



Warum Marionetten schlecht Sprachen lernen

CEBS SPRACHENFORUM
2018

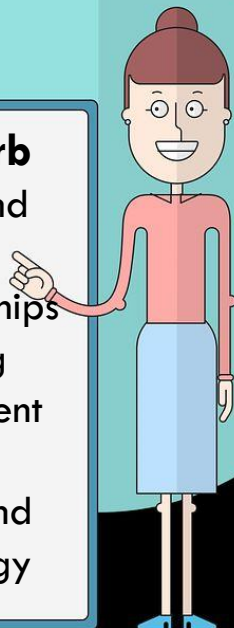
The importance of choice what to expect...

- Status quo and problems
- In a nutshell: why do we need choice?
- How we learn
 - Turning the brain on: sense and meaning
 - Active learning
 - Deep learning and cognitive conflict
 - Intrinsic motivation: autonomy – mastery – connection
- How to engage students with choice: practical examples



Themenkorb

- Sports and Leisure
- Relationships
- Travelling
- Environment
- Politics
- Media and Technology



The status quo

Speaking

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE	PHONOLOGY
B1	Has enough language to get by, with sufficient vocabulary to express himself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "formulae" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.
A2+	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make himself understood in very short utterances, even though pauses, false starts and repetitions are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.
A1	Has a very basic repertoire of words and phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, re-phrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.

Listening

LiU

LISTENING TO THE RADIO AND AUDIO RECORDINGS

For the PROSIGN version of this scale [click here](#).

C2 No descriptors available; see C1

English in Use: Multi-choice

You are going to read a letter from a university professor to **The Economist** about the use of English in Europe. Some parts are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1-14) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

Language and Trade

In last month's edition of *The Economist* one of your columnists lamented (Q1) ... that English has arisen as the main language that Europeans choose to learn (Q1) ... the English-speaking world remains largely monolingual. (Q2) ... at the inability of the British to speak any language other than (Q3) ... your columnist missed an important point: the linguistic (Q4) ... of Europe has an immensely important role to play. It can be of economic (Q5) ... cultural and social benefit.

In a recent research project, we (Q6) ... that bilateral trade between European countries depends positively on the probability that two (Q7) ... individuals, one from each country, would be able to communicate with (Q8) ... in English. We predicted that if knowledge of English in all European countries (Q9) ... by ten percentage points, European trade would rise by 15% (Q10) ... average. Bringing all European countries up to the level of English proficiency (Q11) ... the Dutch could increase European trade by up to 70%.

This comes close to the benefits gained from changing to the euro. But (Q12) ... the euro and having to accept a new currency, you need not (Q13) ... your own language to use English. Our analysis is not based on English (Q14) ... an official language across Europe, only on analysis being able to speak it well.

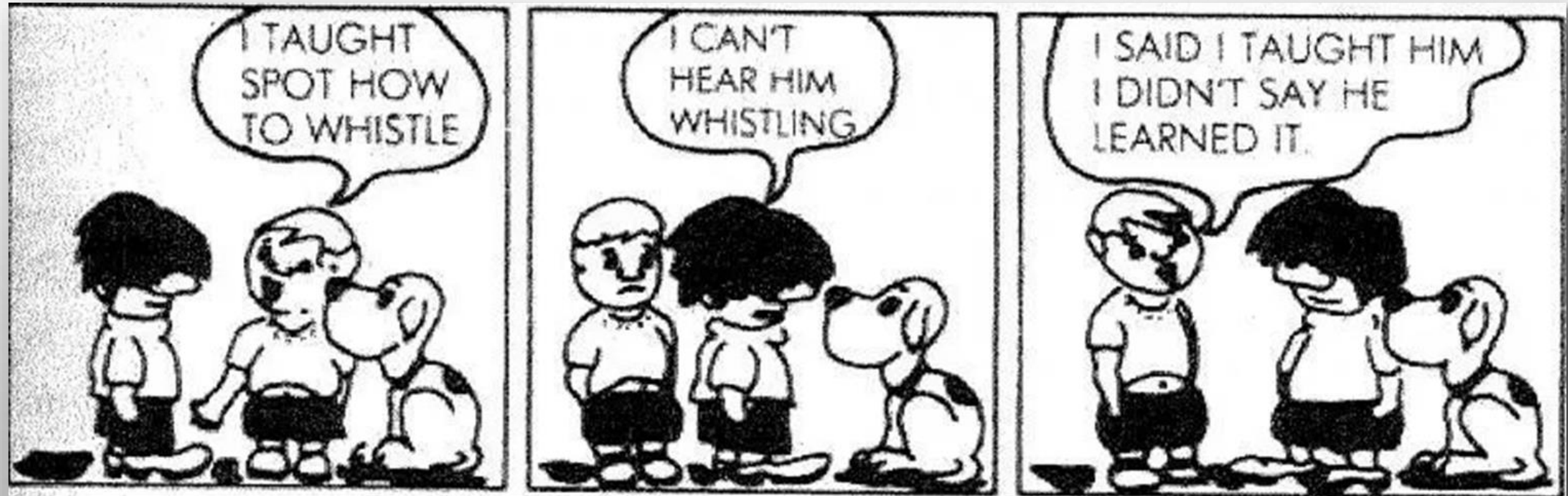
- 0 A hearing **the fact** C the idea D knowing
Q1 A providing B nevertheless C while D meanwhile
Q2 A In his despair B In shock C He looked D Fascinated

of recorded and broadcast audio material, including some non-standard usage, all including implicit attitudes and relationships between speakers.
the standard form of the language likely to be encountered in social, professional speaker viewpoints and attitudes as well as the information content.
documentaries and most other recorded or broadcast audio material delivered in age and can identify the speaker's mood, tone etc.
on content of the majority of recorded or broadcast audio material on topics of clear standard speech.
ts of radio news bulletins and simpler recorded material about familiar subjects clearly.
ts and important details in stories and other narratives (e.g. a description of a r speaks slowly and clearly.
ortant information contained in short radio commercials concerning goods and video games, travel, etc.).
review what people say they do in their free time, what they particularly like doing if, provided that they speak slowly and clearly.
he essential information from short, recorded passages dealing with predictable vely slowly and clearly.
tion from short radio broadcasts, such as the weather forecast, concert ults, provided that people talk clearly.
t points of a story and manage to follow the plot, provided the story is told slowly tion (e.g. places and times) from short audio recordings on familiar everyday rered very slowly and clearly.
and numbers that he/she already knows in simple, short recordings, provided owly and clearly

- Essay
- Report
- Blog
- Letter / Email
- Article
- Brochure

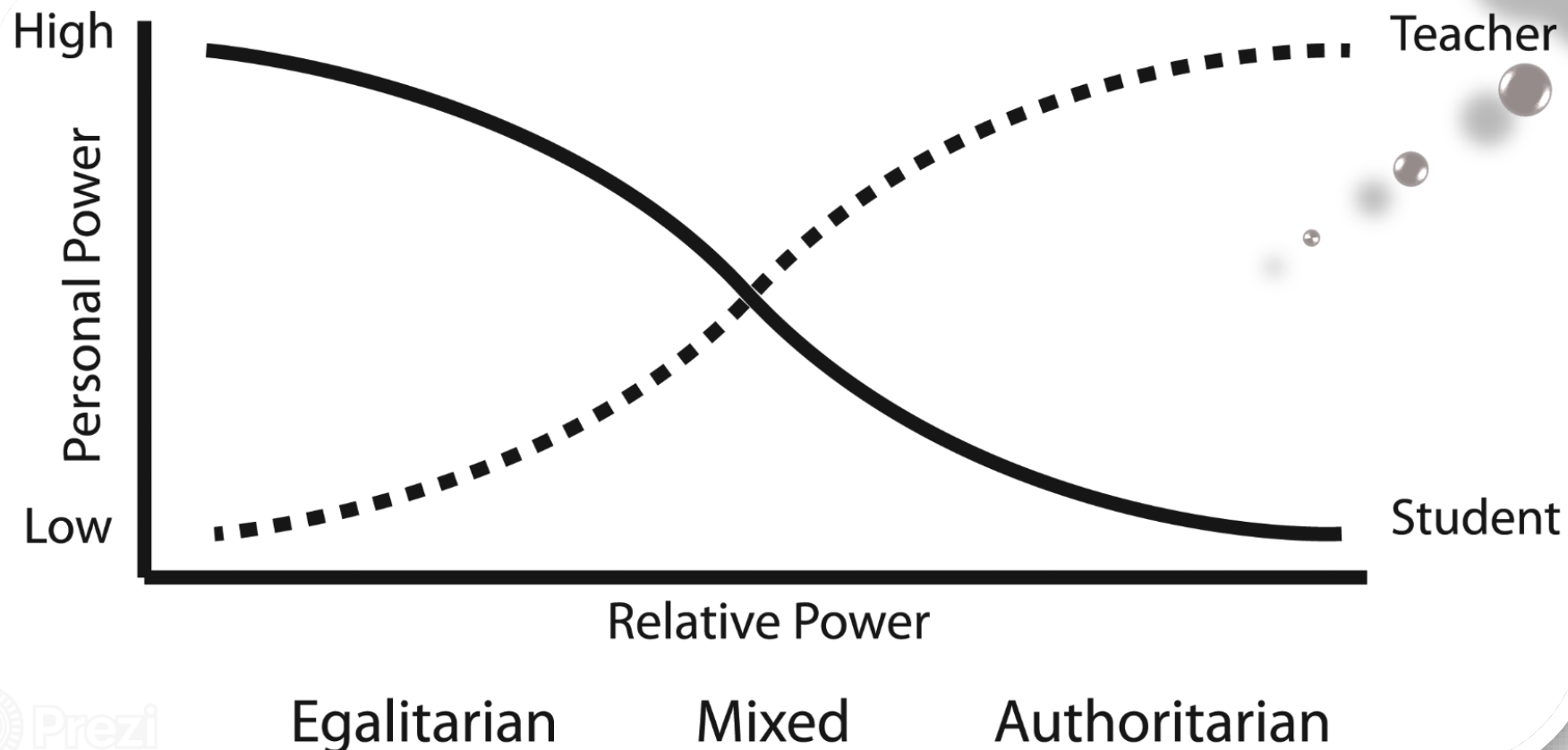
Assessment Scale B2	
122 Task Achievement	122 Organisation and Layout
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0





Porter's continuum

Where are you and your students now?



Choice in your classroom



How much freedom do your students have?	always the teacher	sometimes the students	often the students	usually the students
Who chooses the topics?				
Who chooses the activities / exercises/ tasks?				
Who chooses the products? (assignments, homework...)				
Who writes or chooses comprehension questions?				
Who chooses the resources (texts, books, videos...)				
Who selects vocabulary?				
Who checks the students' work?				

How much freedom do your students have?



John Hattie on teacher talk



“Students seem to come to school to watch teachers working!”

„One of the difficulties of so much teacher talk is that it demonstrates that teachers are the owners of subject content, and controllers of the pacing and sequencing of learning, and it reduces opportunities for students to impose their own prior achievement, understanding, sequencing, and questions.“

“The current dominance of monologue may cause less damage for brighter students, who can engage in learning with their typically greater access to learning strategies and self-talk about the learning. Monologue is less satisfactory for the struggling students, the disengaged, and the confused.”

John Hattie: Visible Learning

“Often we have been much more concerned with teaching rather than learning.”



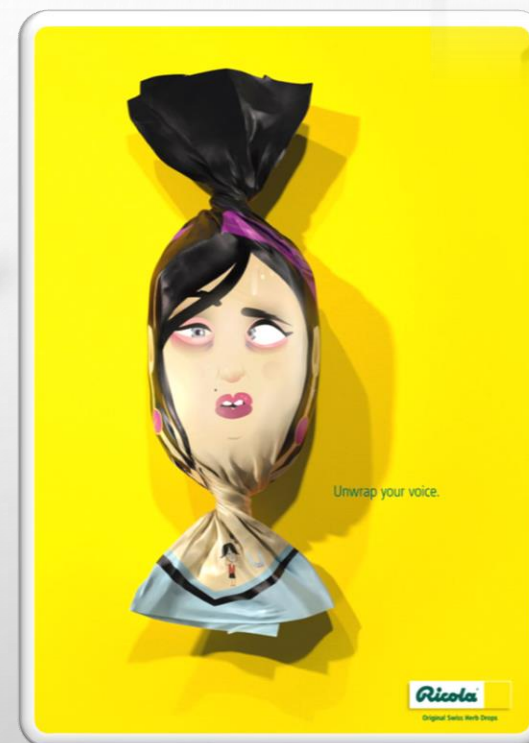
“The key is what is going on in each student’s mind - because influencing these minds is the point of the lesson.”



Some people think
you learn a
language to use a
language

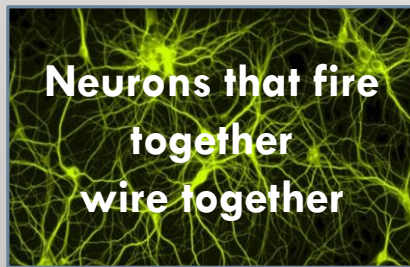
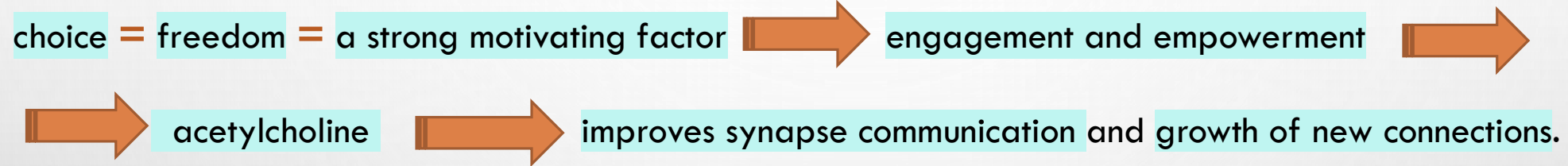
You don't

You use a
language to
learn a language

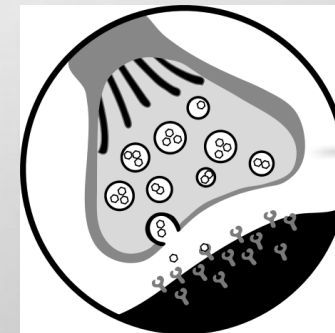
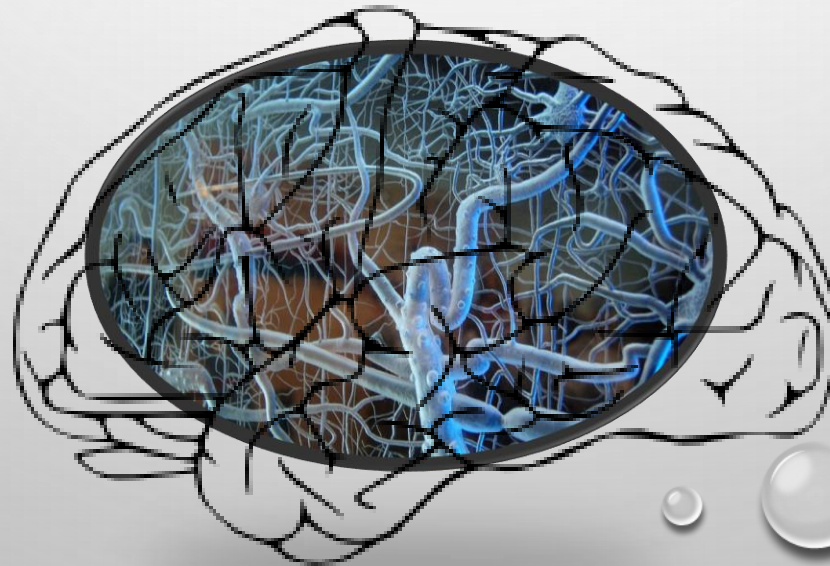


How do we learn? Why do we need choice?

- every brain is unique
- our existing networks determine what we notice and how we learn new things: interests, gender, readiness levels, learning preferences...
- choice triggers an exciting chain reaction on a psychological AND chemical level



Learning = making new connections or strengthening existing ones



How to get in...



Cut STRESS !
Making
mistakes is
ok.

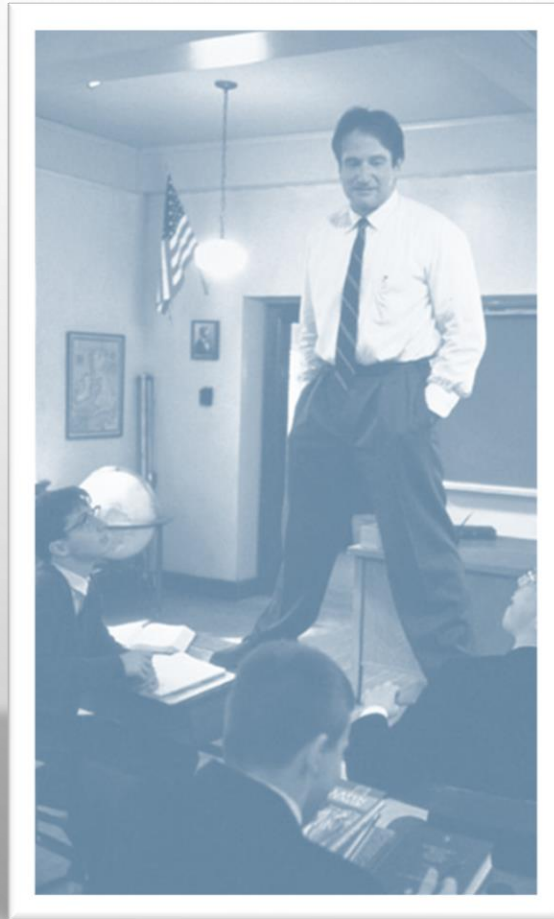
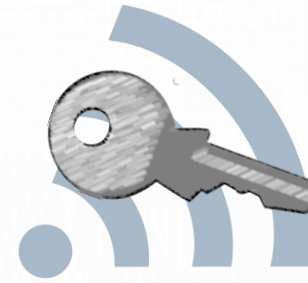
Create a safe
and pleasurable
environment.



Hijacking the brain :
Emotions are the key to the brain



Turning the brain on



meaningful

- authentic and reliable
- relevant and interesting
- relaxed and non-threatening

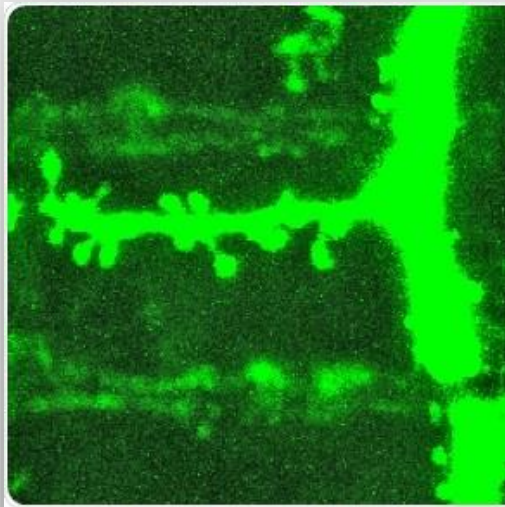
Why is engagement so important? Sense and Meaning

“Teaching is the art of changing the brain. I mean, creating conditions that lead to change in a learner’s brain.”

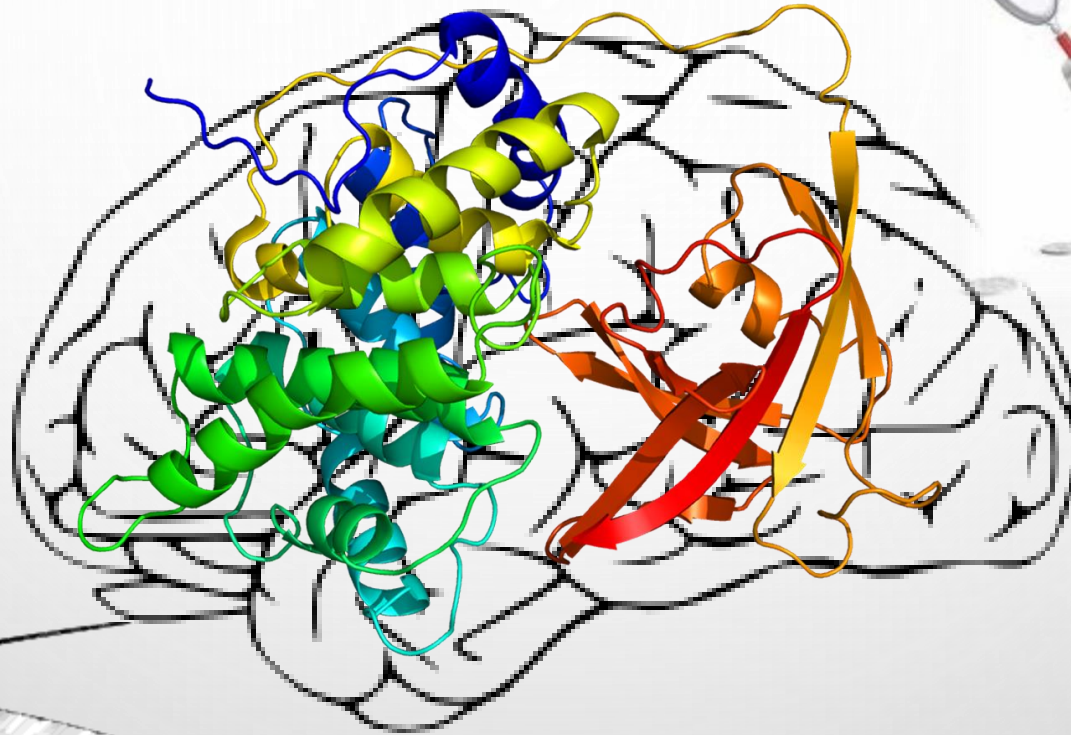
James E. Zull, p.5



Acetylcholine

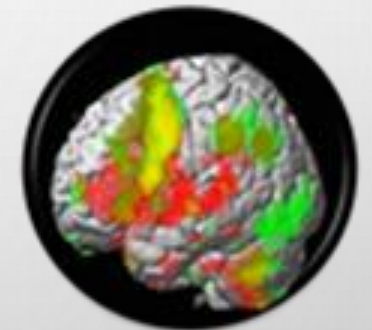
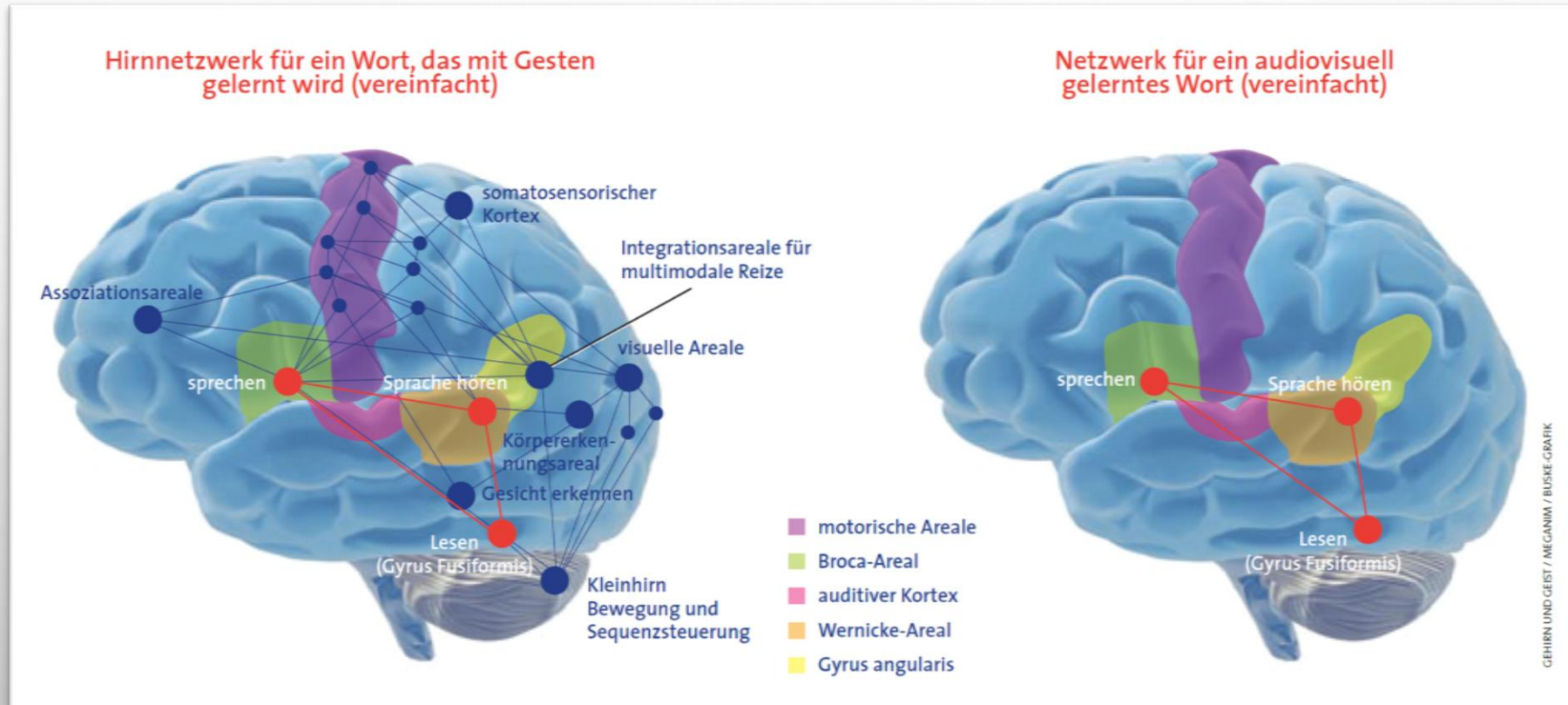


Active learning

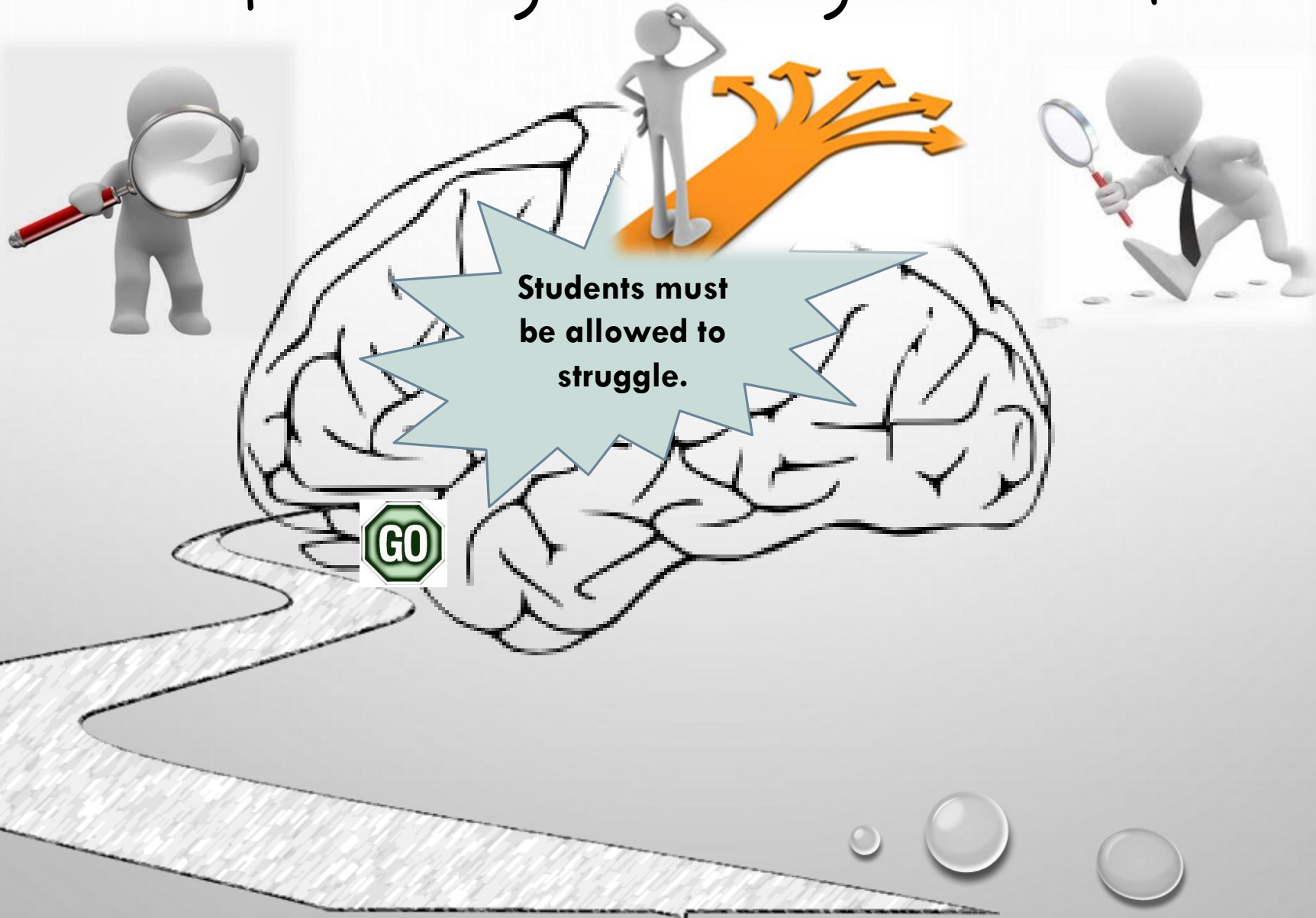


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Active Learning = simultaneous activation of neural networks



Deep learning needs cognitive conflict



Cognitive conflict

Challenge them!

**“Complex learning is enhanced by challenge and inhibited by threat associated with helplessness.
(Caine & Caine 2000)”**



- The girl's umbrella.
- The people's umbrellas.
- The boy's umbrella.
- The girl's umbrellas.
- The girls' umbrella.
- The girl doesn't have an umbrella. 😊
- The siblings' umbrella.

Challenge: find the rule



Hello, I am Mrs. Pölzleitner.

I live in a blue house in Graz. I am an English teacher. I love reading books and learning languages. I speak English, German, French, Italian and Greek. I also like sports. In winter I go skiing and in summer I go jogging. I ride my bike to school every day. My favorite food is Indian curry. I am vegetarian, so I do not eat meat.

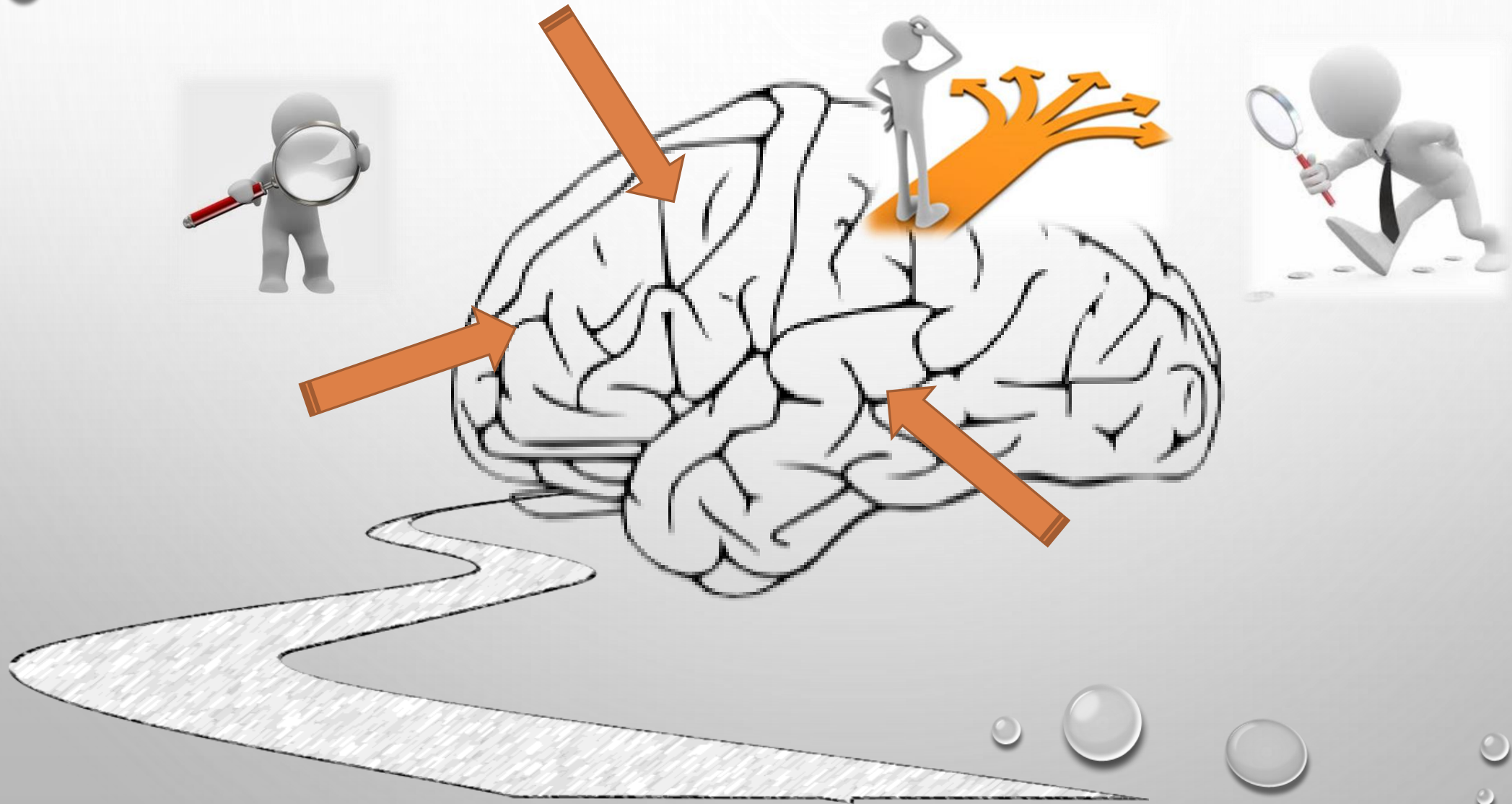
What do you notice?



This is Mrs. Pölzleitner.

She lives in a blue house in Graz. She is an English teacher. She loves reading books and learning languages. She speaks English, German, French, Italian and Greek. She also likes sports. In winter she goes skiing and in summer she goes jogging. She rides her bike to school every day. Her favorite food is Indian curry. She is vegetarian, so she does not eat meat.

Active learning needs multiple paths
in and out



Why we need choice

all brains are
different

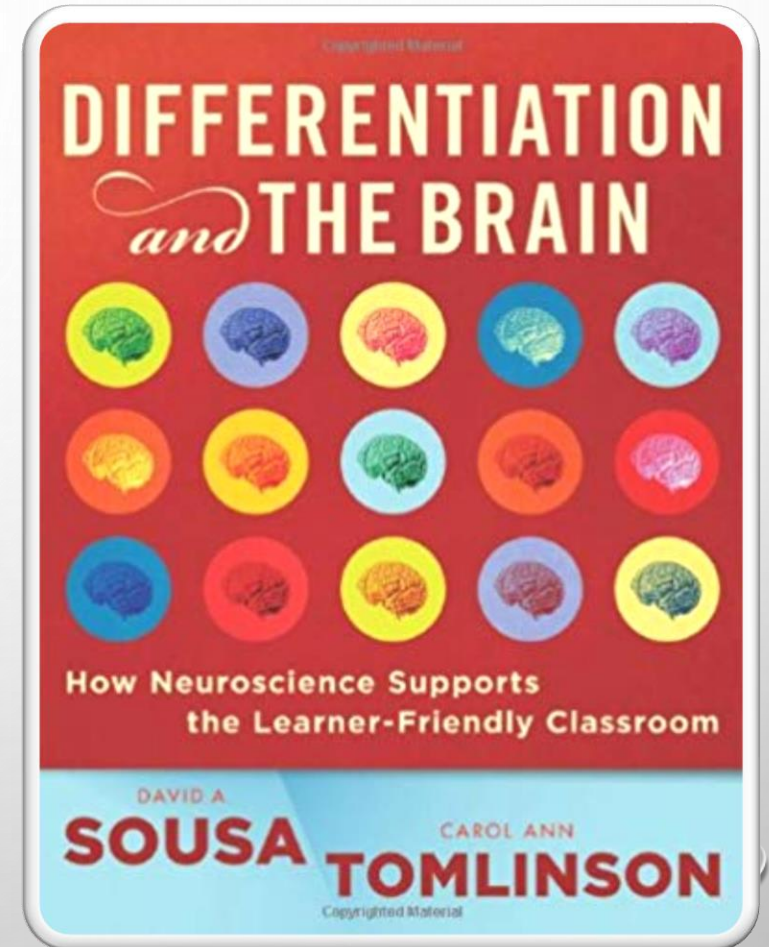
student
readiness

student
interest

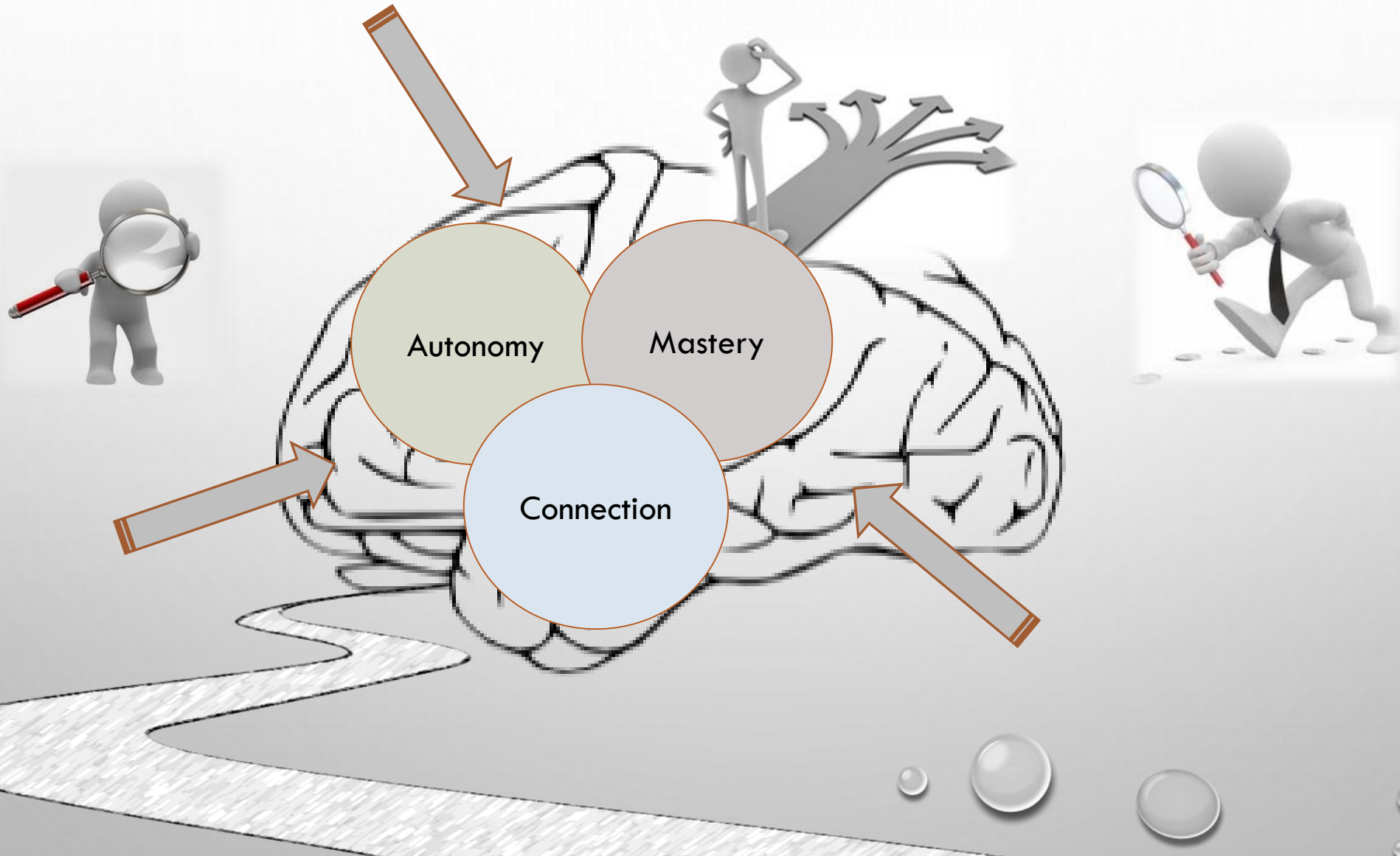
learning
styles and
preferences

cultural
background

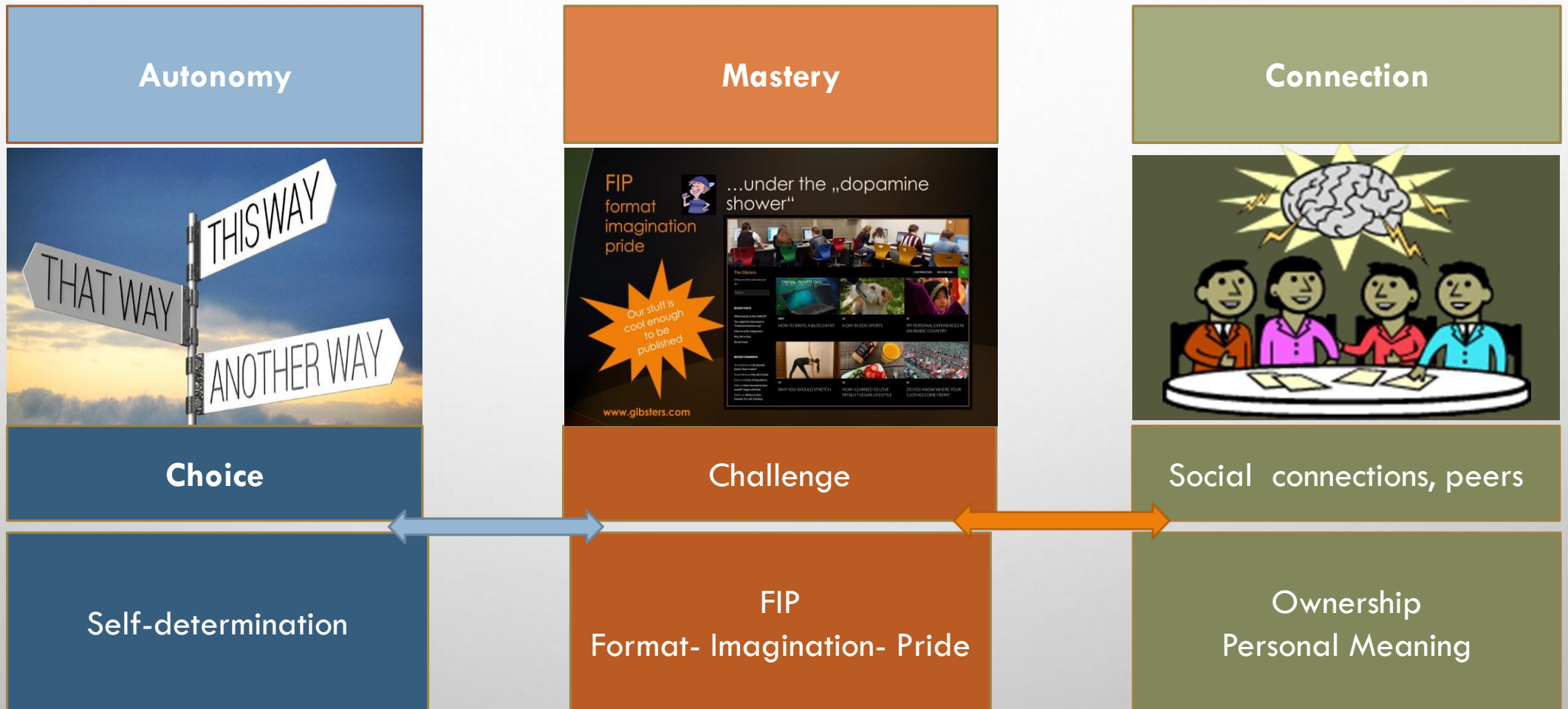
gender



Long-term learning needs intrinsic motivation



Factors leading to intrinsic motivation



Autonomy: Choice theory (William Glasser)

Five basic needs

- Basic survival
- Need for belonging
- Need for power
- Need for freedom
- Need for fun

Our 5 basic needs drive our choices. We choose to behave in a way that will satisfy most of these needs.

In an effective classroom...

- We address these needs by creating opportunities for the students to express themselves individually or to work with others
- By allowing students to choose activities of interest that are playful yet challenging
- And by empowering students through active learning and decision making.

(Judith Dodge, Differentiation in Action, p. 51)

Autonomy and Choice



Engaging students means

getting them excited about
OUR topics, interests, content



Empowering students means

giving them the skills and
knowledge to pursue *their own*
interests, passions and future

Autonomy – Mastery – Connection

Lernen unter der Dopamindusche

Our stuff is
cool enough
to be
published

Challenge them!

Trust them!

“Complex learning is
enhanced by challenge and
inhibited by threat associated
with helplessness. (Caine &
Caine 2000)

Create
opportunities
for success

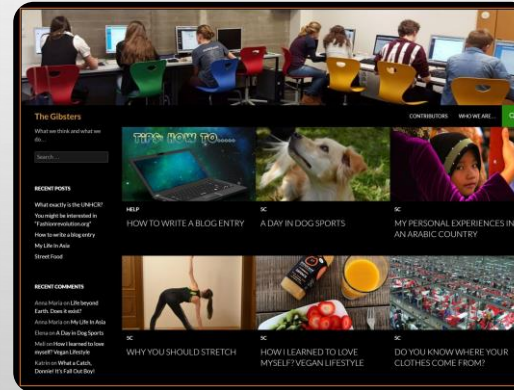
FIP

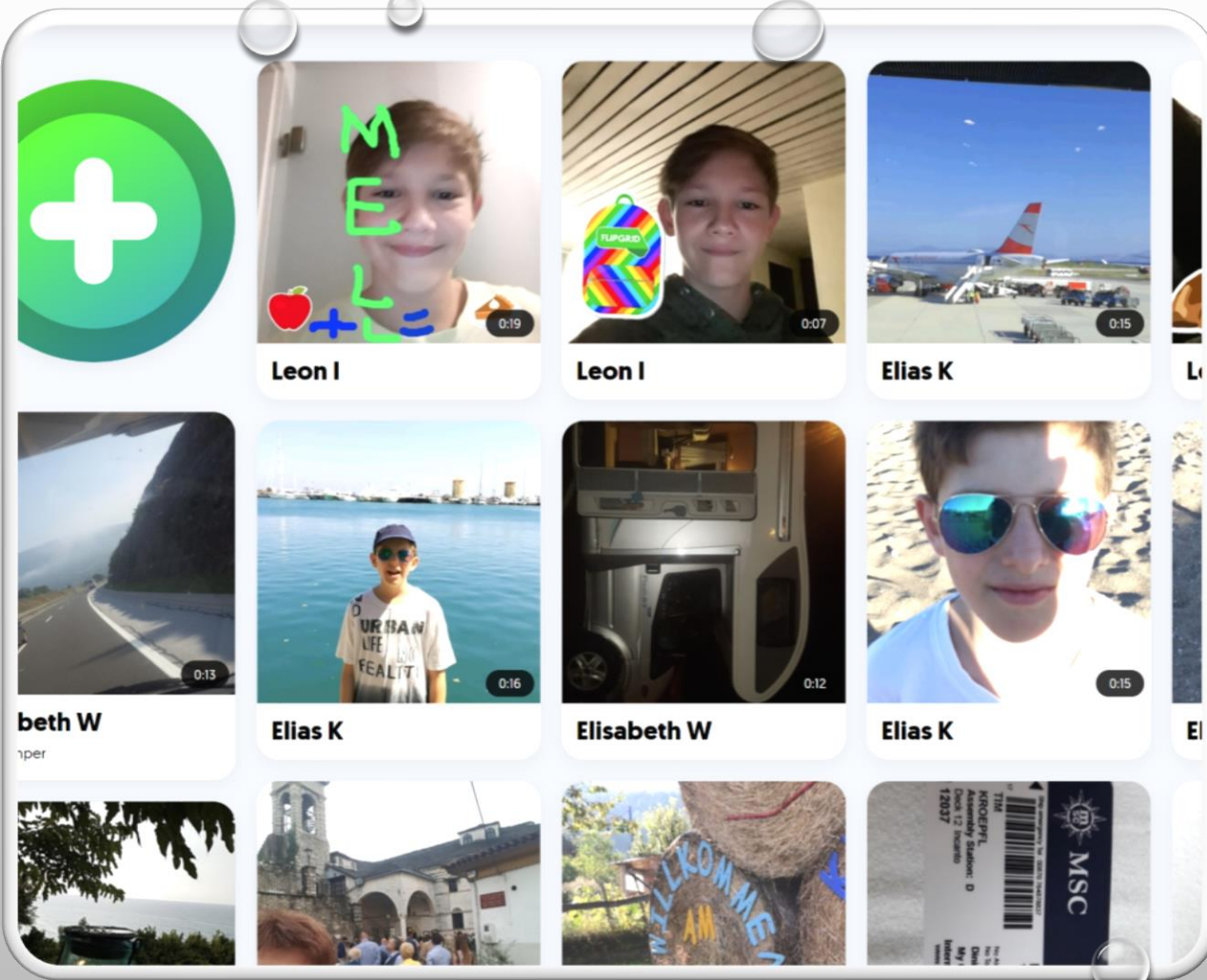
Format – Imagination - Pride

Examples

Autonomy – Mastery – Connection

Lernen unter der Dopamindusche





Connection
Belonging
Sharing

How can this work?

Where can we give students choice?

Themes and topics of interest

Resources and materials

**Route and strategy:
how do you want to learn this?**

**Real questions:
students ask questions
based on their own
sense of wonder**

**Product: how do you
want to show that you
have learned it?
(Video, audio,
texttype, format...)**

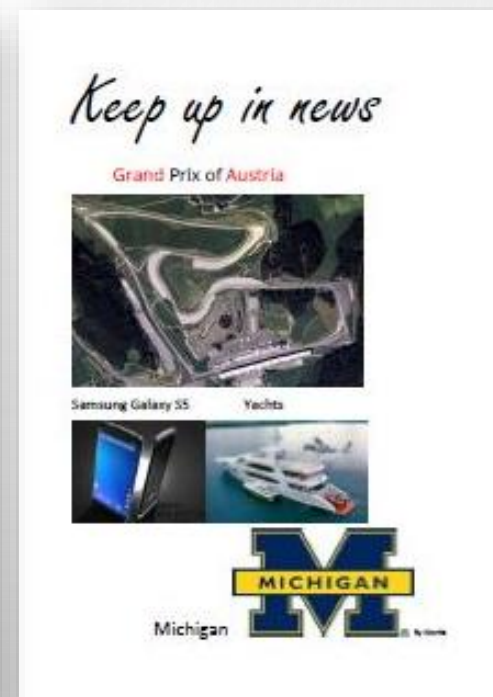
**Scaffolding: what kind
of help do you need?
(Textbook, handout,
instruction video,
peers, teacher...)**

**Setting and social
preferences:
groupwork, individual
work, quiet place,
classroom, outside...**

**Pace: how much time
do you need?**

**Self assessment:
where are you? What
will be the next step?**

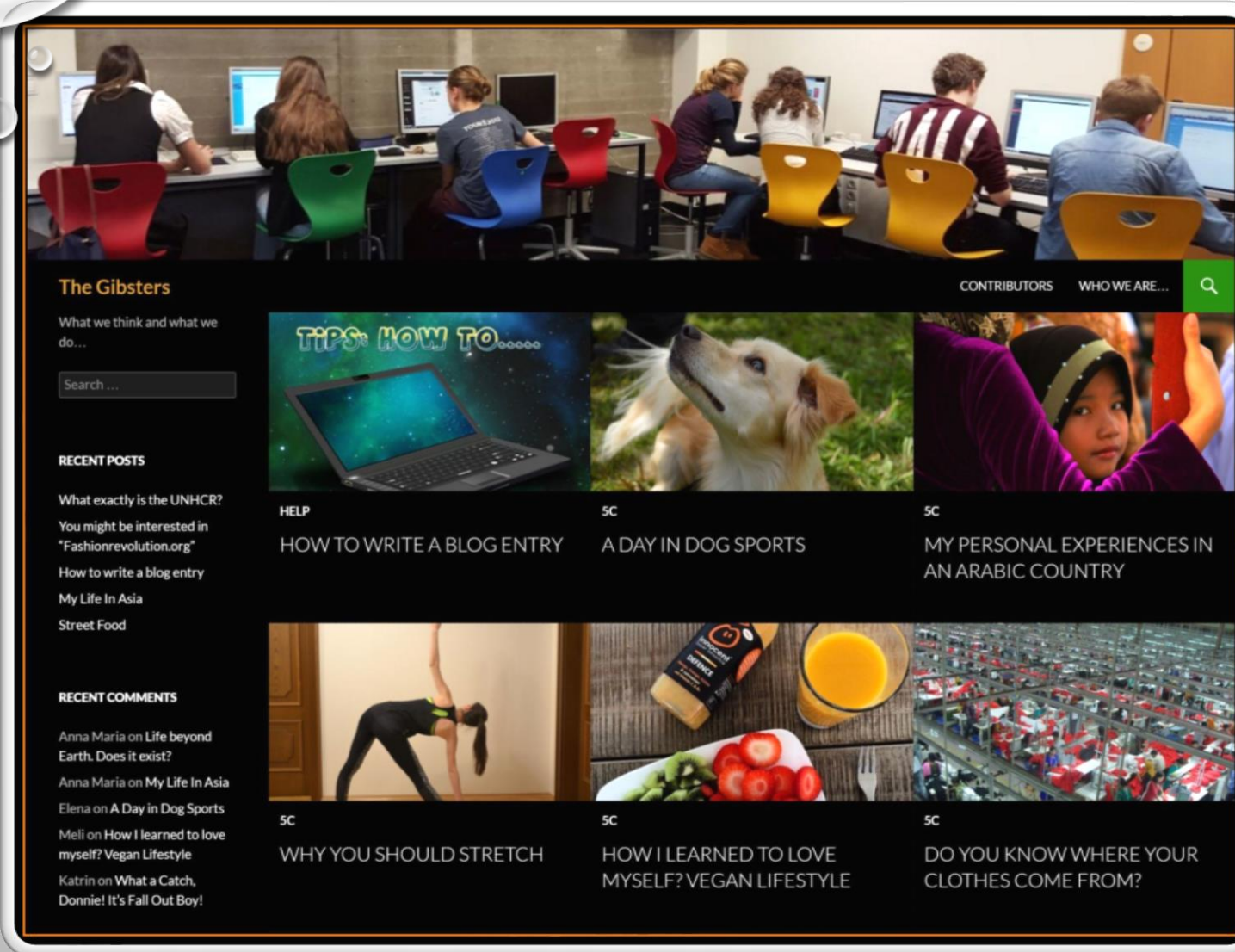
Choice of topic



Choice of topic

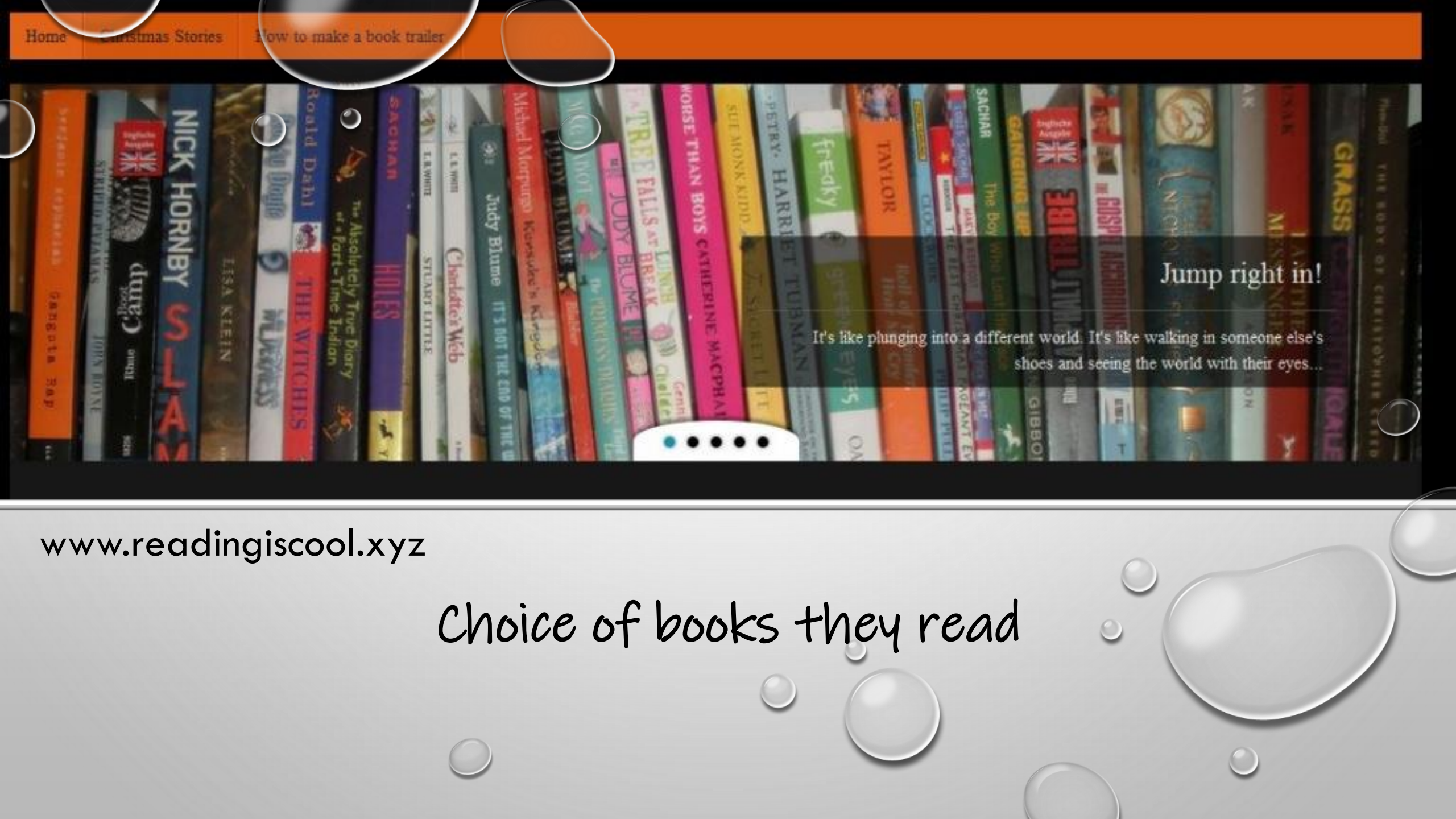
Blogging

www.gibsters.com





Choice of
resources and
materials

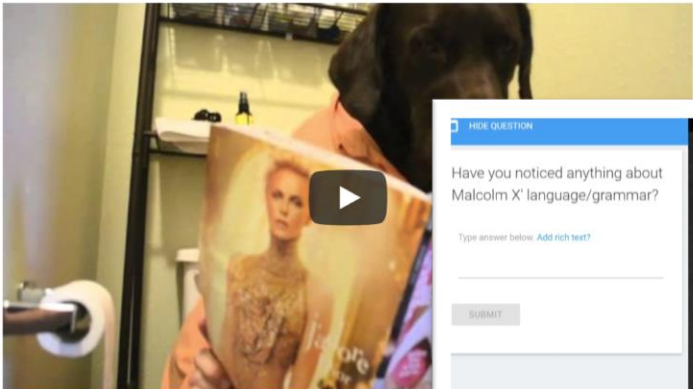


Choice of books they read

Questions: students ask questions based on their own sense of wonder

edpuzzle Ruff Dog Day Official Video: Dog with hands Saved in a few second

Crop Video Voiceover Audio Notes Quizzes



Have you noticed anything about Malcolm X' language/grammar?

Type answer below. Add rich text?

SUBMIT

playposit

eduCanon

HIDE QUESTION

Have you noticed anything about Malcolm X' language/grammar?

Type answer below. Add rich text?

SUBMIT

playposit

eduCanon

LEARNING
CHOICE
ACTIVITY

USING DIALECTICAL JOURNALS TO TAKE NOTES

In this column, record...

- a passage
- a phrase
- a quote
- a main idea
- an important event
- a key fact
- a name of document
- anything you feel is important

In this column...

- Write a reaction
- Discuss the significance
- Make a connection
- Make a comparison
- Evaluate/Judge an idea
- Predict a future outcome
- Reflect in any other way that is meaningful to you

Choice of product

Activity 3 : Teacher input: Tomlinson's model

If you miss this part or want to have more information, click [here](#). (Sorry, but this is in German)

Activity 4: Discussion

Activity 5: Presenting the KEY Ideas

You should now have a first idea of the importance of differentiated instruction. Choose one of the following options and show your understanding of the main ideas of Tomlinson's model.

Choose one of the options that appeals to you. Then find one or two partners who want to do the same. Go to work! -- You want to finish most of your work in class so you can upload it to Moodle later today. What will your message be? What are the key points? How are you going to present them?

Option A: Diagram

Show the main concepts of Tomlinson's model in a diagram. Label all the parts clearly and add short explanatory comments.

Option B: Advertising Poster for a seminar on differentiated instruction.

Design a poster to advertise differentiated instruction to teachers. Get them interested and show some of the benefits of DI.

Option C: Radio Interview

Use your mobile phone to record a 2-3 minute interview about Tomlinson's model of differentiated instruction. Your sound clip should get teachers interested in DI.

Option D: Short Newspaper Article

Write a short article (200 - 300 words) for a local newspaper (type Kleine Zeitung). Explain the basic ideas of Tomlinson's model as a solution to current problems in our schools.

Option E: Your idea

If you have any other talents or strengths suggest another way of showing your understanding. Are you a rapper -- a poet -- a painter --???

Choice of product

Choiceboard

Choose an appropriate task each week. Choose a variety of tasks, at least one from each row and column.

Flipgrid Video-message

Present the key facts and information of your resource in 90 seconds. Plan your presentation well. (Tip: prepare a bulleted list of topics that you want to talk about, or make a simple mindmap. DO NOT READ your presentation. You must SPEAK to your audience. Record your message on the Flipgrid app.

Mindmap

Draw a mindmap of the ideas and concepts in your resource. Label your mindmap clearly and indicate the relationships between the parts. Draw your mindmap by hand or use an online tool. (The free version of Mindmeister works well and can be shared with a link)

Non-stop-free-writing

Sit down for 15 minutes (use a timer) and "chew and digest" the ideas presented in your resource. Write down your ideas without stopping to organize or filter them. Let your ideas flow. Do not worry about language or coherence. Just spill your thoughts about the topic into your computer.

Asking Good Questions

Choose a short youtube video about learning and the brain. Load your chosen video into playposit and formulate 5 meaningful questions for your fellow students. Paste the link to your playposit video on Moodle. Make sure your playposit video is set to public so your fellow students can watch it and answer your questions.

Checklist

How can you put the ideas presented in the text or video into practice? Write a checklist for yourself and your fellow students. Which of the content points mentioned in the text or video do you want to put into practice? How do you want to do it?

Dialectical Journal

Fold a sheet of paper in the middle so you have 2 equal columns. While reading or watching use the 1st column to take notes of important concepts and ideas, quotes, examples etc. Then write your personal thoughts, opinions, questions, concerns... for each idea into the 2nd column.

Audio Message

While reading or watching, take notes of the main points. Then plan a 2-3 minute audio presentation about the content of your resource. Practice your oral presentation, then record it. Option: you may work with a partner and do this task in form of an interview. Upload your audio-file or use clyp.it and paste the link into moodle.

Your Choice

Be creative. Are you good at singing, rapping, drawing, painting, acting...? Find a way to convey the message of your chosen resource.

E-mail to the Teachers' List

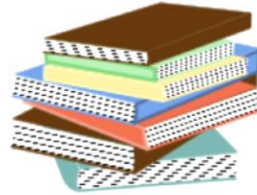
After reading or watching one of the resources, write an e-mail to the staff of "your" school. Sum up the main ideas and concepts and explain why you think these are important and should be implemented in "your" school. Suggest how this could be done or what the first steps could be.

A Final Project: Themes in Literature

Work in groups of three (or two)

1. Choose one of the following topics from the official [pool of Matura topics](#).

2. Find a novel that deals with this topic or theme. The list of ideas for Matura specials might help you, but you can use any other book that you would like to read. You might also start with a novel that you have always wanted to read and see if it fits into any of the topics from the Matura pool.



interesting passages

3. Read the novel of your choice and see what it says about your topic/theme. Mark as you go along.

4. Project Booklet:

In your project booklet you are going to analyze the novel in detail AND you are going to practice all the text-types relevant for the Matura.

Write each of the following texts and find meaningful ways to relate them to your novel. Upload your texts to moodle for feedback AND always bring a printout to class for peer-conferencing.

- **an article** (newspaper or magazine): Go through your novel and see if you find an incident or an event that might make it into the news. Imagine this incident had happened recently (or yesterday) and write a newspaper article about it. You might also decide to write a magazine article based on some problem/issue in your novel. In both cases, ask yourself: Who is my audience? What do I want to communicate? How will I do that best? Reread the "article writing recipe" and info materials before you start writing.
- **a formal letter**: Find a good reason to write a formal letter in the context of your novel. What kind of letter would be fitting for your novel. A character might write to another character (find a formal situation). You might write to the author or to the publisher. You might write to a character...
- **a recommendation report**: For this report you will probably need some additional information (internet) or you will have to invent some (plausible) facts. Start by rereading the report-writing info sheet(s). Then choose a topic/issue in your novel where somebody (you, a character...) might make a recommendation. Who asked for this report?
- **a 5-paragraph essay**: In this essay choose one of the main themes of your novel and write a crystal-clear thesis statement (not a question!!!). For example: In this essay I will show that Dorian Gray is an irresponsible, egocentric and immoral character who only cares for himself and harms the people around him. In the following paragraphs explain in detail what you have "promised" in your thesis statement and round it off in your conclusion.
- **any other**: Add some creative pages that show important aspects of your novel. (diary, ad, travel brochure, poem, song, cartoon, poster, movie-poster, new book cover, ...)

Video Presentation: Prepare a 5 minute presentation of an interesting aspect of your novel and its topic/theme. In your presentation use 5 visuals (no text slides!!!). Find an interesting format for your presentation and practice it several times.

Record your presentation and upload the file to moodle.

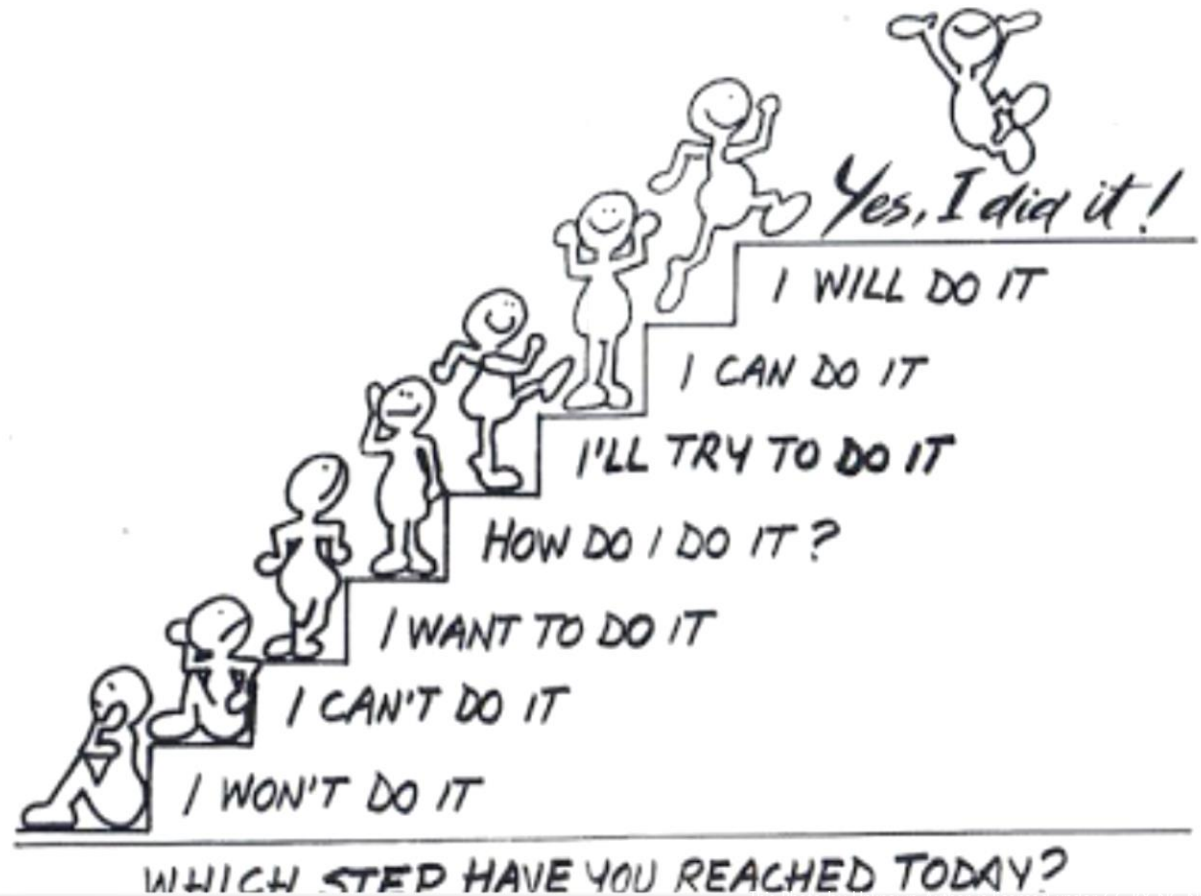
Tip: If you have never used any video software -- try [Debut Video Capture](#). It is a free video recording software that is very easy to use. Record your presentation in .avi or .flv format. These formats can be viewed by most players. You can also use your mobile phone to record your presentation.

Choice of
resource (book)
and
topic / perspective /
message / opinion


Let's take a first step...



- Which of the ideas in this presentation seem most relevant for your own teaching?
- Plan one first step to give your students more choice: what is it going to be?



Which of the ideas presented seem most relevant for your own teaching? You can vote on the ideas submitted.

 When poll is active, respond at **PollEv.com/lispolzleitn346**

Top

Do you have any questions?



When poll is active, respond at **PollEv.com/lispolzleitn346**



Text **LISPOLZLEITN346** to **0676 8005 05264** once to join

Thanks for your attention

- FIND OUT MORE ON
- WWW.EPEP.AT
- WWW.GIBSTERS.COM
- WWW.READINGISCOOL.XYZ

