

Motivated Students are Engaged and Inspired!

Rob Jenkins will demonstrate the importance of engaging learners through integrating *real* images, video, humor, stories, and well-planned classroom experiences. Rob will lay out his process of motivating students through developing an atmosphere that fosters student confidence, encourages participation and risk-taking, while applying learner-centered instructional strategies. Find out what Rob means when he says that it is about student “learning” not about merely “teaching”. Woven throughout the presentation will be the introduction to psychoanalytical, social, humanistic, cognitive, and other motivational theories discovering their implications to teaching languages. Additionally, Rob will address issues that have a direct relationship to student motivation such as teacher-learner rapport, the classroom environment, classroom dynamics, and student expectations and goals.



Engage and Inspire Learners to Succeed



CENGAGE
Learning®

Rob Jenkins

MEXTESOL 2014



Today's Goal

Discuss the principles that can improve student learning by identifying and meeting student needs, providing an atmosphere of success, and eventually developing a disposition toward independent learning.

Learning

Teaching is a byproduct of learning.

“When we focus on instruction rather than learning, we confuse the means with the ends.”

Barr and Tagg (1995)

Motivation



Teacher Motivation

Give students
challenging opportunities
to be
successful

in their language-learning experience so they develop
confidence and become independent, lifelong
learners.

Persistence



Persistence is the degree of intrinsic motivation each student has to continue in his or her education despite obstacles and setbacks, manifested by the learner completing or not completing his or her goals.

Persistence



Adapted from National Center for the Study of Adult Learning and literacy

Persistence - Safety

An environment in which learners feel that it is okay to make mistakes, they are respected for what they know, and they understand the value of errors.

Natural Motivation

Need

Physiological

Social

Egoistic

Self-Fulfillment

Autonomy

Environment

The Learning Process

Learning is a process and not merely depositing information:

- Warm-up
- Presentation and Discovery
- Practice in a Variety of Ways
- Check for Understanding
- Application

The Learning Process

Language teaching can be

- to prepare students for a placement exam
- or Skill-based
- or Grammar-based
- or Integrated skills-based
- ...

The Learning Process

BUT RECOGNIZE THIS:

If language teaching doesn't lead to better communication, we are wasting a lot of people's time!

It's about learning not teaching!

The Learning Process

There can be no communication without a context.

Look at the photo and
answer the questions:

1 Which word best describes
the picture?

2 What do you do at this
place?



People move quickly along the platforms
at the Churchgate Railway Station in
Mumbai, India.

UNIT 3 GOALS

1. Identify possessions
2. Ask for and give personal travel information
3. Give travel advice
4. Share special travel tips with others

Goals and Self Efficacy

Mastery

Performance-Approach

Performance Avoiding

The Learning Process

Students and teachers understand the nature of learning!

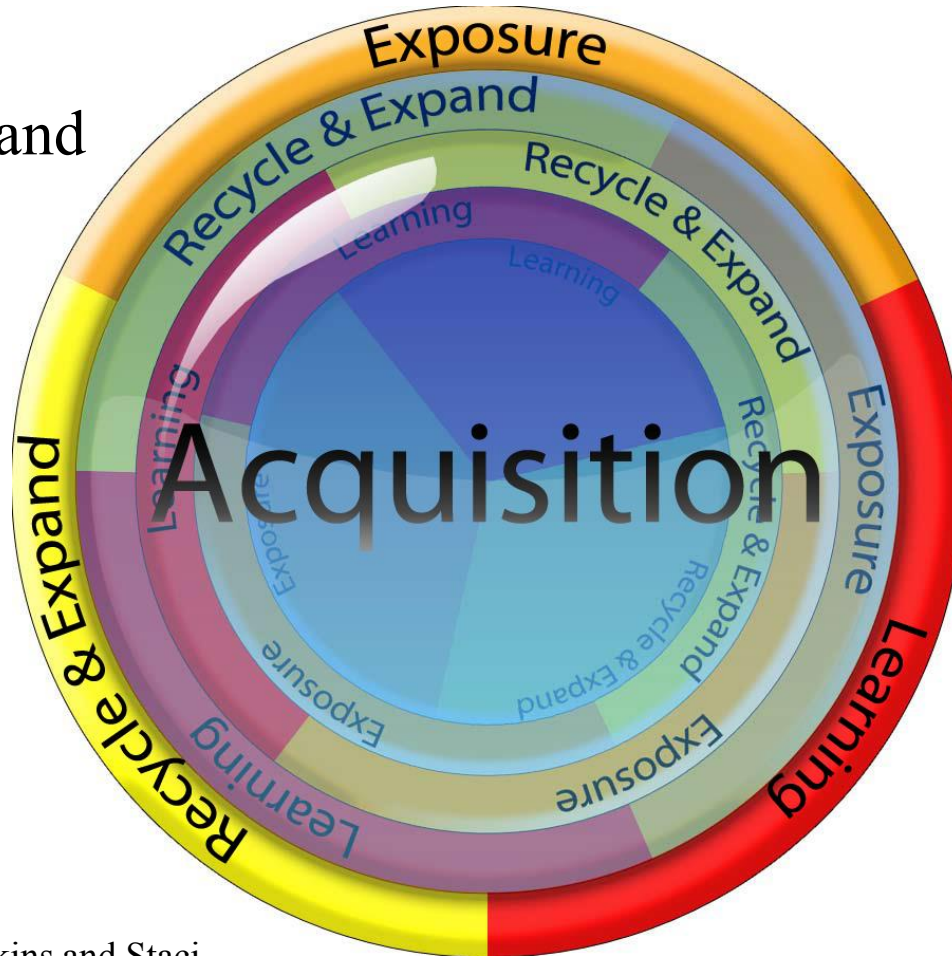


Figure by Rob Jenkins and Staci Johnson

Student-Centered Instruction

“Learning is more meaningful when topics are relevant to students’ lives, needs, and interests and when students are actively engaged in creating, understanding and connecting to knowledge”.

McCombs and Whistler (1997)



Learner-Centered Instruction



“Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate to past experiences, and apply it to their daily lives. They must make what they learn part of themselves”.

Chickering & Garmson (1987)

Persistence - Quality of Service

High-quality instruction, program practices, and structures that are driven by the needs of learners and that are engaging, supportive, and relevant to their daily lives.

HOW CAN YOU IMPLEMENT STUDENT-CENTERED INSTRUCTION?

LESS

Whole class instruction including lecturing and teacher-led discussions

Busy work such as worksheets, dittos, and workbook exercises

Time spent by students reading textbooks and basal readers

Emphasis on content coverage with large quantities of material introduced and memorized for later evaluation

Emphasis on ability groupings that tend to “label” students

Reliance on standardized testing and published assessment programs

MORE

Time spent in small group discussions and individual inquiry

Student-focused inquiry on topics of interest to students

Time spent reading/using authentic materials

Time spent learning to understand the content being learned

Emphasis on heterogeneous grouping and inclusive instruction; differentiated instruction

Reliance on portfolio assessment that includes both teacher-developed and self-assessments

Nurturing Students

Engaging students is nurturing them!

- *Helping Them Build Confidence*
- *Building Relationships*

Ziegler and Durant (2001)

Nurturing Students

Nurturing our students is not giving them everything. We are good instructors when we nurture their creativity, critical thinking skills, and independence ultimately leading them to become independent lifelong learners.



Cooperative Learning

When we engage our students in cooperative learning, they are developing cooperative skills.

Mary McMullin

Skills include:

Active listening

Paraphrasing

Checking for understanding

Resolving conflict

Building consensus

Expressing appreciation

Cooperative Learning

Cooperative learning fosters

“positive Interdependence”

“individual accountability”

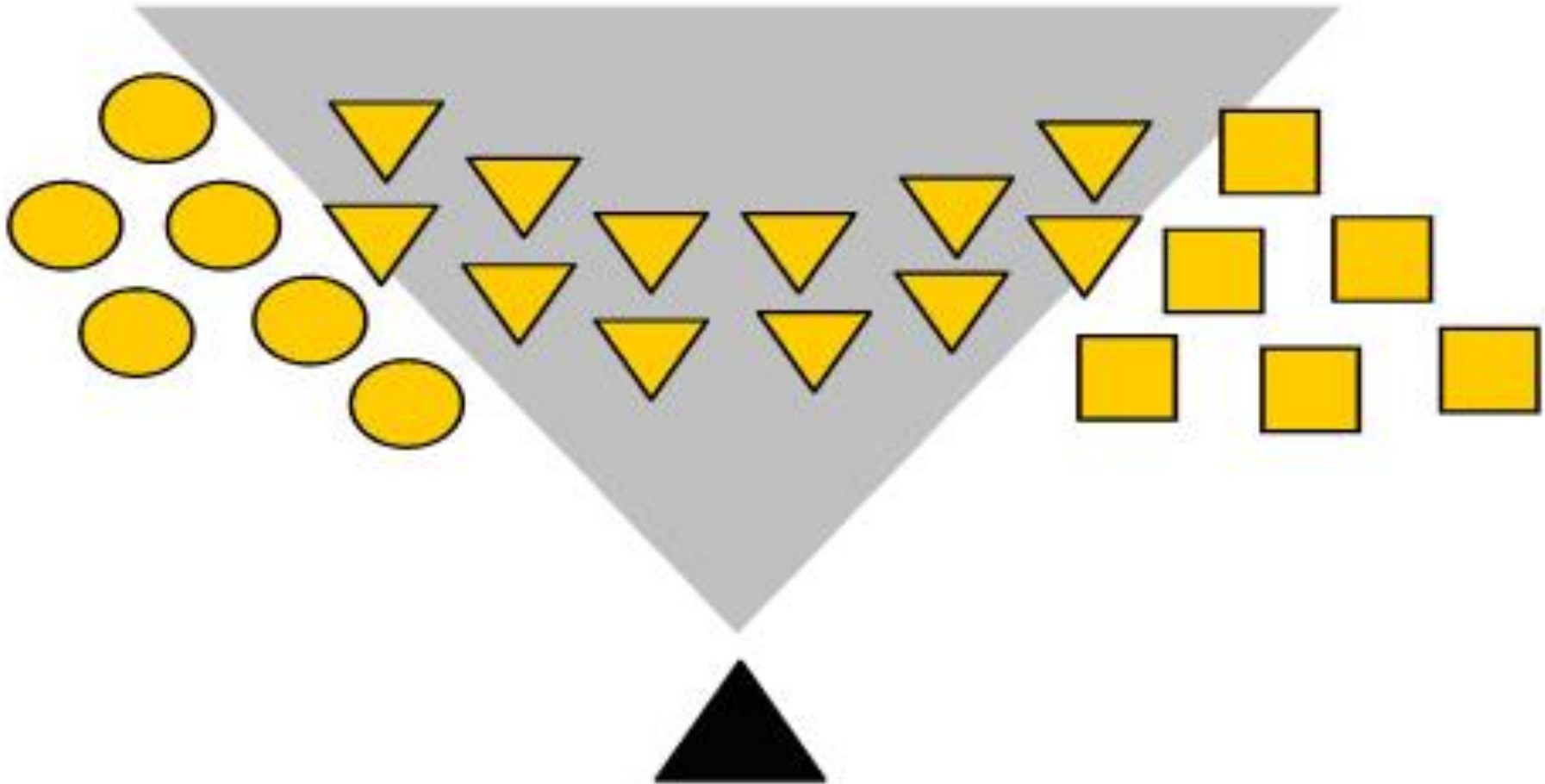


Mary McMullin

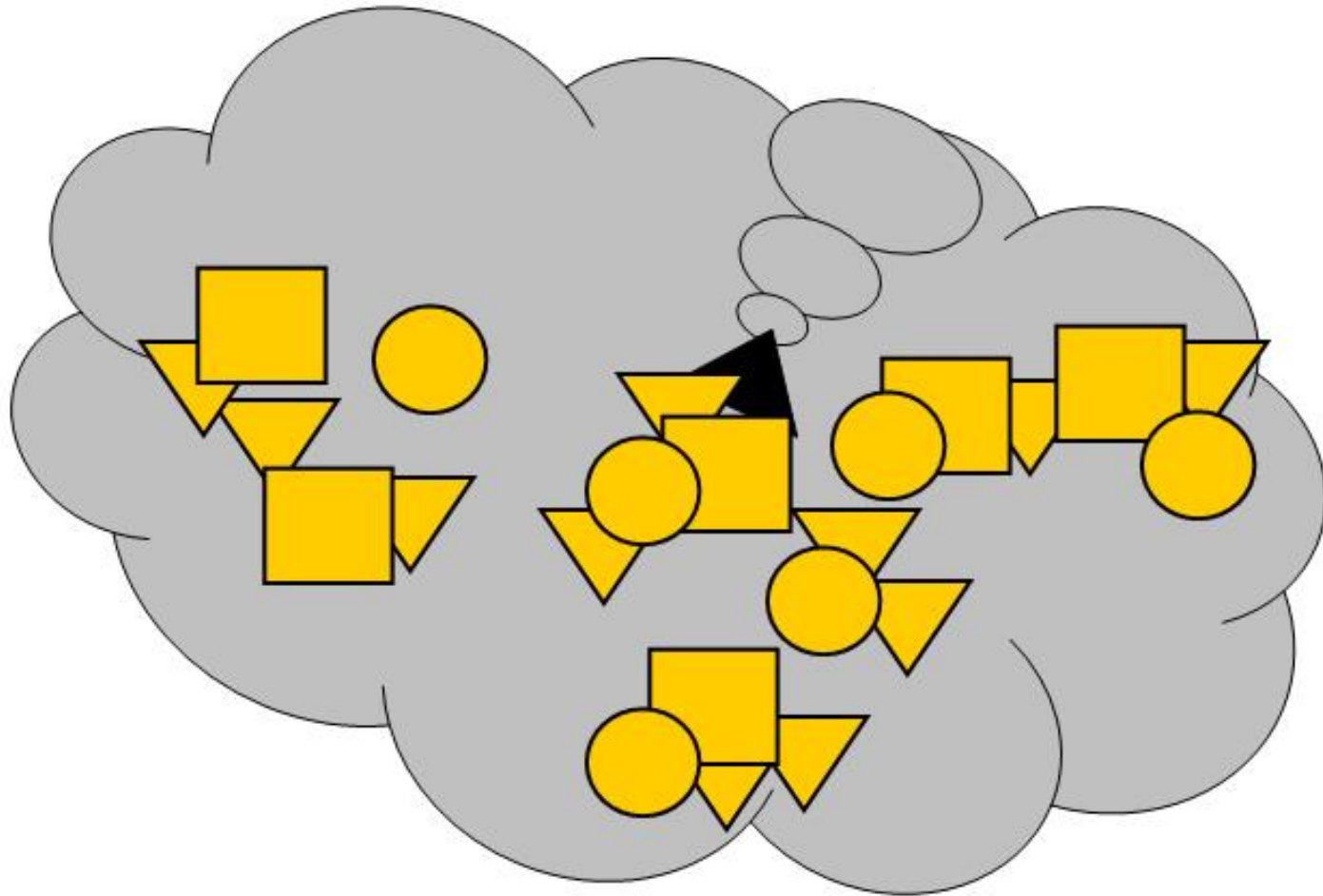
Learning Modalities / Brained-Based Research / Multiple Intelligences

1. We are all different. Our students are all different. Each class we teach is different
2. If we are truly conscious of our students' needs, our classes for the same course taught from semester to semester must change because our students' needs are necessarily different.
3. This means that our delivery may change, we may emphasize different aspects of the content, and we may approach instruction in a variety of ways.

Should we teach to the middle?



What is teaching to the whole?



A low-angle shot looking up at a bright blue sky with scattered white clouds. In the upper center, a butterfly with brown, black, and white wings is in flight. In the lower right, a pair of hands is reaching upwards, palms open, towards the butterfly. The bottom of the frame shows a dense line of green trees.

Letting Go

Letting Go

Letting go means to give students challenging opportunities in the classroom that lead to success, so they can gain confidence in their own abilities. This will be of greater benefit than anything else we can do for them.

We allow them to do this by giving them opportunities to revisit their goals regularly and assess their progress.

THANK YOU!

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