

Catering for differences in the language classroom

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Brno, 28 March 2015

For a kick-off...

- What do teenage learners say about what motivates them? Look at the list. Unfortunately, the statements do not correspond to the per cent values - they have been mixed up. Which one **tops the list**, and which one comes at the **very bottom**?

I'm learning more eagerly when...

...the subject is easy	72.8%
...I like the teacher	57.3%
...I can be better than my peers	45.5%
...the teacher is demanding	35.4%
...I know that the knowledge is useful	19.8%
...the subject interests me	17.6%
...I'm learning for my parents	16.6%
...the lessons are interesting	16.2%
...I'm not falling behind with the material	5.2%

I'm learning more eagerly when...

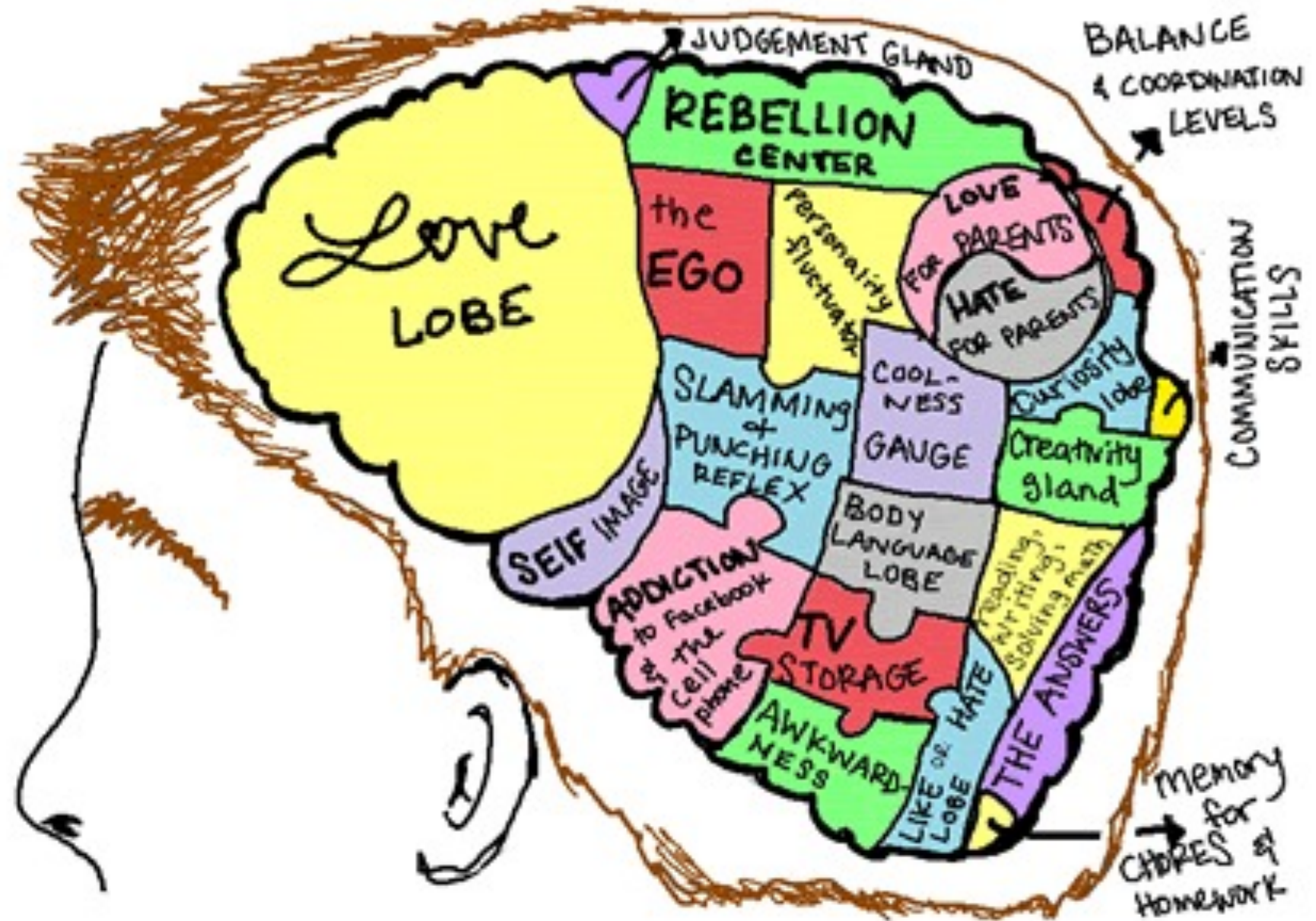
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Menu

- Insights from neuropedagogy and how they might influence our teaching practices
- Redefining the concept of motivation
- Practical bits and classroom-based examples

What does neuropsychology tell us?

THE AVERAGE TEENAGE BRAIN



What does neuropsychology tell us?

- Our brain is not designed to reproduce information but to process it
- Only those tasks that require deep processing are committed to memory
- Learning is a cognitive-emotive process
- Motivation is anchored in cognition
- Learning is a social process

What does neuropedagogy tell us?

- Our brain is not designed to reproduce information but to **process** it
- Only those tasks that require **deep processing** are committed to memory
- Learning is a **cognitive-emotive** process
- **Motivation** is anchored in cognition
- Learning is a **social** process

How does it work?

- Novelty facilitates learning
- Novelty activates the dopamine system
- Dopamine facilitates attention/motivation and reward
- Reward is important for learning and memory
- Dopamine enhances synaptic plasticity necessary for memory

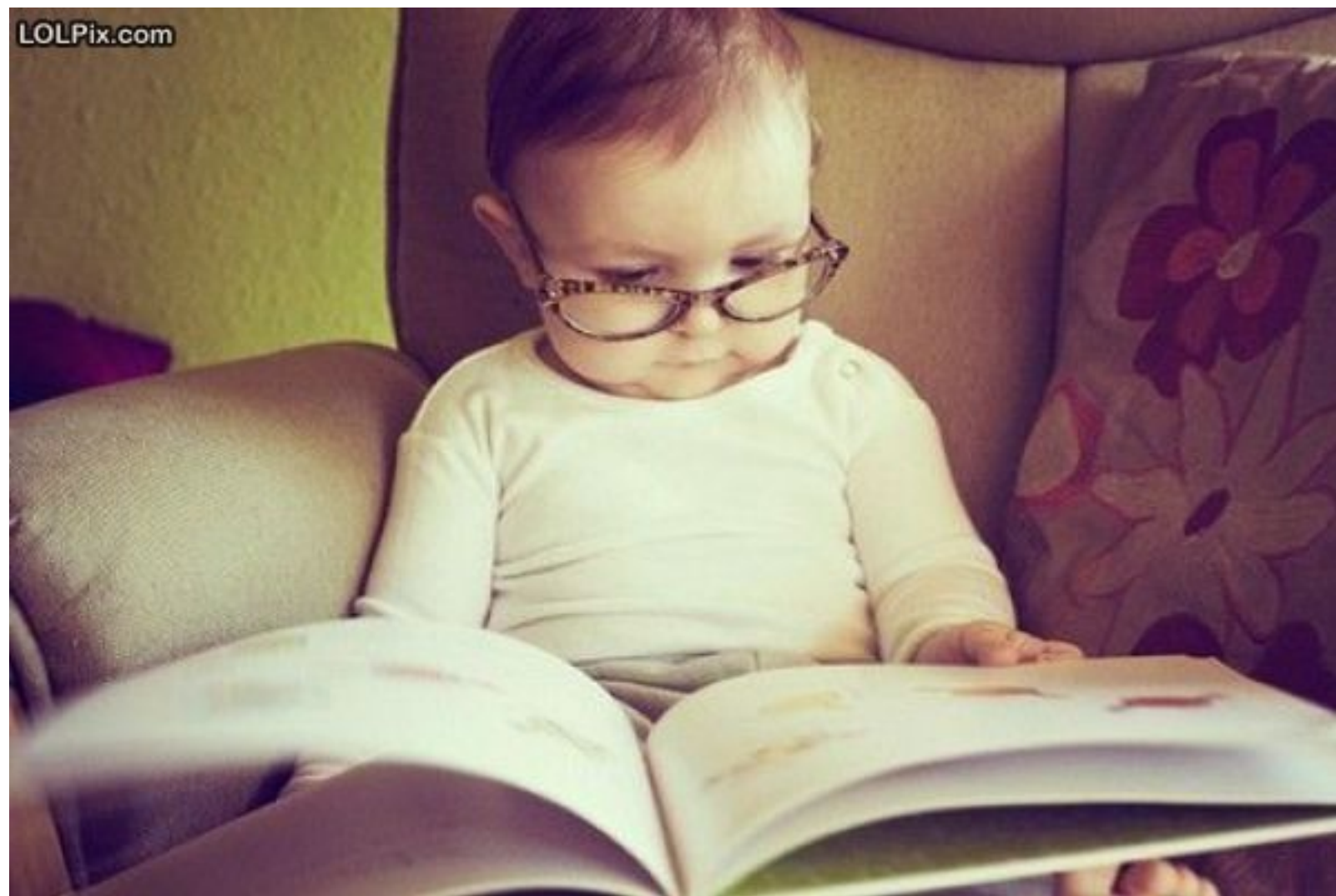
The dopamine system

- Dopamine signal decreases as reward is predicted
- Uncertainty produces more dopamine than certainty
- Dopamine provides a signal that boosts motivation and attention

Incorporating novelty into the classroom

- making learning a game
- unexpected reward and mild punishment
- modelling and simulation
- social participation

Making learning a game





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Create Speaking Avatars and use them as an effective learning tool

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- ✓ Introduce technology in a fun way
- ✓ Enhance language skills (over 25 languages)
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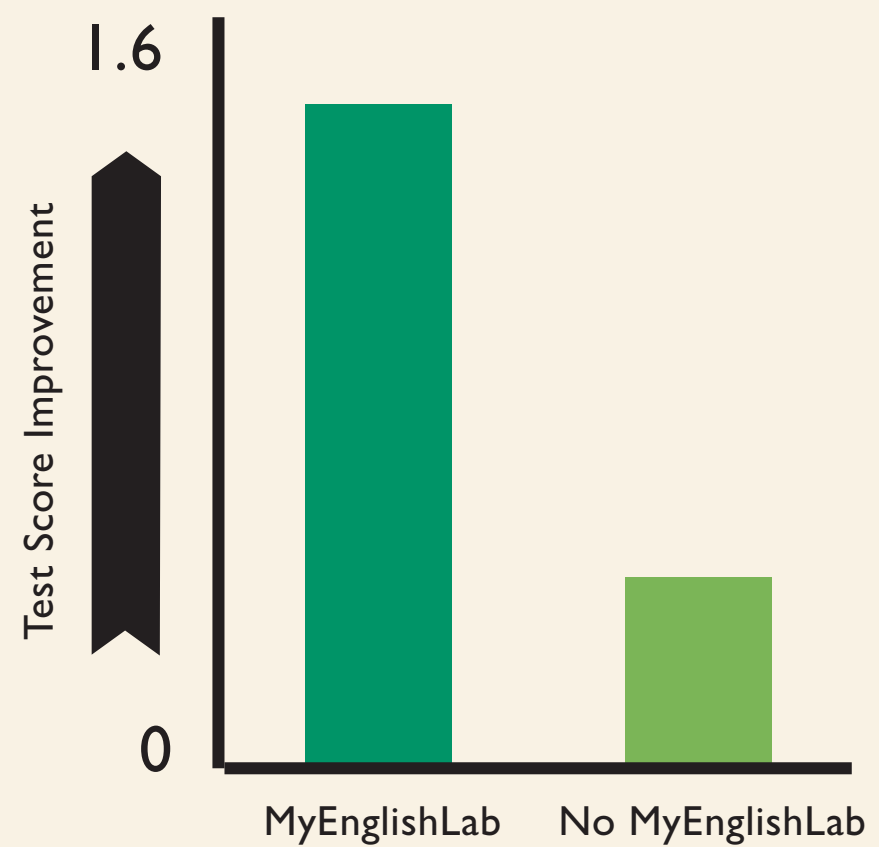
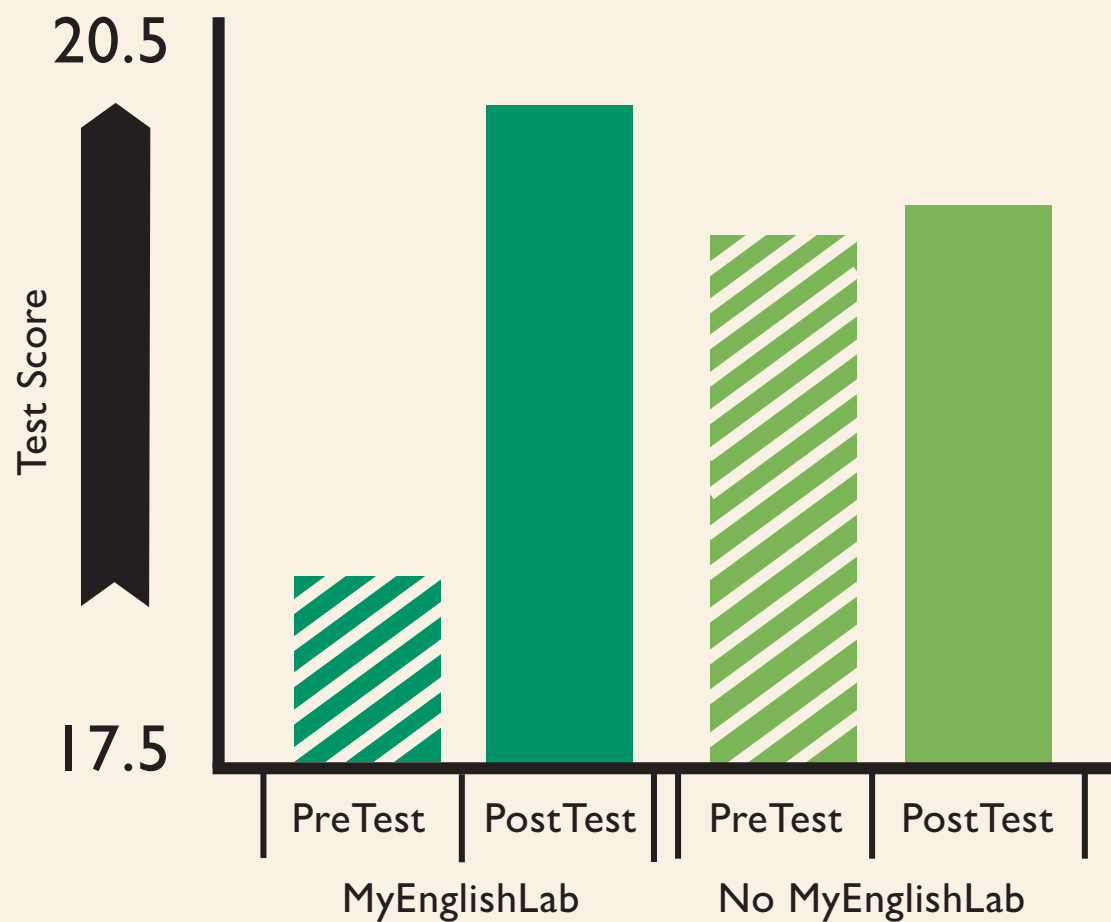
feed

**Flipped Classroom
(with MyEnglishLab)**

**Control Group
(no MyEnglishLab)**

Average pre-test score	18.84%
Average post-test score	20.26%
Average improvement	1.44%

Average pre-test score	19.64%
Average post-test score	19.67%
Average Improvement	0.38%



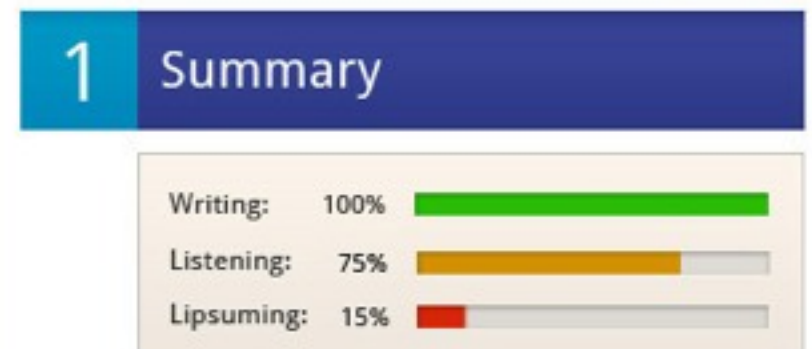
Units

Course average score: 62%



Contents

1	Getting to know you	Show & Hide
	▶ Preview	<input checked="" type="radio"/>
	▶ Lesson 1	<input checked="" type="radio"/>
	▼ Lesson 2	<input checked="" type="radio"/>
	▼ Grammar Booster	<input checked="" type="radio"/>
	▶ Grammar Booster Part A	<input checked="" type="radio"/>
	▶ Grammar booster Part B	<input type="radio"/>
	▶ Writing Booster	<input type="radio"/>
	▶ Lesson 3	<input checked="" type="radio"/>
	▶ Top Notch TV	<input checked="" type="radio"/>
	▶ Achievement Test	<input type="radio"/>



DVD Choice

Warm Up

- 1 **Vocabulary** Work in pairs. Look at the network. Which things do you disagree or argue about with your parents?

We sometimes argue when I forget to tidy my room.



LANGUAGE CHOICE 27: VOCABULARY PRACTICE

- 2 Which of the things below are useful/not useful when you are having a discussion or argument with your parents?

- | | |
|-----------------------------|--|
| a speak quietly | g give reasons for your opinions/suggestions |
| b get angry | h find a quiet place |
| c give people time to speak | i make positive suggestions/offer to do things |
| d leave the room | j be patient |
| e think before talking | k speak loudly or shout |
| f interrupt people | |

Listening

- 3 **2.33-2.34** Listen to a psychologist. She is speaking about talking to parents. Check your answers from Exercise 2.
- 4 **2.35-2.50** Listen again to decide if the sentences are true (T) or false (F).
- The psychologist is not surprised that parents and their teenage children argue.
 - Sometimes it's good to get angry and shout.
 - Some parts of the day are bad to talk to your parents.
 - It's a bad idea to talk to your parents in the car.
 - You should prepare for the conversation with your parents.
- 5 How useful were the psychologist's suggestions in your opinion? What positive suggestions can you make?

Choice 1 DVD 3 → ex. 1

Choice 2 DVD 6 or CD → ex. 2



- 6 Look at the photos (a-c) from a BBC comedy programme. Guess the answers to the questions.

- Where are the people? What is the relationship between them?
- What activities is the boy doing at the same time?
- What are the boy and the man talking about? Are they having an argument?

- 7 **DVD 5** Watch the DVD first without sound and then with sound. Check your guesses from Exercise 6.

- 8 **DVD 5** Watch the DVD again. Are the sentences true (T) or false (F)?

- Today was Jake's last day at school. **F**
- Jake answers all his father's questions.
- Jake is doing his homework about the holidays.
- Jake's dad can multitask.

Watching and Speaking



- 9 **2.37 DVD 6** Look at the photos (1-2) above and listen to or watch the dialogues. Answer the questions.

- What do they argue about (dialogue 1)?
- What do they agree on (dialogue 2)?

- 10 **2.38 DVD 6** Listen to or watch the second dialogue again. Which expressions in bold in the Talk Builder:

- | | |
|---------------------|---------------------|
| a express opinions? | b agree? 1 |
| c disagree? | d ask for opinions? |

Talk Builder Giving opinions

- I agree with you about that.
- Personally, I think 11.30 is a better time.
- What do you think?
- I'm sorry, I don't agree with you.
- In my opinion, 11.30 is very late.
- I don't think it's late.
- You're right.
- Do you think 11.15 would be okay?
- I really think it's a bit unfair.
- I disagree with that.

MA TURA SKILLS BUILDER 40

- 11 **2.50 Pronunciation** Listen to the opinions and repeat them.

- 12 Work in pairs. Complete the sentences. Then take turns to say the sentences and agree or disagree. Use expressions from the Talk Builder.

A: *I think twelve o'clock is a good time to come home.*
B: *I agree with you about that.*

- I think _____ o'clock is a good time to come home.
- In my opinion, _____ hour(s) of TV a day is enough.
- Personally, I think _____ (pounds/euro etc.) pocket money a week is okay.
- _____ hours a week on the internet is enough.
- _____ In teenagers' bedrooms are okay. (computers/TVs/DVD players)

- 13 Work in pairs. Choose three of the options (a-f) to talk about.

- | |
|---|
| a times to come home |
| b jobs to do at home |
| c time on the computer/internet/watching TV |
| d pocket money |
| e things in your bedroom |
| f money for mobile phone |

A: *Do you think five euros pocket money a week is okay?*

B: *I don't think that's very good. In my opinion...*

No Comment

'My daughter thinks I'm nosy – at least that's what she wrote in her diary.'
Jenny Adams

10 Choose one of the options (a-c) below.
Write notes about it.

- a** dangerous animals in your country / advice about them
- b** scary animals / why you are scared of them
- c** a nasty experience you have had with an animal / what happened

11 Work in groups. Tell your group your topic.
Ask and answer questions.

A: *Why are centipedes dangerous?*

B: *Because they're poisonous. You should be careful when you have a picnic.*

Unexpected reward and punishment

- grades do not motivate the learners
- if the learners are learning English for grades, the outcome is usually here-and-now, and is quickly forgotten

Unexpected reward and punishment



Modelling and simulation

Practice

- 7 Match the sentences (1-3) with the time the speakers visited Berlin (a-c).
- When I arrived in Berlin, the wall was falling.
 - When I arrived in Berlin, the wall had fallen.
 - When I arrived in Berlin, the wall hadn't fallen.
- a 1990 b 1987 c 1989

LANGUAGE CHOICE 8

- 8 Use the information from the website in Exercise 2 and the Past Perfect to complete the sentences. Use the verbs below.
- come use arrest die be
- It was easy to destroy the Berlin Wall because the communist builders had used bad quality materials.
 - There was a crowd of people in Berlin who _____ from all over Europe.
 - People remembered their relatives who _____ when they were trying to escape to West Berlin.
 - I couldn't forget crossing the East-West Germany border - it _____ a very unpleasant experience.
 - I couldn't believe that the wall was down because the police _____ my brother during a demonstration a few days earlier.
- 9 Complete the sentences with the verbs in brackets in the Past Simple, Past Continuous and Past Perfect.
- When an earthquake struck Haiti in 2010,
 - scientists had warned (warn) that the island was at risk many times.
 - a lot of countries _____ (send) rescue teams there.
 - a lot of people _____ (sleep) in their homes.
 - When the World Trade Center towers in New York were attacked on 11 September 2001,
 - a lot of New Yorkers _____ (travel) to work.
 - firemen _____ (try) to rescue the people from the buildings.
 - terrorists _____ (hijack) four planes.
 - When Princess Diana died in 1997,
 - most British people _____ (cry).
 - she _____ (run away) from photographers.
 - she and Prince Charles _____ (be) divorced for a year.

LANGUAGE CHOICE 9

Grammar Alive Excuses and explanations

- 10 Listen to the dialogues and answer the questions.

Dialogue 1:

- Where was Fiona going?
- Why did the underground close?
- Was Fiona in danger?

Dialogue 2:

- Where was Mark going?
- What caused the problem on the bus?
- Why were the police called?
- Why was Mark late?

- 11 Work in pairs. Use the cues to make dialogues.

- A: *Why didn't you eat anything?*
B: *I wasn't hungry. I had eaten a big lunch.*

A starts

- You didn't eat anything.
- You didn't laugh.
- The teacher shouted at you.
- You walked home.

B answers

- I / not hungry / eat big lunch
- I / hear the joke before
- She / angry / I / not do my homework
- Someone / steal my bike

B starts

- You didn't go to the cinema with us.
- You didn't come to the school dance.
- You missed the concert.
- Your parents didn't believe in your story.

A answers

- I / already see the film
- I / have an argument with my boyfriend
- I / not get the ticket
- I / lie to them before

- 12 Use the notes to prepare explanations of why you did not go to a friend's birthday party. Use the Past Simple, Past Continuous and Past Perfect.

I was going to your party when I realised that I had left your present at home. I walked back home and I slipped and broke my arm.

- go to your party - realise - leave your present at home - walk back home - slipped and break my arm
- in the shopping mall, look for a present for you - police arrest a man - he robbed a bank the day before - police interview all shoppers - home at midnight
- travel on the underground - someone stop the train - a group of football fans start a fight - spend two hours on the platform
- jog in the park - see a girl in the lake - fall into water - jump in and save her - take a first aid course earlier in the year

- 13 Work in pairs. Ask for and give explanations.

Grammar Alive Excuses and explanations

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Dialogue 1:

- 1 Where was Fiona going?
- 2 Why did the underground close?
- 3 Was Fiona in danger?

Dialogue 2:

- 4 Where was Mark going?
- 5 What caused the problem on the bus?
- 6 Why were the police called?
- 7 Why was Mark late?

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- 1** go to your party - realise - leave your present at home - walk back home - slipped and break my arm
- 2** in the shopping mall, look for a present for you - police arrest a man - he robbed a bank the day before - police interview all shoppers - home at midnight

3 2.8 2.9 Listen again to the first person.
Complete the information in the network.

Houses

I live in a ¹ terraced house .
It's got ² *two/three/four* bedrooms.
It's also got ³ _____ .
I like my room because it's ⁴ _____ .
My *flat/house* is ⁵ _____ .
My dream is to live in a ⁶ *one/two-bedroom*
flat with a big ⁷ *terrace/garden*.
I'd like to live ⁸ *In the centre/In the country*.

Location

In the centre/downtown (US), In the country, In a
busy/quiet street, In the suburbs, In a village, near a
tube station, on the sixth floor, on the outskirts of
town, twenty minutes from the centre

Type

bungalow, cottage, detached house,
two-bedroom flat/apartment (US), hut, motor home,
semi-detached house, terraced house

Features

air-conditioning, central heating, fitted cupboards/
wardrobes, a fireplace, games room, garden,
home cinema, lawn, pond, staircase, terrace

Appliances

a dishwasher, fridge, freezer, oven, washing machine

Advantages

cosy, quiet, warm, got nice views/lots of space

c Tree House



Social participation



Culture Choice 1

1 Which of the world's major festivals (1-4) can you see in the photos (a-b) on page 103? Do you celebrate any of them?

- 1 Diwali (Hindu) 2 Chinese New Year
3 Eid al-Fitr (Muslim) 4 Christmas

2 **Vocabulary** Look at the words below. Which of these things can you see in the photos?



3 Work in pairs. Try to answer the quiz.

1 Which two festivals are related to Christmas?

- a Halloween (Celtic) b Yule (Scandinavian) c Saturnalia (Roman)

2 When did people begin to celebrate Christmas on 25 December?

- a 1st century AD (Palestine)
b 2nd century AD (Greece)
c 4th century AD (Rome)

3 Where does the name 'Santa Claus' come from?

- a Father Christmas (England)
b Saint Nicholas (The Netherlands)
c Odin (Scandinavia)

4 Where did people first have Christmas trees?

- a Scotland/Ireland b the USA/Canada
c Germany/Scandinavia

5 What special food do the British eat at Christmas?

- a fish soup, turkey, Christmas pudding
b mince pies, turkey, Christmas pudding
c mince pies, turkey, apple pie

4 **E1 E2** Listen to the radio programme. Check your answers to the quiz in Exercise 3.

5 **E3 E4** Listen again and answer the questions.

- 1 Why did people celebrate mid-winter festivals?
2 When did the Dutch go to America?
3 What do people eat at Christmas in the USA?

6 Read the information about Adrian Henri. Then read through the first two verses of the poem and find words related to Christmas.

stocking...

7 **E5** Use the glossary to read the whole poem. What is it about?

- a how he enjoyed Christmas and New Year
b his love for a woman he misses
c his plans for this year

8 Answer these questions. Find sentences and expressions to explain your answers.

- 1 How does he feel?
2 Who does he miss?
3 What do you think has happened?
4 What celebrations does he enjoy?
5 Why is he sad about the future?

9 Read the poem again. Which of these things do you think are *not* true?

- 1 British people get presents on Christmas morning.
2 People sing songs at Christmas lunch.
3 People eat and drink a lot at Christmas.
4 People give presents at New Year.
5 People sing a song at New Year.

My Culture Project

10 Choose an important festival in your country. Make notes to answer the questions. Use vocabulary from Exercises 2 and other words. It is sometimes impossible to use an English word (e.g. panettone (Italian Christmas cake)).

- 1 When do you celebrate and who with?
2 What decorations are there?
3 What special meals do you have?
4 Do you give/receive presents? Who to/from?
5 What other things do you do (e.g. dance/sing)?

11 Work in pairs. Imagine you are telling a visitor to your country about the festival. Take turns to ask and answer the questions.

- A: What is your celebration? When do you celebrate?
B: We celebrate Eid al-Fitr. The date changes every year. We celebrate the end of Ramadan. That's a time when you don't eat or drink during the day...

Talking After Christmas Blues

Adrian Henri (1932-2000) was a talented painter, poet and musician. Adrian became famous in the 1960s and was one of the 'Liverpool poets'. He knew the Beatles, John Lennon and Paul McCartney, and had his own band 'The Liverpool Scene'. He wrote popular poems about everyday life.



Well I woke up this mornin' it was Christmas Day
And the birds were singing the night away
I saw my stocking lying on the chair
Looked right to the bottom but you weren't there
there was*

- apples
oranges
chocolates
... aftershave
but no you.

So I went downstairs and the dinner was fine
There was pudding and turkey and lots of wine
And I pulled those crackers with a laughing face
Till I saw there was no one in your place

- there was
mince pies
brandy
nuts and raisins
... mashed potato
- but no you.

Now it's New Year and it's Auld Lang Syne
And it's twelve o'clock and I'm feeling fine
Should Auld Acquaintance be Forgotten**?
I don't know girl, but it hurts a lot
there was

- whisky
vodka
dry Martini (stirred
but not shaken)
... and twelve New Year resolutions
- all of them about you.

So it's all the best for the year ahead
As I stagger upstairs and into bed
Then looked at the pillow by my side
... I tell you baby I almost cried

- there'll be
Autumn
Summer
Spring
... and Winter
- all of them without you.

Glossary

- aftershave (n) perfume for men
ahead (adv) in front of you
Auld Lang Syne a traditional Scottish song sung at New Year
crackers (n) decorated paper tubes containing a small gift and a joke that make a noise when you pull them - traditional at British Christmas dinner
downstairs (adv) to the lower floor of a house
pillow (n) a soft object - you put your head here in bed
resolutions (n) a promise about the future
stagger (v) walk with difficulty
(Christmas) stocking (n) a big sock with presents in it
* informal (direct = there were)
** first line of the song = is it a good idea to forget old friends?



My Culture Project

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Social participation

- Using social media as a teaching / learning tool
- Using youtube clips to sensitize learners to important aspects of language

Pick a phrase

- Look at the phrases.
- Which are used in a clip?

Pick a phrase

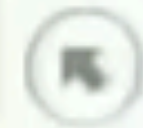
- I don't see why not.
- Oh my God!
- No way.
- I'm really sorry to hear that.
- Oh, I'm sorry, I thought you meant...
- I'm not sure.
- We could always arrange to...

INFORMATION POINT



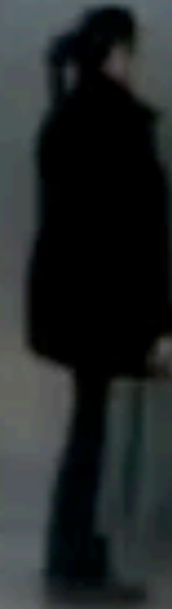
Toilets
Cash Mach
Telephones

Telephone
←



GO

INFORMATION POINT



Pick a phrase

- I don't see why not.
- Oh my God!
- **No way.**
- I'm really sorry to hear that.
- Oh, I'm sorry, I thought you meant...
- I'm not sure.
- **We could always arrange to...**

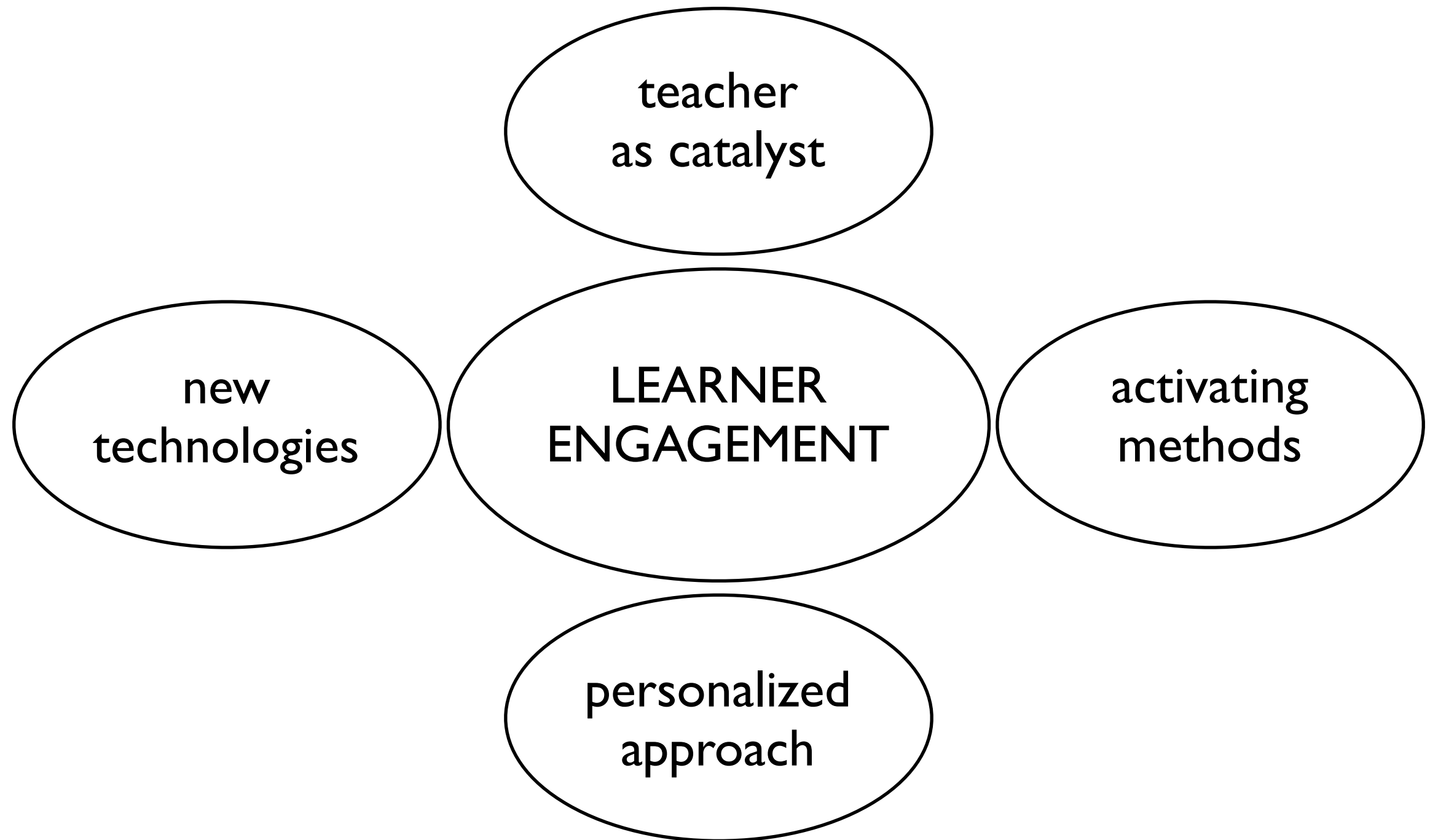
Social participation in testing

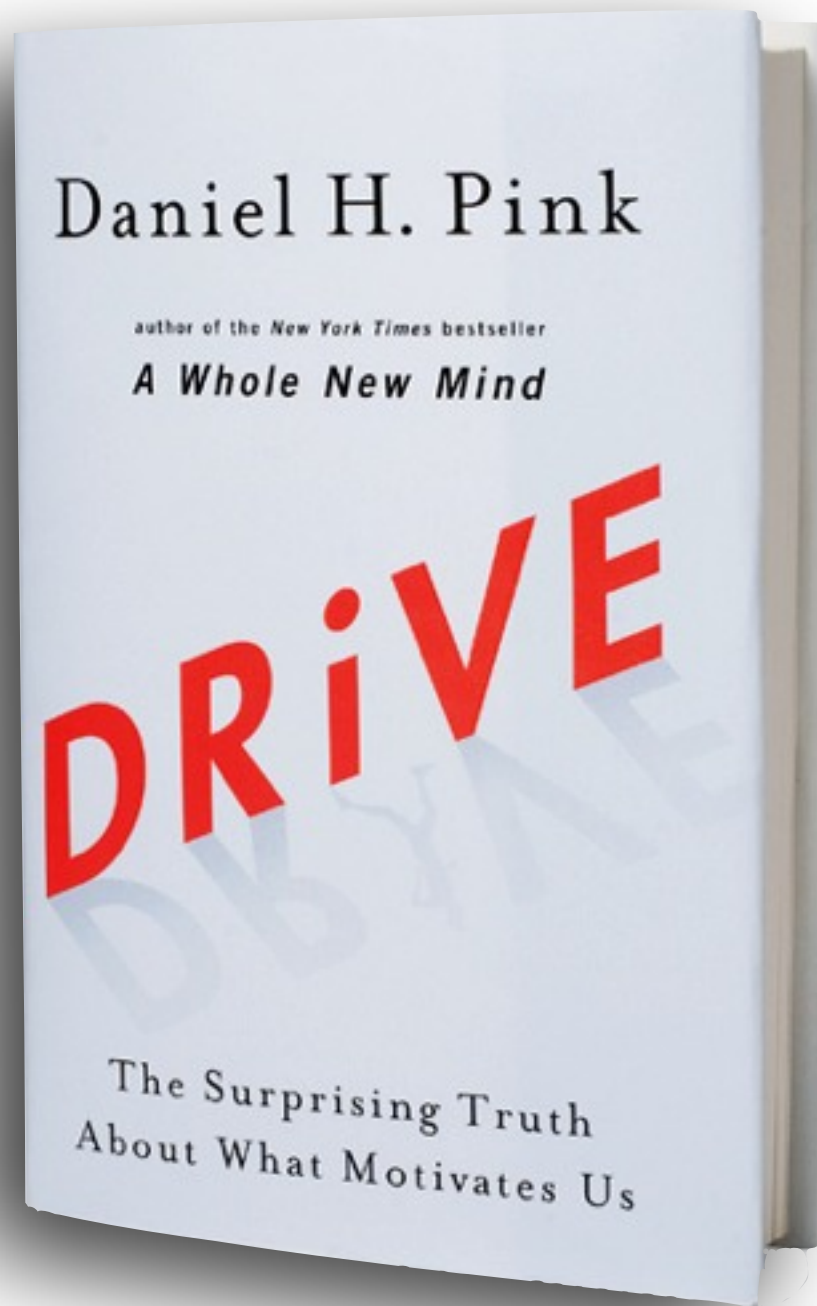
- A group of teenagers took an exam in Spanish as a FL;
- After the exam they discussed the answers for 15 minutes
- Next day they took another exam covering the same material
- Procedure repeated for the whole semester (4 tests)

Social participation in testing

TEST 1		TEST 2		TEST 3		TEST 4	
1st attempt	2nd attempt	1st attempt	2nd attempt	1st attempt	2nd attempt	1st attempt	2nd attempt
72%	77%	76%	82%	78%	87%	82%	92%

Dr Don Cooper, Institute for Behavioral Genetics, Department of Psychology and Neuroscience, University of Colorado





- What is “motivation”?
- How do we get motivated?
- What is effective motivation?

Motivation

- If you reward something, do you get more of the behaviour you want?
- If you punish something, do you get more of the behaviour you want?

Motivation

- Experiment
 - A group of MIT students were given a set of challenges:
 - memorizing strings of digits
 - solving word puzzles
 - solving spacial puzzles
 - physical tasks
 - 3 levels of monetary rewards

Motivation

- Results
 - As long as the task involves only mechanical skill, bonuses work as expected
 - If the task involves cognitive skills, the larger the reward, the poorer the performance

Motivation

- Is the bonus big enough for an MIT student?
- Experiment replicated in rural India (2-week salary, 4-week salary, 8-week salary)
- Results - the same

Motivation

- 3 factors that lead to better performance:
 - autonomy
 - mastery
 - purpose

Motivation

- **Autonomy**
 - desire to be self-directed
 - if you want engagement, self-directed is better

Motivation

- Mastery
 - urge to get better
 - urge to make a contribution

Motivation

- Purpose
 - Why am I doing it?
 - We are purpose maximizers

Motivation

- Pedagogic implications?
- Exam-driven education?
- Doing or thinking?

Summing up

- Insights from neuropedagogy show that learning a foreign language is a cognitive-emotive process.
- Introducing novelty is central as it stimulates the learning process.
- Motivation is never instrumental; extrinsic motivation does not work in the long run.