



# Making learning last: Creating memorable lessons for your students

Bringing the world to the classroom and the classroom to life

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Paul Dummett is a teacher and writer based in Oxford, UK, where he ran his own school teaching English to professionals from 1996 to 2006. He currently teaches children in Palestine through the Hands up project. His main interest is the use of images and stories in language teaching and how these can help to enhance learning. Seeking out writing projects that explore these interests, he has found a natural home at National Geographic Learning with titles such as [\*LIFE\*](#) and [\*Keynote\*](#). He likes travel, exercise and live music/spoken word performance.

# *Things I remember .....*

1 Einstein didn't wear socks....



# *Things I remember .....*

## 2 Chinese teenager image....





# *Things I remember .....*

## 3 Bucharest .....



# *Tricks for remembering*



THE MEMORY PALACE

# *Boots4Barack*



# Factors influencing memory

- Imagery, stories and emotion
- Repetition, variation and multi-sensory learning
- Relatability and the utility factor
- Use and peer teaching



# Impact!

Imagery, stories and emotion



# Stock images



# High impact images





# Images support discourse





# Visualization

- *a nosy neighbour*  
*a cosy restaurant*  
*rosy cheeks*
- */əʊ/ an open goal*  
*a hole in the ozone*
- */s/ a snake*
- */z/ a doze*

# 3d-printed prosthetic limbs

# Emotion

*What kind of atmosphere in the classroom do you think is best for learning?*

- relaxed
- competitive
- challenging
- ??????

# Consolidation of memory

- **Describe the process:**

*scan tablet 3d image send print fit*

- **What in the story was:**

*a) not very sophisticated; remarkable;*

*b) a prototype*

- **Make a sentence about a device with:**

*a) bit by bit*

*b) does the job*



# Repetition, variation, and a multi-sensory approach

- 1) Around 70% of what we forget is forgotten in the first 24 hours after initial learning. (Gairns & Redman, 1986)
- 2) Language needs to be encountered and manipulated between five and sixteen times before it is successfully committed to longer-term memory.

(Sterling, 2003)

# Repetition, variation, and a multi-sensory approach

*glass*    *leather*    *brick*    *concrete*  
*cotton*    *rubber*    *plastic*    *cardboard*



# Repetition and variation

## 3b Just press 'print'

### Vocabulary materials

- 1 Look at the words in the box. Choose (at least) two materials that you would expect each of the items (a-f) to be made of. Then compare your ideas with a partner.

brick cardboard concrete cotton glass  
leather metal nylon plastic rubber  
wood

- a a chair c a shirt e a pair of shoes  
b a wall d a box f a screen

### Listening

- 2 Work in pairs. Answer the questions.

- 1 Do you know what 3D printing is and what it is used for?
- 2 Have you ever seen or used a 3D printer? If so, give details.

- 3 ▶ 26 Look at the questions about 3D printing. Then listen to an interview from a radio programme and make notes about the answers to these questions.

- 1 What is a 3D printer?
- 2 How is it similar to an ink-jet printer?
- 3 How do the layers of printed objects stick together?
- 4 What are its advantages over traditional construction?
- 5 What's the most amazing thing 3D printers can print?
- 6 What are its disadvantages?
- 7 Where will 3D printing be fifteen years from now?

- 4 ▶ 26 What 3D-printed objects did the speaker mention? Make a list. Then listen again and check your list.



Design for a modern, 3D-printed canal house, Amsterdam

# Repetition and variation

**5** **>> MB** Look at these objects. Rewrite them next to the material each one is more commonly made of. Then compare your answers with a partner.

1 a glass sheet

2 a plastic wallet

3 a rubber floor

4 a brick window

5 a cardboard wall

6 cotton boots

7 a leather bottle

8 a concrete box



# Multi-sensory learning

**Complete each sentence with a material.**

- My steak was like ....
- The frozen ground was like ....
- His skin was like ....
- The bread was like ....
- The walls were like ....

**Mime one of the sentences. Your partner must guess which sentence it is.**

# Relatability and utility

- Use these collocations from the lesson to say things about two of your friends or family *e.g. a control freak*
- Name two useful pieces of language you learned this lesson. Why were they useful? *e.g. Please say hello from me*
- Pick a character from the lesson and say what qualities you admired / didn't like in them. *e.g. Charlotte, the little girl in the video*

# Revising using personalisation

- Which of these words from the lesson has particularly positive associations for you? Why? *e.g. cosy*
- Alter these key sentences from the unit so that they are true for you or your experience. *e.g. I'll still be studying when I'm 26.*

# Peer teaching

I hear and I forget.

I see and I remember.

I do and I understand.

*I teach and I master.*

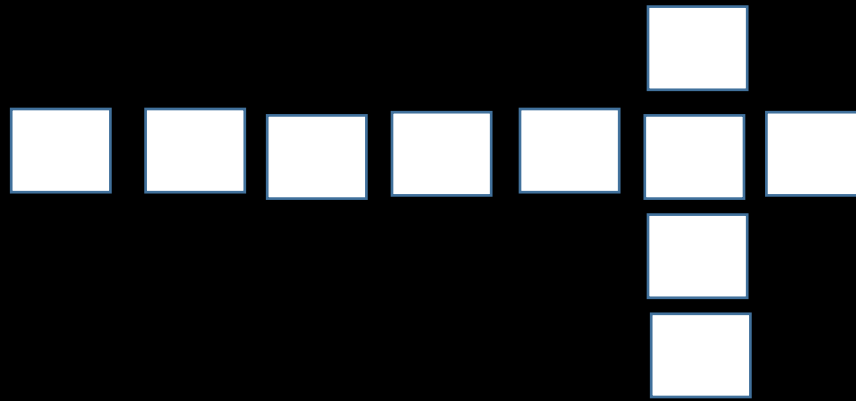
# Peer teaching

**3** **» MB** Work in pairs. Which of these pairs of phrases mean the same thing? If they mean something different, explain the difference.

- |   |   |                    |   |                    |
|---|---|--------------------|---|--------------------|
| 1 | a | stop to talk       | b | stop talking       |
| 2 | a | begin to rain      | b | begin raining      |
| 3 | a | continue to work   | b | continue working   |
| 4 | a | don't like to wait | b | don't like waiting |
| 5 | a | remember to post   | b | remember posting   |

# Peer teaching

1 Make a mini- crossword. Write clues for two words you learnt from the unit.



2 Write a functional phrase you learned this lesson with two words missing. Ask your partner to write the missing word(s).

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# Why do I remember that?

1

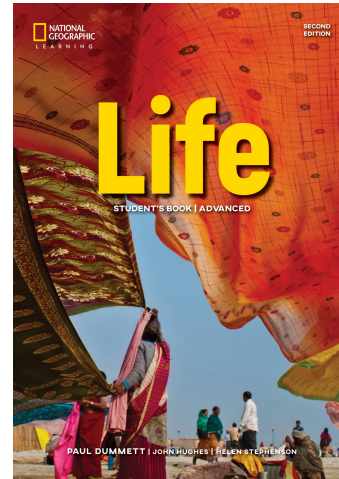
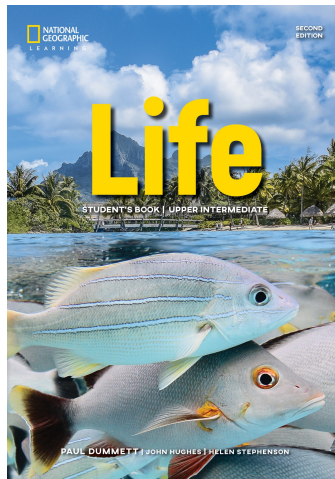
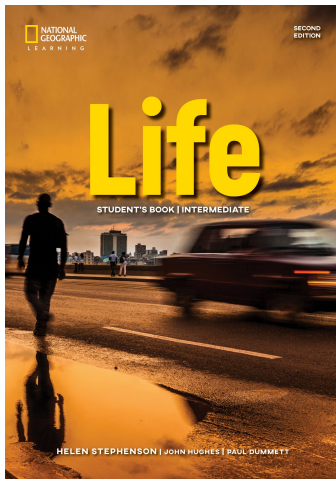
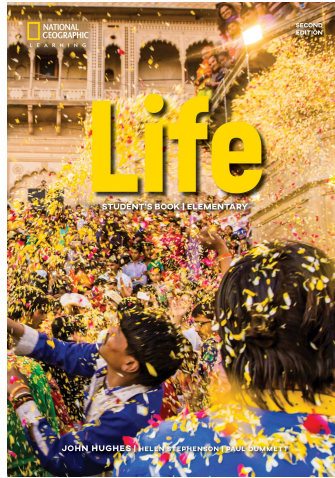
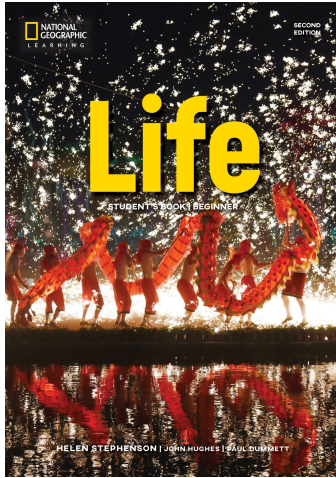


2



3 *Bucharest*

4 *Watashi no namae wa Paul desu.*





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