EM PROL DO SUCESSO NA AULA DE INGLÊS
EXPLORANDO POSSIBILIDADES

# ENVOLVIMENTO PARA A APRENDIZAGEM DA ORALIDADE

3º Ciclo e Secundário

2020/2021

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OUT WITH MOTIVATION

....

IN WITH ENGAGEMENT

Marcum, J.W. (2000)

# Pedagogia para o envolvimento
### (Vieira, Silva e Moreira, 2013)

$$E = Ap (I + C + D) \times P (At + Cm + Cp) \rightarrow CA/Ef \rightarrow E$$

Marcum, 2000

Envolvimento = Aprendizagem (Interesse + Competência + Desafio) x Participação (Atividade + Comunicação + Compromisso) → Conhecimento Acrescido/ Eficácia → (maior) Envolvimento

**MOTIVAÇÃO**
Energia e Direção
(Por que razão fazemos o que fazemos?)
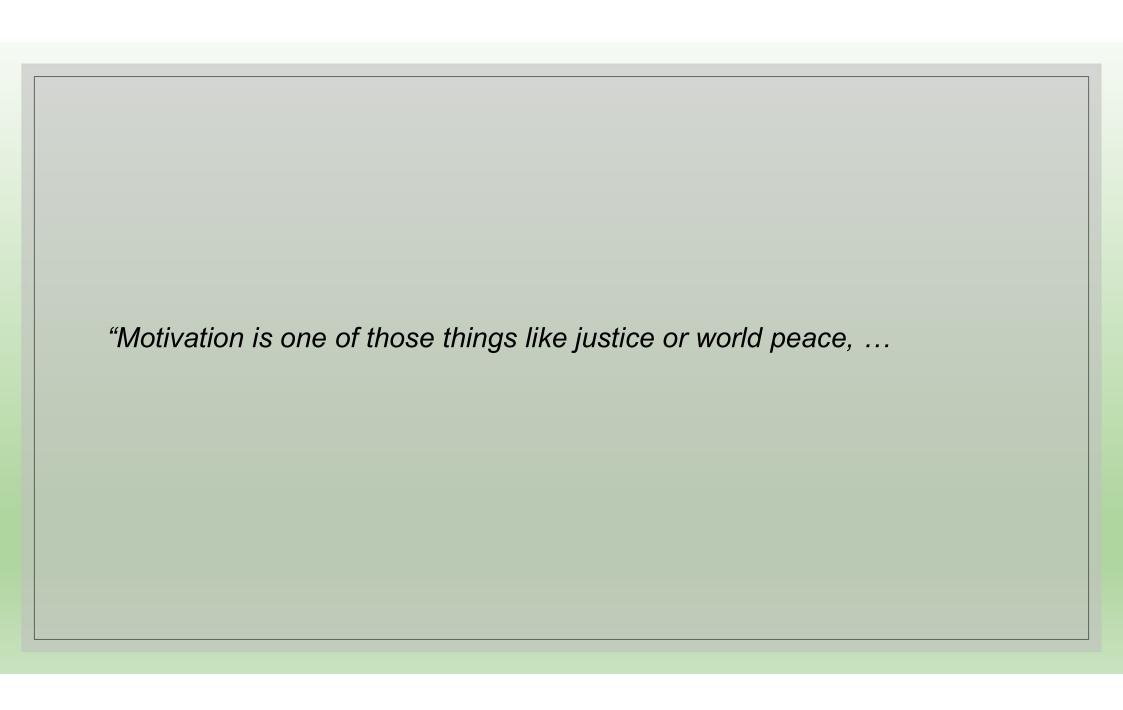
**ENVOLVIMENTO**
Energia em ação
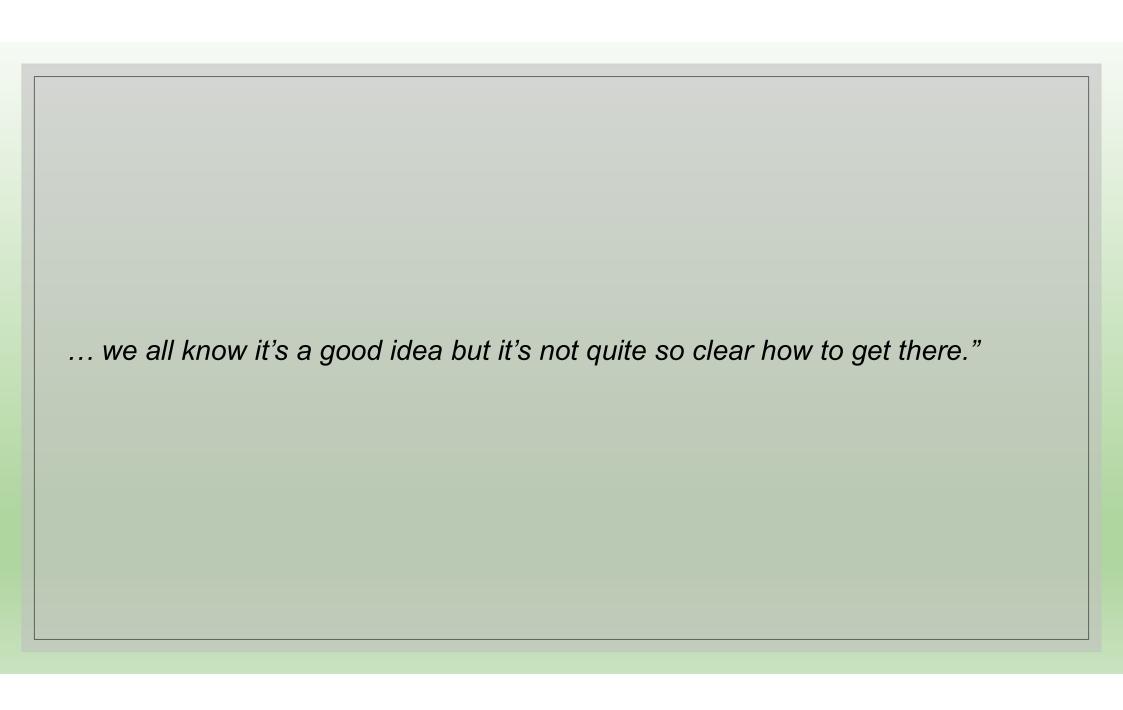Conexão pessoa-ato de aprender

Comportamental
Emocional
Cognitivo

**ORIENTAÇÃO FACE À APRENDIZAGEM**
Profunda (vs. Superficial)

*Marcum, J. W. (2000) Out with motivation, in with engagement. *National Productivity Review*. 18:57-59.

*"Motivation is one of those things like justice or world peace, …*

*… we all know it's a good idea but it's not quite so clear how to get there."*

# Strategies

1: Choosing varied tasks

2: Choosing relevant topics for/<u>with</u> the learners

3: Giving positive information feedback and promoting students' self assessment

4: Establishing specific rules for speaking activities

5: Providing appropriate error correction

 6: Preventing the mocking of learners with poor speaking skills

7: Promoting cooperation among learners

8: Dealing with (anxious) learners  not willing to participate in speaking activities

9: Promoting contact with native speakers

…….10: Let students take control of their learning!

What kind of speaking activities do you use?
Which are your favourite? - What about your students'
favourite?

# 1:Choosing varied tasks

Characteristics which make tasks more motivating and can be used for making speaking activities more varied

- **challenging** (learners have to solve a problem, discover something, overcome an obstacle, find hidden information, …)
- **interesting** to them
  - *Make them curious*

    https://www.teachingenglish.org.uk/sites/teacheng/files/Seminars_motivating.pdf
- including a **novelty element** (a detail of a familiar activity could be changed so that the whole activity is different)
  - *Avoid the obvious* (stars vs. human interest stories)
- dealing with **controversial, ambiguous or problematic** material
  - *Be  honest!*
- including a **fantasy** element, e. g. acting out something, making up stories, etc.

# 1:Choosing varied tasks

◦ including a **personal** element
  ◦ *Talk about…* Team March 2020-2021 - Teacher's Notes

◦ including a certain amount of **humour**

  ◦ *Agreeing and disagreeing*
  **https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1**
  o *Apologising*
  **https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2**

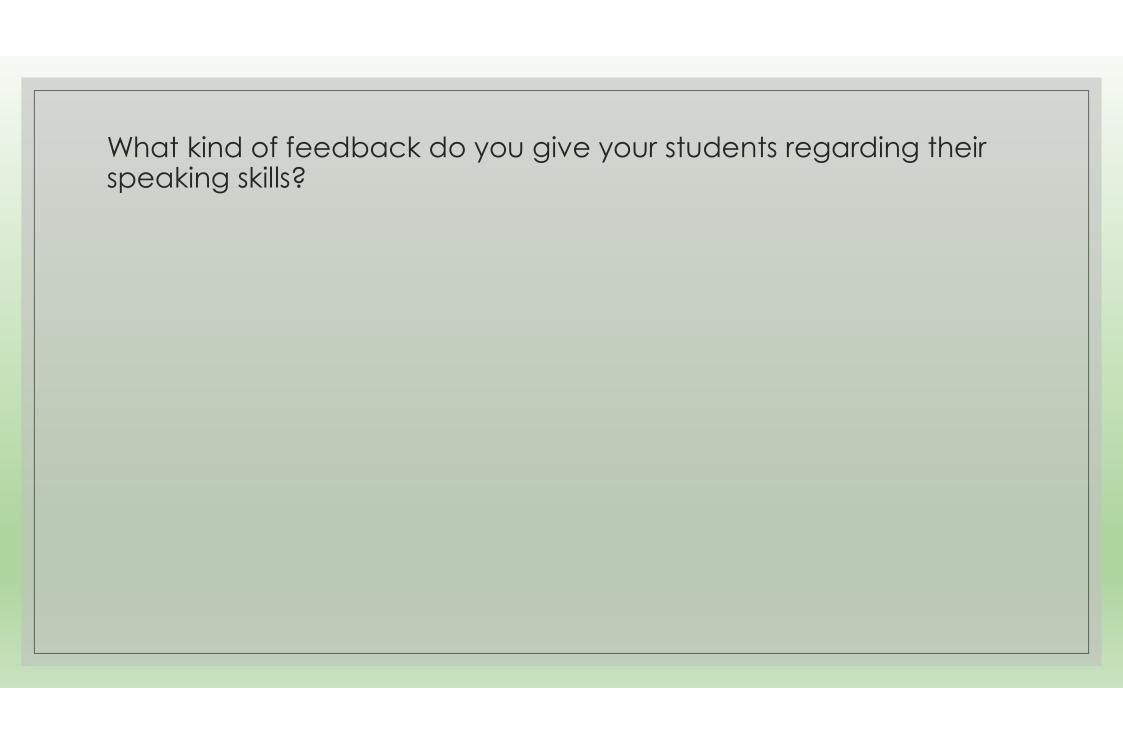Where do the topics for speaking activities come from?

# 2: Choosing relevant topics ~~for~~/with the learners

1. Gather information from learners (interviews, brainstorming, questionnaires)
2. Submit it to further discussion so the teacher can come to an agreement with the learners.
3. Make sure you meet learners' everyday experience and background.

**https://www.teachingenglish.org.uk/article/motivating-unmotivated**

○ **Use *feedback sheets* to diagnose**
○ **Personalize**
   ◦ *Mary Glasgow Magazines . Team (B1) - **Vaccine News: The first thing I'll do is***
   https://www.teachingenglish.org.uk/sites/teacheng/files/Seminars_motivating.pdf
○ **Let them choose**
   ◦ *busy.teacher.org.*
   ◦ **https://busyteacher.org/search.html?q=discussion+topics**
○ **Teach unplugged** (occasionally)
○ **Let students use their tech and their tech skills**
   ◦ *Google moment in every lesson*
○ **… and their imagination**
   ◦ *If the whole world were listening to me, …*
○ **Find out what they know and what they are good at (in life)**
○ **Take a break and let students take over**
   ◦ *Optional tasks*

What kind of feedback do you give your students regarding their speaking skills?

# 3: Giving positive information feedback

◦ descriptive

◦ regarding strengths, achievements, progress and attitudes (not e restricted to error correction – highlighting positive aspects)

◦ providing information instead of judgement

◦ not comparing them to their peers, but rather to their own previous achievements

◦ about the progress they are making and about the areas which they should concentrate on

◦ regular
  ◦ *Progress markers* (give learners a snapshot of where they are)
  https://www.teachingenglish.org.uk/article/motivating-students


CAREFUL! three types of feedback which could backfire
  ◦ communicating pity after failure
  ◦ praising after success in easy tasks
  ◦ offering unsolicited help

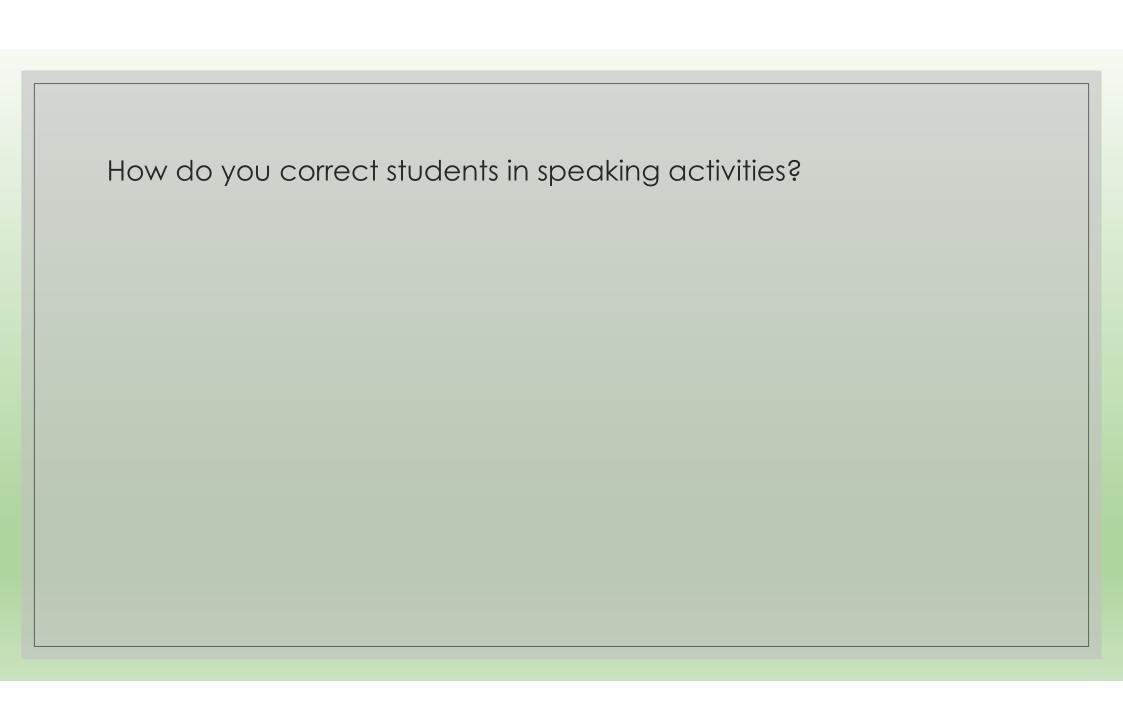What are the rules for speaking activities in your classroom?
Who set them?

# 4: Creating specific rules for speaking activities

◦ rules should be discussed with the learners and accepted by them (the importance of these group norms should be explained)

◦ learners should have the chance to suggest additional rules

◦ rules should be displayed (and also the consequences for violating them)

◦ the teacher should observe those norms consistently

◦ learners should be trained

◦ learners should take charge of the classroom atmosphere and cope with those who do not obey the rules
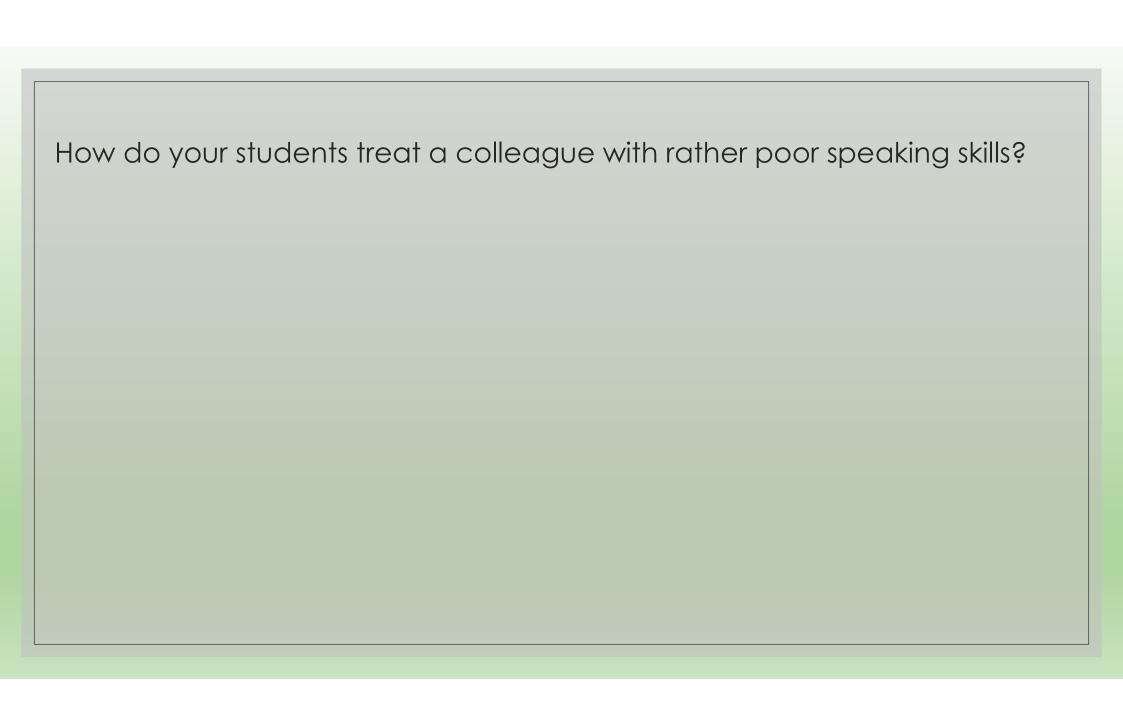
# 4 (cont.) rules for autonomous online learning

o   Sites to use

o   Activities available (previously selected according to goals)

o   Number of activities to do

o   Optional vs- mandatory activities

o   Record of tasks done

o   Record of students' performance - self-assessment

o   Identification of

   - areas to improve

   - activities to do next

o …

How do you correct students in speaking activities?

# 5: Appropriate error correction

◦ error correction is inevitable

◦ error correction should occur in an appropriate amount and in correlation with the aim of the activity  (when the message was not conveyed and communication has not been achieved, ...)

◦ learners have to be taught that there is no language learning without making mistakes

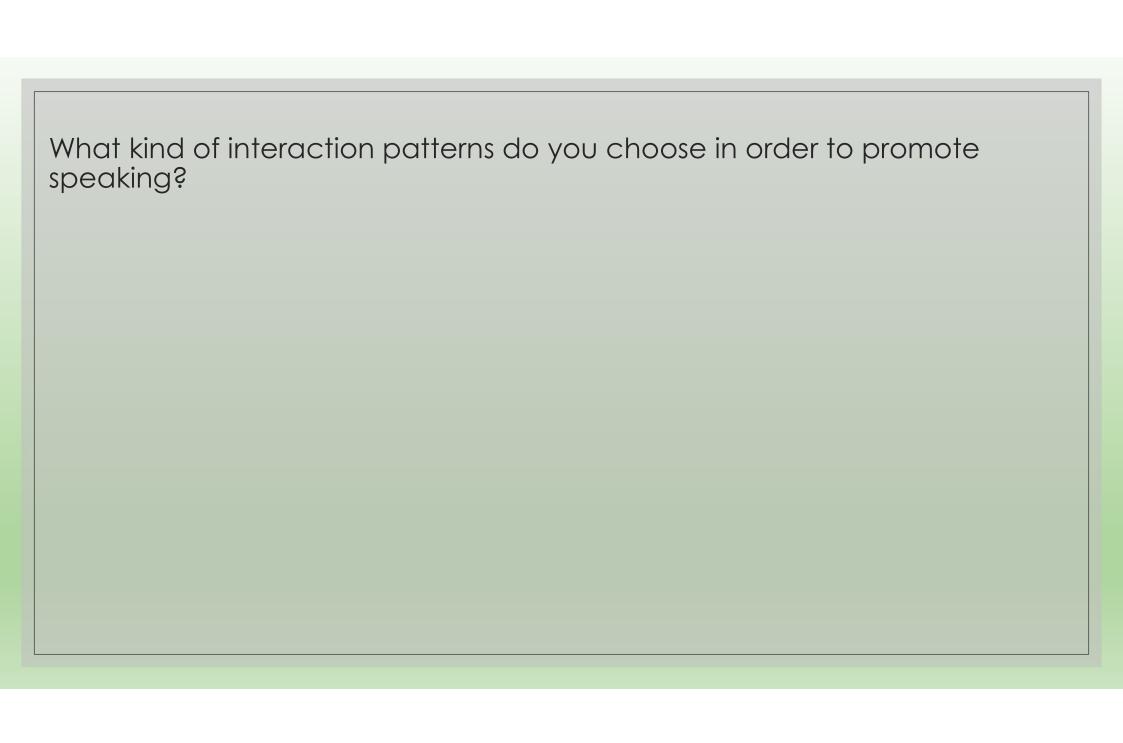◦ error correction can be negotiated with the students (focus on their needs)

How do your students treat a colleague with rather poor speaking skills?

# 6: Preventing the mocking of learners with poor speaking skills

◦ devolve responsibility – tutors

◦ establish rules

◦ promote, assess and praise cooperation skills and oral interaction strategies

**No mate left behind** – *students are encouraged and trained to help their mates:*
- ◦ asking questions
- ◦ paraphrasing
- ◦ repeating
- ◦ giving clues
- ◦ prompting
- ◦ ...

What kind of interaction patterns do you choose in order to promote speaking?

# 7: Promoting cooperation among learners

Make sure students:

◦ work in small groups - pair work and role-play – because that way each learner has to speak and cooperate to do the task

◦ train group work skills ahead of tasks

◦ reflect on the cooperative work

   ◦ *My ideal friend* – *Paired discussion*
   ◦ *Be honest* – *Group discussion*
   ◦ *Agony Aunt* - *Group discussion*

How do you deal with (anxious) students who don't want to speak?

# 8: Dealing with (anxious) students who don't want to speak

- **avoid** excessive **error correction**

- **create** a **cooperative atmosphere**

- **avoid** social **comparison** (even reading aloud grades or a display of selected papers can be harmful)

- **make tasks** and tests completely **transparent**
  - explain the aim of the activity
  - provide sufficient advance information about the task or test including clear specifications of the criteria or grading
  - negotiate individual goals
  - make sure they are involved in all the tasks in 2 - Choosing relevant topics for/<u>with</u> the learners

- **train** these students or give them a chance to rehearse/practice on their own

- **give** enough **time** to complete the task

- **include self-evaluation and  peer-evaluation** (also when giving a final grade)
  - *Easy exit tickets/posts*: Got that. Almost. Kind of. No idea. Need more practice on …
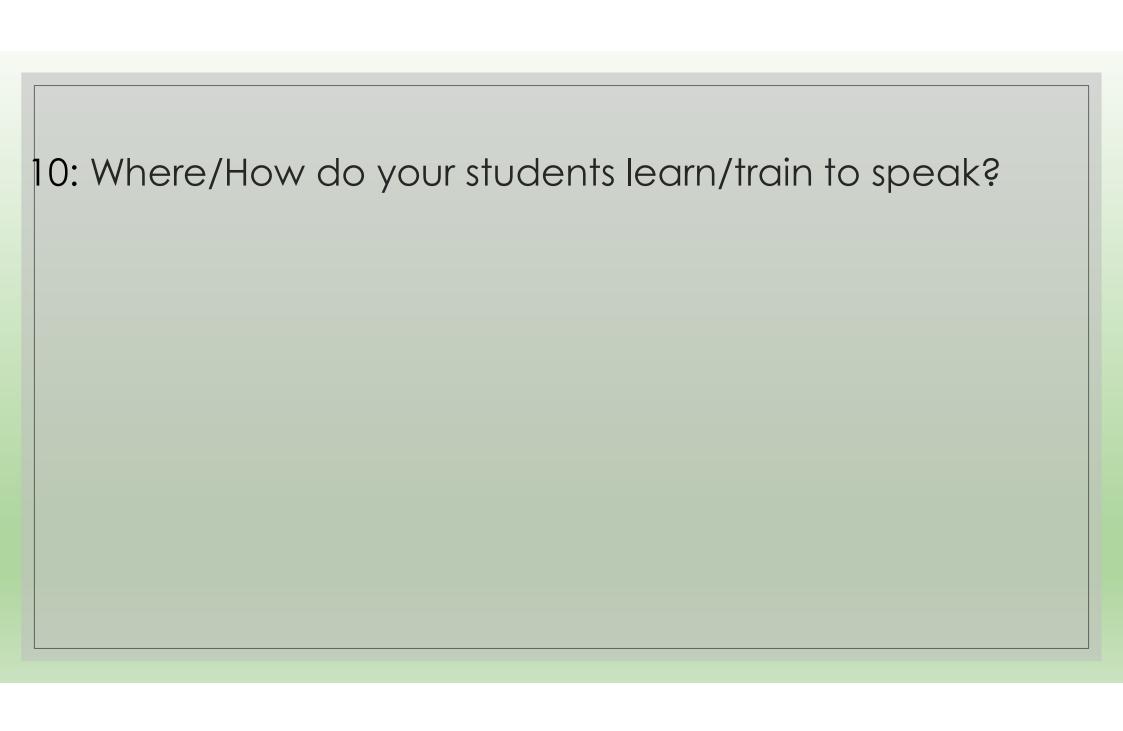
# 8: Dealing with learners not willing to speak (cont.)

o **help them** consistently and gradually both individually and in class (it's a long-term, time consuming task)

o **make speaking** activities **an integral an integral part of every lesson**
- o *Talk for a minute* https://busyteacher.org/classroom_activities-speaking-worksheets/
- o *Optional short speaking tasks*

o give them the opportunity to experience success
- o *Easy hint for better speaking* https://busyteac her.org/classroom_activities-speaking-worksheets/
- o *The ABC of happiness* https://busyteacher.org/search.html?q=ABC+of+happiness
- o *Discussion topics* https://busyteacher.org/23409-6-discussion-topics-advanced-esl-students.html

What is your opinion on promoting contact with native speakers?

# 9: Promoting contact with native speakers

Promote contact with native speakers and make sure students have the opportunity to use their speaking skills this way: internet pals, foreign relatives, class guests, …

# 10: Where/How do your students learn/train to speak?

# 10: Let students take control of their learning!

- **Be your own teacher!**
  - Choose level
  - Select task
  - Do it
  - Get help (if needed)
  - Check
  - Assess (too easy? go up!, too hard? go down!)

  https://learnenglishteens.britishcouncil.org/skills/speaking/intermediate-b1-speaking/talking-about-your-weekend
  https://www.cambridgeenglish.org/learning-english/activities-for-learners/?level=independent
  https://www.cambridgeenglish.org/learning-english/activities-for-learners/a1g054-uses-of-like
  https://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=speaking&level=basic&rows=12
  https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1l080-tastes
  https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1s054-making-decisions
  https://www.youtube.com/channel/UCNbeSPp8RYKmHUIiYBUDizg

# 10: Let students take control of their learning (cont.)!

◦ **Teach your mates!**

 o    *guessing* https://learnenglishteens.britishcouncil.org/study-break/what-it/what-it-051 *+ Conversation       gambits real English conservation practices pp. 24, 25 – guessing*

 o   **optional tasks**

 o   **Google moment**

 o   **TEDTalk Moment**

 o **...**

Vieira, F., Silva, J. L. C. & Moreira, M. A. (2013). Envolvimento na aprendizagem escolar – o que dizem as experiências dos professores e dos alunos. Relatório de projeto do GT-PA, Universidade do Minho (não publicado).

F. Vieira, F, Silva, J.L.C & Moreira, M.A. Envolvimento na Aprendizagem Escolar in Silva in J. L. C., Vieira, F., Moreira, M. A. & Almeida, M. J. (orgs.) (2014). *Pedagogia para a autonomia – Imaginar e fazer a mudança em tempos difíceis*. Atas do 6º Encontro do GT-PA. Braga: CIEd. ISBN: 978-989-8525-28-4

'Motivating The Unmotivated- Ten Ways To Get Your Students To Do Something' Ken Wilson British Council: 17th January 2012 Report by Scott Sherriff

Keller, E & Warner, S. (1988). *Conversation Gambits: Real English Conversation Practices* (2nd Edition). London: Heinle ELT

*All the sites included in the presentation*