.
   - Holding an exhibition of graffiti is irresponsible because it encourages people to think spray-painting graffiti on public buildings is acceptable.
   - There’s a difference between artistic graffiti and simple vandalism. There should be separate laws for graffiti artists like Banksy and for kids who just deface property.
Listen to the walls talking...

Sharing Ideas and Follow-up Activities

Vida's idea for English for Specific Purposes classes

If you want to use the Walls Talking site with your English for Specific Purposes students (e.g., Social Science or Humanities students), you can do the following. In class, present briefly the Walls Talking site and invite students to contribute graffiti photos or comments. Then send an email to all the volunteers with the following instructions:

1. Go to the project page and view some of the graffiti by clicking on a country cloud: http://wallstalking.org/
2. Read some info about the project and how to contribute graffiti: http://wallstalking.org/Home/About
3. Then you can:
   o Take some pictures of graffiti following the steps in the page above. When you have written the English graffiti text (translation and comment), send it to the teacher. When you receive the teacher's suggestions for improvement, upload the photos and text onto the web.
   o Alternatively, instead of taking photos of graffiti, you can comment on the already uploaded graffiti photos. Read this comment to get the idea of what kind of text you are supposed to produce: http://wallstalking.org/Gallery/Item/237 When you have written the English comments, send it to the teacher. When you receive the teacher's suggestions for improvement, upload your comment onto the web.

Your students will be more motivated to do their best, if you award them extra points considering the length and quality of their contributions.

Our ideal graffiti by Vicky's group

www.listentothewalls.pbworks.com

wallstalking.org
FRIENDSHIP

Friends bear with each other.
Six ideas:

1 Six word stories – using authentic listening to promote creative task involving digital literacies
2 Museum of me – getting students to choose pictures about themselves, share on social media
3 Can money make you happy? – make a podcast / short film, #happytag on Youtube – ten things that make you happy - poster.
4 Perfect Day – recipe for perfect day, make a board / audio podcast – a perfect day in _____?
5 Future self - Magazine about your future self – where do you see yourself in 5 years time?
6 Graffiti - Make a podcast film/photos of graffiti around your town /make a poster, write captions.
speakout

The real world in your classroom!

The award-winning course that invites you and your students to discover English as it is really spoken. Speakout builds up all the skills and knowledge students need to express themselves confidently in a real English-speaking environment.

- A six-level English course for adult students
- Takes students from CEF A1 to C1 (GSE 22-79)
Thank you!
Ten Commandments...

1. Set a personal example with your own behaviour.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learners’ linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners’ goal-orientedness.
10. Familiarize learners with the target language culture.
Informazioni utili

- Gli **attestati di partecipazione** vi saranno inviati via e-mail

- Riceverete nella medesima e-mail le istruzioni per scaricare, dal sito Pearson, i **materiali** presentati oggi
How not to demotivate the motivated (students and teachers)!

30 marzo
English Language Teaching
il portale per i docenti di inglese

Contenuti disciplinari
Esercitazioni e materiali
Approfondimenti
Consigli di lettura
Formazione

http://www.pearson.it/english
Se avete suggerimenti o suggestioni che volete condividere, potete andare sulla pagina facebook di

“Pearson Academy – Italia”
Grazie per la partecipazione!