



Warum Marionetten  
schlecht Sprachen lernen

# The importance of choice what to expect...

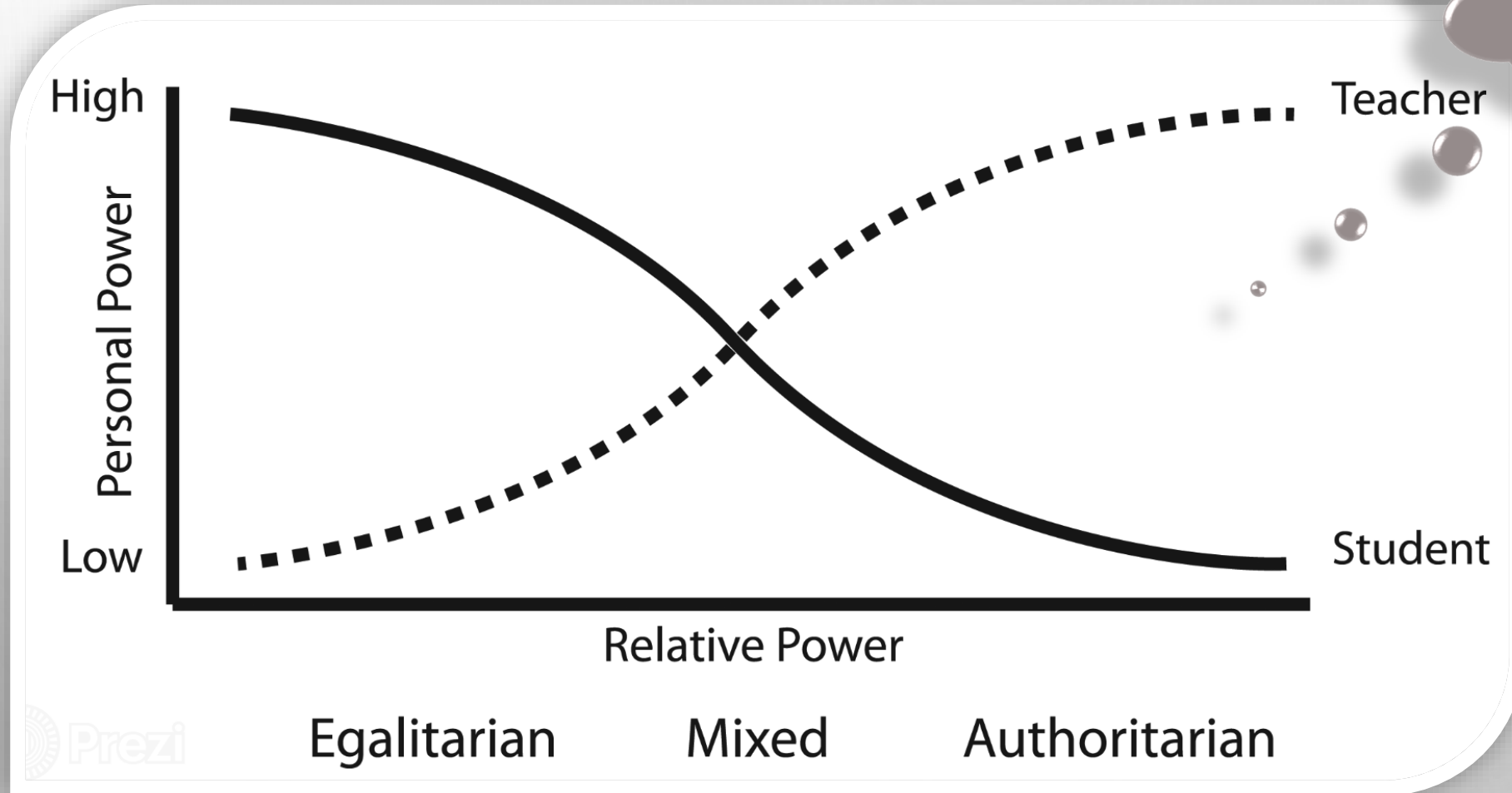
- Status quo and problems
- In a nutshell: why do we need choice?
- How we learn
  - Turning the brain on: sense and meaning
  - Active learning
  - Deep learning and cognitive conflict
  - Intrinsic motivation: autonomy – mastery – connection
- How to engage students with choice: practical examples





# 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.”

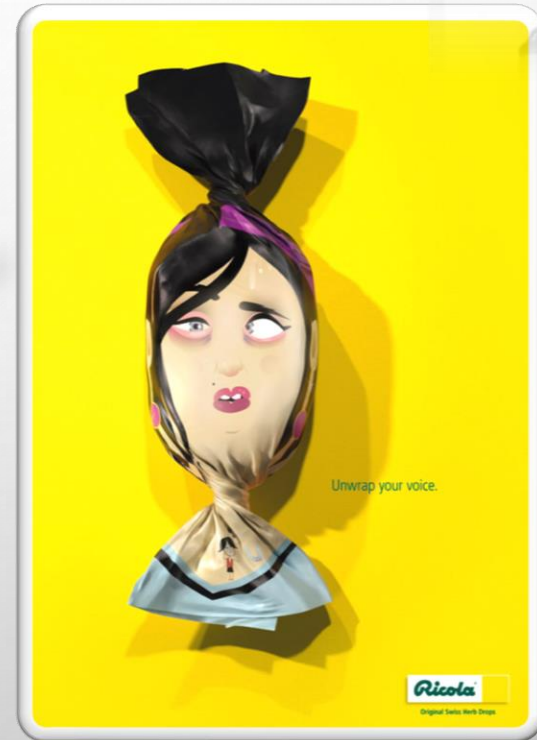
“The key is what is going on in each student’s mind - because influencing these minds is the point of the lesson.”



Some people think  
you learn a  
language to use a  
language

You don't

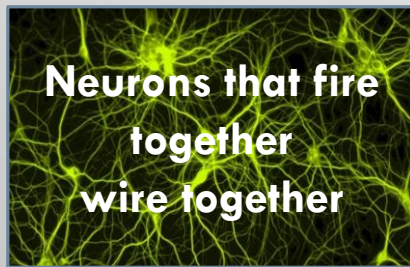
You use a  
language to  
learn a language



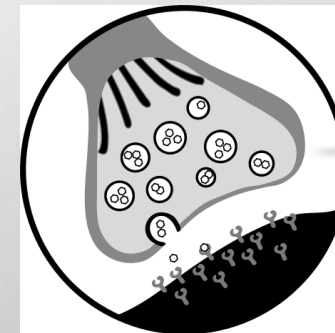
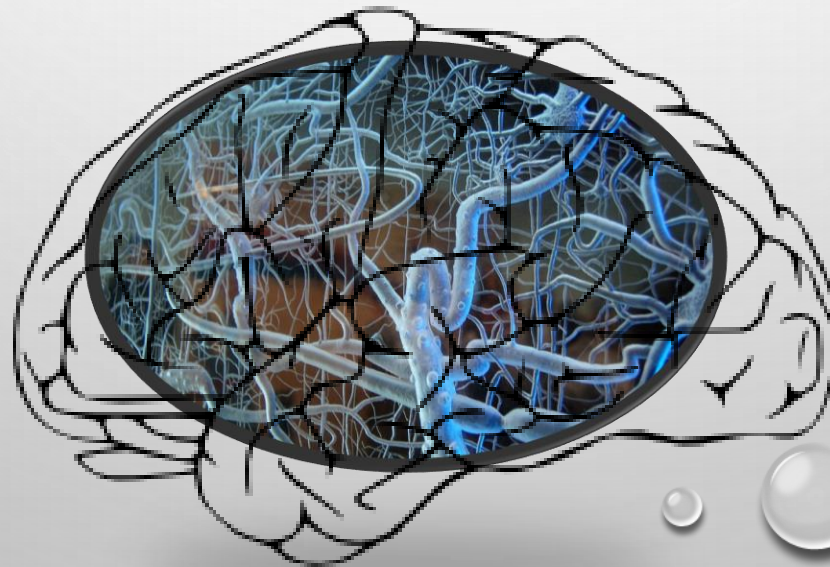
# How do we learn? Why do we need choice?

- 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

choice = freedom = a strong motivating factor → engagement and empowerment →  
→ acetylcholine → improves synapse communication and growth of new connections.



Learning = making new connections or strengthening existing ones

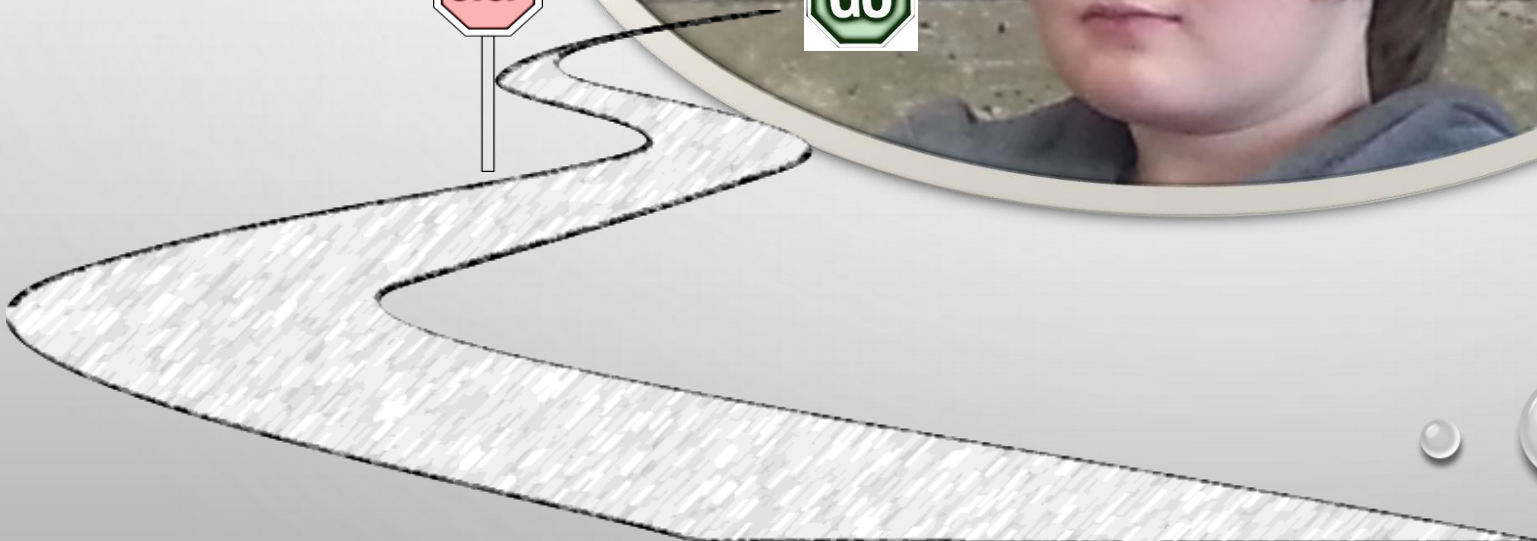


# How to get in...

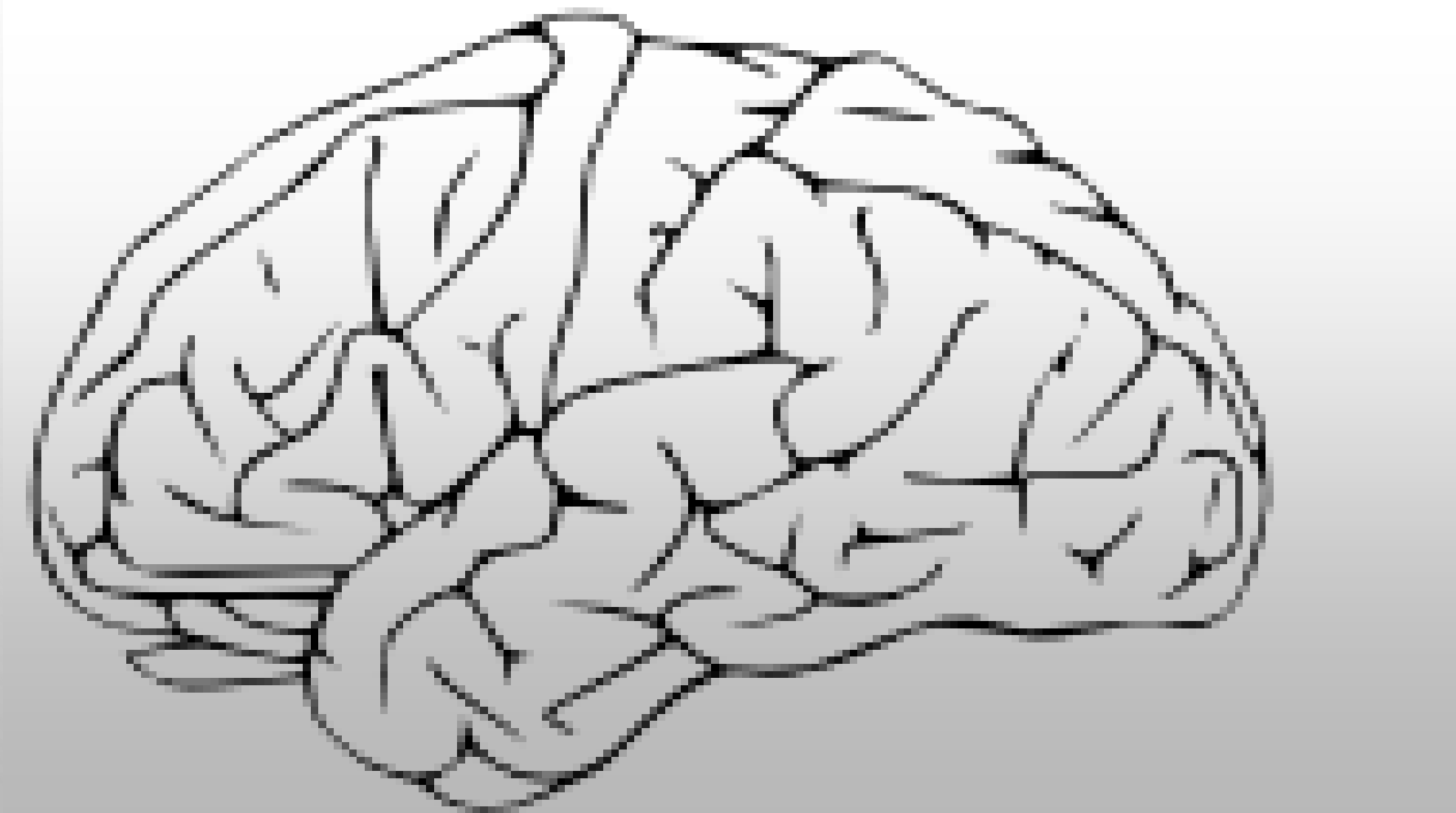


Cut STRESS !  
Making mistakes is ok.

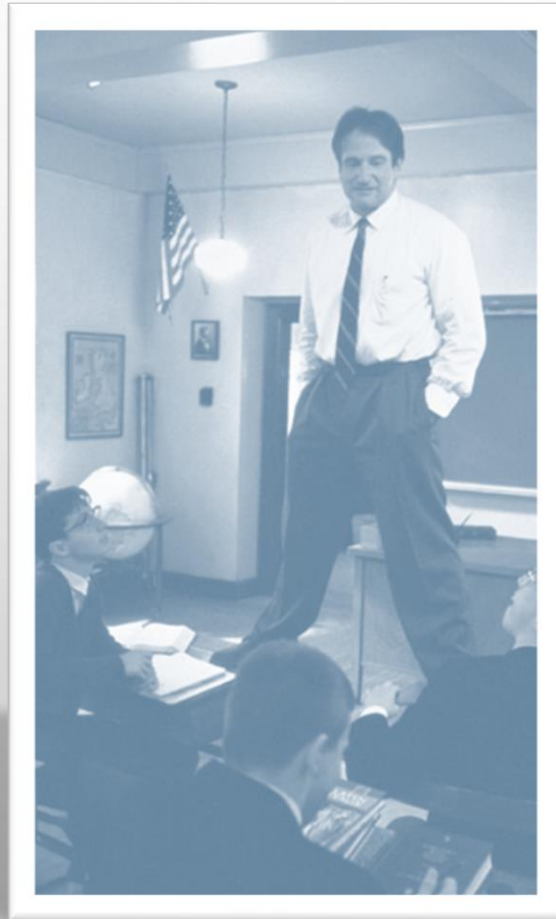
Create a safe and pleasurable environment.



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

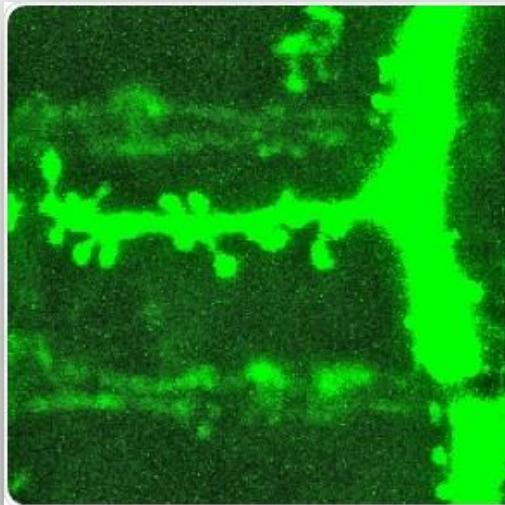
# Why is engagement so important? Sense and Meaning

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

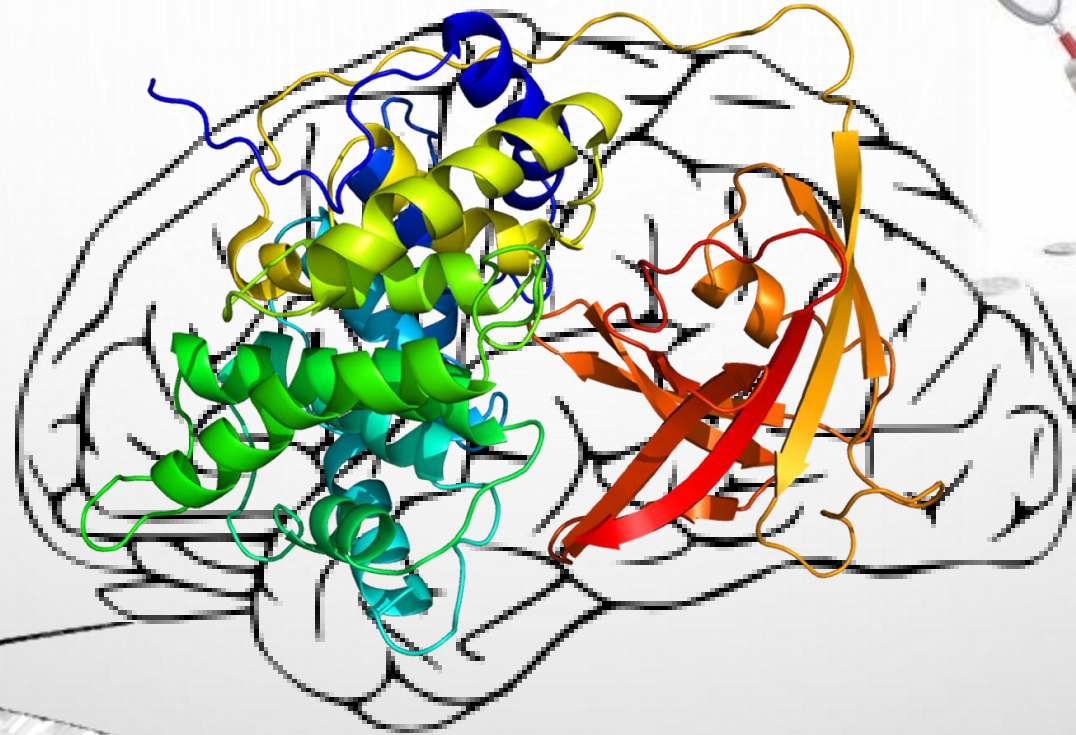
James E. Zull, p.5



Acetylcholine

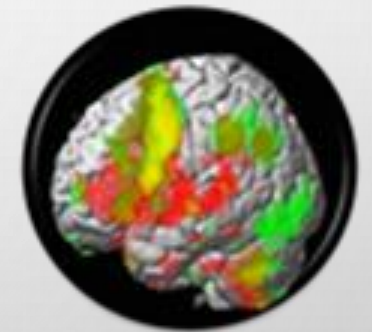
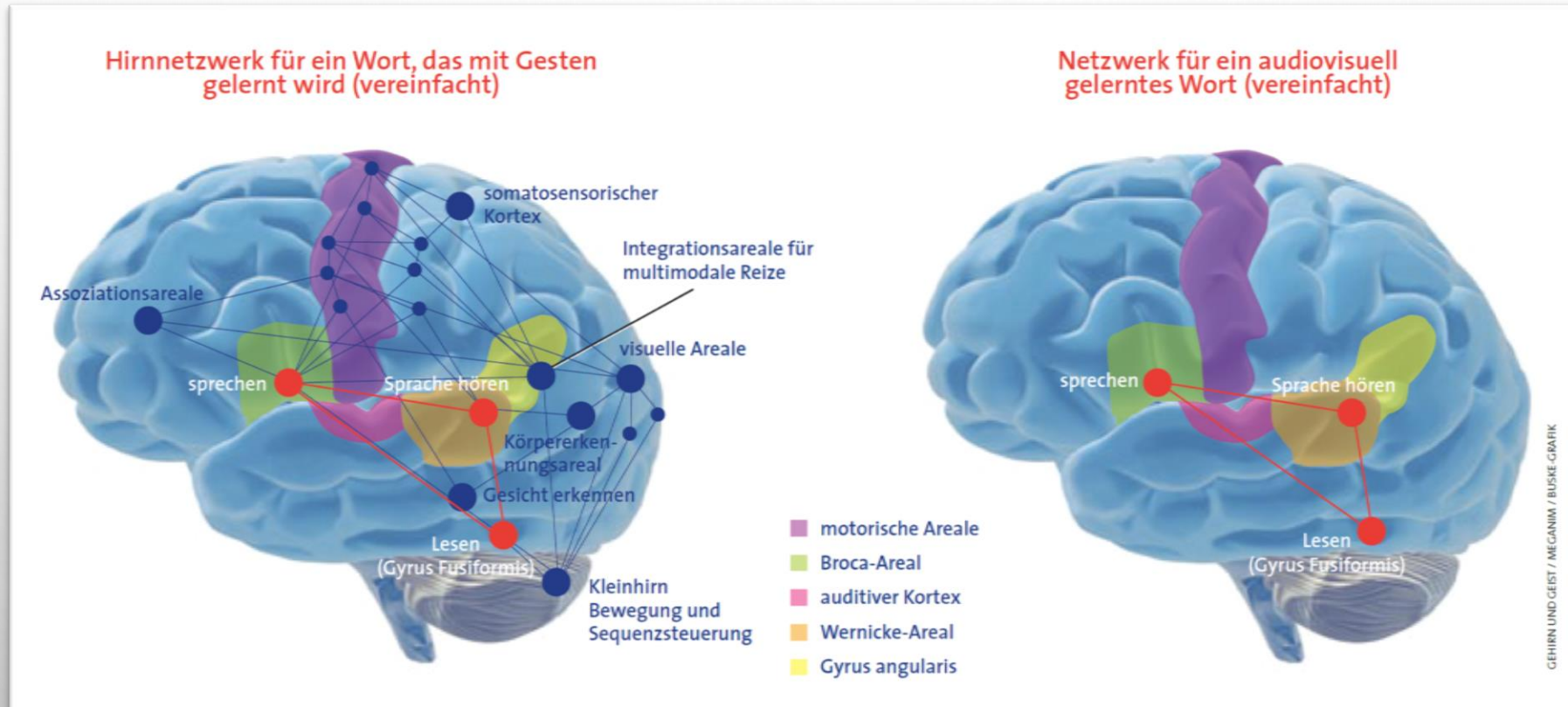


# Active learning



This Photo by Unknown Author is licensed under [CC BY-SA](#)

# Active Learning = simultaneous activation of neural networks



# Deep learning needs cognitive conflict



**Students must  
be allowed to  
struggle.**



# 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.

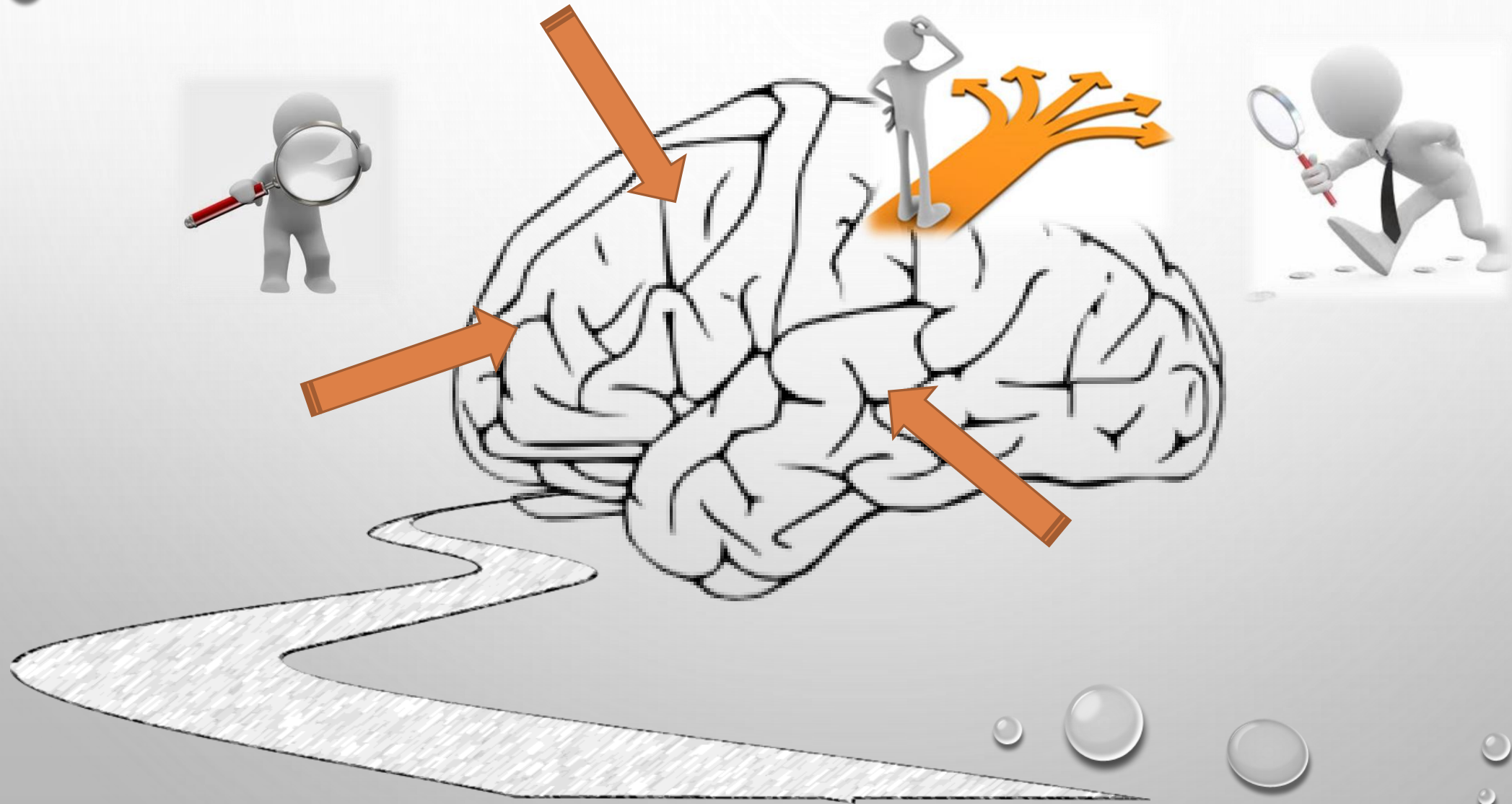
What do you notice?



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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

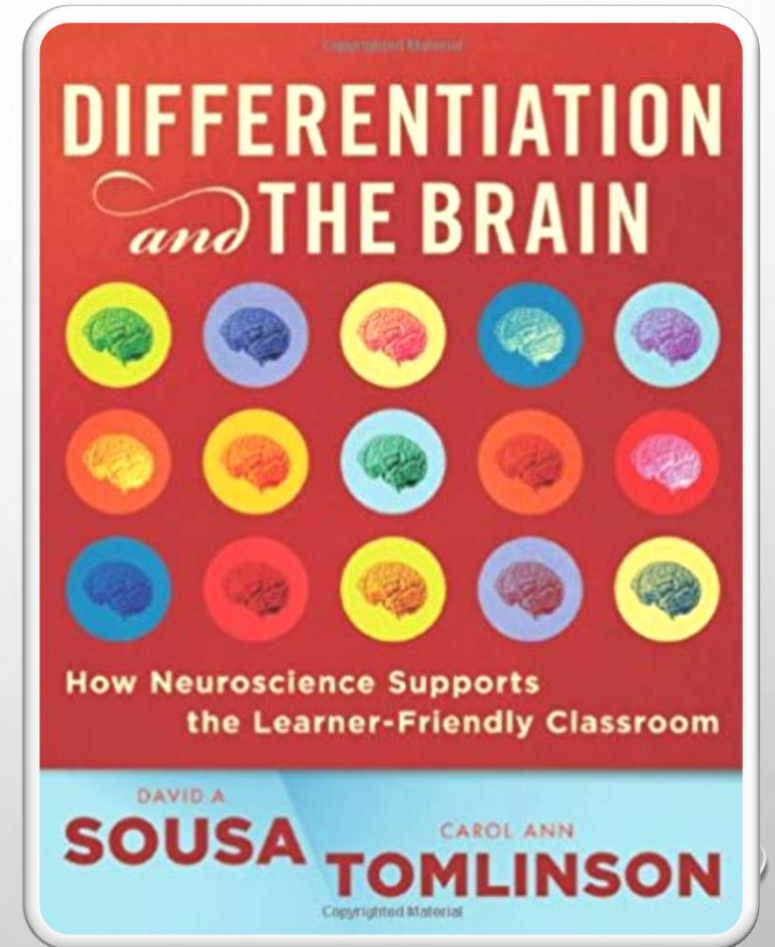
student  
readiness

student  
interest

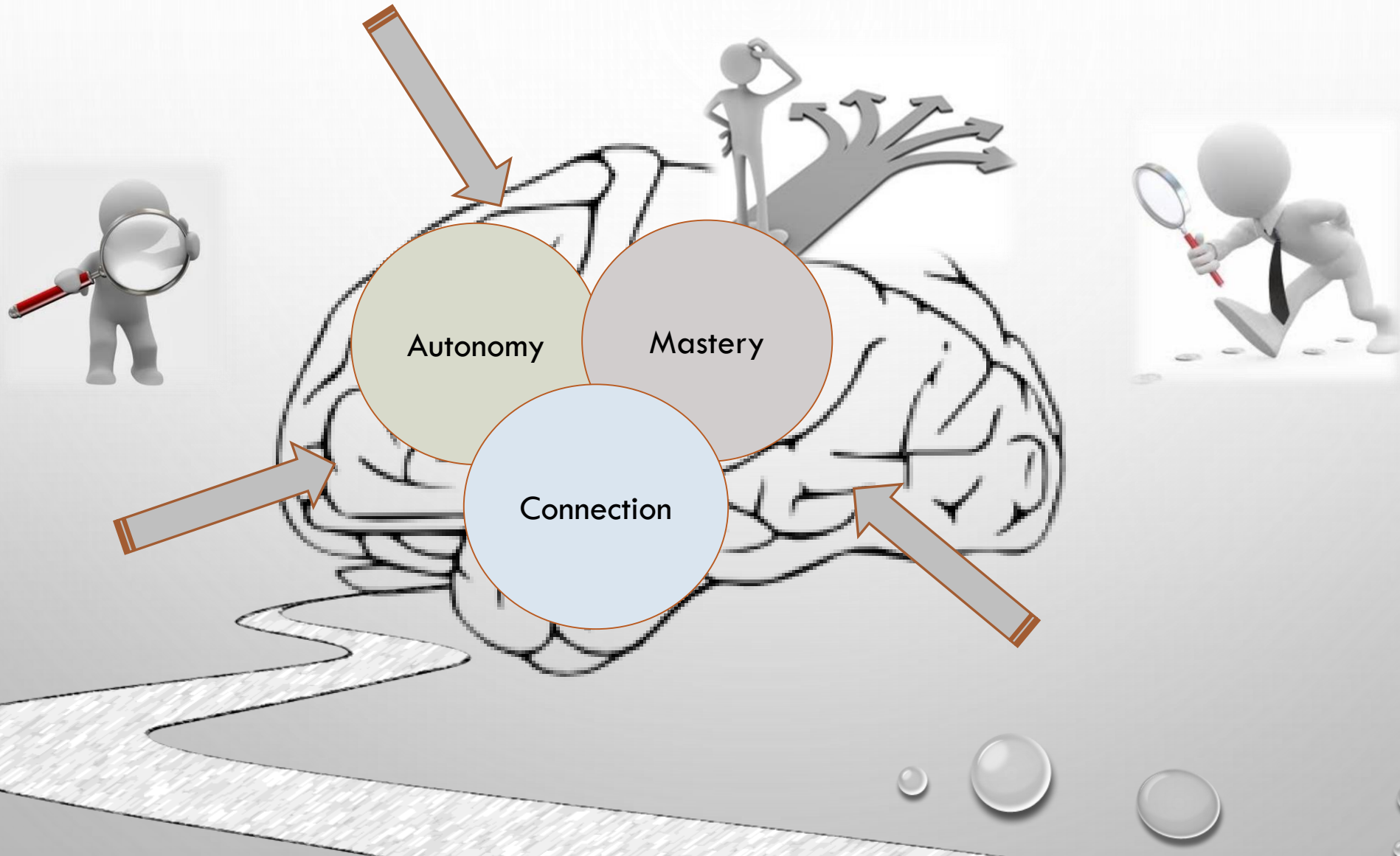
learning  
styles and  
preferences

cultural  
background

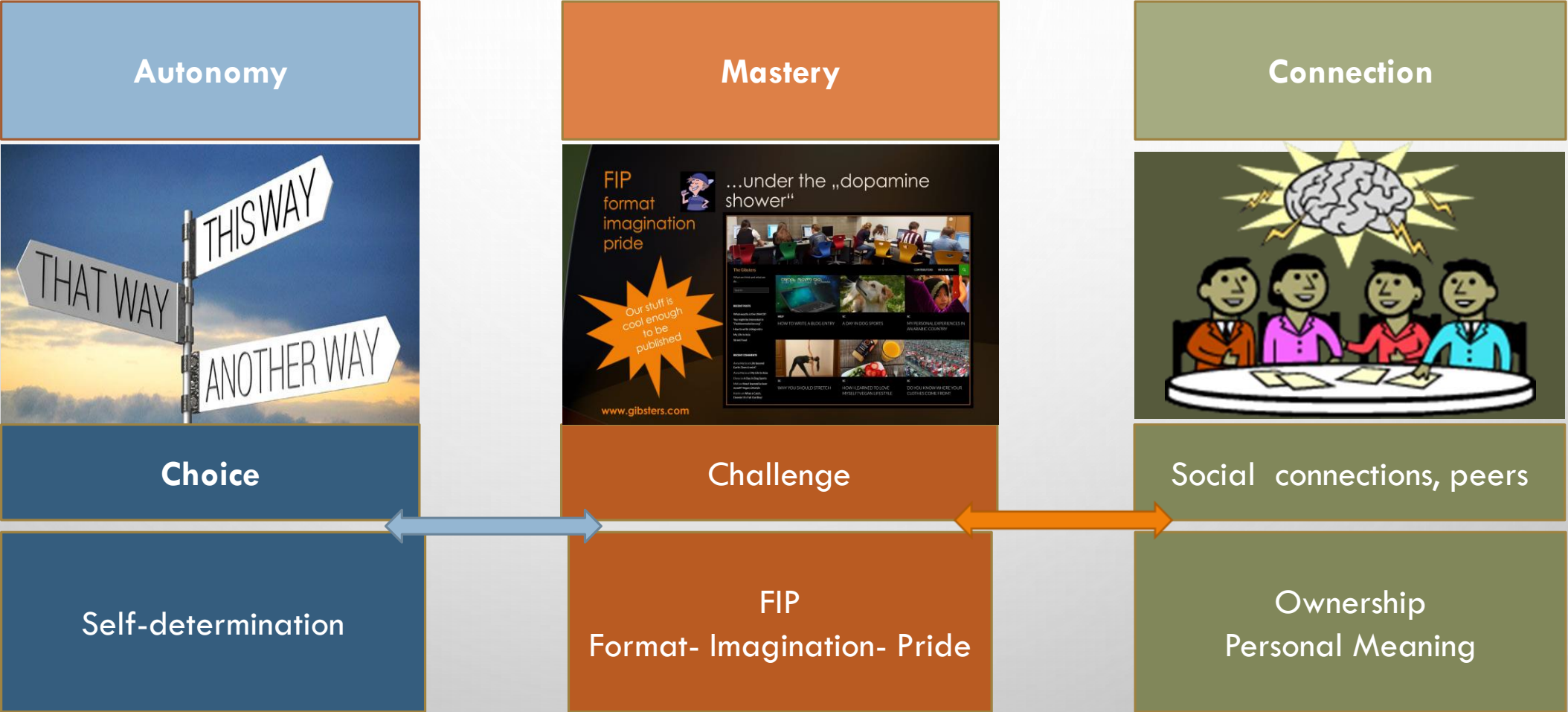
gender



# 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)

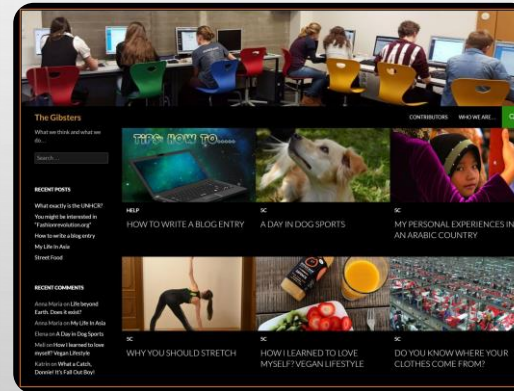
Create opportunities for success

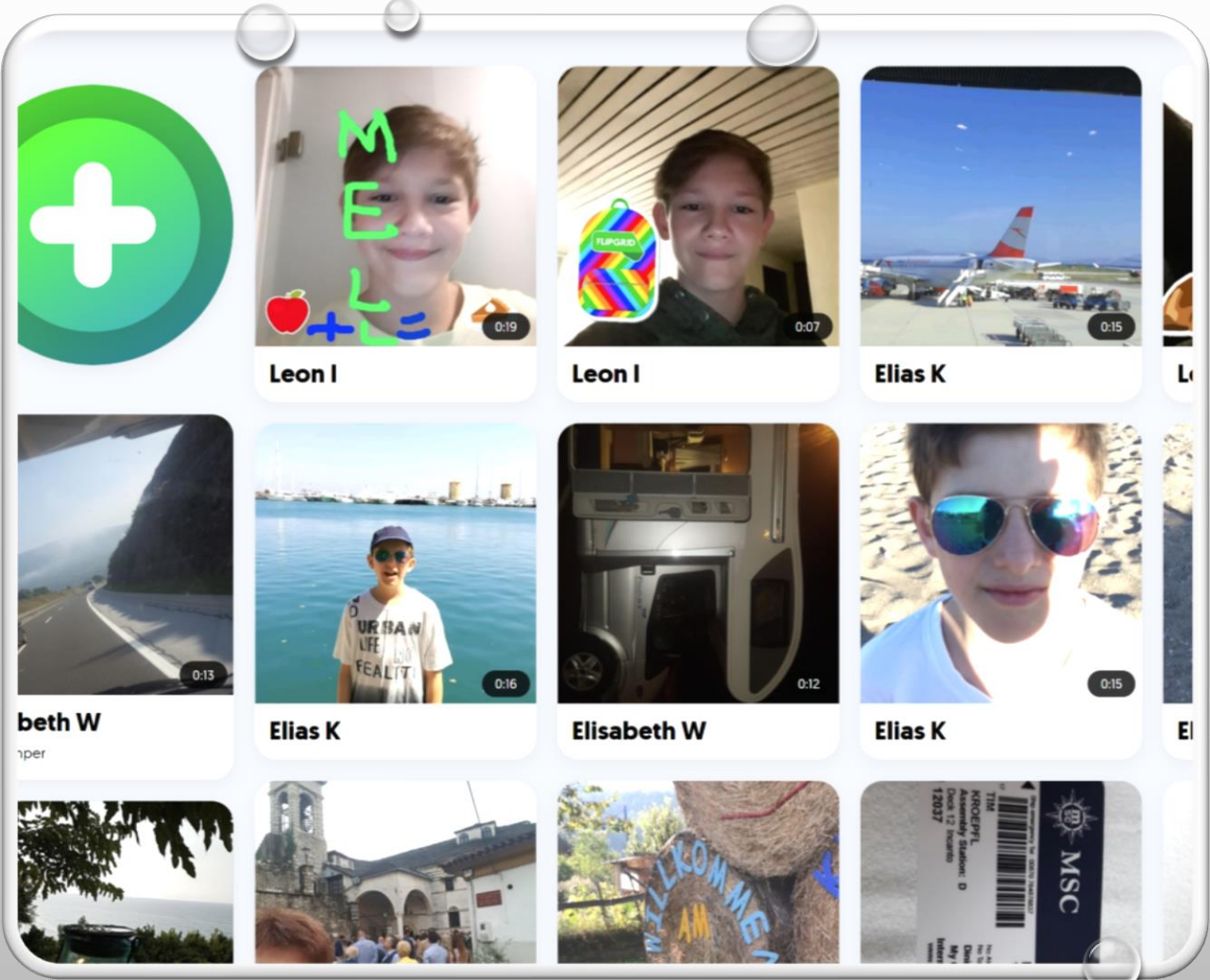
FIP  
Format – Imagination - Pride

# 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...)**

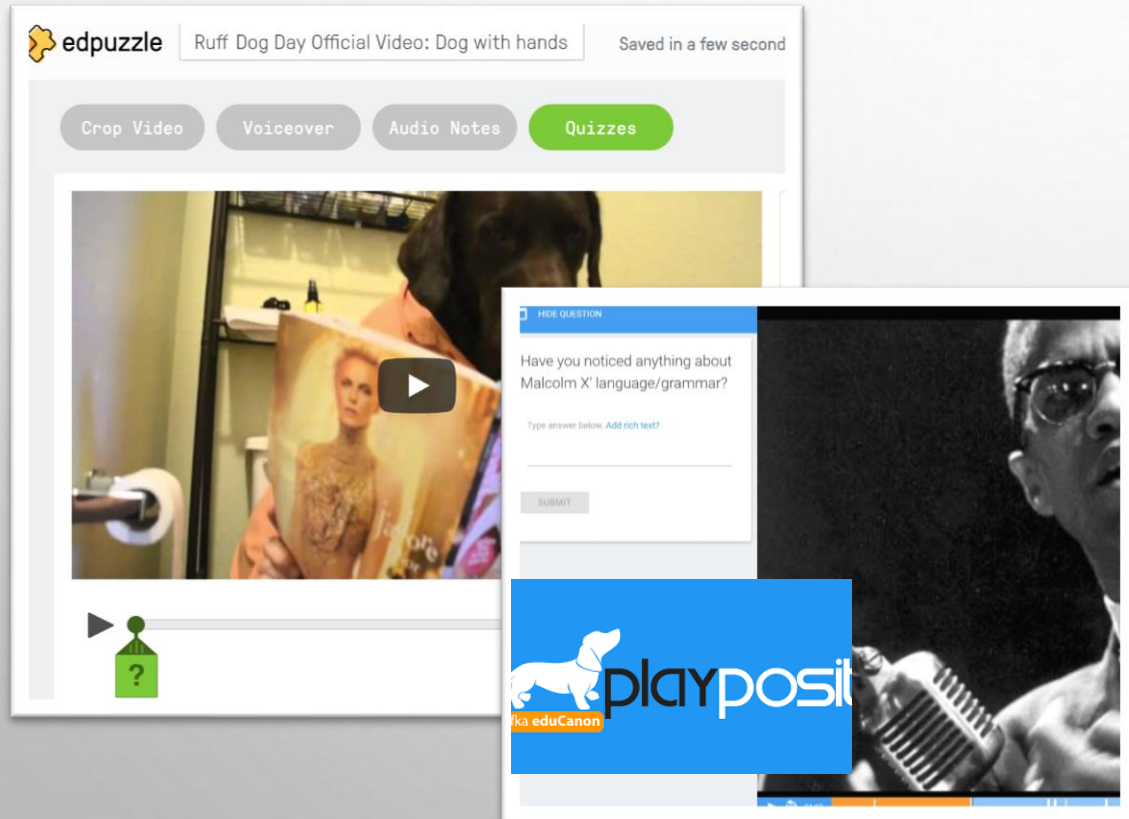
**Scaffolding: what kind of help do you need?  
(Textbook, handout, instruction video, peers, teacher...)**

**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?**

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



The screenshot shows the edpuzzle interface. At the top, it says "edpuzzle" and "Ruff Dog Day Official Video: Dog with hands". Below this are buttons for "Crop Video", "Voiceover", "Audio Notes", and "Quizzes". The main video player shows a dog holding a poster of a woman. Below the video player is a quiz question: "Have you noticed anything about Malcolm X' language/grammar?". The question is displayed in a blue box with a "HIDE QUESTION" button. Below the question is a text input field and a "SUBMIT" button. At the bottom of the quiz box, there is a logo for "playposit" and "eduCanon".




- Choose an article that interests you.
- What are the most interesting facts in this text?
- Write 5 questions about these facts.
- Ask another student to answer your questions.

# Choice of topic

**G S M**  
Gibs Student Magazine

Summer Special  
BY:  
Kalkidan &  
Marion &  
Pilar



**ALL YOU NEED**  
Anna Leonie Lily



Summer interview  
Interview  
Create

Leonie has interviewed Anna has a good ice cream Lily has written an interesting class meets about their for you and found really text about Create really good summer holidays arrange ice flavours holiday tip.

Keep up in news  
Grand Prix of Austria

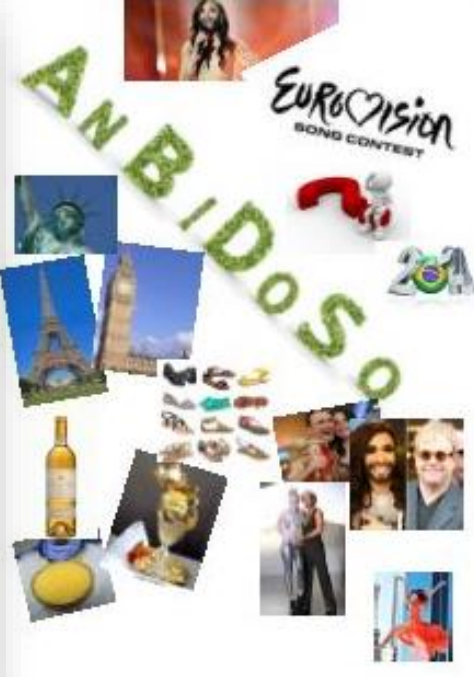


Samsung Galaxy S5 Yachts



Michigan **M**

**ANBIDOSO**

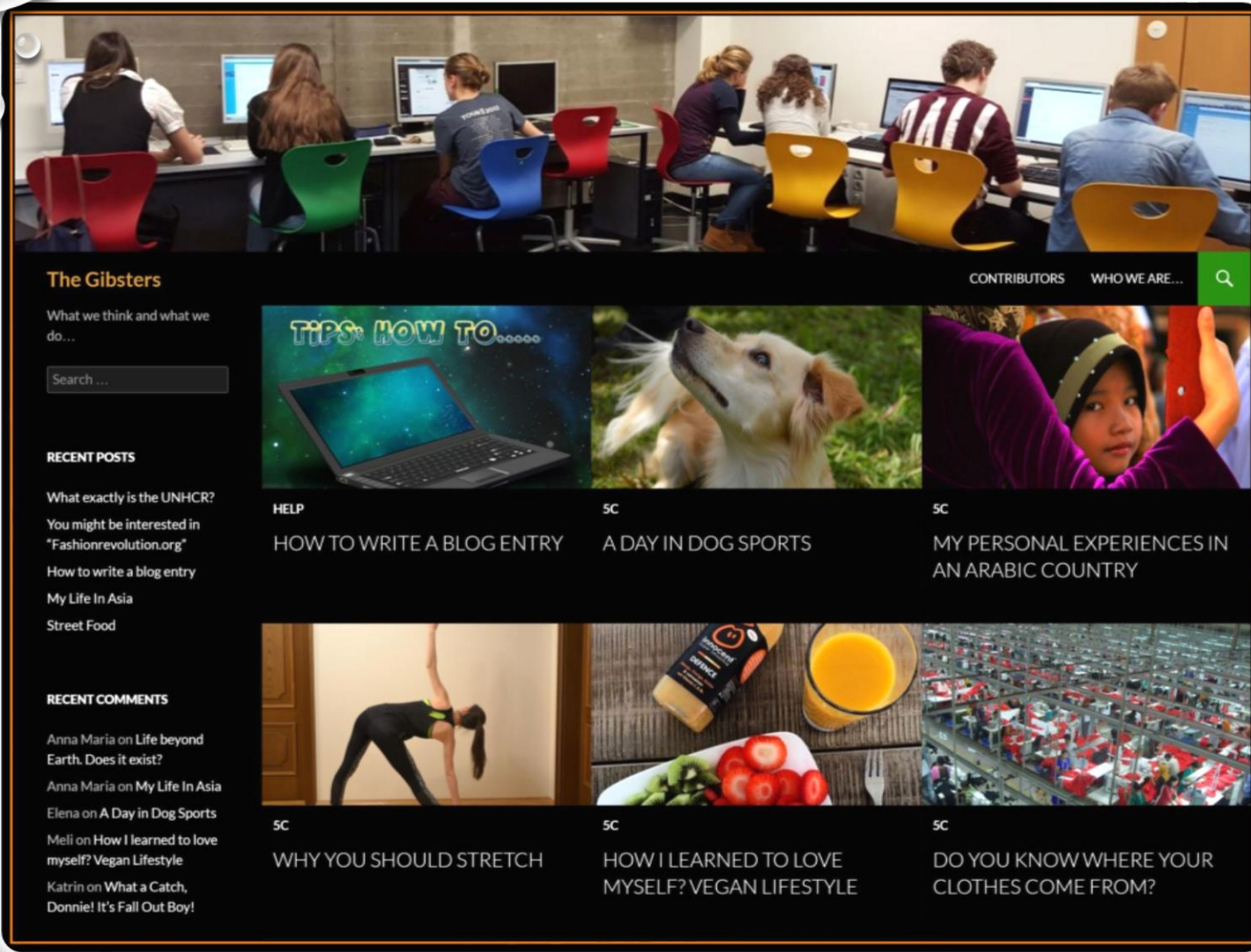


EUROVISION SONG CONTEST

Choice of topic

Blogging

[www.gibsters.com](http://www.gibsters.com)



The screenshot displays the Gibsters website interface. At the top, a banner image shows a group of people working at computers in a classroom or office setting. Below the banner, the site title "The Gibsters" is visible, along with navigation links for "CONTRIBUTORS" and "WHO WE ARE...". A search bar is located on the right side of the header.

The main content area features a grid of six blog posts, each with a thumbnail image, a title, and a "5C" rating. The posts are:

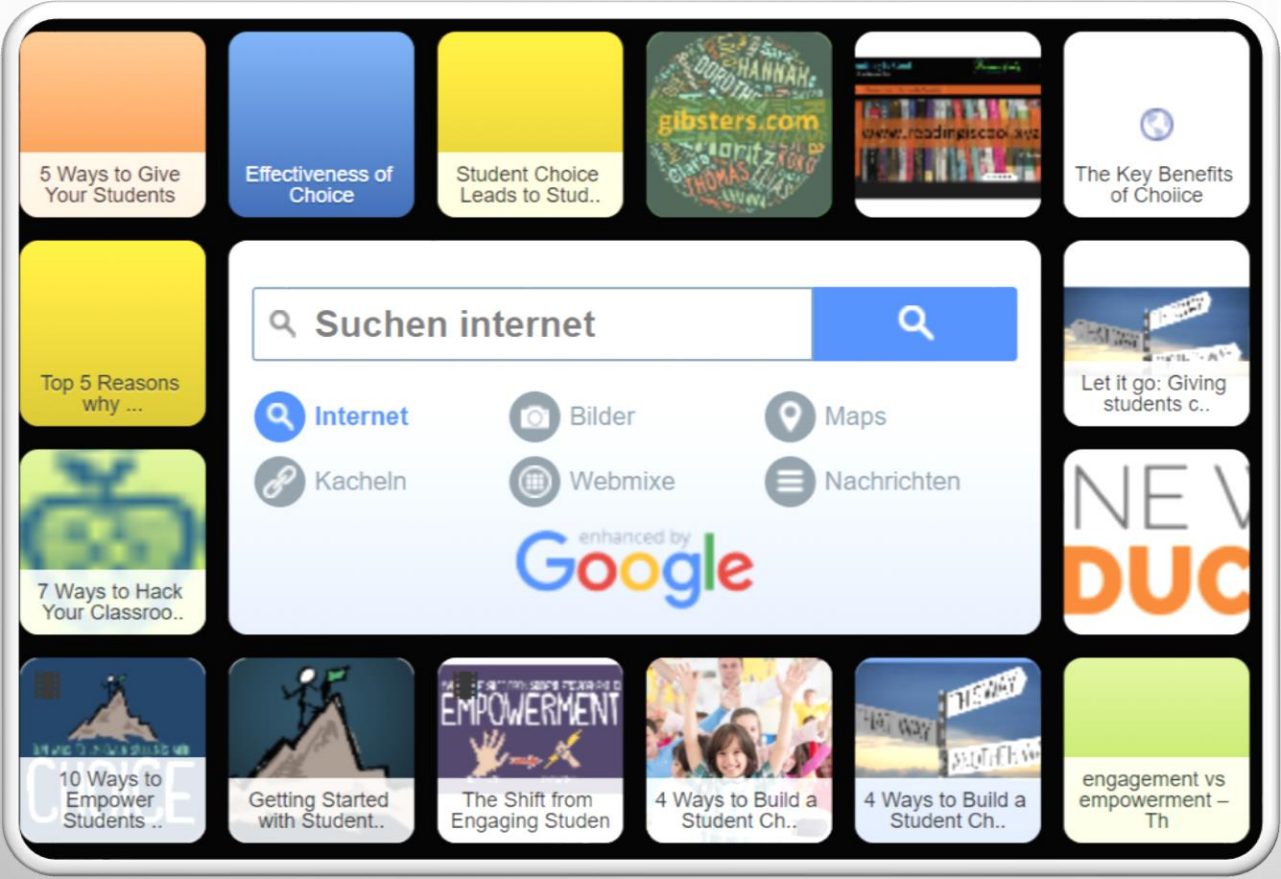
- HELP**: HOW TO WRITE A BLOG ENTRY (Thumbnail: A laptop with "TIPS: HOW TO....." text overlay)
- 5C**: A DAY IN DOG SPORTS (Thumbnail: A dog looking up)
- 5C**: MY PERSONAL EXPERIENCES IN AN ARABIC COUNTRY (Thumbnail: A woman in a purple headscarf)
- 5C**: WHY YOU SHOULD STRETCH (Thumbnail: A person performing a yoga stretch)
- 5C**: HOW I LEARNED TO LOVE MYSELF? VEGAN LIFESTYLE (Thumbnail: A plate of fruit and a glass of orange juice)
- 5C**: DO YOU KNOW WHERE YOUR CLOTHES COME FROM? (Thumbnail: A large retail store aisle)

On the left side of the page, there are sections for "RECENT POSTS" and "RECENT COMMENTS". The "RECENT POSTS" section lists:

- What exactly is the UNHCR?
- You might be interested in "Fashionrevolution.org"
- How to write a blog entry
- My Life In Asia
- Street Food

The "RECENT COMMENTS" section includes:

- Anna Maria on Life beyond Earth. Does it exist?
- Anna Maria on My Life In Asia
- Elena on A Day in Dog Sports
- Meli on How I learned to love myself? Vegan Lifestyle
- Katrin on What a Catch, Donnie! It's Fall Out Boy!



# Choice of resources and materials

# 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 boards, menus and tic-tac-toe

- ✓ Different work, not more or less
- ✓ Same learning goals for all – different paths
- ✓ More motivating – choice = empowerment
- ✓ Cater for different interests and preferences
- ✓ Allow choice for different readiness levels (easier tasks, more challenging tasks -- or choiceboards at different levels)
- ✓ All tasks must be equally interesting and meaningful. No mindless exercises.
- ✓ Maintain teacher control and give students some freedom within a given framework
- ✓ Can be used for a single task or a whole project (where students choose 3 or 4 tasks and cover different skills)
- ✓ Can be used at all levels and for all subjects

# 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 1<sup>st</sup> 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 2<sup>nd</sup> 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.

# My Home

examples

Choose one option from each course: 1 soup or salad, 1 main course, 1 dessert

## Soup or salad



## Mindmap

Make a mindmap of all the new vocabulary for describing your home. Make good categories.

## Drawing

Draw a plan or picture of your apartment. Label all the rooms and the furniture in the rooms.

## Main Course



## Video message on Flipgrid

Make a flipgrid video where you describe your home to the class.

You can show us your floorplan or drawing and describe all the rooms.

or

You can walk around your home and describe the rooms you are in.

Tip: Stand still while you are talking and do not move the camera too much.

## Tea and Talk: Sharing photos

Bring 2-3 photos of your home to “Tea and Talk”.

Practice describing them in detail.

Then present your home to your friends.

Tell us what you like and don't like about the rooms.

## Dessert



## A short letter to your penfriend

Tell your new penfriend about your home. Describe the rooms and furniture and say what you like and don't like about your home.

Start like this:

Dear xx,

Thank you for your long letter. Now I know a lot about your home.

Your room is really cool.

Now, I am going to describe my home to you:

## Matching pictures and text

Bring a picture of your room or another room in your home.

On an extra sheet describe the room in detail. Do not write your name on the sheet.

We will then post all the pictures and all the texts on the wall. Your classmates will have to find the matching pairs.

# A CHOICE BOARD FOR STUDENTS OF PPS 2: COMMUNICATIVE LANGUAGE TEACHING IN PRACTICE

examples

## 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?

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### 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 --???

# HOW TO GET STARTED

- Define your learning goal: what should your learners be able to DO? How can this be shown?
- Provide different resources: textbook, other texts, videos, audio material, web-sites, learning games...
- Create a set of tasks where the learners can SHOW that they have achieved the goal(s)
- Make sure your tasks cover different skills: reading and listening (resources) and speaking and writing (for the products)
- Make sure you cater for different interests, skills, learning preferences (visual learners will like mindmaps, auditive learners will prefer videos and audio input and tasks...

# Let's take a first step...

- Plan a choiceboard for one of your classes.

## Audio tasks

- 2-minute radio program
- telephone conversation
- interview
- radio commercial
- act out a dialog
- ...

## Video tasks (Flipgrid)

- act out a scene
- interview
- TV commercial
- how to: instructions video
- ...

## Writing tasks

- letter
- postcard
- diary
- e-mail
- blog-comment
- article
- how-to instructions
- quiz: 5 questions for your partner
- ...

## Visual tasks

- mindmap
- checklist
- diagram
- timeline
- ...

## Planning a Choiceboard

Class:

Learning goal

Choose one task from each row.



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](https://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

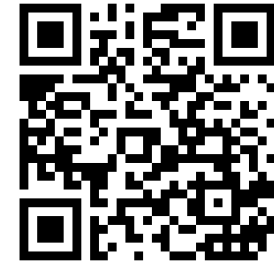
# Thanks for your attention

- FIND OUT MORE ON
- [WWW.EPEP.AT](http://WWW.EPEP.AT)
- [WWW.GIBSTERS.COM](http://WWW.GIBSTERS.COM)
- [WWW.READINGISCOOL.XYZ](http://WWW.READINGISCOOL.XYZ)



# Resources

<https://tinyurl.com/choiceboard-resources>



A choiceboard grid containing 18 resource cards and a central search bar. The cards are arranged in three rows. The top row has six cards: '5 Ways to Give Your Students', 'Effectiveness of Choice', 'Student Choice Leads to Stud..', 'gibsters.com', 'www.readingscool.org', and 'The Key Benefits of Choice'. The middle row features a large search bar with the text 'Suchen internet' and a search icon, and a card titled 'Let it go: Giving students c..'. The bottom row has six cards: '7 Ways to Hack Your Classroom', '10 Ways to Empower Students..', 'Getting Started with Student..', 'The Shift from Engaging Stud..', '4 Ways to Build a Student Ch..', and '4 Ways to Build a Student Ch..'. The rightmost card in the bottom row is titled 'engagement vs empowerment - ...'. The search bar includes icons for 'Internet', 'Bilder', 'Maps', 'Kacheln', 'Webmixe', and 'Nachrichten', and is 'enhanced by Google'.

# A mini choice board for this session

Now it's  
your turn

Do one of the tasks from the choice board.

Be prepared to present your product to the group in the last 15 minutes of this session.

<p><b>Poster</b></p> <p>Make a poster that presents the advantages of choice-boards to your colleagues in school. You can then show the poster to your colleagues during the next pedagogical conference or subject teacher meeting.</p>	<p><b>Video message on Flipgrid</b></p> <p>Record a short video message explaining the benefits of choice-boards to other teachers. Record the message on flipgrid. You can also do this with a partner in form of an interview or a questions- answer session.</p> <p>Flipgrid: <a href="https://flipgrid.com/fcff38f6">https://flipgrid.com/fcff38f6</a></p>	<p><b>Explain to your students</b></p> <p>Explain the idea of choice-boards to your students in school. Think of a specific class that you are teaching at the moment. Do this in the language you are teaching. Prepare 3-5 powerpoint slides (or sketch them on paper if you did not bring your computer).</p>
<p><b>E-mail to a colleague</b></p> <p>Write an e-mail to a colleague of yours. (Maybe the colleague who is teaching a parallel group.) Explain the benefits of choice-boards and invite him/her to try it out with you.</p>	<p><b>Letter to the editor</b></p> <p>Write a short letter to the editor of your local newspaper. Explain the importance of differentiation and choice for effective learning and argue for inclusion and against early segregation in schools.</p>	<p><b>Design your first choice board</b></p> <p>Design a basic choice board for one of your classes. Define your learning objectives. Then offer options for students to choose from. Consider: different language skills, interests, readiness levels, learning preferences</p>
<p><b>Mindmap</b></p> <p>Make a detailed mind map about choice boards: benefits and how-to-tips.</p>	<p><b>Questions</b></p> <p>Write a set of meaningful comprehension and discussion questions for one of the texts or videos about choice-boards.</p> <p>Provide an answer sheet (in keywords).</p>	<p><b>Why I do NOT like choice boards</b></p> <p>Explain why you do NOT want to use choice-boards in your classes. What are the disadvantages for you and your learners?</p> <p>Choose any format: video, e-mail, mind map of disadvantages, checklist of disadvantages...</p>

# LET'S SHARE...

- RESULTS AND PRODUCTS



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- ANY FURTHER QUESTIONS



- WHERE ELSE COULD YOU GIVE CHOICE TO YOUR LEARNERS?

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