

FUNdamentals of Classroom Motivation

*A User's Guide to Thriving, Not Just
Surviving in the L2 Classroom!*

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Research Base for Classroom FUN

Motivation and second language acquisition

“Attitudinal and motivational factors have more to do with the successful attainment of communicative skills in a second language than metalinguistic awareness does.”
(*Language Two*, Heidi Dulay, Mariana Burt, & Stephen Krashen)

The affective filter

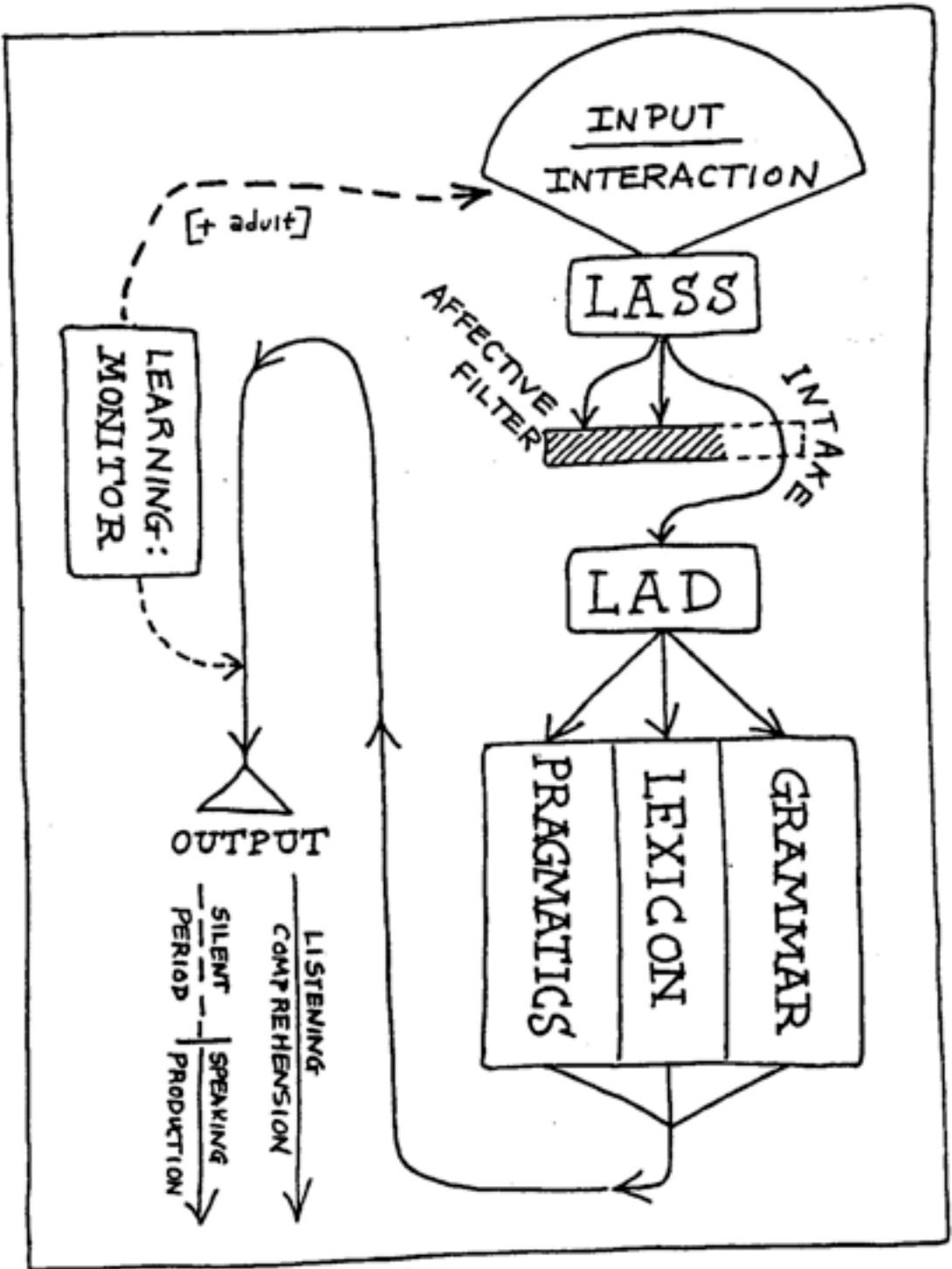
“The less anxious and more relaxed the learner, the better language acquisition proceeds. Relaxed and comfortable students apparently can learn more in shorter periods of time.” (*Language Two*, Dulay, Burt, & Krashen)

Role of fun and humor

“Humor can be an effective element of classroom teaching, serving to reduce tension, increase motivation, aid instruction and strengthen teacher/student relationships.”
(*Implications for Teachers’ Use of Humor in the Classroom* by Stephen W. Rareshide)

The magic of humor

“Humor is a catalyst for classroom “magic,” when all the educational elements converge and teacher and student are both positive and excited about learning. Instructors can foster classroom “magic” through improved communication with students by possessing a playful attitude and a willingness to use appropriate humor.”
(Duffy & Jones, 1995).



FUNdamental Activities

...have a Language and/or Culture Goal
and are

Unusual

Odd

CURIOUS

Surprising

Unexpected

They answer the questions:

What if...? Why not?

We Are Not Alone!

Puppets	
	<p>Populate your language classroom with additional target language speakers! Your puppet pals can visit and “converse” with you using “their” recorded voice (use Audacity or Garage Band or an iPod to create this audio file). Create a dialogue with the conversational pattern or routine you want to model for students, leaving silent spaces where you will speak. Practice! Then your L2 Pal can emerge from his/her secret home for a class visit. Students can also “become” the voice of the puppet for low-anxiety speaking practice.</p>
Language Uses	<p><i>Conversational patterns and routines</i></p> <ul style="list-style-type: none"> ▪ Modeling/Listening Comprehension ▪ Speaking Practice
Materials	<ul style="list-style-type: none"> ▪ Puppet ▪ Audio of puppet’s part of a conversation (or ventriloquist’s skill!)
Helpful Characteristics	<ul style="list-style-type: none"> ▪ Movable mouth ▪ Name of friend/unusual name ▪ Personality ▪ Cultural connection ▪ “Secret” home
Performance Tips	<ul style="list-style-type: none"> ▪ Practice lip sync with the audio ▪ Emphasize puppet’s personality through head movements and actions ▪ Maintain eye contact with the puppet during conversation ▪ Extend the presence of the puppet or other pal by offering “autographed” photos or trading cards for student use of language or cultural connections made outside of class. (12)
Puppet Sources	<ul style="list-style-type: none"> ▪ Purchased puppets (1) ▪ Socks ▪ Paper bags ▪ Other objects—look for items that can form a “mouth” ▪ Fingers (Mini “ich” and Mini “du”; Mini “yo” and Mini “tu”)

Paper Pals

	<p>Add additional classroom personalities with paper skeletons, scarecrows, or other paper creatures, ideally jointed personalities, so that they can move arms and legs. Laminate them, cutting the laminate at the joints. Paper Pals are usually non-speaking, except for seeing their “voices” in a speech bubble when they are placed on the board or wall. These Paper Pals can take on additional personalities by sticking on a beard or moustache, a paper hat or eye patch and by adding laminated paper clothing of various types. Students manipulate these items for rehearsal of L2 vocabulary. These Pals often show up in written adventures and stories. Some Pals are heard and not seen—use a Voice Changer to encourage students to move unafraid into speech production in the role of an extraterrestrial or monster!</p>
Language Uses	<ul style="list-style-type: none">❖ <i>Conversational Patterns and Routines</i><ul style="list-style-type: none">▪ Listening Comprehension/Reading▪ Speaking practice/Writing❖ <i>Vocabulary</i><ul style="list-style-type: none">▪ Actions▪ Body parts and Descriptive Terms▪ Clothing▪ Colors▪ Locations▪ Conversational Phrases
Materials	<ul style="list-style-type: none">▪ Skeleton, scarecrow or other, laminated (2)▪ <i>Instructor’s Notebook</i>—Ramiro Garcia (3)▪ Laminated paper clothing/mustasche/beard/scarf/eye patch▪ Laminated paper conversation “bubble”▪ dry erase markers for coloring fingernails, eyes▪ Voice Changer (5)

Bored (NOT!) Board Activities

ELMO or Overhead Activities		
		Unusual and unexpected=FUN
Activity	Language Uses	Materials
The Skeleton Has No Clothes!	<i>Clothing Body parts</i>	<i>Timesavers: Practical Activities for the Classroom—German, Spanish, French(4)</i> Display a skeleton on ELMO or overhead (Oh no! No clothes!!!) Cut out and color clothing items for student listening rehearsal or speaking practice
Classroom Dino	<i>Actions Classroom Locations</i>	<i>Sorting or counting objects (6)</i> Students draw a classroom, town map, school map, etc. As you lead into speaking by asking Ss to name objects or locations, suddenly a dinosaur appears! Each student then receives a dinosaur and the entire class can continue TPR activities in a new way.
Was fehlt? What's missing?	<i>Vocabulary Sets</i>	Display fun objects (e.g. crazy clothes or fruit) on ELMO or overhead. Remove an object and ask either/or or recall questions. Ss guess what is missing.
Pirates and Guards	<i>Vocabulary Sets</i>	Draw an island with a palm tree and a number of treasure chests (about half the number of students in the class.) Draw the same number of waves with a pirate ship atop the waves. Direct 2 Ss to indicate their comprehension of a target language vocabulary set, conversational patterns or cultural details. If the pirate wins, erase a wave, indicating that the pirate is nearing the shore and will capture treasure. If the guard wins, erase a treasure chest, indicating that it's been buried and is safe from pirates.
Overhead Soccer	<i>Vocabulary Sets</i>	Draw a soccer field on the board and a soccer ball in the center. Direct Ss to produce target vocabulary or phrases. The first correct response gets the ball.

It's the NAME of the GAME

		Name your activity as a game and it will no longer be perceived as “practice.” Students are the best game namers!
Game	Language Uses	Materials and Activities
The Chair Game	<i>Action Vocabulary</i> <i>Classroom</i> <i>Locations</i> <i>Verb Tenses</i>	Three chairs at the front of the room. Students respond to TPR commands by the teacher OR by other students.
The Spy Game	<i>L2 Names</i> <i>Pronunciation</i> <i>L2 Labels for occupations or professions</i> <i>Culture</i>	Blanket held taut between two teams. The blanket can represent a culture point (such as The Wall for German students, or The Border for Spanish students). Each side sends a “spy” to the “Wall/Border” The blanket is lowered. The first student to say the name of the opposing “spy,” captures the person. Team with the most spies wins.
The Fly Swatter Game	<i>Vocabulary Sets</i>	Fly Swatters Vocabulary Visuals Place visuals on board or floor. T says L2 label and first student to swat the visual gets the point. Shout “Tor! Tor! Tor!” or “Olé! Olé! Olé.”

Musical Merriment!

	Some of our favorite FUN music with language learning focus:
Audio	<ul style="list-style-type: none"> ▪ Sabine und Michael Level 1 and Level 2 CD's (9) ▪ LingoTech by Uwe Kind (10) ▪ “Tune Into Español” by Uwe Kind (10)
Visual	<ul style="list-style-type: none"> ▪ Señor Wooley (español) (11)

The Magic of Language

Magic Tricks	
	Humor is a catalyst for classroom magic, and so is “real” magic!
Language Uses	<ul style="list-style-type: none"> ❖ <i>Vocabulary</i> Modeling/Introduction Rehearsal/Listening Comprehension ❖ <i>Cultural Elements</i>
Performance Tips	<ul style="list-style-type: none"> ▪ Develop a story/”patter” ▪ Use a target language “magic word” ▪ Keep your materials from being examined closely ▪ Don’t reveal your secrets (except to other magicians!) ▪ Practice! Practice! Practice!

Activity	Language Uses	Materials
Change bag:	<p><i>Vocabulary</i></p> <p><i>Cultural objects</i></p>	<ul style="list-style-type: none"> ▪ Change bag 8) ▪ Dollar and Euros ▪ Whole Skeleton and Skeleton pieces ▪ egg and feathered chick ▪ papers and book, etc. <p>Place dollar in bag and “change” to Euros. Direct Ss to place body parts in bag—reveal a whole skeleton.</p>
Magic Box	<p><i>Vocabulary</i></p> <p><i>Anticipatory Set</i></p>	<p>“Magic “Box made from a round oatmeal container covered with laminated paper. Staple the top stretchy part of a sock to the top. Place known objects in the box so students can move into speaking by identifying the object, or you can use this as anticipatory set for new vocabulary.</p>

“Imagination is more important than knowledge. “

Albert Einstein

<p>“Magic” map (7)</p>	<p><i>Geography of target language countries</i></p> <p><i>Labels for geographical features</i></p>	<ul style="list-style-type: none">▪ Express dismay that no visual maps exist.▪ Ask two or three students to help you bring in the imaginary map (which is large, and transparent).▪ Standing “behind” the map, show students imaginary borders of target language country, name surrounding countries, indicate the location of the capital and major cities, rivers, and other significant geographical features.▪ With each category of information, students rehearse the material by coming to the “map” pointing to or “touching” various features on the map.▪ Ask either/or or recall questions to establish students’ recognition or recall of the learned material.▪ To challenge students, you can turn the “map” upside-down and check their knowledge of where, on the altered map, various locations exist.▪ Use the target language “magic word” to make the map appear.▪ Display this map on the overhead or ELMO.▪ Ask students to locate features on this map.▪ Pass out paper copies. Students label a copy as a study guide.▪ Continue rehearsal with floor map made from a shower curtain OR a masking tape map.
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Materials

- 1) Puppet Sources:
 - Wolf: Puppetville
<http://www.puppetville.com/>
 - Monkey: Folkmanis
www.folkmanis.com also available through www.amazon.com
- 2) Paper Pals: Skeleton/scarecrow
(seasonally available at K-Mart, drugstores, etc.)
- 3) *Instructor's Notebook* by Ramiro Garcia
 - Sky Oaks Productions or Teacher's Discovery
 - www.tpr-world.com <http://www.teachersdiscovery.com>
- 4) Skeleton and clothes/Food sets
 - Timesavers: Practical Activities for the Classroom*
 - Available in German, Spanish, French
 - Teacher's Discovery or Applause Learning Resources
 - <http://www.teachersdiscovery.com> <http://www.applauselearning.com/>
- 5) Voice Changer
(seasonally available) also at www.amazon.com
- 6) Counting objects ("Sorting, beginning set")
School Speciality <http://www.schoolspecialty.com/>
- 7) Magic Mystery Box/Magic Map
 - Languages and Children: Making the Match*
 - By Helena Curtain and Carol Pesola
 - www.amazon.com
- 8) Change Bag/Magic Coloring Book
 - Theatrical Shop
 - 145 5th St. , West Des Moines, IA 50265
 - Phone: (515) 274-3661
- 9) Sabine und Michael CD's Level 1 and Level 2 michael@mail.sabineundmichael.com
(719) 635-0017
- 10) "LingoDeutsch," "Tune into Español"

Uwe Kind international <http://www.kindinternational.com/index.htm>
- 11) Señor Wooley videos and CD "Billy la Bufanda presenta más Amigos" CD

www.senorwooly.com <http://www.cdbaby.com/cd/jwooldridge>
- 12) Trading Cards: <http://bighugelabs.com/deck.php>