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...
• 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. CO₂ / ii. H₂O / iii. C₂O₂ / 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:
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Hooked on a feeling

THANKS for your attention!
Questions?
Hooked on a feeling: REFERENCES


