

A stylized, light blue illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the slide.

# HOOKED ON A FEELING

Why I'm still  
high on writing





# Hooked on a feeling: WHAT

- Three parts:

- explain projects

- share student responses/my responses

- WIIFM: what's in it for me?

- some ideas for the CLIL classroom & more



# Hooked on a feeling: PROJECTS

- classroom projects

US (multi L1) / Italy (single L1)

- total of about 60 / 20 students



# Hooked on a feeling: PROJECTS

- Purpose

- Aim 1: writing should be

- a lifelong habit

- cross-disciplinary competence

- Aim 2: “bell work” (Hess)

- students in class on time and ready for English (extra credit)



# Hooked on a feeling: PROJECTS

- Method:

- prompt on board as students arrive (once/week)
- **very** short response (5 min)= easy on them / on me
- A3, lined paper they pickup and drop off as enter/exit
- students take care of themselves



# Hooked on a feeling: PROMPTS (materials)

- Some prompts:
  - the time I used English best (*past*)
  - what I'll do with my English (*future*)
  - how I chatted up a boy/girl using English (*past*)
  - if I could speak English better, I'd .....(*conditional*)
  - why I like/don't like Halloween, Valentine's Day...
  - write using these words [recycled vocabulary]



# Hooked on a feeling: STUDENT RESPONSE

- How I chatted up a boy using English
  - I told him he was sitting in my seat that I'd rented. It wasn't true but I couldn't to say I'd vomit if I sit in the back. But he didn't ask, he just jumped and said ok and stood talking to me...



# Hooked on a feeling: STUDENT RESPONSE

- What I'll do with my English

- I sing so I can't stand hard voices but hers is smooth like wine. She has a pretty face but mostly a specially voice. I'll speak to her in English because she's French....



# Hooked on a feeling: STUDENT RESPONSE

- Why I don't like Halloween

- My first Halloween in US I called **police**. People rang bell and when I looked they dressed badly and I cried. **Police** came and very nice lady explained but I don't like Halloween after....



# Hooked on a feeling: STUDENT RESPONSE

- Write using these words: *a label / to threaten*
  - Once I bought a DVD but I couldn't open it. The label was hard, like metal, and it was over the plastic and wouldn't move. I threatened it to throw it out the window but I didn't....



# Hooked on a feeling: MY RESPONSE

- What can you do?
  - Mark errors: remember highlighted words
    - Underline/highlight only, and they correct
    - You then respond to their corrections
  - Converse with them: my choice



# Hooked on a feeling: MY RESPONSE

- How I chatted up a boy using English

- I told him he was sitting in my seat that I'd rented.

It wasn't true but I couldn't to say I'd vomit if I sit in the back. But he didn't ask, he just jumped and said ok and stood talking to me...

*Smart girl! Did you get his cell number?*



# Hooked on a feeling: MY RESPONSE

- What I'll do with my English

- I sing so I can't stand hard voices but hers is smooth like wine. She has a pretty face but mostly a specially voice. I'll speak to her in English because she's French.

*You sing! Will you sing for us at Christmas?*



# Hooked on a feeling: MY RESPONSE

- Why I don't like Halloween

- My first Halloween in US I called **police**. People kept rang bell and when I looked they dressed badly and I cried. Police came and very nice lady explained but I don't like Halloween after.

*I don't like H. either, but I love Thanksgiving.*



# Hooked on a feeling: MY RESPONSE

- Write using these words: *a label / to threaten*
  - Once I bought a DVD but I couldn't open it. The label was hard, like metal, and it was over the plastic and wouldn't move. I threatened it to throw it out the window but I didn't.

*How did you finally get it open?*



# Hooked on a feeling: WIIFM

- WIIFM
- They've written about the prompt
- You've responded
- So what?
- Linking it to what we do/why we're here



# Hooked on a feeling: WIIFM

- **Learning communities**

- encourage students to respond to your response

- boy **did** sing at Christmas

- girl wrote: *no cell number, now I'm sad!*

- I answered: *ad in personals, being careful! (speak to me)*

- student wrote: *Thanksgiving, me too. I love food.*



# Hooked on a feeling: WIIFM

## • Content & Language

- Did Garibaldi really matter? Why/why not? (*history*)
- What would happen if there were no gravity? (*physics*)
- Identify the chemical formula for dry ice among the following and explain why. (*chemistry*) (*Siegman*)
  - i. CO<sub>2</sub> / ii. H<sub>2</sub>O / iii. C<sub>2</sub>O<sub>2</sub> / iv. CO
- What was important about Manzoni's Italian? (*literature*)



# Hooked on a feeling: WIIFM

- **Inclusiveness / integrating with community**
- Have “experts” respond to students:
  - my son presented about WWII to a class via skype
  - a friend in manufacturing wrote a brief paragraph about packaging for student with DVD
  - choirmaster friend explained briefly in English about voices



# Hooked on a feeling: WIIFM

- **Competencies for new generations**
  - do it on FB / a Google group / WhatsApp (*technology*)
  - have students take it in turns to invent prompts (*leadership*)
  - sometimes do it in pairs and each writes up the other's response (*paraphrasing skills*)
  - make it a single, year-long project (*e.g., a CV or personal bio*)



# Hooked on a feeling: what we've done

- Three parts:

- explain projects

- share student responses/my responses

- WIIFM: what's in it for me?

- some ideas for the CLIL classroom & more



Hooked on a feeling

THANKS for your attention!  
Questions?



# Hooked on a feeling: REFERENCES

- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford, OUP.
- Harmer, J. (2004). *How to Teach Writing*. Harlow, Pearson Education.
- Hess, N. (2001). *Teaching Large Multilevel Classes*. Cambridge, CUP.
- Hyland, K. (2002). *Teaching and Researching Writing*. Harlow, Pearson Education.
- Savignon, S. (2009). Communicative Language Teaching: State of the Art. *Perspectives. A Journal of TESOL-Italy*, 36(2), 17–32.
- Siegman, J. (2014). A little chemistry lesson.  
<http://forums.wordsfree.org/index.php/topic,1483.0/wap2.html>