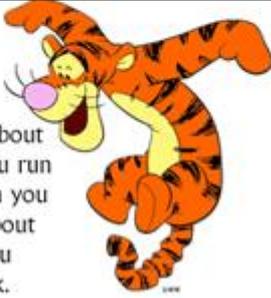




WHO DO WE THINK THEY ARE: REACHING AND TEACHING LEARNERS

<p>1.</p>  <p>"Don't believe everything you read on the Internet just because there's a picture with a quote next to it." —Abraham Lincoln</p>	<p>2.</p> 	<p>3.</p> <p>"Whether you think you can or you think you can't, you're usually right." Henry Ford</p> 
<p>4.</p> <p>"...a combination of feeling good as well as actually having meaning, good relationships and accomplishment"</p> <p>Seligman, M, 2012:25</p>	<p>5.</p> 	<p>6.</p> <p>For example:</p> <ul style="list-style-type: none"> ✓ being able to laugh at yourself ✓ never giving up ✓ taking responsibility
<p>7.</p> <p>He walked three miles to the woman's house and returned the money.</p> <p>Imagine that you lived at the same time as Abraham Lincoln. What would you say to him or ask him?</p> <p><i>I'd tell him not to go to a play ever.</i></p>	<p>8.</p>  <p>Life is not about how fast you run or how high you jump but about how well you bounce back.</p>	<p>9.</p> <p>"Are learners encouraged to turn mindfully to their own learning process and become responsible for their own learning?"</p> <p>Legutke, M. 2012</p>

Evaluation Application Synthesis Comprehension Knowledge Analysis

How many...?

Can you remind me of ...?

Do you agree?

What differences...?

Add one more idea to that...

Could this happen in...?

In what other situations ...?

How useful is ...?

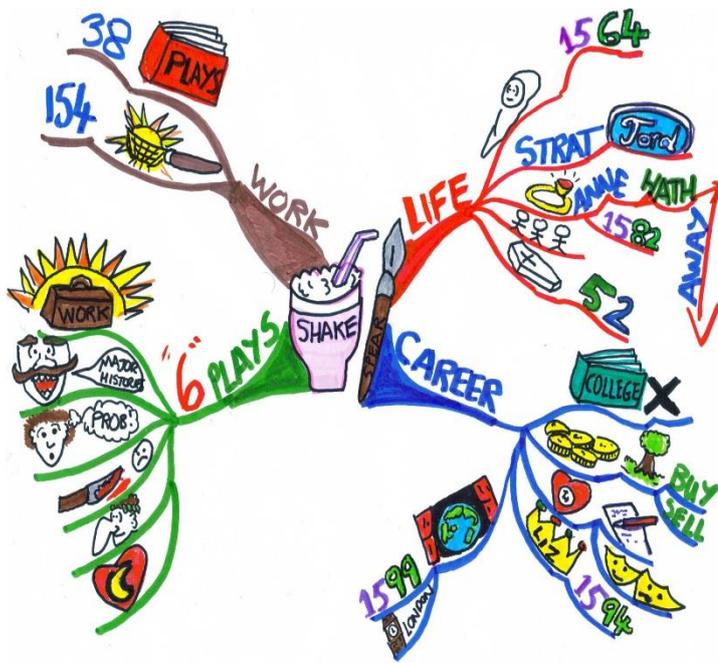
Can you design/create/do...?

How many ways can you...?

What do you think about...?

How would you feel if...?





Creating the right conditions

- Encourage questions.
- Be present.
- Change the interaction patterns – e.g. S-S, S-Ss, T-Ss, Ss, Ss-T, S

- **Sentence race**– e.g. How many sentences can you make? / How many of your own can you add? S- S, S-Ss
- **Heads and tails** – Cut out beginnings and endings and match together and choose suitable verbs: ... S- S, S-Ss
- **Great beginnings** – 1 person reads the sentence ending, the other/s have to guess the beginning: "...was made in China" S- S, S-Ss, T-Ss
- **Expanding sentences** - Students are given sentence prompts and have to expand sentences to a specific number of words

- Use feedback / praise wisely.
- Encourage reflection and self-evaluation - e.g. *can dos*, *321 activities*, *mind maps* etc

References:

"For the teacher, a challenge is finding ways of helping teenagers develop a positive view of themselves and of the class so that they have positive expectations for the teacher and his or her lessons."

Jack C. Richards 2015:238 **Key Issues in Language Teaching**, Cambridge University Press

Michael Legutke, 2012, **The Cambridge Guide to Pedagogy**, ed. Jack C. Richards & Anne Burns, Cambridge University Press

Martin Seligman, 2012:25 **Flourish: A Visionary New Understanding of Happiness and Well-being**, Simon & Schuster