

# New Instructional Models to boost Motivation & Engagement

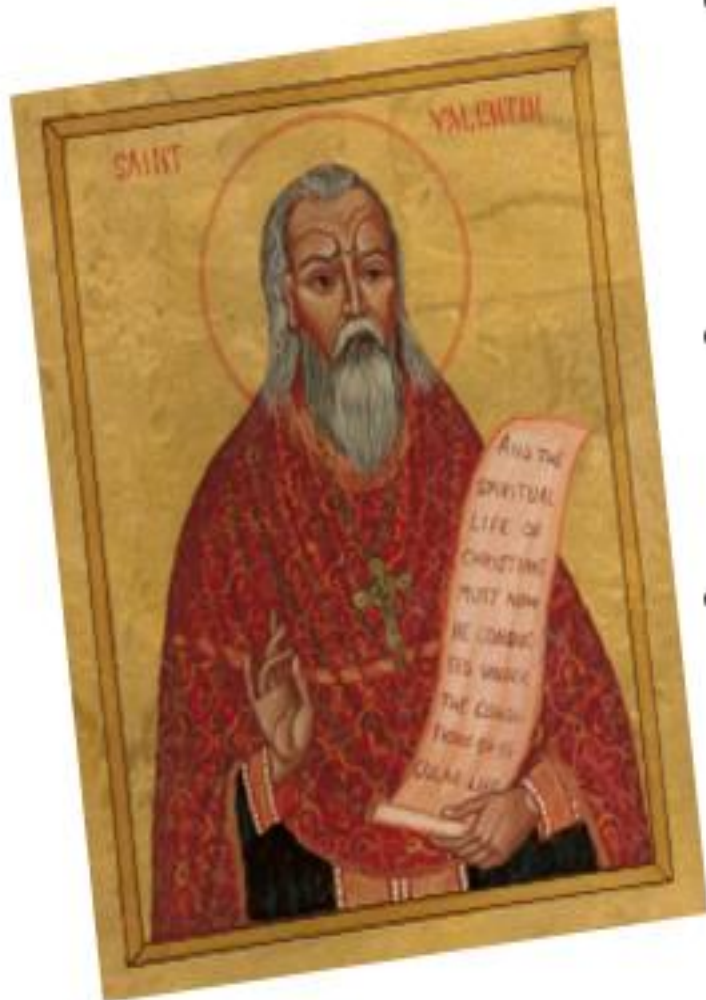
**Dr. Tony Gurr**

*SSCC Bauchrieh – Beirut / LEBANON*

**15<sup>th</sup> February 2020**



# Did you know...?



- Valentine was a Roman priest and doctor who was persecuted by the emperor Claudius II for marrying Christian couples – NOT very “romantic” of Claudius, was it?
- Claudius had him beaten, stoned, and finally beheaded – NOT very romantic ...at all!
- But, before that...Valentine fell in love with the blind daughter of his jailer and, after his brutal death, he performed the miracle of restoring her sight – ohhh, a “happy romantic ending” ...after all!



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How long have  
we been in the  
21st Century?



# Technologically-enabled Teaching & Learning

Connectivism  
Gamification

NextGen  
Learning

Flipped  
Learning

21C Skills &  
the 4C's



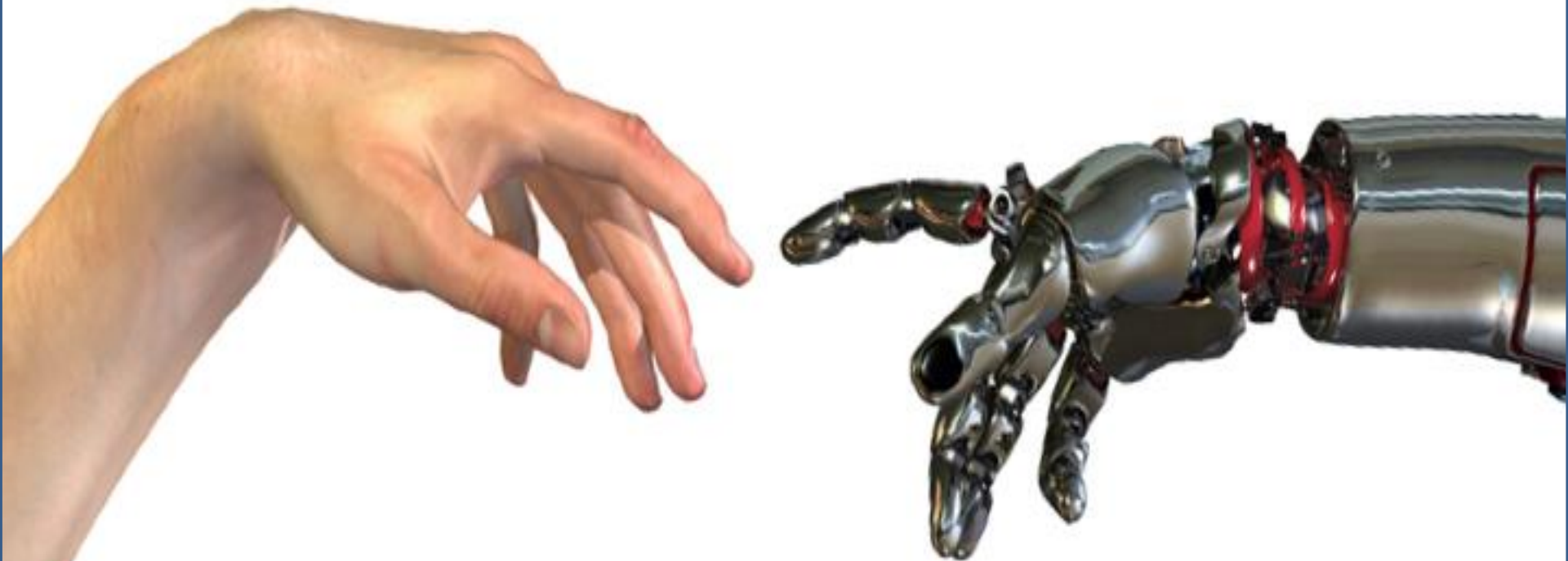
Death by.....

TECHnology



<http://allthingslearning.wordpress.com/>

*Technology won't make a poor teacher a good one.*



*But it can make a good teacher even better.*

**Doug Johnson**





C

C

C

C



**Communication**

**Creativity**

**Critical Thinking**

**Collaboration**







**LEARN*ing* First...**



**...TECH*nology* Second!**

# Technologically-enabled Teaching & Learning

Connectivism

21C Skills &  
the 4C's

Gamification

NextGen  
Learning

Flipped  
Learning

Social & Emotional  
Learning (SEL)

Project-Based  
Learning (PBL)

Interdisciplinary  
Teaching

Cultural Sensitivity  
& Diversity

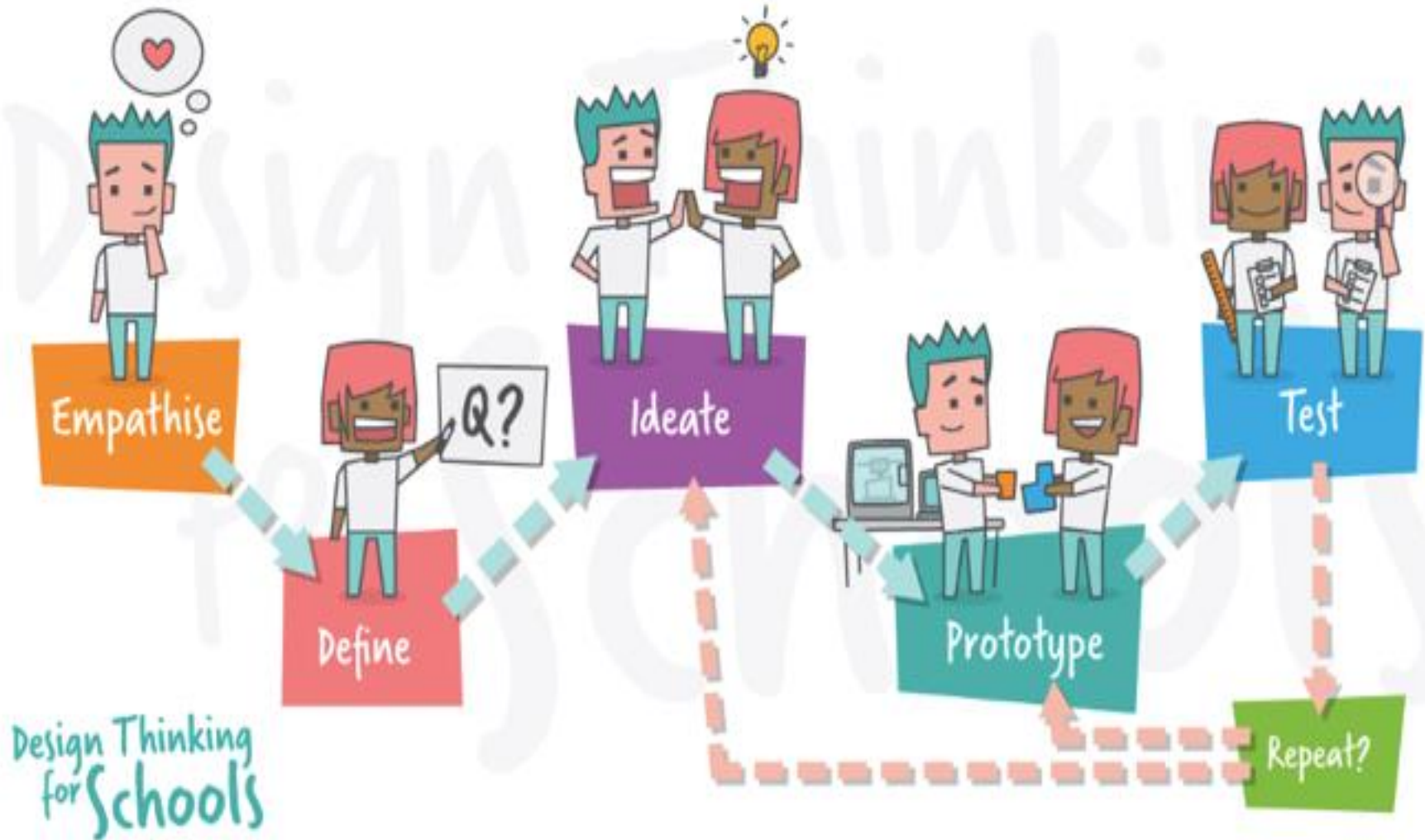
Design  
Thinking

Differentiated  
Instruction

## Constructivism & Collaborative Learning

Evidence-based  
Practice

# Design Thinking – The Future of Education?





# 21st Century Skills – 1999 to 2019

## Competencies





# 2020 and Education 4.0

## Global citizenship skills

To include content that focuses on building awareness about the wider world, sustainability and playing an active role in the global community.



## Personalized and self-paced learning

From a system where learning is standardized, to one based on the diverse individual needs of each learner, and flexible enough to enable each learner to progress at their own pace.



## Innovation and creativity skills

To include content that fosters skills required for innovation, including complex problem-solving, analytical thinking, creativity and systems-analysis.



## Accessible and inclusive learning

From a system where learning is confined to those with access to school buildings to one in which everyone has access to learning and is therefore inclusive.



## Technology skills

To include content that is based on developing digital skills, including programming, digital responsibility and the use of technology.



## Problem-based and collaborative learning

From process-based to project and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.



## Interpersonal skills

To include content that focuses on interpersonal emotional intelligence (i.e. empathy, cooperation, negotiation, leadership and social awareness).



## Lifelong and student-driven learning

From a system where learning and skilling decrease over one's lifespan to one where everyone continuously improves on existing skills and acquires new ones based on their individual needs.






**I'm still trying to  
teach English in  
Education 1.0!**

# The Solution?



What's the **biggest**  
**problem in education** in  
**Lebanon** today 







...and possibly...

**MOTIVATION**

**“demoralisation”  
of teachers!**



**40%** of High School students are  
**'chronically disengaged'** from  
school...



**SOURCE:** Engaging Schools: Fostering High School Students' Motivation to Learn (2003)  
<http://www.nap.edu/openbook.php?isbn=0309084350>









# GREAT IDEAS

## Would You Rather...



### Would You Rather... Questions for Kids

1. Would you rather be the smartest kid in class or the best player on a sports team?
2. Would you rather eat a giant bug or get stung by a bee?
3. Would you rather live in a mansion or on a farm?
4. Would you rather break an arm or a leg?
5. Would you rather be able to fly or read minds?
6. Would you rather eat chocolate cake or strawberry pie?
7. Would you rather read the book or watch the movie?
8. Would you rather be too hot or too cold?
9. Would you rather have breakfast in hot air balloons or dinner in a castle?
10. Would you rather have a dog to skate with or a pig to ride?
11. Would you rather eat rotten cheese or rotten eggs?
12. Would you rather be the player or the coach?
13. Would you rather have a missing finger or an extra toe?
14. Would you rather have the ability to fly or the ability to become invisible?
15. Would you rather eat a whole stick of butter or drink a cup of hot pepper sauce?
16. Would you rather play at the beach or in the snow?
17. Would you rather live without music or live without TV and movies?
18. Would you rather meet a famous actor or the President?
19. Would you rather live without electricity or indoor plumbing?
20. Would you rather be 5 feet tall or 8 feet tall?
21. Would you rather run barefoot over broken glass or run barefoot over hot coals?
22. Would you rather meet an alien or a superhero?
23. Would you rather be a famous singer or a famous actor?
24. Would you rather be a superhero or a villain?
25. Would you rather have 500 tarantulas crawling in your house or 1000 crickets jumping around your room?
26. Would you rather have a dog head and human body or human head and dog body?
27. Would you rather live the life of a dog or the life of a cat?
28. Would you rather have a unicorn horn or a squirrel tail?
29. Would you rather be able to speak every language in the world or play every instrument?
30. Would you rather be a great skateboarder or a great juggler?
31. Would you rather have 10 brothers or 10 sisters?
32. Would you rather have a robot or a helper monkey?



Playing this **'choice and justification' game** is a great way to get kids thinking, **answering questions**, and **using their creativity to explain their reasoning...** even at a very young age!

## Would you rather...

*...eat chocolate or strawberry cheesecake?*

*...meet a famous singer or the President?*

*...be a superhero or a villain?*

*...be able to fly or read people's minds?*





# QUICK IDEAS

Brain-Twisters!



- Get students to say the colour, not the word:

**RED BLUE WHITE**  
**YELLOW BLUE GREEN**  
**RED PURPLE BLACK**  
**BLUE ORANGE RED**  
**PURPLE RED BROWN**  
**BLUE YELLOW GREEN**



# COOL IDEAS



## Writing in SECRET Code!

⊙	A	♀	I	☁	Q	☾	Y
∩	B	☼	J	☐	R	☒	Z
⋈	C	≠	K	☉	S		
♁	D	♁	L	☾	T		
♁	E	♁	M	☐	U		
♁	F	☾	N	♁	V		
☾	G	☐	O	☐	W		
♁	H	♁	P	☐	X		

Use a 'secret code' to **encode a number of words/sentences** – and give pairs of students half the code sheet (they cannot show it to their partners)!

As a homework task, ask the pairs of **students to develop their own code** – and encode a few sentences themselves. When they next come to class, ask the pairs to swap their encoded sentences.

**Pinterest Page:** <https://tr.pinterest.com/explore/secret-code/>

# PLAN:





# 'PLAN B' IDEA

## The \$50 Word Activity



- When you finish a class early, ask your students to look at all the new vocabulary they have learned in a lesson/week – *and find which words are 'worth' 50USD.*
- To do this they 'add' *the letters of the word* - where **a=1, b=2** and so on...**z=26**. If the 'sum' (or total) is equal to (or more than) 50 then it's **a 50USD word!**
- This can be done in teams and the team that finds the *most 50USD words* becomes the day's champions!





zebra

$$26+5+2+18+1 = \mathbf{52}$$



# AMAZING IDEAS



## Visuals & Story-Telling...

Critical thinking exercises like these work on learners' visual acuity, imagination, and storytelling skills.

In this type of exercise, learners carefully **examine the photographs** and then **answer questions that encourage them to make up the story and character backgrounds**. Sample questions follow the pictures, which again are only limited to your imagination.



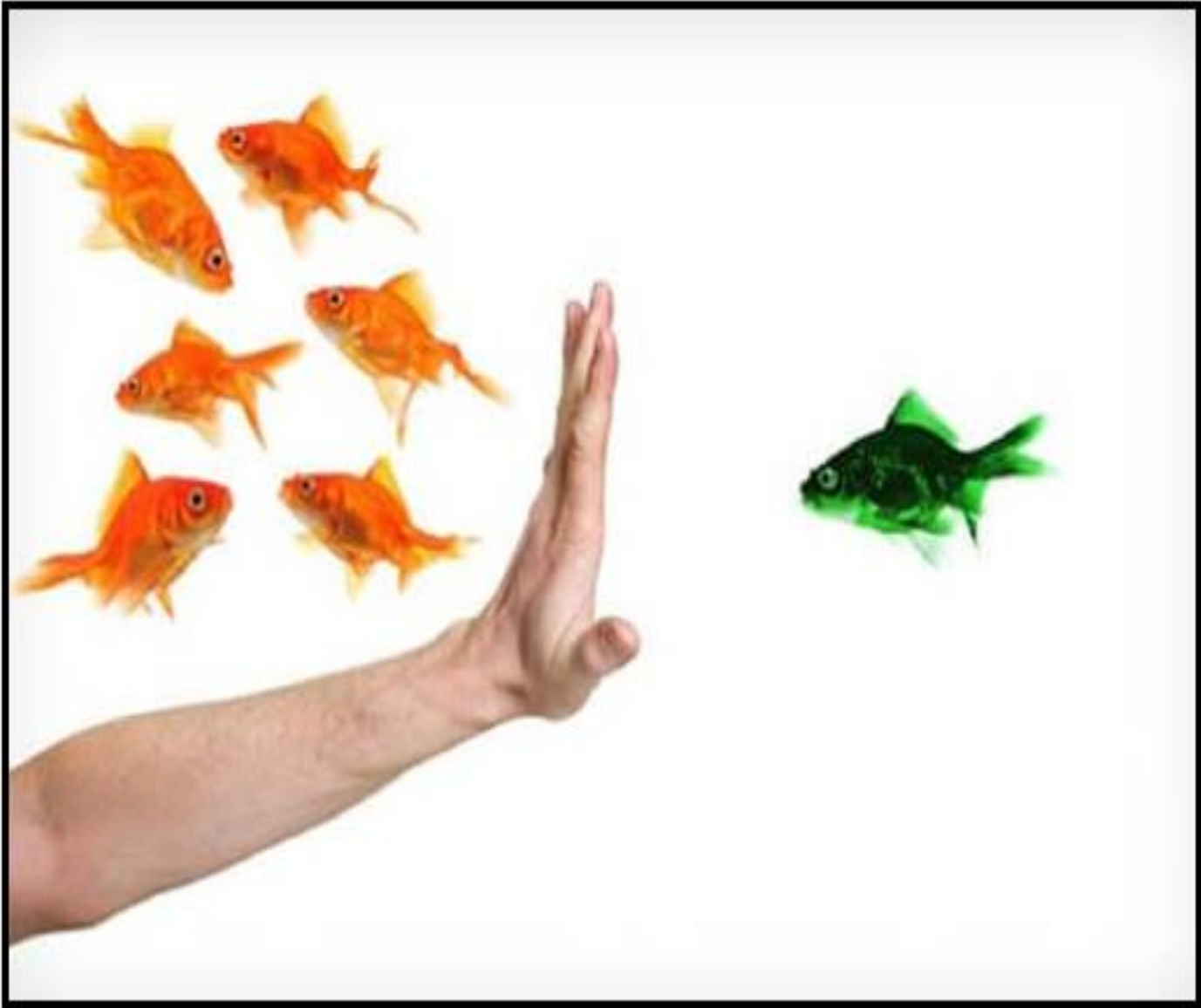
- Describe what you see in this picture.
- What are these people doing and why?
- What do you think they are feeling?
- Where are they?
- Do they know each other? If so, how?
- What are the events that have led to this snapshot in time?

SOURCE: <https://www.slideshare.net/kevcummins/150-amazing-writing-prompts-pictures>









# creative WRITING



- Get teams of students to **guess what they see** in the pictures.
- As a group, ask them to **write a short story about their guesses** – tell them they must use **full sentences, good punctuation and linkers**.
- Ask them to **share their stories** aloud – before correcting & **posting on the class blog!**

creative  
**WRITING**  
prompts

- 1) Write about the **biggest lie** you have ever told.
- 2) You wake up, go to the bathroom and look in the mirror. You **see a different face looking back at you**. Tell the story...
- 3) Donald Trump **clones** taking over the world!
- 4) Come up with **10 reasons** why you should stop showering for a week.
- 5) Write a **story from the point of view of** a teddy bear that a child does not play with any more – because of an iPad!





# GREAT IDEAS

## 'Destructive Brainstorming'



Brainstorming is a great way to develop a set of ideas in a group.

It can be a lot more **fun** and **generate a lot of creativity** if you use the 'destructive' version!

- How should we reduce pollution in our cities?
- How should we pollute our cities faster and even more?



# COOL IDEAS

## Using Video (01)



Use a **'funny' video** to get the ball (and a 'real' discussion) rolling...as **a warmer!**

- *Keep it 'real'*
- *Use 'wait-time'*
- *Do NOT correct students or 'echo'*
- *Facilitate the use of 'emergent language'*



# COOL IDEAS

## Using Video (02)

**Funny videos** can also be used to:

- (1) Pre-teach vocabulary
- (2) Check comprehension without using questions

## **1. Silent comedy**

Charlie Chaplin or Buster Keaton videos can be great for this type of activity, but be aware that their actions come thick and fast, so either pause frequently or only use them for higher levels.

- Charlie Chaplin – *The Kid*
- Charlie Chaplin – *The Lion's Cage*
- Charles Chaplin – *The Bank*
- Buster Keaton – *Seven Chances*

## **2. Animations**

Old animations like *Tom and Jerry* or *Roadrunner* can be great for this type of exercise.

## **3. Mr. Bean**

Everybody loves him and YouTube is full of short excerpts that can easily be related to units from a course book.

- [Shopping](#)
- [Restaurant](#)
- [Travelling](#)
- [Christmas](#)





# COOL IDEAS

## Using Video (03)



Videos are a fantastic way of teaching and revising **verb-noun collocations** as they contain *natural everyday actions*.

- They are especially good for teaching **common phrasal verbs** like 'take out', 'pick up', 'put down' etc.
- Watch one of the videos **before class** and jot down any specific **language to teach before watching**.
- Put students **in pairs facing each other** with one facing the screen and the other with their back to the screen – *students have to explain what is happening to each other*.



*We don't stop playing because we grow old;  
we grow old because we stop playing.*

**George Bernard Shaw**

**BUT...**

An elephant is shown from the back, sitting on a simple wooden bench. The elephant's trunk hangs down to the ground. The background consists of a clear blue sky above a calm blue ocean. A white horizontal band is superimposed over the middle of the image, containing the text.

**The BIG Question *is...***







**NO, NO  
and NO!**









Indirect

**SUCCESS**

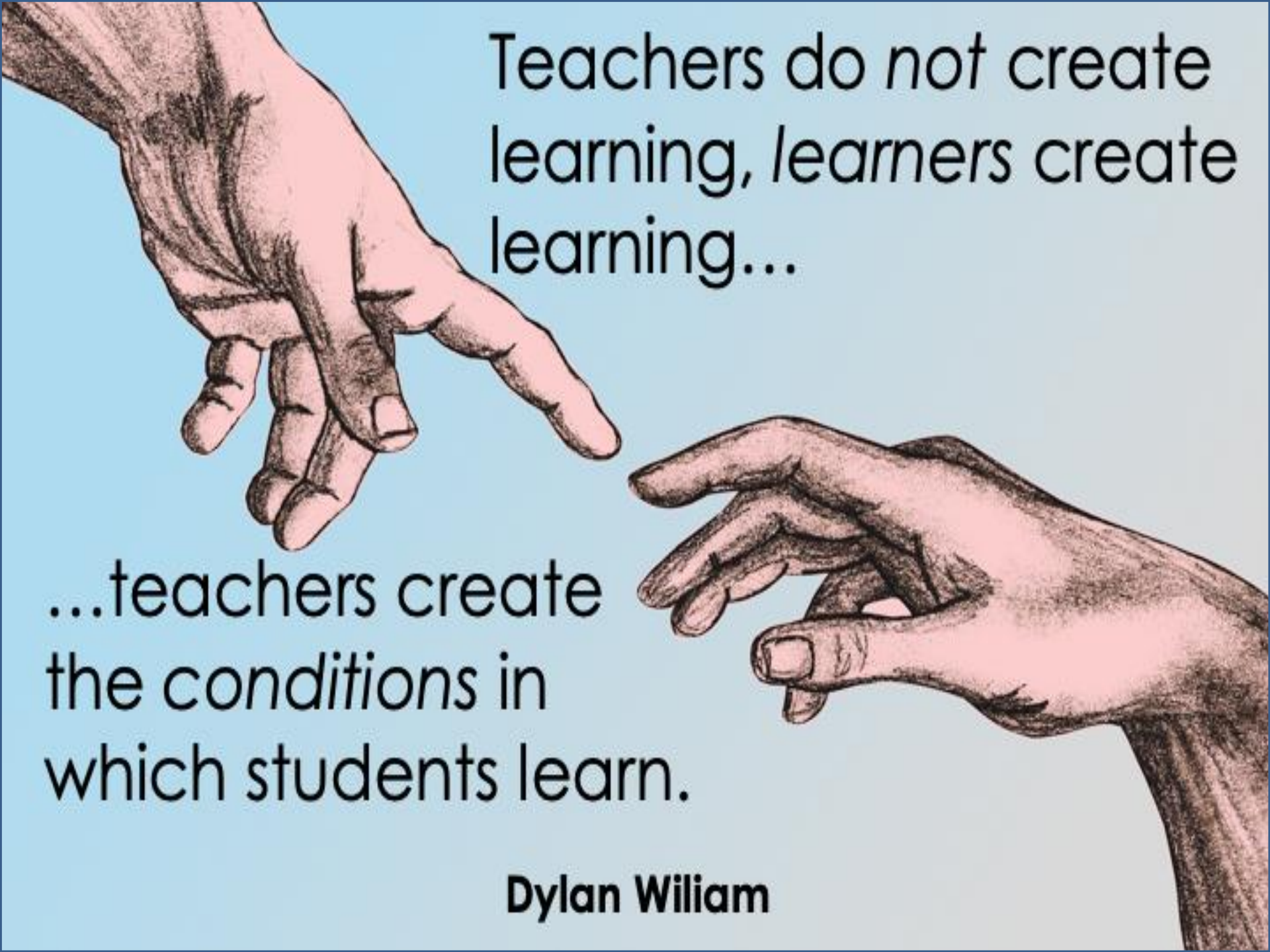
**LEARNING**

Indirect

**MOTIVATION**

Direct

the  
**'CONDITIONS'**


An illustration of two hands, one from the top left and one from the bottom right, reaching towards each other. The hands are rendered in a sketchy, charcoal-like style with pinkish skin tones. The top hand is slightly larger and more open, while the bottom hand is more curled. The background is a solid light blue color.

Teachers do *not* create  
learning, *learners* create  
learning...

...teachers create  
the *conditions* in  
which students learn.

**Dylan Wiliam**



A woman with long dark hair is shown in profile, playing a violin. The violin and bow are engulfed in bright orange and yellow flames, with sparks flying out. The woman's mouth is open as if singing or shouting with passion. The background is a dark, textured brown.

Motivation is **a fire**  
**from within.**

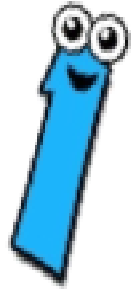
If someone else tries to light that fire under  
you, chances are it will burn **very briefly.**

**Stephen Covey**

# The Solution?







How does learning 'work'  
for my students?



How is their motivation level?



What else can I do to improve  
their engagement and level of  
success?

# MOTIVATION CHECKLIST

## CREDIBILITY

- *Could they doubt that I am a good teacher?*

*Care*

*Competence*

*Passion*

## VALUE

- *Could they doubt this work matters for their lives?*

## BELONGING

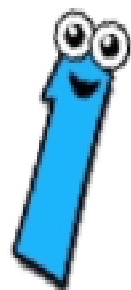
- *Could they doubt that people like them do work like this?*

## EFFORT

- *Could they doubt that they can improve with effort?*

## EFFICACY

- *Could they doubt that they can succeed?*



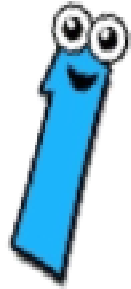
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What else can I do to improve  
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Indirect

SUCCESS

LEARNING

Indirect

MOTIVATION

Direct

the  
'CONDITIONS'

# The 'CONDITIONS'

Care

CREDIBILITY

Competence

Passion

# The 'CONDITIONS'

**CREDIBILITY**

*Care*

*Competence*

*Passion*

# The 'CONDITIONS'

ENGAGEMENT

A vibrant, abstract graphic composition. At the center is a stylized globe with various colored regions. A sword with a blue blade and a yellow-orange hilt is positioned diagonally across the globe. The background is filled with colorful splatters and shapes in shades of blue, orange, purple, and green, creating a dynamic and energetic feel.



# The 'CONDITIONS'

**ENGAGEMENT**  
makes you...

Think more!

Ask more questions!

Question how much you know!

Work harder ...& longer!

Demand more feedback!

Search for 'new' ideas!

Want to study more!

Reflect on learning!

Collaborate with others!

**SHARE** more!

*“Spoon-feeding in the long run teaches us nothing but the shape of the spoon.”*

**E M Forster**





Open your books on page 25.

Look at the reading activity...  
number 3.

Let's read the information below...  
do you know the story?

Shall we move onto the next part...  
you are going to read about the  
story, check you understand the  
words in the box.

Read the text again. Are these  
sentences true (T) or false (F)?

You have 5 minutes.





# 'TWIN' SINS

- **activity-focused  
TEACHing**
- **coverage-focused  
TEACHing**

(Wiggins and McTighe, 2005)



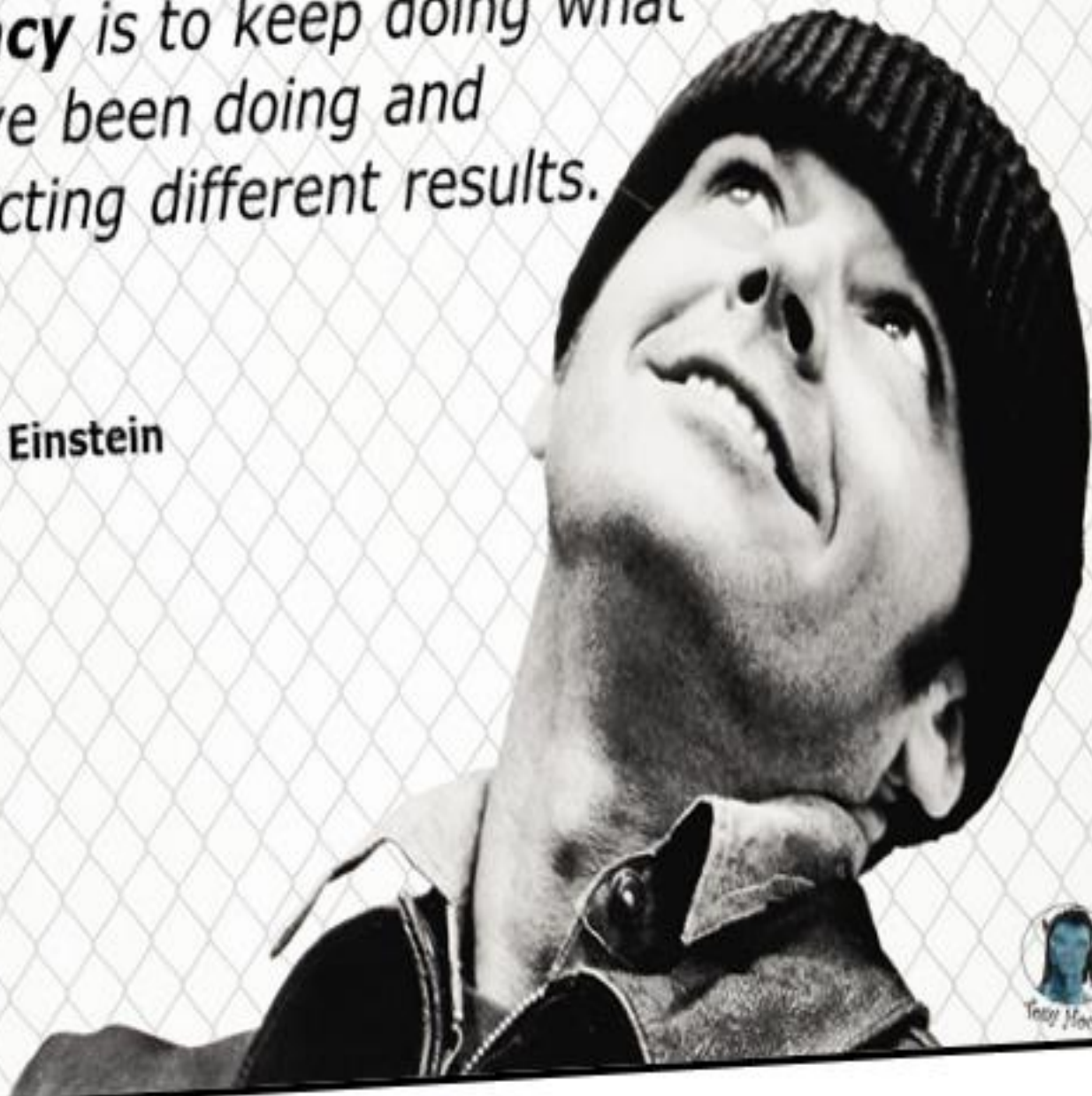


'DEATH'  
by **ELT**

- **Grammar 'McNuggets'**
- **PPP**
- **Fill-the-gap**

**Lunacy** is to keep doing what  
you've been doing and  
expecting different results.

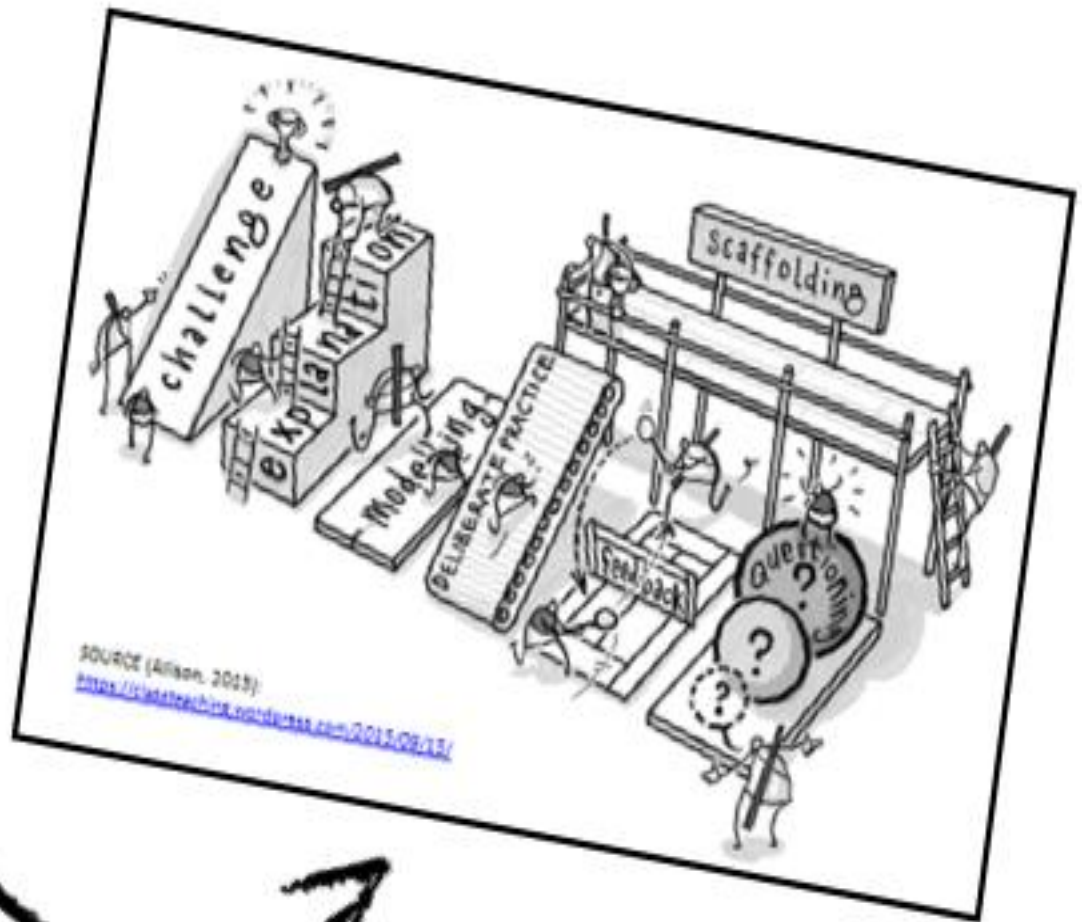
**Albert Einstein**



Classroom **culture** is the shadow of...

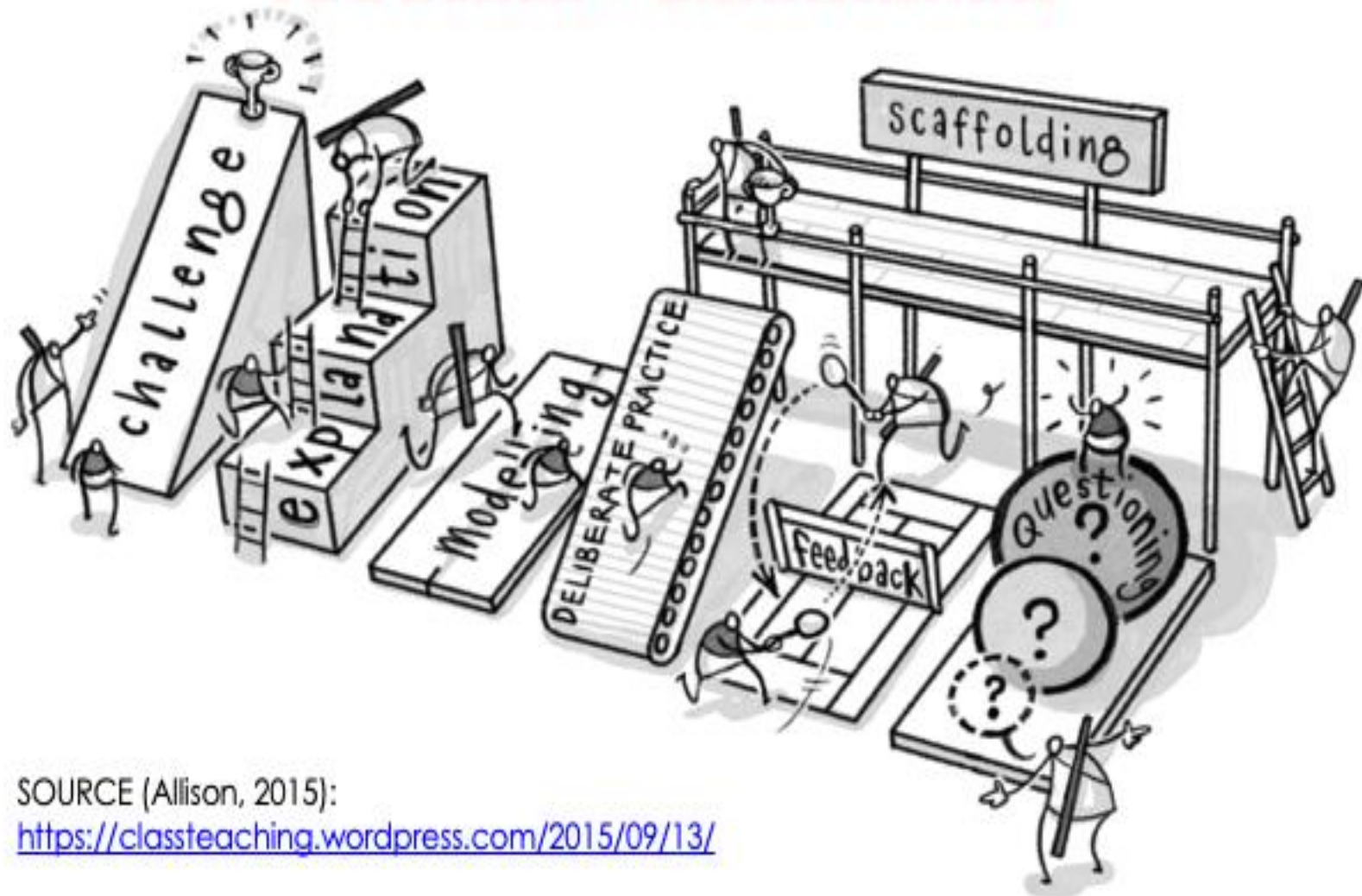


...the ***teacher!***





# From BORING Classroom to LEARNING Playground...



SOURCE (Allison, 2015):

<https://classteaching.wordpress.com/2015/09/13/>



# GREAT IDEAS



## Getting Creative with BORING Textbook Activities!

Look at the following:

**Describe someone that lives in your street / apartment building in a short paragraph. What is his/her job? What does she like / dislike doing? What is s/he like?**

Tell your partner (*without reading your paragraph*) about the person you have written about.



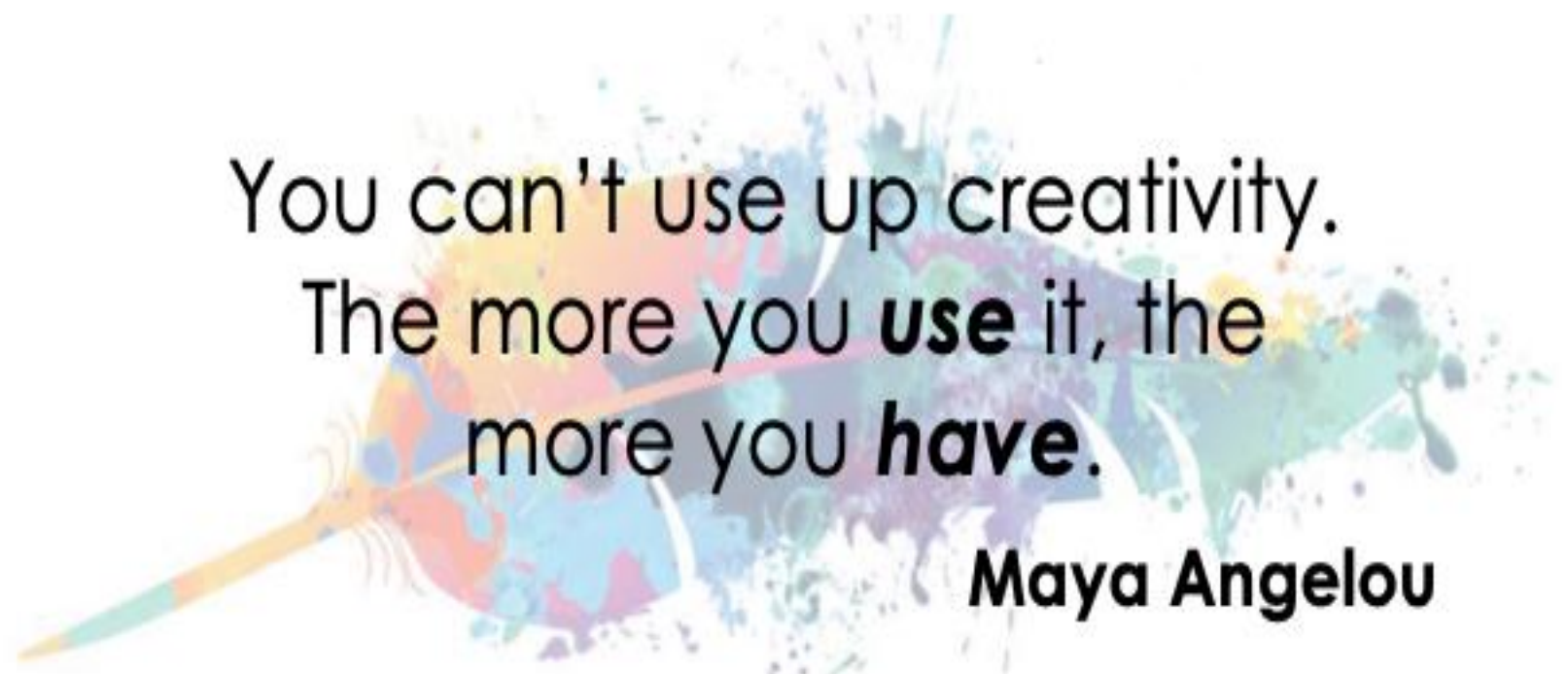
## Sample Teacher Adaptation



Choose a door and write a paragraph about the person that lives behind it. Write about:

- *His / her job*
- *His / her interests*
- *What s/he is like as a person*
- *What kind of life s/he leads*

Now, without looking at your paragraph, tell your partner about your mystery neighbour.



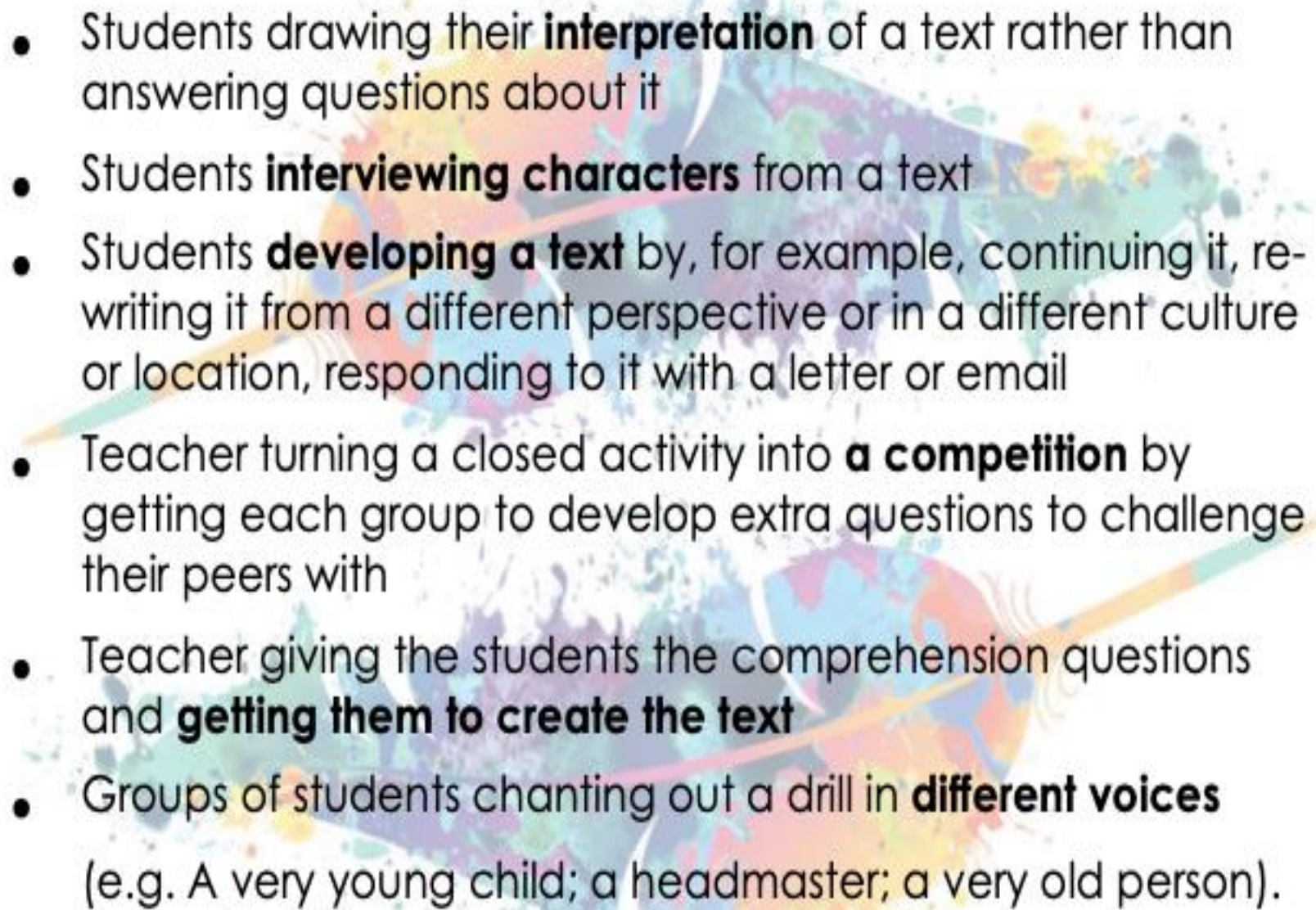
You can't use up creativity.  
The more you **use** it, the  
more you **have**.

**Maya Angelou**



What other **creative adaptations** can teachers make to **a textbook?**



- 
- Students drawing their **interpretation** of a text rather than answering questions about it
  - Students **interviewing characters** from a text
  - Students **developing a text** by, for example, continuing it, re-writing it from a different perspective or in a different culture or location, responding to it with a letter or email
  - Teacher turning a closed activity into **a competition** by getting each group to develop extra questions to challenge their peers with
  - Teacher giving the students the comprehension questions and **getting them to create the text**
  - Groups of students chanting out a drill in **different voices** (e.g. A very young child; a headmaster; a very old person).



# IMPORTANT IDEAS

Adopting a **STUDENT-FIRST** Approach...



- **Individualising your teaching** – *learning as much about your students as possible and using that as part of your teaching!*
- **Pluralising your teaching** – *teaching key ideas and concepts in different ways for both variety and student learning preferences!*



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**Step 05**

**Step 01**

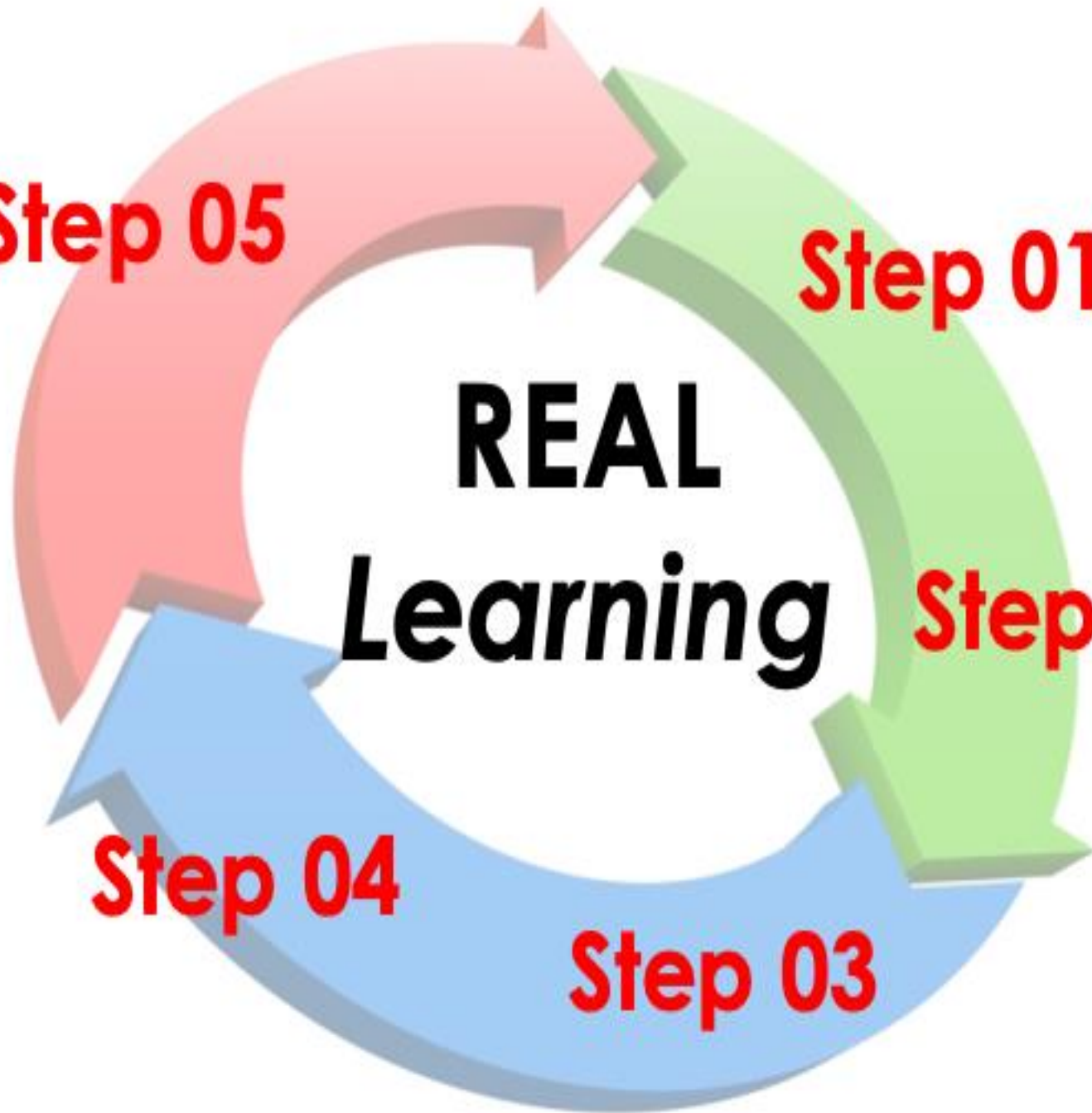
**REAL**

***Learning***

**Step 02**

**Step 04**

**Step 03**



**Step 05**

**Exposure**

(to good models / examples)

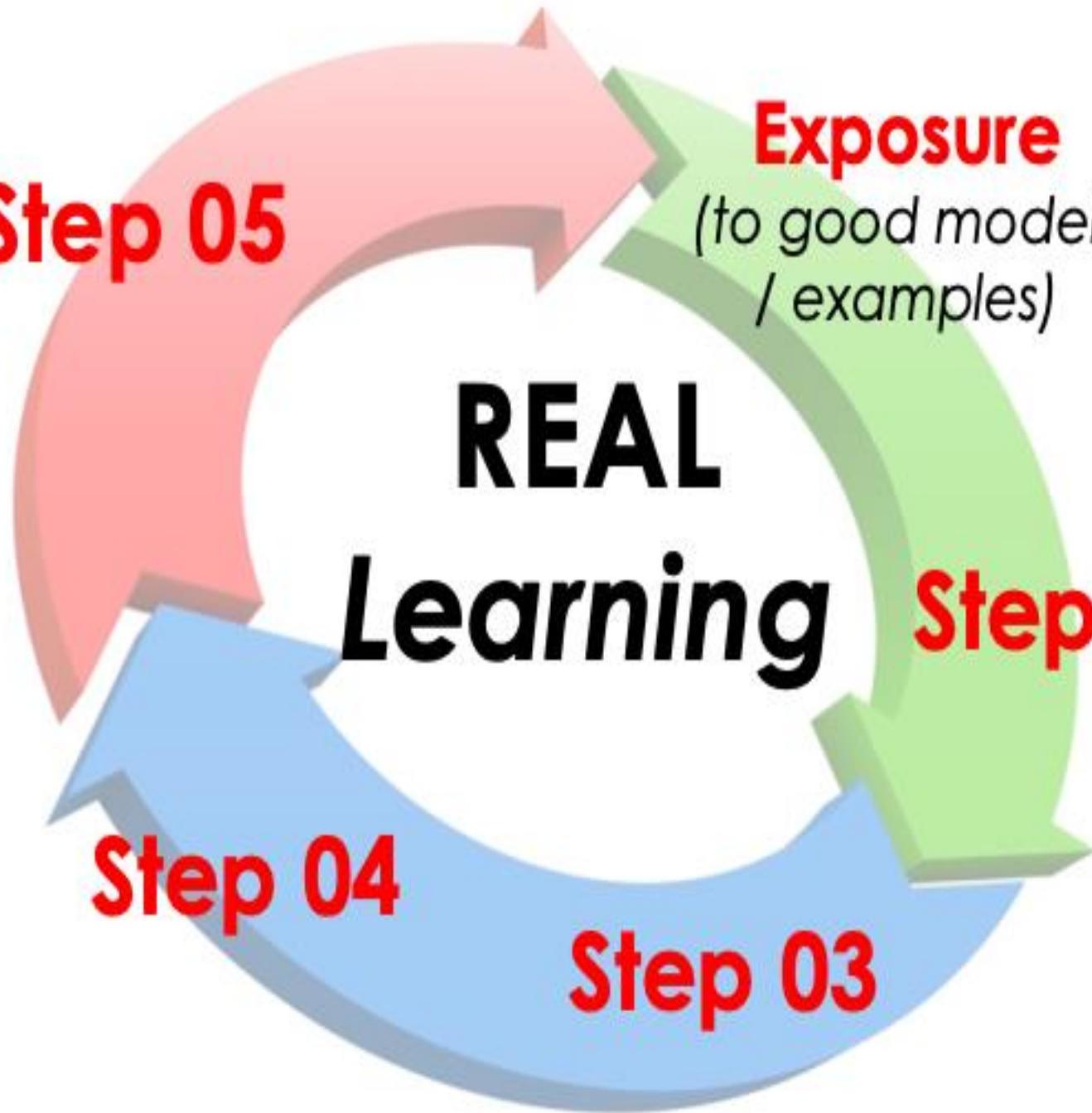
**REAL**

**Learning**

**Step 02**

**Step 04**

**Step 03**



**Exposure**

(to good models / examples)

**REAL**

**Learning**

**Application**

(learning by doing / hands-on practice)

**Adjustment**

(through reflection & adaptation)

**Feedback**

(timely & specific)

**Repetition**

(of steps 2-4 until...)

# The “Bottom” Line...!





*"...a lot of English is taught,  
...not enough is learned"*

**John Rogers**


**LEARNING**



**TEACHing**

Rogers, J. (1982): "The World for Sick Proper."  
ELT Journal, Vol.36/3. pp 144-151.



A woman with long dark hair is playing a violin. The violin and bow are surrounded by bright orange and yellow flames and sparks, suggesting a fire. She has a determined expression on her face, looking upwards. The background is a dark, textured wall.

Motivation is **a fire**  
**from within.**

If someone else tries to light that fire under  
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**Stephen Covey**



*Kids don't learn  
from people  
they don't like!*

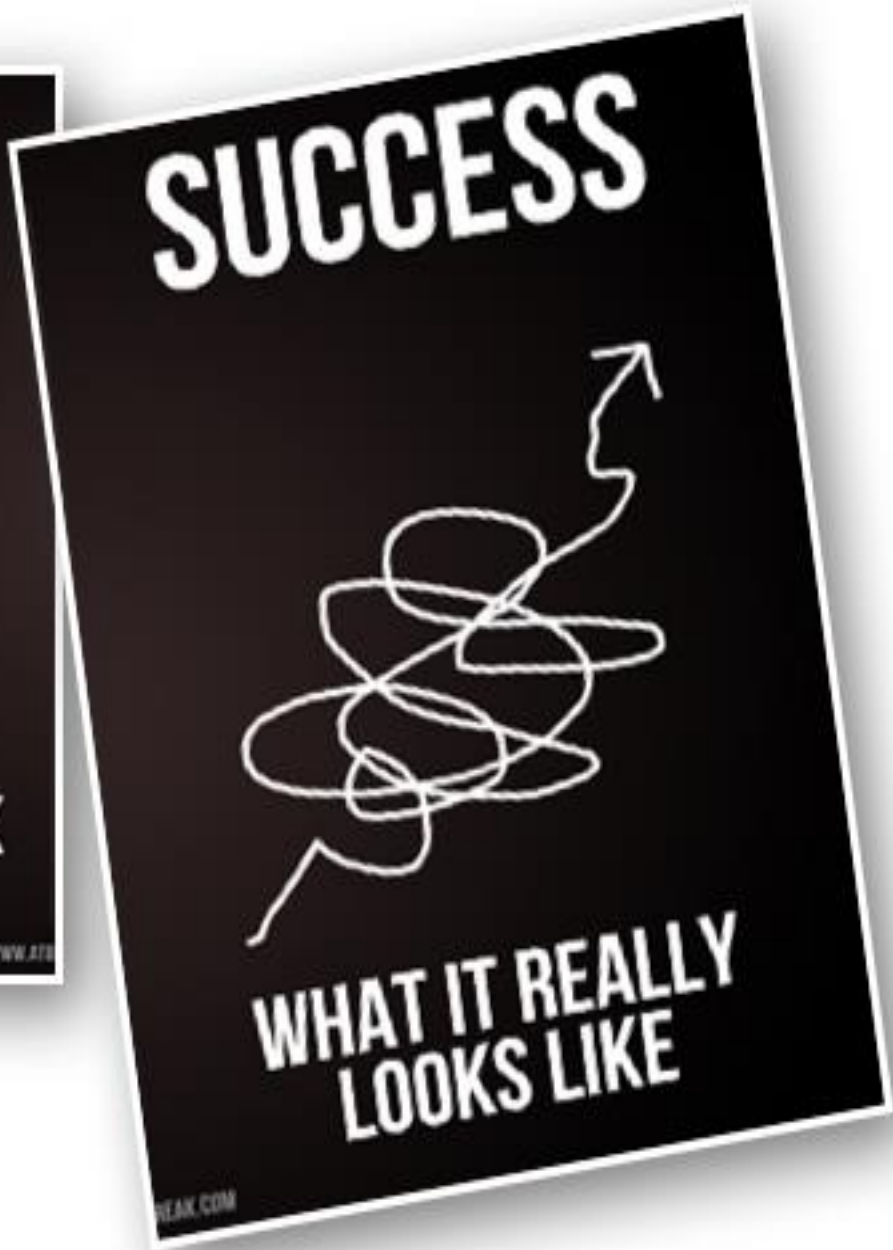




***...there is no 'magic' PILL!***



- Encourage **student questioning**
- Make learning '**personal**'
- Give students **puzzles & problems**
- Do more **hands-on** and **real-world practice**
- Give students **more choice** (& '*let go*' more)
- Use **technology** (if it promotes *creativity* and *collaboration*)
- Give students more **one-on-one feedback**



*If we want students to learn more,  
teachers must become **'students'**  
of their **'own teaching'**.*

**Kane, 2013**





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