

Are my learners capable of more?

Do I attend to the task rather than to the learning?

Do I rely on *the task do the teaching?*

Am I “covering material” or focusing on deep learning?

What is Demand-High?

Could I tweak what I do to meet each student at their learning edge?

Could they learn more if I demanded more?
How could I do that?

Am I engaging the full learning capacity of my students?

15th Anglo Congress
Montevideo 28- 29 September 2019

Demand High: Teaching with Attitude

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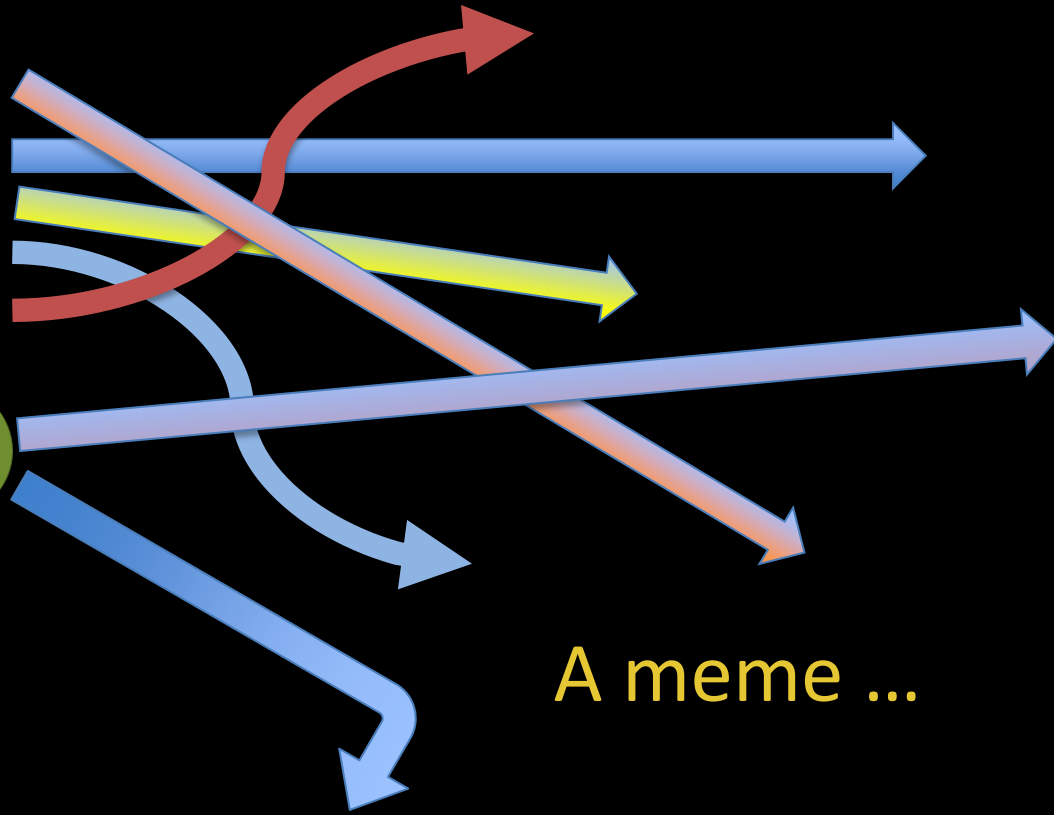
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Demand High

Adrian
&
Jim



A meme ...

Attitude is not in the coursebook: it comes with the teacher

“Your attitude to something is the way that you think and feel about it, especially when this shows in the way you behave.” Collins English Dictionary



Six attitudes behind DH

1. My attitude to **how we'll work together**
2. My attitude to **my learners' use of language**
3. My attitude to **the material (exercises, texts, tasks)**
4. My attitude to **“correctness”**
5. My attitude to **the differences between learners**
6. My attitude to **me**

1 My attitude to how we'll work together

I won't tell you what
you can find out for
yourselves

I won't offer more
input than you
need

Keynote:

Learning-centred

I won't hijack your learning

Input is not my default activity ...

But feedback is

I won't hijack your
sense-making with my
own 'superior'
representations

I'll give you clear, supportive
feedback, in various ways,
perhaps even in the middle of
a 'communicative' activity

2 My attitude to my learners' use of language

Instead of “inputting” the grammar point... what if I throw grammar into the ring to see what you can do ...

Keynote:

The core working material of this class is the language that you my sts use ... whatever the materials

I'll ask questions to find out what

you think ...

... and if you're way off, I'll help you towards something different. If you're close, I'll help you to upgrade

3 My attitude to the material (exercises, texts, tasks etc)

Keynote:

I won't do an exercise only
to "do the exercise".

I'll do it to see what you
can do, and then take you
into new territory

As well as getting through
the unit, answering the
questions, checking the
answers...

... we'll unpack the puzzle
(using the *same materials
and exercises*) and explore
it together

4 My attitude to “correctness”

I won't ask 'trick questions' to draw out 'correct answers'

And I won't say 'good' when it isn't

Keynote:

**I won't over-emphasize correctness
You are here to learn, not to be correct**

You are not a machine
for pleasing me...

... and I'll regard your mistakes as
gifts to the class, which tell us where
you are and what to do...

5 My attitude to differences between learners

I'll welcome your individual differences...and even *rely on them*

I'll make each St's effort of benefit to the whole class

Keynote:

I'll revel in the richness of your diversity - as fellow humans exploring uses of language.

I'll foster all the *private lessons* taking place in this group

Relationship will develop precisely out of pleasure of difference ...

6 My attitude to me

... Also freeing you from playing the *role of student*

Keynote:

I'll be myself, not playing the *role of teacher...*

I won't *pretend* to be patient, non judgmental, attentive, supportive, curious. I'll *learn to BE SO*

I'll not control you with my praise, un-praise, and preferences.

This return to *genuineness* will sometimes express itself as JOY of learning

If these are my attitudes...

1. My attitude to how we'll work together
2. My attitude to my learners' use of language
3. My attitude to the material (exercises, texts, tasks)
4. My attitude to "correctness"
5. My attitude to the differences between learners
6. My attitude to me

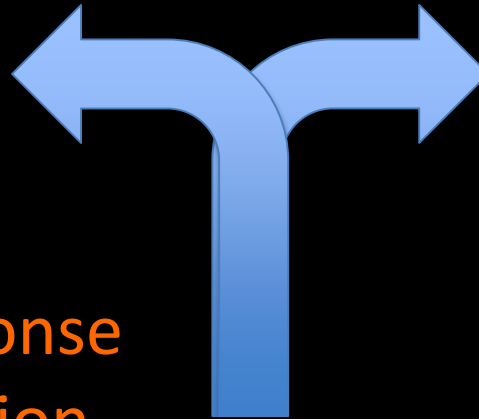
...what could they look like as behaviours in class?

Behaviours that prime the class...

Saying 'good'
when it isn't

for Demand
Low

First 'correct' response
extinguishes question



1. Keep Questions
Cooking

for Demand
High

2. Upgrades v
Correction

3. 3 X Practice

Three DH behaviours which remove the ceiling

1. Keeping Qs cooking

Collect responses. Get different views and voices. Gather rich material to work with

2. Upgrades V Correction

Any utterance can be upgraded, whether or not there's a mistake. Upgrades bring together all differences



3. 3XP

We learn from practice not explanations. And from taking it inside

KQC

Keep Questions Cooking

DH1: Keeping questions cooking - KQC

If I allow the 1st correct answer to extinguish my question - without checking other answers in the room

I reinforce the idea that
correctness by one = learning by all

Sts get more learning from my questions if:

- I collect several responses, including wrong ones
- I bring in more Sts
- I let them discern, negotiate, be wrong, change their minds, play, experiment ...

Here are some Teacher techniques for KQC →

KQC 1 - Collecting responses

What's your answer? ... and yours ... and yours?

Who has something different?

Listen to the differences

Is that the same as his?

What did she say?

Did you hear her?

How many different answers have we got?

Is that one Ok?

Do you want to change it?

How many words in that answer?

KQC 2 - Class examines their responses

Do you agree with that?

Are there any mistakes?

Yes? How many?

Do you want to change it?

Who likes this one?

Which one is more English?

Can you improve it?

Let's put the different answers on the board...

Now ... one of these is correct ... but which one?

So what's your answer now? And yours...?

Upgrades

Upgrade rather than correct

A correction:

- Makes something 'wrong' into something 'right'
- "Correct" often means *the right words in the right order*
- "Correct" *can't be corrected* - you hit a ceiling

An upgrade:

- Improves *whatever is offered* (mistake or not)
- Invites the best each student can do *at that moment*
- Removes the ceiling
- Everybody gets a DO-ABLE personal upgrade,
 - *eg quicker, clearer, slower, more interesting ...*

Upgrades make all class members equal...

Everyone can learn from each other's upgrades

You don't need a mistake to do an upgrade →

Individual Upgrades 1

How many words ...?

What is the second word?

How many syllables?

How many sounds?

What is the second sound?

There is a sound missing/Is there a word missing?

You need another word...

Take a word out...

Change one word

Where is the stress?

Does that feel right to you?

Is that how you want to say it?

Individual upgrades 2

Can you change the word order

Yes, now join the words together ...

Say it slower and more clearly...

Say it faster ...

Say it with interest!

Practise it in your head

Whisper it,

Make it a question,

Does that say how you feel?

The words are correct, but now in English!

All of you... another way to say the same thing ...

Anything can be playfully upgraded

- Any level from A1 to C2 can upgrade
- You can upgrade using my talk right now...
- *The fact* of upgrading itself injects interest
- Seeing what there is to attend to is itself an upgrade
- ... An attention upgrade
- Feedback too can be an upgrade

3XP

Three Times Practice

DH3:



Normal, from outside

1



2

Recall / Recreate, from inside



3

Personalise / Use, from inside

LANGUAGE

prepositions of time ■ daily routine verbs

4A 24 hours in the dark

1 Do you usually do these things in the morning? Discuss in pairs.

check emails go to the gym have a bath have a shower have breakfast

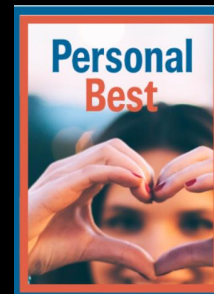
Now do this as 3XP

1X Do it as normal. ... + encourage Sts to say more

2X Close books, recall playfully, check as needed

3X Go off-text, imaginative, fuller sentences,
new meanings

3XP is in Personal Best



3 x PRACTICE *SB page 72, exercise 1*

- 1** Do the exercise as normal. When you get feedback from sts, ask about each activity in turn: *Who (checks emails) in the morning?* Ask questions to encourage sts to say more, e.g. *Do you check emails before you have breakfast? Do you sometimes answer emails?*
- 2** Books closed. Tell sts there were five activities in exercise 1. Give them a minute to remember as many as they can. Sts can look in their books to check. See who remembered them all.
- 3** Put students into pairs. Student A says one of the nouns from exercise 1 and Student B must make a sentence using it with the correct verb. Student A does this for all the nouns, then they change roles and do the activity again.



Pokémon Go



1 Q Congratulations. H_____ L_____ d_____
i_____ t_____ y_____?

A It took me just over two weeks.

2 Q H_____ m_____ d_____ y_____ c_____?

A I caught 142.

3 Q W_____ d_____ y_____ f_____ t_____?

A I found them in New York City.

4 Q H_____ m_____ d_____ y_____ s_____?

A I spent about \$200.

5 Q H_____ f_____ d_____ y_____ w_____?

A I walked about 200km.

**Personal
Best**



3 x PRACTICE SB page 92, exercise 3

- 1** Do the exercise as normal. When you check the answers, go around the class for each answer, asking sts to say one word each of each question. Say each complete question and ask: *Is it correct? Do we need to change anything?*
- 2** Put sts into pairs and ask them to close their books. Read out each answer from the dialogue in turn. Sts try to write the questions from memory. They can check by looking in their books.
- 3** Sts work in pairs. They change some of the details in the answers, then practise the dialogue in pairs. Encourage them to speak at a natural speed, and try to make the dialogue sound as natural as they can.



Attitudes liberate, attitudes kill

All methods work .. and
all methods don't work..

..the issue is *how they're done*

ELT needs to
talk about
attitude

What attitudes do I have?
Can I see them?
Can I change them?

When dissatisfied with my work,
do I realize I can try things with a
different attitude?

Behaviours are not stuck
to me like my skin, they
are changeable ... like
my clothes.. I can slip out
of them, and
into others ...

Whatever you are teaching, Sts are learning your
attitude to life

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Thank you!

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