



What if?

Motivating learners in all classrooms

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If you were me...

Yana's recent behaviour

- Attending online classes but not engaging with them
- Gives one-word answers
- Makes it difficult for her partner in pair work activities
- Doesn't do her homework
- Multi-tasks during her lessons

If you were me...

Experiencing lockdown...



If you were me...

My experience of lockdown...



If you were me...

Yana's experience of the lockdown

- Unable to get back to her family
- Doesn't get along with her housemates
- Feelings of pointlessness
- Spends her days in her room in pajamas
- Doesn't talk to anyone

What should I do?

Your suggestions?

Carl Rogers on growth

Learning is best facilitated in an environment that provides them with...

- openness
- a chance for self-disclosure
- acceptance
- empathy



Engagement & Motivation

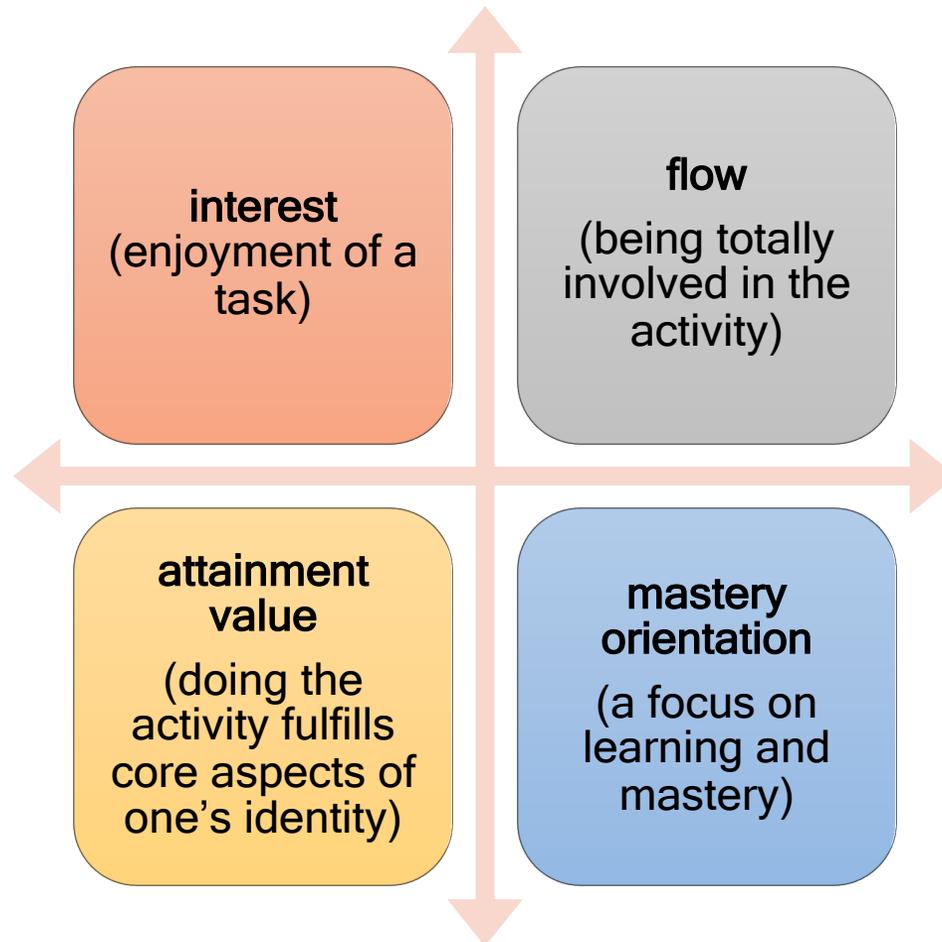
Can you have motivation without engagement or engagement without motivation?

A student might be **engaged** in something but not absorbed in it because he or she is feeling a sense of "have to." **Motivation** is the "why" or reason we act; engagement is typically the "what." However, engagement can also be an **emotional commitment**. Consider the things that motivate us to be engaged or disengaged.

Engagement & Motivation

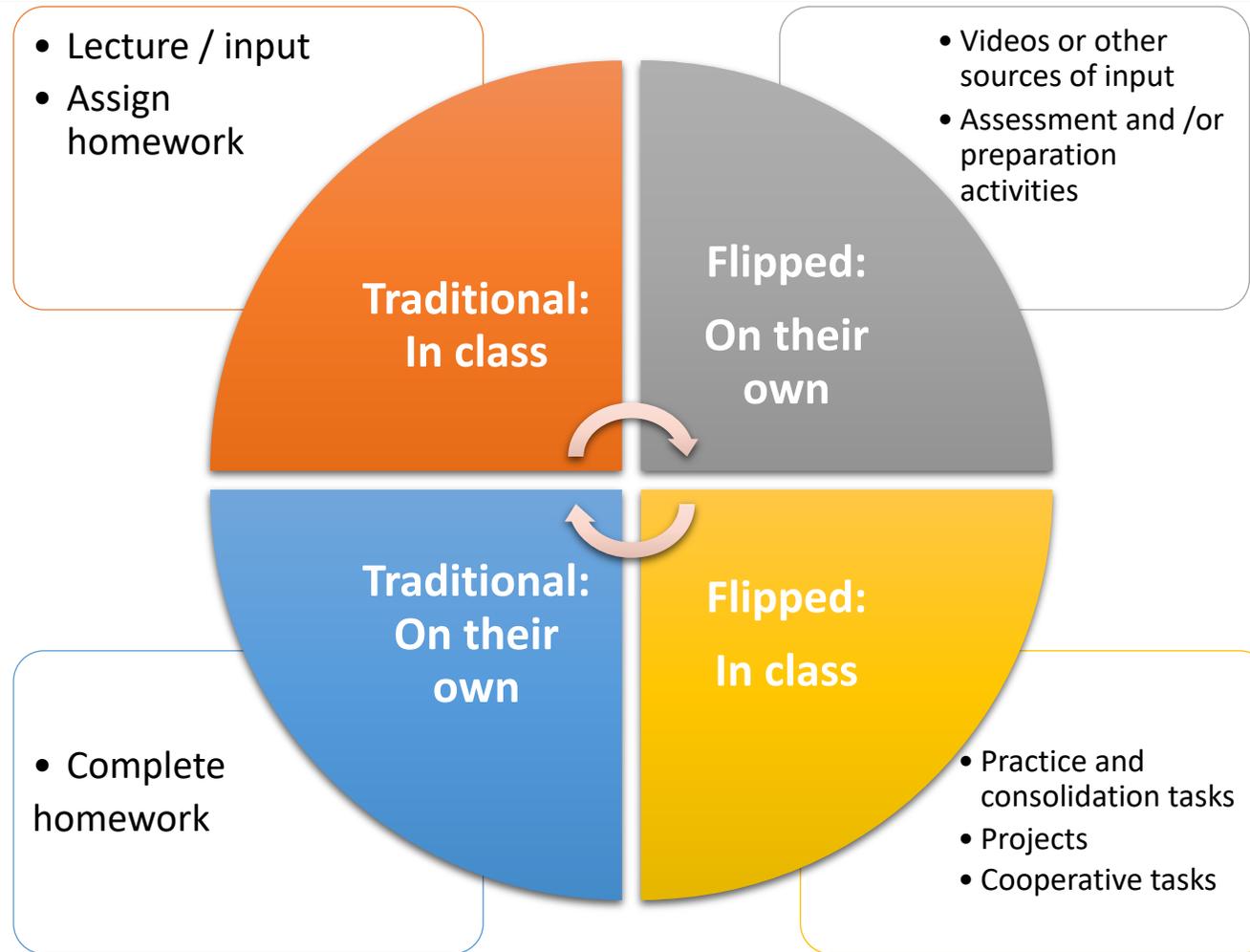
“a strong inclination or desire towards an activity that one likes (or even loves) and finds important and in which one invests time and energy”
(Carbonneau et al., 2008, p.977).

Engagement & Motivation



Fredricks et al (1999)

Engagement & Motivation: The flipped classroom



What could go wrong?

- Tell your partner about a problem you've been having at home.
- Tell your partner what you're going to do this weekend.
- Describe your partner's appearance to the class.
- Tell your partner a story about a time when someone was rude to you.

A motivating communicative activity

- Personalised
- Interesting
- Students can open up about their opinions/thoughts without risk
- Students have examples to trigger memories of their own stories

A critical incident

Miyoko was queueing for a bus on her first morning in a new city. When the bus arrived, someone pushed past her to get in front. When Miyoko got onto the bus, she saw someone with his feet on the seat. Then another person sitting next to Miyoko blew her nose into a tissue and the person behind began talking loudly on his phone. Miyoko was surprised by the behaviour she saw and told her friend that people in this city were very rude.

Poll

Dorina and Erika are good friends.

When Erika makes a mistake in English, Dorina corrects her.

a polite

b neither polite nor impolite

c impolite

Poll

Fred asks Mila to go for dinner.

At the end of the dinner, Fred says to Mila, 'Can we pay half the bill each?'

a polite

b neither polite nor impolite

c impolite

Poll

Nadia writes Amira an email.

Amira doesn't reply for two days.

a polite

b neither polite nor impolite

c impolite

Poll

Ivan sees his two friends Alan and Clara talking. He goes over to them and asks them a question. They don't answer him and continue talking to each other.

a polite

b neither polite nor impolite

c impolite

What is a *critical incident*?

- brief description of a situation
- contains conflict, a misunderstanding or problem
- increase awareness of self and of others
- allows us to see the world through different lenses

Carl Rogers on empathy

“Being empathetic is seeing the world through the eyes of the other, not seeing your world reflected in their eyes.”



Why critical incidents?

- experiencing conflict without risk to self
- strong opinions & emotions push students to talk
- people like giving advice
- Great vehicle for communication skills training

A critical incident

Ben: *So Leon, how old are you?*

Leon: *I'm 26.*

Ben: *I see. And where are you from?*

Leon: *I'm from Mykonos, in Greece.*

Ben: *Ah. How many people are there in your family?*

Leon: *I have two older brothers.*

Ben: *No sisters?*

Leon: *No.*

Ben: *Girlfriend?*

Leon: *No, no girlfriend at the moment.*

The D.I.E model

➤ **Describe** (*What happened?*)

➤ **Interpret** (*Why did it happen?*)

1. Ben is very curious about new employees.
2. Ben is lonely and needs someone to talk to.
3. Ben doesn't like me and wants to make me feel uncomfortable.
4. Ben is not very good at socialising with new people
5. Ben likes me and wants to know more about me.

➤ **Evaluate** (*How does it make you feel?*)

A critical incident

Javier is getting ready to go out. Cara, his housemate is in the next room and she asks him "Do you need to use the bathroom?" Javier replies, "It's okay."

One minute later, Javier goes to the bathroom and finds the door locked. Cara is in there. Javier gets really upset. He clearly said "Okay" when she asked him!

Useful phrases

- *Let me check that I understood you correctly...*
- *So I believe what you are saying is...*
- *Do you mean ...?*
- *Let me just repeat that back to you to make sure that we understand the same thing.*
- *I know you said...but how do you feel about it?*
- *Am I right to assume that you are not very keen on...?*

A critical incident

Raquel uses her smartphone all the time. She sends 100-200 messages to her friends every day. Her aunt Maria has a new smartphone and has started to use messaging for the first time. But Maria's messages are long and sound like letters. Raquel likes their chats but thinks they take up a lot of her free time. Maria tells Raquel to stop using emojis and GIFs because she doesn't understand them and they are 'too much'. Raquel feels upset.

WWYD?

A critical incident

Raquel uses her smartphone all the time. She sends 100-200 messages to her friends every day. Her aunt Maria has a new smartphone and has started to use messaging for the first time. But Maria's messages are long and sound like letters. Raquel likes their chats but thinks they take up a lot of her free time. Maria tells Raquel to stop using emojis and GIFs because she doesn't understand them and they are 'too much'. Raquel feels upset.

What would you do?

Ideas for writing tasks

- *You are Maria. Write a message to Raquel telling her how you feel.*
- *You are Raquel. Write a message to Maria telling her how you feel.*
- *You are Raquel's best friend. Write a message to Raquel giving her some advice.*
- *You are Raquel. Write a message to Maria changing the way you normally write.*
- *You are Maria. Write a message to Raquel changing the way you normally write.*

A critical incident



Who are the people in this photo?
What are they doing?

A critical incident



Who are the people in this photo?
What are they doing?

A critical incident

Jeff: "Soon after I met Salim, I said I was going to the conference hall and he said he would come with me. He then held my hand and started walking. I didn't know what to do and so I let him hold my hand until we arrived at the conference hall. It felt very strange."

WWYD?

Poll

What would you do?

- a continue holding hands with Salim
- b pull your hand away and tell Salim you don't feel comfortable holding hands
- c make an excuse to stop holding hands
- d talk to Salim about the different ways people greet each other

What if?

*Critical incidents allow us to consider
real world issues, reflect on our own
views...*

*all the while remaining in the safety of
the hypothetical.*

Critical incidents allow us to...

- *reflect on the way we communicate*
- *become more aware of how others see the world*
- *practise spoken/written fluency, giving us purpose to communicate*
- *have a clear context as a vehicle for useful language*
- *increase engagement and motivation to participate*



**NATIONAL
GEOGRAPHIC**
LEARNING

Thank You

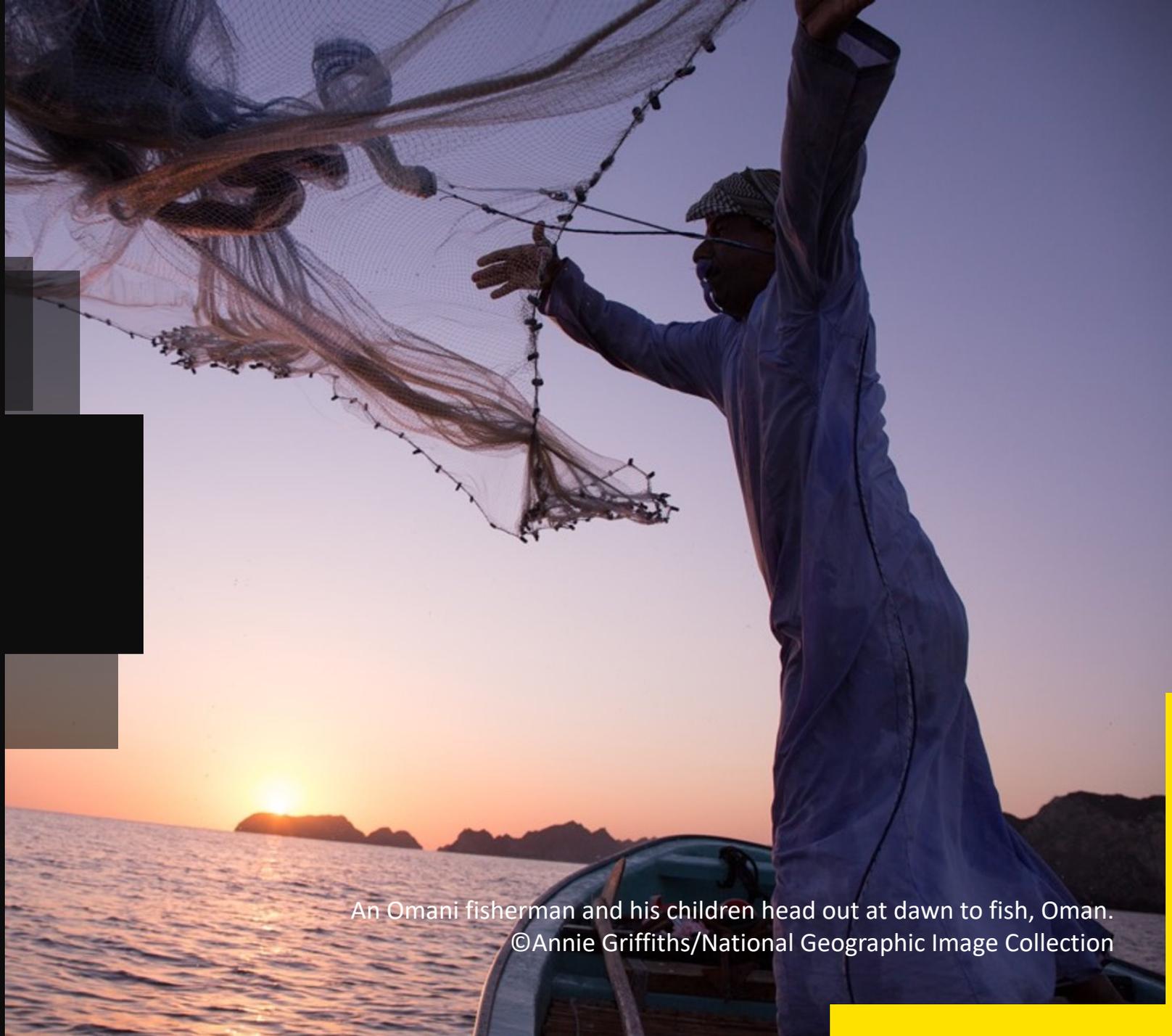
Questions?

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An Omani fisherman and his children head out at dawn to fish, Oman.
©Annie Griffiths/National Geographic Image Collection



YOUR CHANCE TO BE IN A PROFESSIONAL DEVELOPMENT BOOK

Learning takes place in many ways, and this October we invite teachers to learn from their peers, as part of our *Learning Moments 2020 Showcase*. We're asking teachers of English to share an online teaching story – something you did in one of your classes and you want other teachers to know about it.

REFLECT

How have you been keeping your students motivated and engaged during your online or blended learning lessons? What teaching tips would you like to share with other teachers? Be sure your submission fits one of the eight categories shown below.

SHARE

Share your *Learning Moment* in one of two ways.

OPTION 1: Record a short video of yourself sharing the ways you are keeping students motivated in your online or blended learning classroom.

OPTION 2: Write a description of how you are keeping your students motivated in your online or blended learning classroom.

Be sure to share a photo to accompany the description.

UPLOAD

Upload your submission to: ELTNGL.com/LearningMoments2020



Bringing the world to the classroom and the classroom to life

The *Learning Moments* submission categories are:

- Engaging content
- Interactive tasks
- Real-life communication
- Project work
- Assessing learners
- Giving feedback
- Personalizing instruction
- Building online community

All *Learning Moments* will be shared on our website to inspire other teachers globally. Every teacher who sends in a submission will receive a certificate of participation and a Teaching Resource Download with tips and suggestions on how to keep students interested in online and blended English language classrooms.

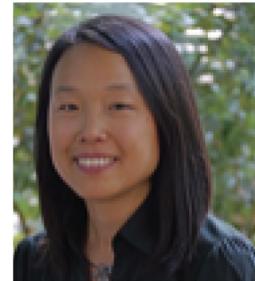
At the end of the showcase, *Learning Moments* Ambassadors Drs. Joan Kang Shin and Jered Borup will spotlight a few *Learning Moments* to share with the community. A selection of *Learning Moments* will also be featured in their upcoming professional development book *Breaking Through the Screen*.

Learn more at [ELTNGL.com/LearningMoments2020](https://www.eltngl.com/LearningMoments2020)

#LearningMoments2020

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Dr. Joan Kang Shin

Meet the *Learning Moments* Ambassadors

Dr. Joan Kang Shin is an Associate Professor of Education at George Mason University and the Academic Program Coordinator of the Teaching Culturally and Linguistically Diverse and Exceptional Learners (TCLDEL) program. Dr. Shin specializes in teaching ESL/EFL to young learners and teenagers and has provided professional development programs and workshops to EFL teachers in over 100 countries around the world.



Dr. Jered Borup

Dr. Jered Borup is an Associate Professor in the Division of Learning Technologies at George Mason University. In his current position, he is the professor-in-charge of the Blended and Online Learning in Schools Master's and Certificate programs that are devoted to improving teacher practices in online and blended learning environments.

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Sunrise over rice terraces in Yunnan, China.