

Transcript of Video 3 Read and Look Up

John's Narration (0:00 to 1:20)

John: As you can see, this is a picture of the same three students that you saw in a video clip that we called *torture* or *frozen*. It's also the same reading passage.



What the teacher has just told the students to do is to read the passage silently, then look up, say the words together, then look down again, read silently look up and think about what they read and then say what they read.

But there's another change that he made, a very small one; the reading passage they're looking at is a mirror image. It's a mirror image of the reading passage.

0:53 [Mirror image of *A short trip in 1800*]

A short trip in 1800

The three men dismounted from their horses as soon as they arrived at the fisherman's house. After they took the saddles off of their horses and tied their reins to a tree, the fisherman's son gave water and food to the horses.

So here we have the same three students with the same reading passage, two small changes: one, a mirror image the other reading silently, then looking and processing in their brains, in their minds what they read.

Sometimes they turn the paper over instead of just looking up because it forces them to not look at the paper again.

John's Reflections (1:21 to 1:50)

So I think it's important to make these small changes, make a video clip compare the same students and see the difference.

When I ask teachers for titles for this one they say things like *pleasure, warmed up, animated, engaged, involved*. Again, your interpretation.

And think of the differences between these same students with the same passage.

Interactions (1:52 to 2:14)

Yuka, Yuzuna, Motokazu: After they took 1:52 the saddles off of their horses and tied their horse. . .and tied their horses, reins ah reins to a tree . . .



PS John's Remarks after the fact

The 22 seconds in this final clip show moments of joyful discovery. The students jointly realize that tying horses did not make sense and had an *ah* moment. Together they realized their initial statement did not make sense.

When students do read and look up, and record what they say, they can compare what they say with the text and have

many more moments of joyful discovery. These moments remind students of how much they know. In groups or pairs one student will know *reins*, one *tied*, one *saddles*, one *off of*, etc. Together, they learn to read and write and speak and listen.

These joyful moments are examples of people seeing a world in a grain of sand, to quote William Blake from Video 1. And they illustrate how we can learn a lot from a short excerpt which I urge everyone to consider in Video 1.

Seeing students understand meaning without so called comprehension questions—Who tied the reins to a tree? How many saddles were there?—means teachers can save a lot of time preparing questions. Most questions tap memory, not understanding.

Most students who do read and look up the first time do not read silently and then look at each other to share aloud what they had read as the students in this video did.

Rather, most do peekaboo with the printed words. They look at the words and then turn towards a fellow student while keeping their eyes partly on the page. They flirt with the print—they give a superficial look at both the page and a fellow student.

Some think that they are supposed to say the words quickly. But saying the words quickly defeats the purpose of read and look up which is to understand meanings and share meanings, not say words quickly.

After reading silently and looking at a partner students should pause so the sense groups can settle more deeply in their mind before they say them. Processing is what is important not saying the words quickly.

When I ask teachers in workshops to write questions they want to explore about teaching and learning almost half of the questions contain some variation of the word *motivation*. “How

can I motivate my students? Why aren't my students motivated and what can I do about it? How can I increase intrinsic motivation? How can I increase extrinsic motivation?"

When we look at titles of presentations and workshops at conferences on teaching up to half of the titles contain variations of the word *motivate* as well.

Given these facts you might wonder why I use the word *motivation* only once in *Small Changes in Teaching*. And I use it in a quote from Kohn who has been a critic of the discussions about the concept.

Well, I do not use variations of the term *motivation* because I do not think the idea is useful. It suggests that learners have some deficiency and that it is our job to inject motivation into their lives in the same way that a doctor prescribes iron tablets for people with anemia.

In video 2, you see me asking 3 students to read a passage aloud while looking at it. Here they are:



In video 3, you see another teacher invite the same 3 students to read the same passage silently, look at the teacher and share the meaning from the passage aloud with the teacher. Here is the screen shot of the same three students with the same passage, except it is printed backwards.



Are the students who in video 2 bored out of their mind suddenly injected with motivation by the teacher and alternative text and task and in video 3?

In *The Pedagogy of the Oppressed*, Paulo Freire based his suggesting for teaching on the premise that humans are programmed to learn. We are all naturally curious.

When learners are asked to do clerical tasks such as filling in the blanks, selecting *a*, *b*, *c* or *d*, memorize, copy or say aloud language they do not understand and have no interest in, they are silent, put their heads on their desks and appear bored.

When the same learners are asked to make predictions which require thinking about topics that they have an interest in, they become engaged. If students are bored—not motivated—it is because of the types of tasks we set and the material we ask them to deal with.

As you look at video 2 and 3 consider how the same students with the same text act very differently because of the nature of the task in each video. Consider that it would be very difficult to say that the students had extrinsic or intrinsic motivation in either video.

Freire said we are programmed to learn. I claim that our role as teachers is to tap into the natural curiosity of our students and our own curiosity.