

Regional webinar programme for teachers in  
MENA

---

# **Webinar#5 Motivating learners in remote teaching**

Webinar 5 October 2020



# Ask Hala

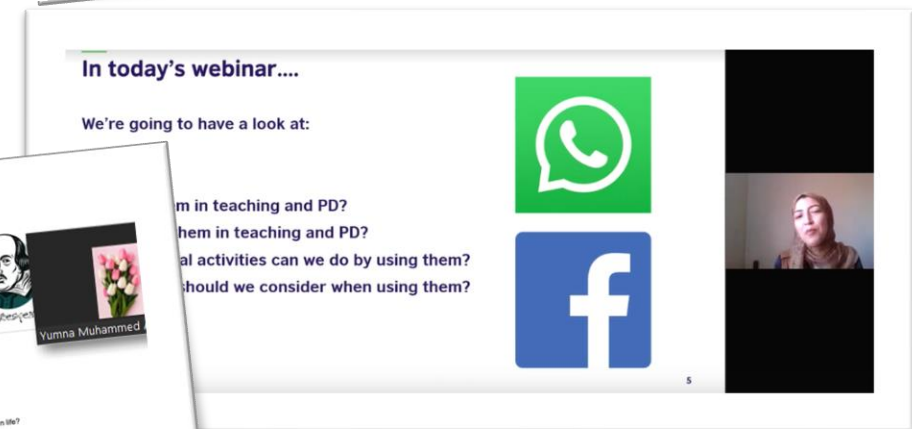
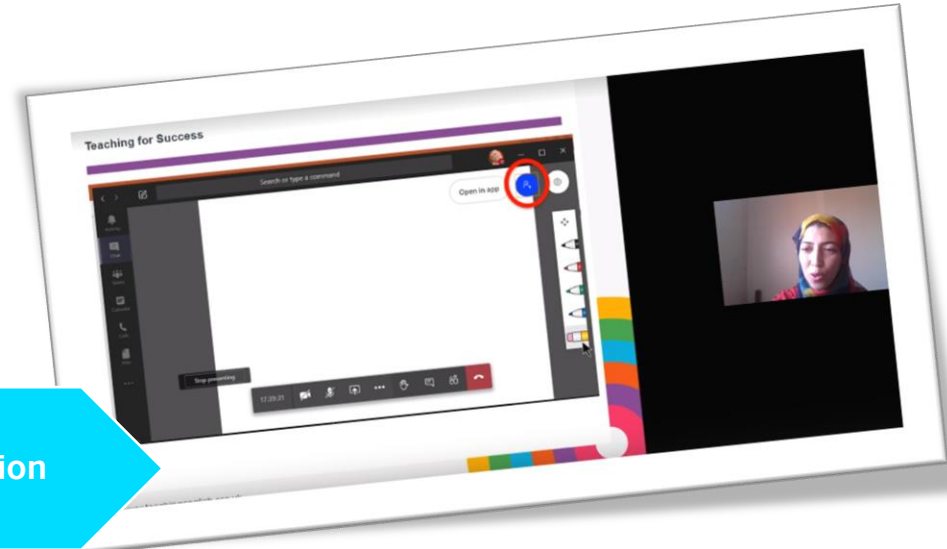
Synchronous

Social Media

Asynchronous

Blended

Motivation



# Have you missed any?

**First** webinar recorded video: *Using MS Teams in teaching online*

**Teams Webinar Link**

**Second** webinar recorded video: *Using WhatsApp and Facebook in Teaching*

**Teams Webinar Link**

**Third** webinar recorded video: *Getting the most out of Edmodo*

**Teams Webinar Link**

**Fourth** webinar recorded video: *Blended Learning*

**Teams Webinar Link**



# Where are you joining us from?

<https://www.menti.com/n21xq52kds>



# In today's webinar, we're going to look at:

- Remote teaching and its impact on learners' motivation
- Main categories of motivation
- Strategies to increase learners' motivation in remote teaching
- Key considerations for teachers
- Practical ideas for motivating learners remotely
- Useful resources

# What do your learners like about remote learning?

“The reason I enjoy online learning is because of the opportunity to **structure my day** efficiently, I am able to workout, relax, and complete the work in a timely manner, with no distractions.” 10th grade student in English class survey.

“I think a few of mine are doing really well getting a taste of more **independence**, they’re taking **ownership** a bit more because they’re no longer under the micromanagement of the school day.” Lauren Huddleston, a middle school English teacher, Tennessee

# What do your learners like about remote learning?

“Students who have been victims of **physical or verbal bullying** while at school are likely to be relieved to be home in a **safe space**,” Elena Spathis, high school Spanish teacher, New Jersey.

“The online environment may allow for voices to be heard without the added bit of **social anxiety**” Blake Harvard, a psychology teacher, Alabama.

“I have the time to **sleep** eight hours a night every night [now],” Ingrid, a high school junior in California

# How about your learners?

How are they dealing with the situation now?



# Reasons for low motivation online

- In remote teaching, it's hard for the teacher to respond quickly to ensure learners are on track and getting the help they need. **'Virtual monitoring'** is difficult and can take time.
- Learners need to learn **a new way of learning**. Not only are there technical skills but the interaction between peers can also be difficult.
- **Technical issues** related to joining an online lesson or submitting assignments electronically can cause frustration.
- For younger learners, there may be **a lack of support at home** as parents may not have time available or have good digital skills. Learners have to manage their own work and find solutions on their own, which can be time-consuming and demotivating.
- **Forced remote learning** can cause a lot of stress, which can make learners feel less interested in learning.
- If **you are new to remote teaching**, lessons may not be as structured and organised as students may expect and this can cause demotivation.

# Main categories of motivation

**Individual motivation** has integrative and instrumental needs which include confidence (how anxious someone is about learning), attitude and motivation selves: the ideal self (where I would like to be) and the ought-to self (why I am really learning this language).

**Curriculum motivation** includes learning materials and resources, the teacher, methodology, assessment, and class environment.

**Real-time motivation** comprises the ‘in the moment’ motivators, including the tasks and activities being worked on, the teacher’s behaviour in the classroom and their skills.

# Main categories of motivation

## Task

- 1 How can I understand this listening at 7 o'clock on a Friday night?
- 2 I want to be able to understand Taylor Swift's lyrics.
- 3 I can't stand it when he goes on about pronunciation all the time!
- 4 I did badly in the test because we didn't have enough time to study all the material.
- 5 I don't understand what I have to do with this task.
- 6 I know I'd learn this better online.
- 7 I can see I'll handle overseas holidays better in future.
- 8 I don't like working in pairs with him.

- **Individual motivation**
- **Curriculum motivation**
- **Real-time motivation**

# Main categories of motivation

## Task feedback

- 1 How can I understand this listening at 7 o'clock on a Friday night? **C / R**
- 2 I want to be able to understand Taylor Swift's lyrics. **I**
- 3 I can't stand it when he goes on about pronunciation all the time! **C / R**
- 4 I did badly in the test because we didn't have enough time to study all the material. **C**
- 5 I don't understand what I have to do with this task. **R**
- 6 I know I'd learn this better online. **I / C**
- 7 I can see I'll handle overseas holidays better in future. **I**
- 8 I don't like working in pairs with him. **R**

- **Individual motivation**
- **Curriculum motivation**
- **Real-time motivation**

# Individual motivation can be increased by

**Setting goals** for the learner,

Giving them a **sense of achievement** throughout the learning unit.

Making sure individual goals are **realistic and achievable**.

Remembering to make a task **suitable** for the learners: ask yourself if the task is **accomplishable** as well as whether it will give the learner a sense of achievement.

Getting your learners to visualise their **future selves**

## Curriculum motivation can be increased by

Supplying engaging and **relevant** tasks and materials.

Making sure they have **enough information and time** to read and absorb enough information that they can have a meaningful and informed discussion.

Using **visuals** and/or videos to encourage engagement and develop their imagination.

Making sure the tasks you set have a **logical sequence**, so learners are supported through the cycle;

Providing learners with an opportunity to **personalise** their answers too.

# Main categories of motivation

## Personalisation of language


### 5 SPEAKING

- a** Think of a group of people you know well. Think of things you do together every day, week or year. Make notes.

My mum – *have a cup of tea every morning*

Rob and Andy – *usually go on holiday every June*

My classmates – *study English three times a week*

- b**  Talk about what you do with the people you know well and how often. Look at the conversation in 4e to help you.

## **Real-time** motivation can be increased by:

Making sure learners are given **clear instructions** and have time to set up.

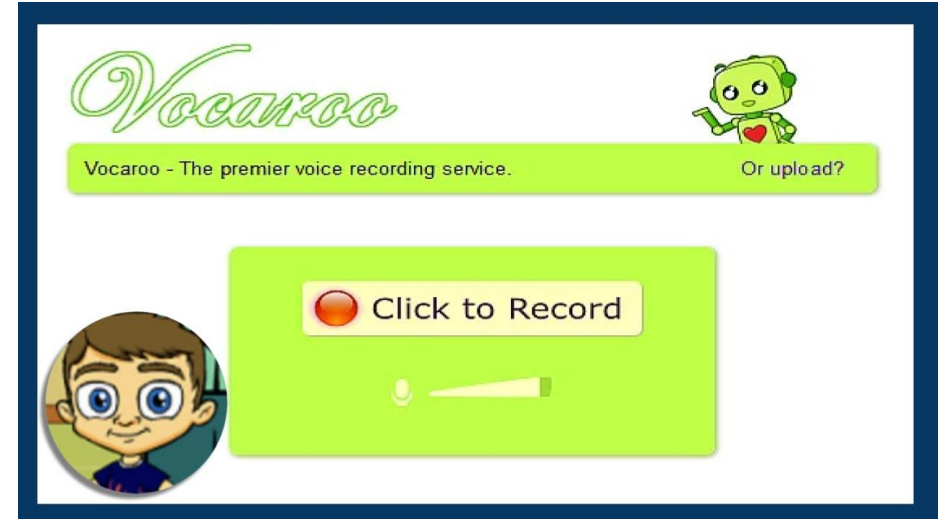
Monitoring your classes attentively and responding to needs as they arise, as well as varying teaching skills.



# Strategies to increase learner motivation remotely

## 1. Give timely and sensitive feedback

delayed feedback may result in the students' sense of isolation and may even cause some serious deviations from the course.



## 2. Provide easy access to resources

provide guidance on further reading and studying by giving links to free, easily accessible resources.



# Strategies to increase learner motivation remotely

## 3. Use a variety of teaching methods/vary lesson types

make sure that materials include visual, audial, and textual format to give all learners an equal opportunity of comprehension. Also, use a range of lesson structures e.g. **(flipped, project based, etc)**



## 4. The teacher's enthusiasm/keep your sense of humour

only inspired teachers can inspire learners. Even the most motivated and inspired learners lose interest to education in case they don't see the same interest in their teacher. Use memes!



# Keeping learners' attention! (screen time)

Take yourself  
off screen

Make eye contact by  
looking at the camera  
lens

Use your voice  
in different ways

Minimise distractions

Prepare to troubleshoot

Check your screen  
presence

Use gestures and  
facial expressions

Don't just be a  
talking head



Be familiar with your  
technology

# Considerations for teachers!

Break lessons down into **smaller chunks**: This way, if you have any technical difficulties, you can always complete parts of the lesson later – or set tasks as homework.

**Assign roles and responsibilities**: Depending on the age and level of your learners, you can assign tasks such as being a group lead for projects, taking the register or being the ‘mute master’ to ensure everyone stays on mute during presentations.

Refer to assignments and comments learners have made: Try to personalise the learning as much as possible. **Use their names in addressing them.**

Have **multiple ways of connecting** with your learners: Don't depend only on online live (synchronous) meetings but also connect with your students in an asynchronous way, for example through WhatsApp and email.

# Practical Ideas to Improve Participation in Your Virtual Classroom

## Using chat to check for understanding:

ask and answer questions or type in emojis, like a thumbs-up or thumbs-down, to show whether they understood a concept.

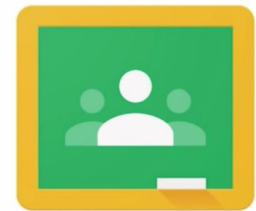


## Adapting think-pair-share to Zoom:

Learners were given a prompt, broken into groups, and then placed into breakout rooms to discuss and record their answers on a shared Google doc, which allowed students to share their thinking in writing or read aloud.

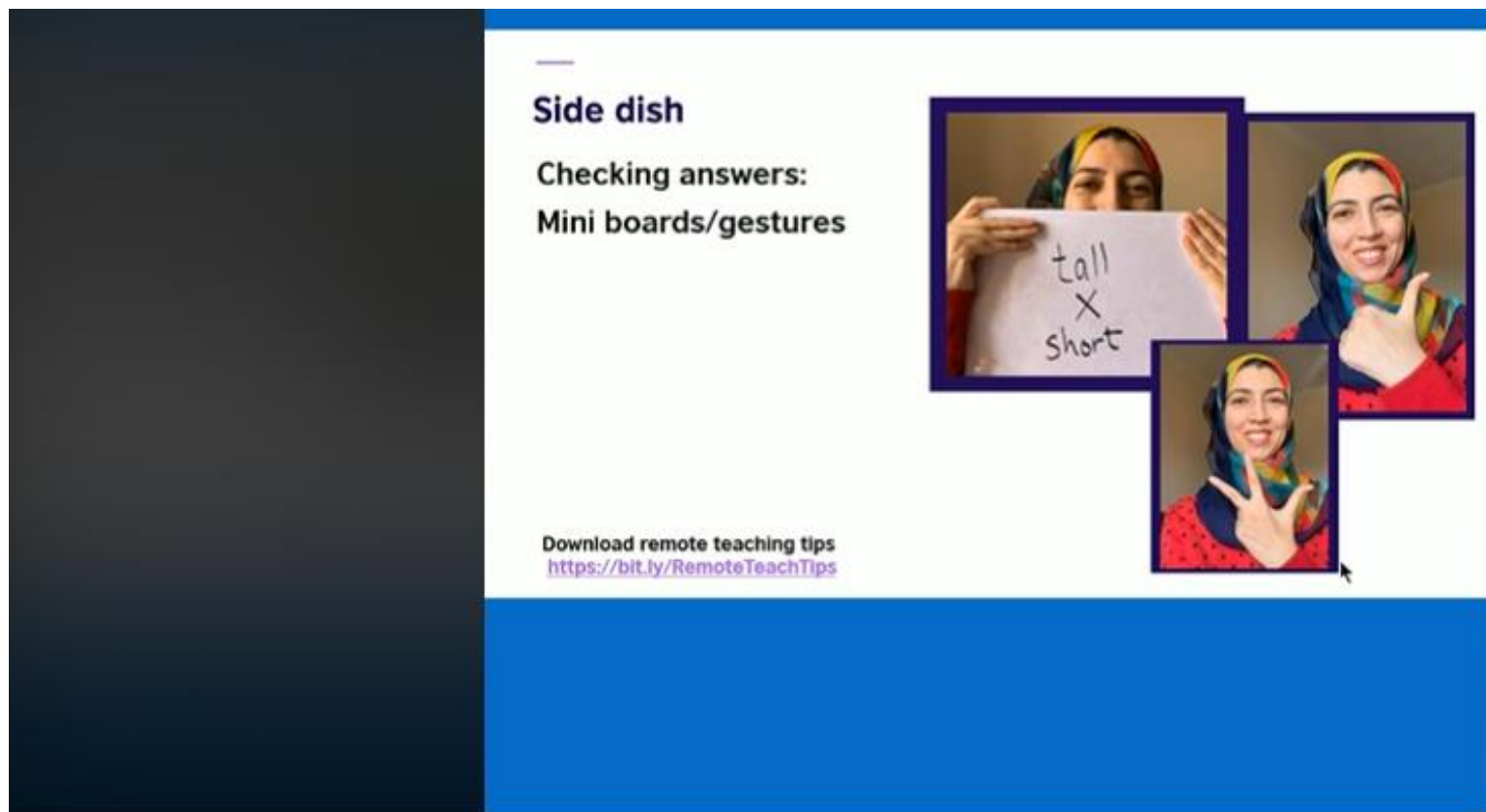


## Online forums create back-and-forth dialogue:



Google Classroom

# Online menu to make your lessons fun



TEACHING ONLINE – MENU OF IDEAS



# Keep them going!

Larry Ferlazzo

low-stress  high-interest  activities they can do outside of the classroom:

*“I provide class time where they can try out the growing number of **mobile apps for English-language learning**. Duolingo and ones created by the British Council are particularly engaging.”*



## Learning Time with Timmy

Play exciting games and listen to the narrator to learn about numbers, colours, shapes and food in English with Timmy and his friends.



## Johnny Grammar's Word Challenge

Test yourself against our resident expert Johnny Grammar in this quiz app.



## LearnEnglish GREAT Videos

A series of short videos about UK culture. Explore London's museums and other famous sites in the UK.



## **In today's webinar, we've looked at:**

- ✓ Remote teaching and its impact on learners' motivation
- ✓ Main categories of motivation
- ✓ Strategies to increase learners' motivation in remote teaching
- ✓ Key considerations for teachers
- ✓ Practical ideas for motivating learners remotely
- ✓ Useful resources



## Useful resources:

<https://www.edutopia.org/article/why-are-some-kids-thriving-during-remote-learning>

<https://www.teachingenglish.org.uk/sites/teacheng/files/Maintaining-student-motivation-while-teaching-remotely.pdf>

<https://www.cambridge.org/elt/blog/2016/01/25/maintaining-motivation-engaging-learners-course/>

<https://www.bookwidgets.com/blog/2019/01/best-7-strategies-to-increase-student-motivation-online>

<https://www.youtube.com/watch?v=jtRkk6ml4hw>

<https://www.teachingenglish.org.uk/blogs/larry-ferlazzo/larry-ferlazzo-creating-conditions-self-motivated-students>

# Thank you!