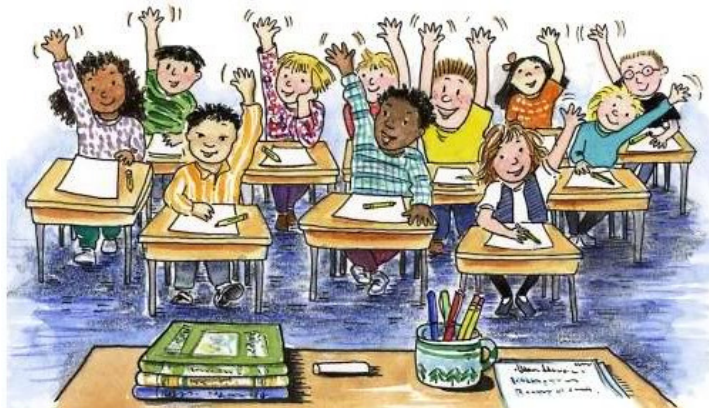


Motivating the unenthusiastic:

**How to grab them in Year 7
and then keep them hooked**



Aims of this session

- Recognise that we can all have unmotivated pupils, and that it's not necessarily our fault!
- Understand possible reasons for pupils' lack of motivation and reflect on how to combat this.
- Take away some practical ideas to try out in your lessons.

A few things that might sound familiar...



Task explained to Year 9. Examples done. Scaffolding provided.
Instructions on board in English. Task carefully planned to be accessible to all abilities – cognates, familiar vocab, familiar task.

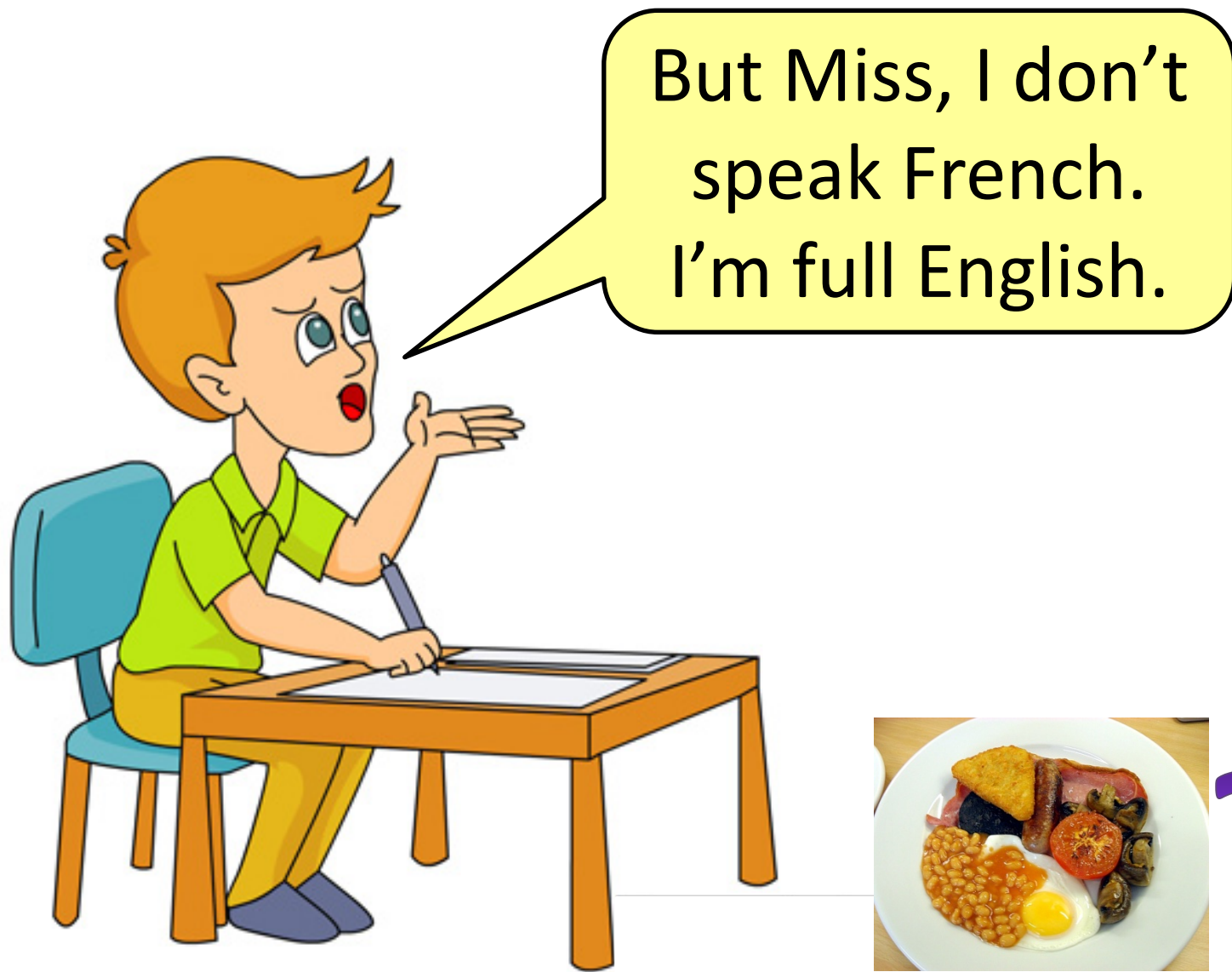


Do you
understand what
you've got to do?



Yeah...I just
can't be arsed
doing it.





My dad says
German's pointless.

French is stupid. Why
can't everyone just
speak English?

I don't feel well.
Spanish makes
me feel sick.

I can't even spell in
English so I'm never
going to be able to
do Spanish.

Why do we have to do
(*whatever language they're doing*)?
It's crap. I want to swap to
(*any language they're not doing*).

Miss, what IS the
point of doing French
though really?

I can't do it.
It's in German.

What do I need to
know Spanish for?
I'm never going to
live in Spain.

I'm not doing it.

**Genuine
difficulty?**

Or excuse?

BUT

WHY???

WHAT CAN CAUSE LACK OF MOTIVATION IN MFL?

- Poor experience of MFL in primary school
 - Perception that everyone abroad speaks English
- Literacy difficulties in English, so MFL feels unachievable
 - Behavioural issues throughout school, not just MFL
- Lack of parental support (in MFL or in general)
 - On a lower level in MFL than in other subjects
- Unrealistic expectations – frustration at inability to express themselves as they would in their mother tongue

THE EFFECTS OF HAVING UNMOTIVATED PUPILS IN A CLASS

- Negative atmosphere affects others
 - Discourages others from joining in and & showing enthusiasm
- Behavioural issues impede learning
 - Worry that activities won't work if pupils won't join in
- Concerns about pupil progress and consequences for the teacher

TOP 10 THINGS TO IMPROVE MOTIVATION...

Humour

Competition

Positivity

Accessibility

Empathy

Inclusion

Knowledge

Respect

Achievement

“The Point”

Getting your class to manage the behaviour for you...

Team points

- However your room is laid out, divide the class into teams.
- Teams earn points for positive behaviour – answering a question, being first to tidy up, best teamwork etc.
- The * next to each team represents 10 points if it's still there at the end – it is rubbed off if a team is misbehaving.
- Keep track of points on the board – house point for each person on the winning team at the end of each lesson.
- Keep track of points over a half term – prize and extra house points for pupils on the overall winning team.

le 21. mars

1*

IIII

2*

II

3*

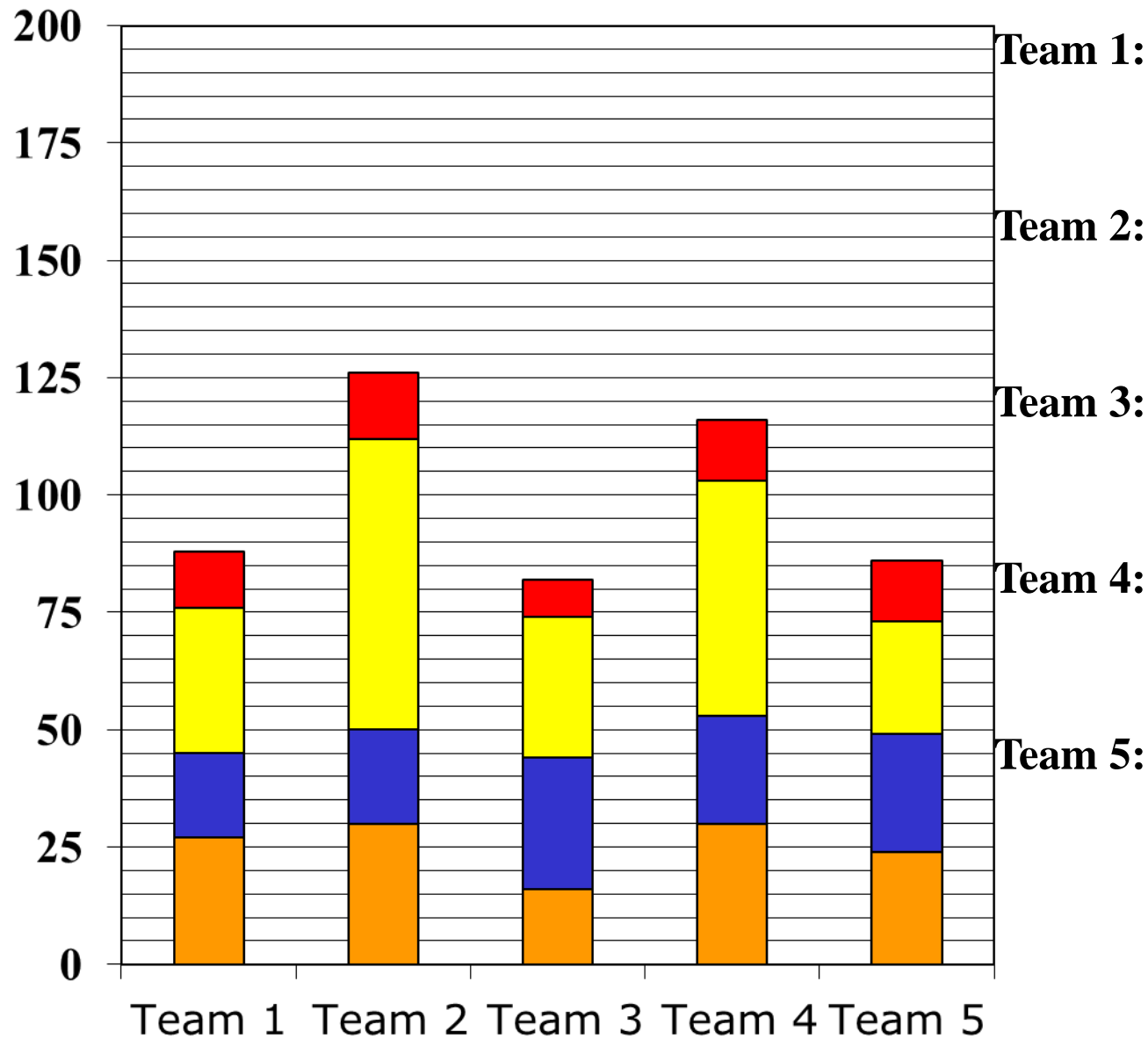
IIII

4*

III

Year 7 French

- Lesson 10
- Lesson 9
- Lesson 8
- Lesson 7
- Lesson 6
- Lesson 5
- Lesson 4
- Lesson 3
- Lesson 2
- Lesson 1



Getting your class to manage the behaviour for you...

3 chances

- Draw 3 lines on your board
- Count down 3-2-1 when you want quiet
- If class are not all quiet, a line is rubbed off
- Consequences if all lines are rubbed off, e.g. no game at end, stay behind at break, etc.
- If you're speaking and someone is talking over you, just put your finger at the top of one of the lines while you continue speaking – it's amazing how fast they stop talking, without you needing to say anything!

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3 chances

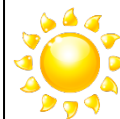
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Individual strategies...

Names on board for rewards

- Have a section on your board with a sun/smiley face
 - Whenever a pupil does something positive, write their name on the board
 - Keep a tally of any extra points they get
 - x points = reward at the end, e.g. 2 points = 1 house point
- * Don't rub off points if they misbehave later – once they've done something positive, this can't be undone.*
- Great way to learn names in a new class
- Easy to spot anyone who isn't joining in, so you can target them with questions & encourage them

Le 20. mars



Bob III

Elsie I

Lucy IIII

Mark II

Steve III

Georgia I

Give some responsibility...

Mentor a younger pupil

Help with homework club for younger students

Create & deliver lesson for younger class

Teach something to other members of the class

Nominate the class or team star of the lesson/week

Individual praise...

Postcard home

Positive note in planner

Positive message to form tutor/HoY/HoD

Faculty/class star of the week

Invitation to special event, e.g. French breakfast for faculty stars each half term

Case studies

Year 7 German class. Some did French at primary, some did Spanish. Very noisy & unsettled, join in games but reluctant to work in books.

Y10 GCSE group – mostly girls more focused on hair & make up than French. Minimal work done in class, homework often not done.

Y9 middle ability class, most of whom won't choose MFL for GCSE. They constantly ask why they have to do MFL and say they're rubbish at it.

Y11 mixed ability Spanish group – half very keen, others chatty and disorganised. CA results below target due to lack of preparation.

High ability Y8 class – whatever you do, they complain that it's boring. Reluctant to volunteer for anything or to speak in class.

Y12 class – mix of abilities. Some are very dedicated, others do the bare minimum and are falling behind.

@missgreenmfl

Starr Green

TES – rosaespanola



And the winners are...

@missgreenmfl

Starr Green

TES – rosaespanola