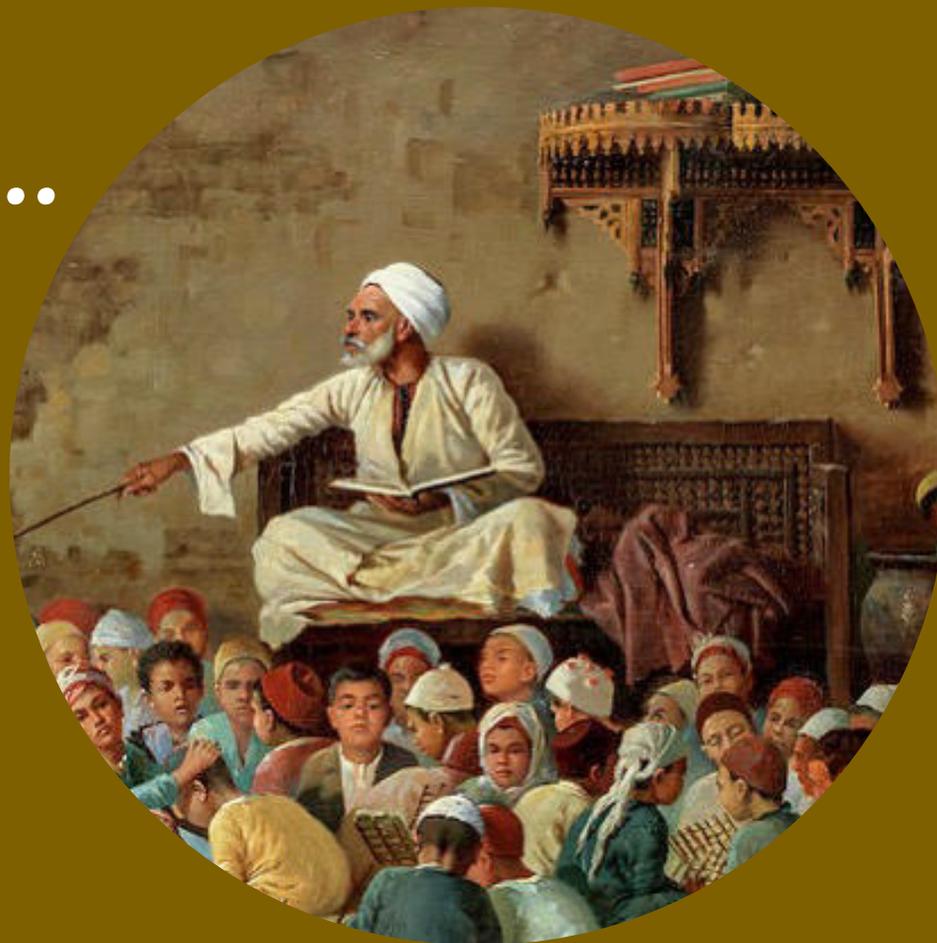


Get Motivated! 25 Ways to Learn English

Dr. Ken Beatty
TESOL Professor
Anaheim University



First, a history lesson ...



The OTTOMAN Empire



The Ottoman Empire flourished from 1299 to 1922.

Education is slow to change

An Ottoman Empire teacher from 700 years ago would mostly feel comfortable in today's teacher-centered language classrooms.

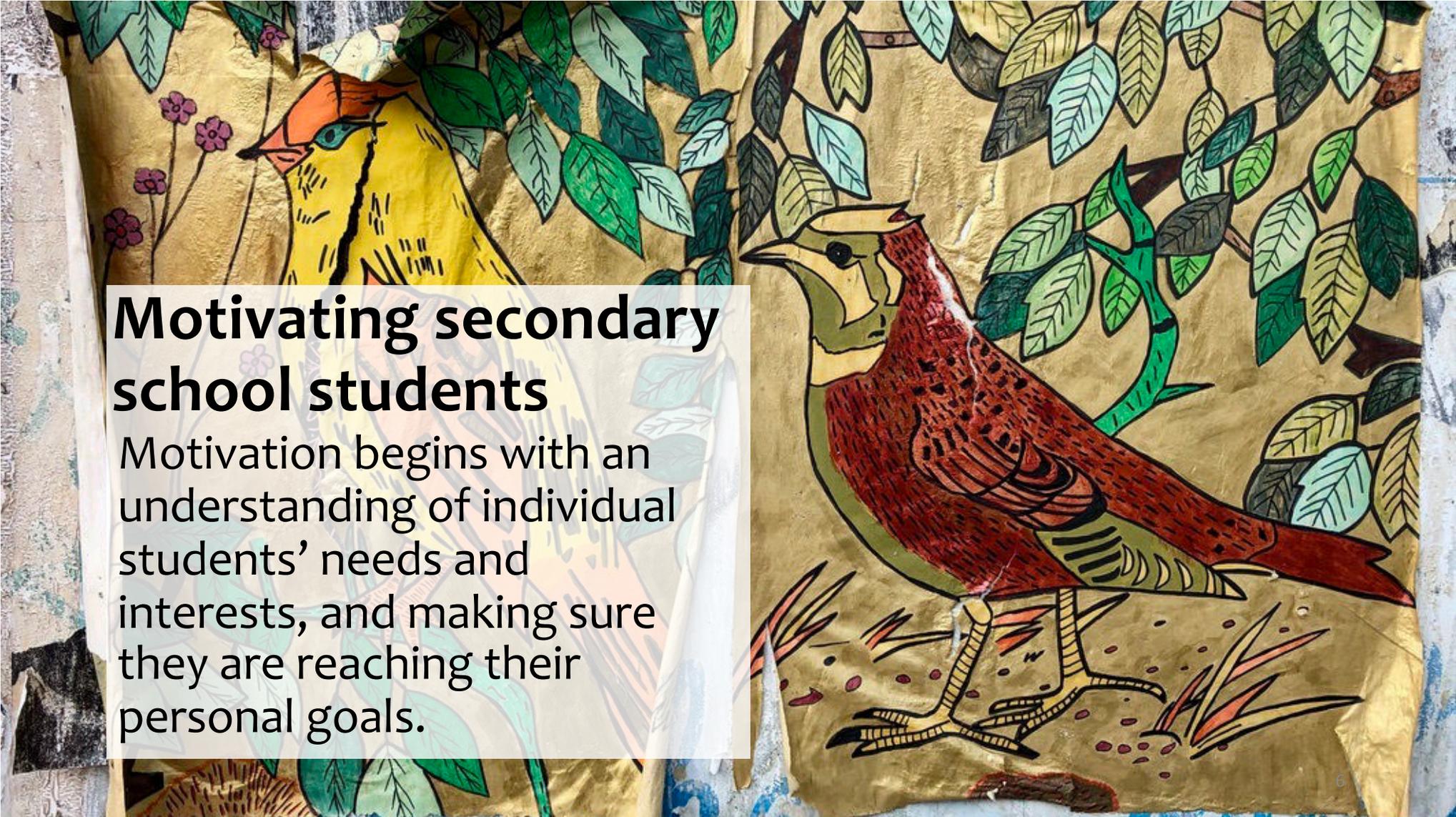


One difference: **Fish and birds**

On the walls of Ottoman Empire schools was the promise to individualize learning according to abilities:

“Here no fish will be forced to fly and no bird will be forced to swim.”





Motivating secondary school students

Motivation begins with an understanding of individual students' needs and interests, and making sure they are reaching their personal goals.

Engagement questions

- Why do **some students engage** in learning while others do not?
- Why do some students **sometimes engage** and other times not?
- What can we do to help students engage in learning **inside and outside** the classroom, **motivating them**, and helping them find their own motivations?



A few examples ...



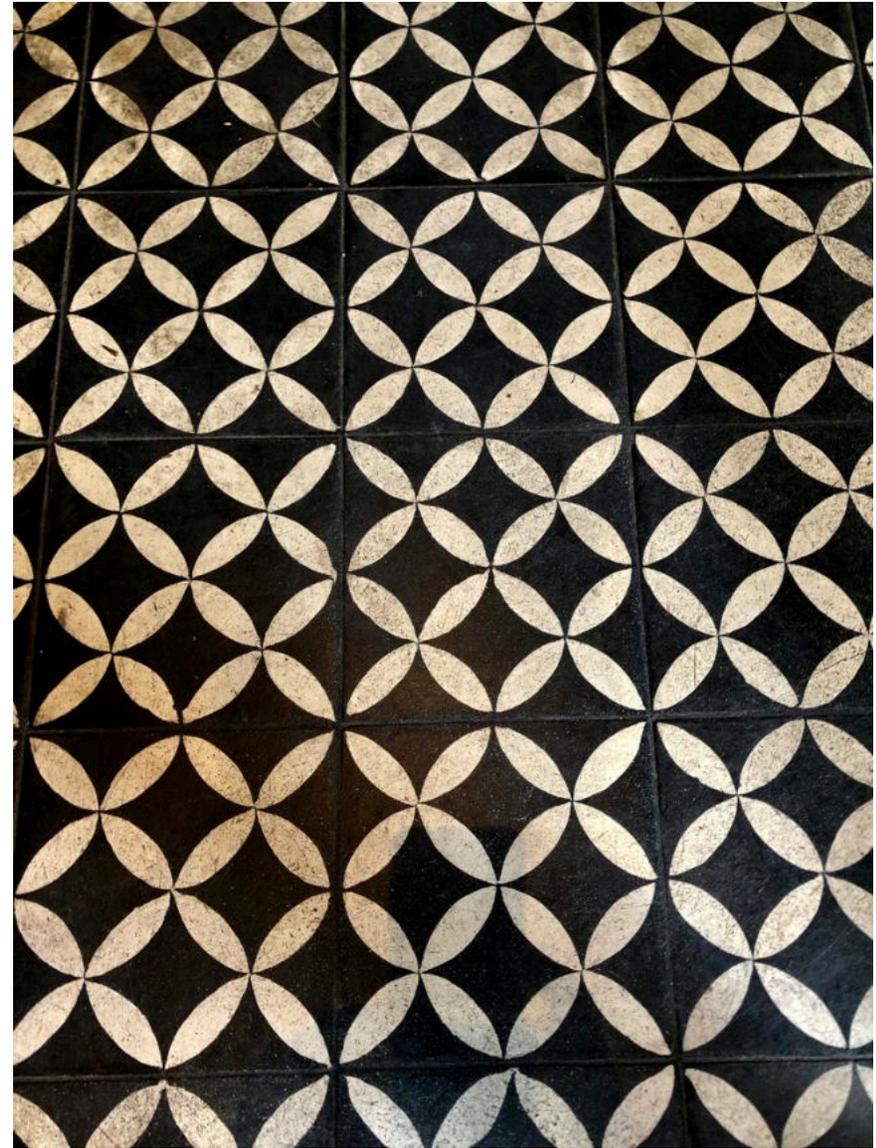
One big challenge:

Not enough time

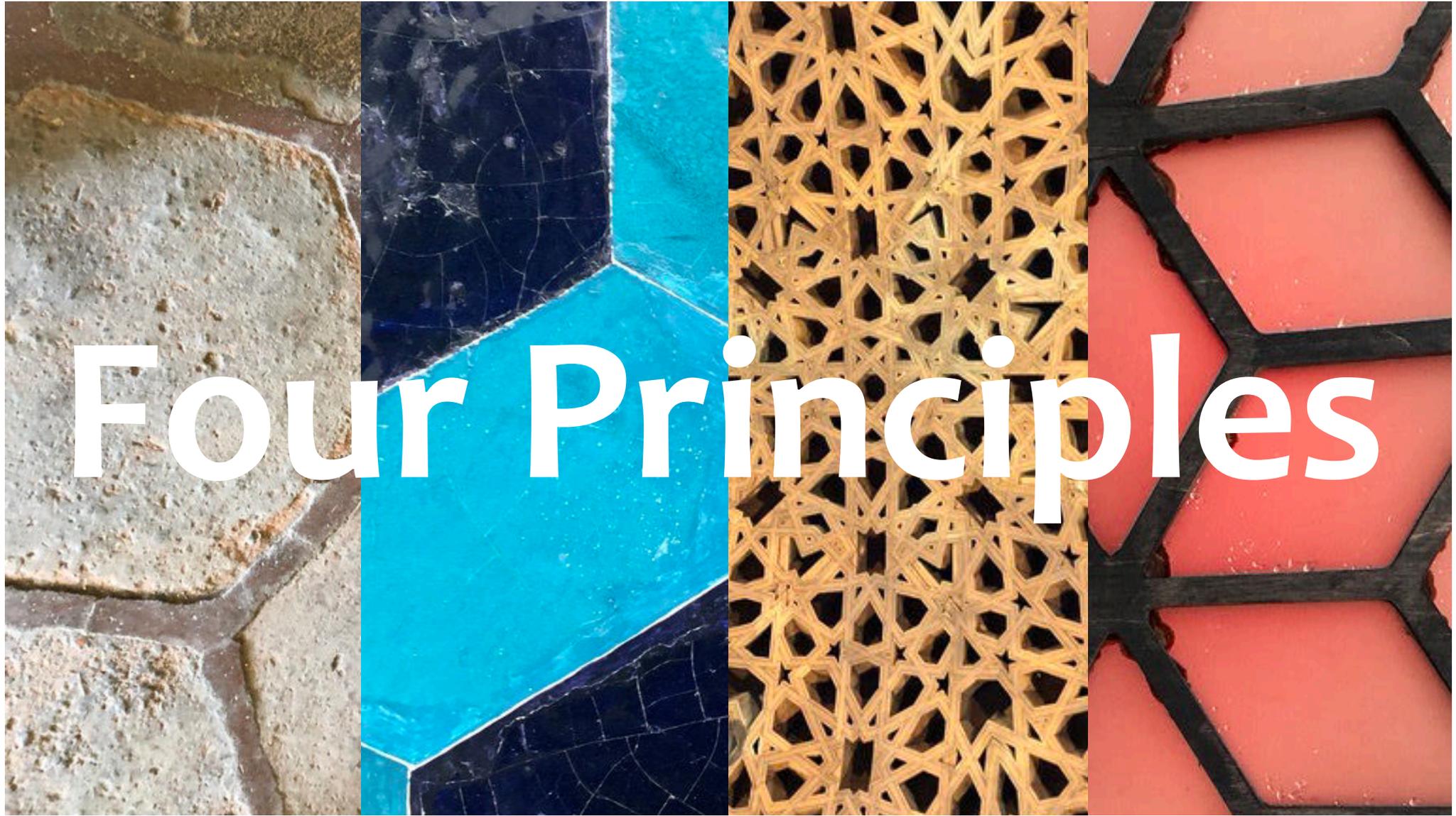
There's not enough time to learn a language in the classroom.

Students need to make serious efforts outside of class.

Give your students **side projects** to work on. These help promote lifelong learning.

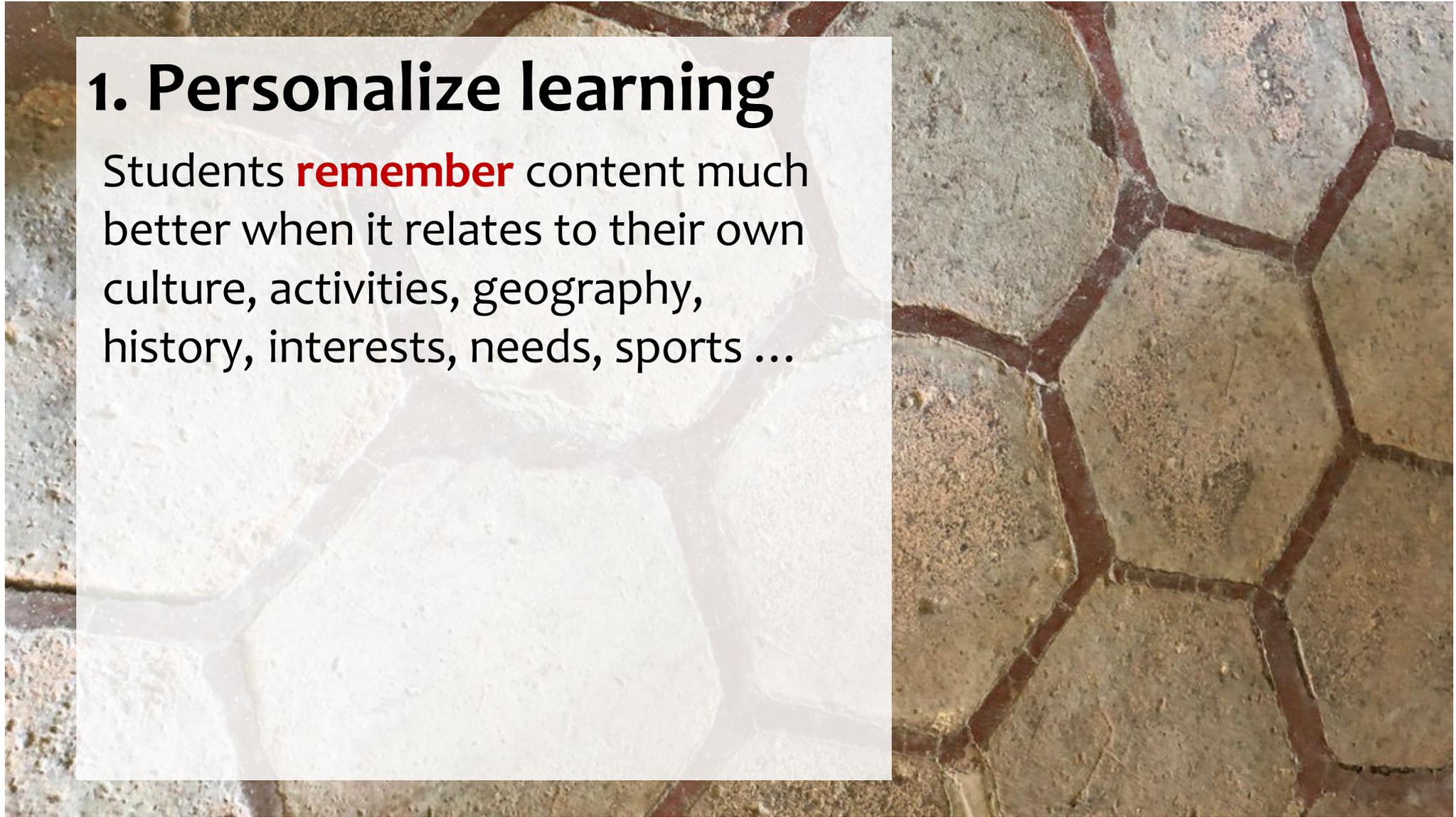


Four Principles



1. Personalize learning

Students **remember** content much better when it relates to their own culture, activities, geography, history, interests, needs, sports ...





THE PERSON I KNOW BEST?

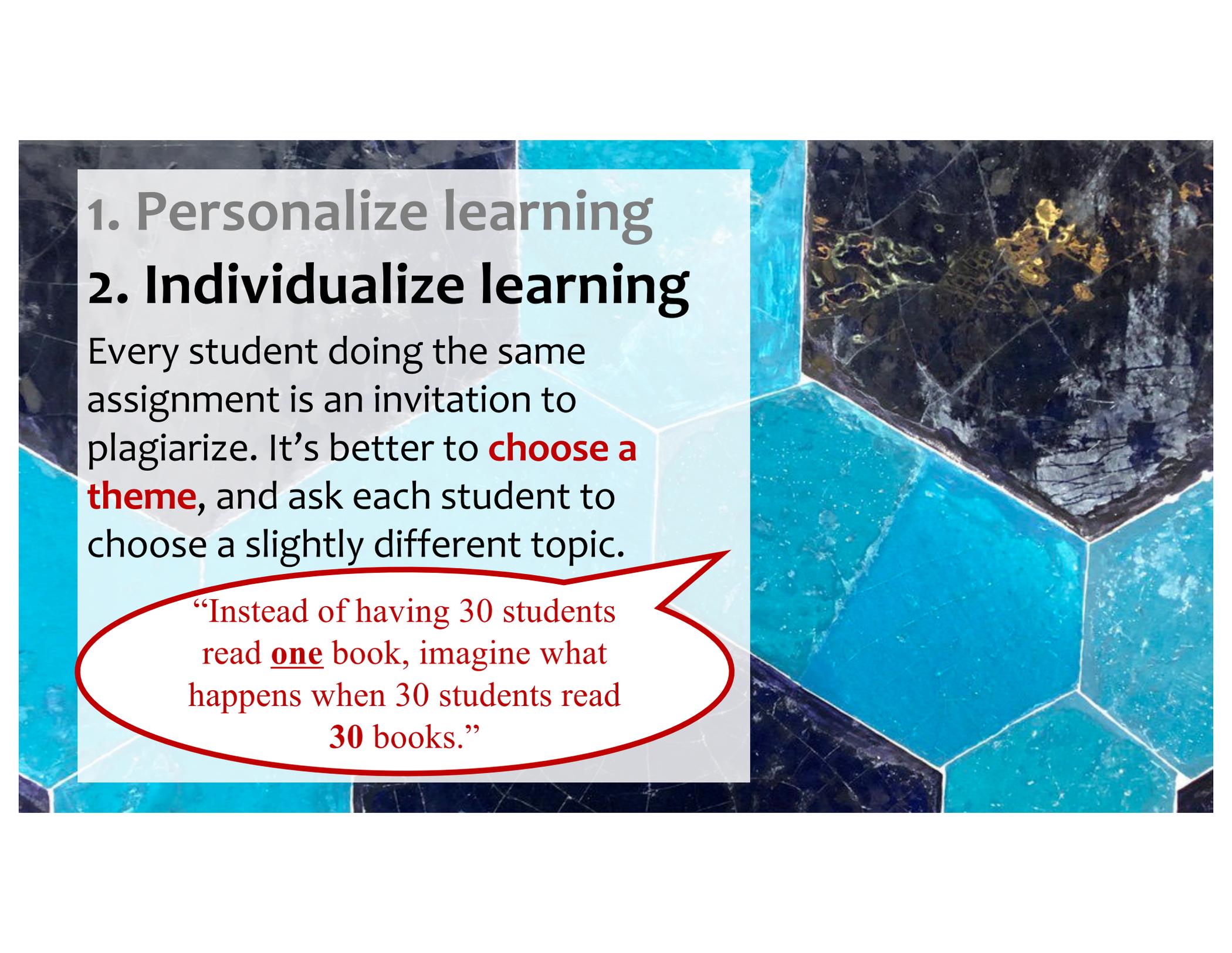
How well do we know ourselves? Do we understand what makes us tick? Take a moment to stop and think about the things that define us.

INTERESTS

Some people find it easy to follow their passion. They've always been nuts about music or horses or fashion. But what

POSSESSIONS

What kind of car would we ideally plump for? Maybe we always buy the same type of phone? These sorts of decisions can also say a lot about us. Or maybe we are not that into possessions themselves, but have a small collection of items with real sentimental value. The things we choose to use regularly or to surround ourselves with can also define us. which is why we might find new friends

- 
1. Personalize learning
 2. Individualize learning

Every student doing the same assignment is an invitation to plagiarize. It's better to **choose a theme**, and ask each student to choose a slightly different topic.

“Instead of having 30 students read one book, imagine what happens when 30 students read **30** books.”

Are you a real live wire or a bit of a wet blanket?

1 If you go to a party, how do you make an entrance?

- a I'm the one playing the trumpet as I walk in.
- b I quickly look round the room and go and join someone I know.
- c I don't go to parties.

2 If you turn up at a fancy dress party and discover you're the only one in costume, what do you do?

- a Try to see the funny side.
- b Enjoy being the centre of attention.
- c Fancy dress parties should be banned!

3 If the party you're at is dull, what do you do?

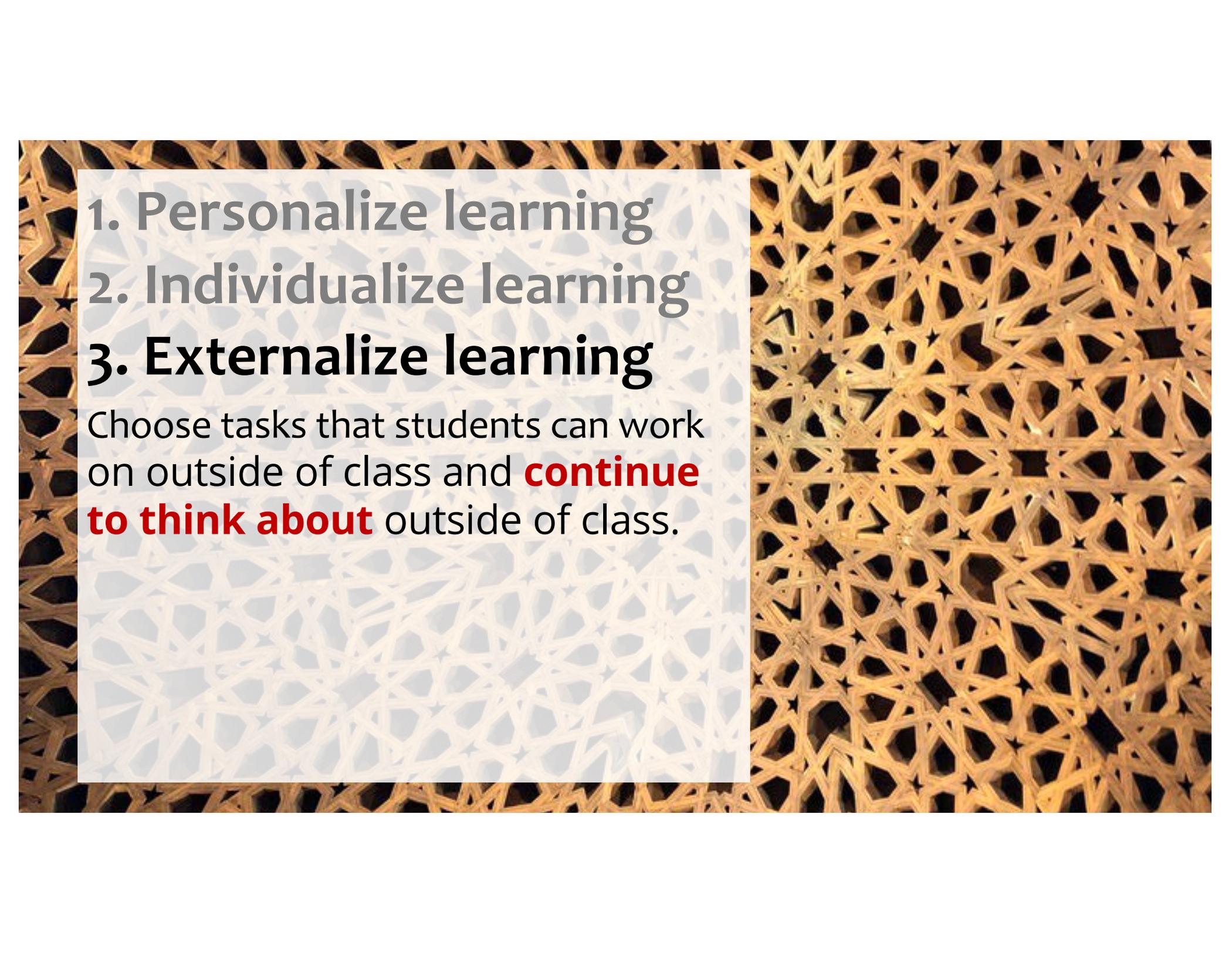
- a I'm a mover and shaker - I try to inject some life into the party!
- b Leave the party as soon as I can and find something better to do.
- c Have a bite to eat and talk to my friends - I'm a smart cookie so I won't miss such an opportunity.

4 There is a dance competition at the party you're at. Do you take part in it?

- a I'm going to win! I'm a go-getter - I'll dance till I drop!
- b Nobody knows my dancing moves - I'm a dark horse of the dance floor. I want to surprise everybody and win the competition.
- c I'm a bit thin-skinned and not competitive at all so I'll pass this time.



1B SPEAKING AND VOCABULARY

- 
1. Personalize learning
 2. Individualize learning
 3. **Externalize learning**

Choose tasks that students can work on outside of class and **continue to think about** outside of class.

How to **BREAK THE ICE** and make new friends

Don't worry too much about **making a favourable impression**. Often the best way to **strike up a conversation** is simply to comment on the weather, or say something funny about what's happening around you. If you can **have a laugh** about the situation you're in, it can really **create a bond** or connection between you.

People often like it if you **pay them a compliment**, but don't try too hard or you'll sound insincere. Just **make small talk** about where you live, what you're studying and so on. You may find that in the end you really hit it off and become friends for life.

People are more likely to **take to you** if you **come across as** a warm and approachable person. So, make eye contact (though don't stare) and smile.



1C VOCABULARY | Idioms and phrases related to communication

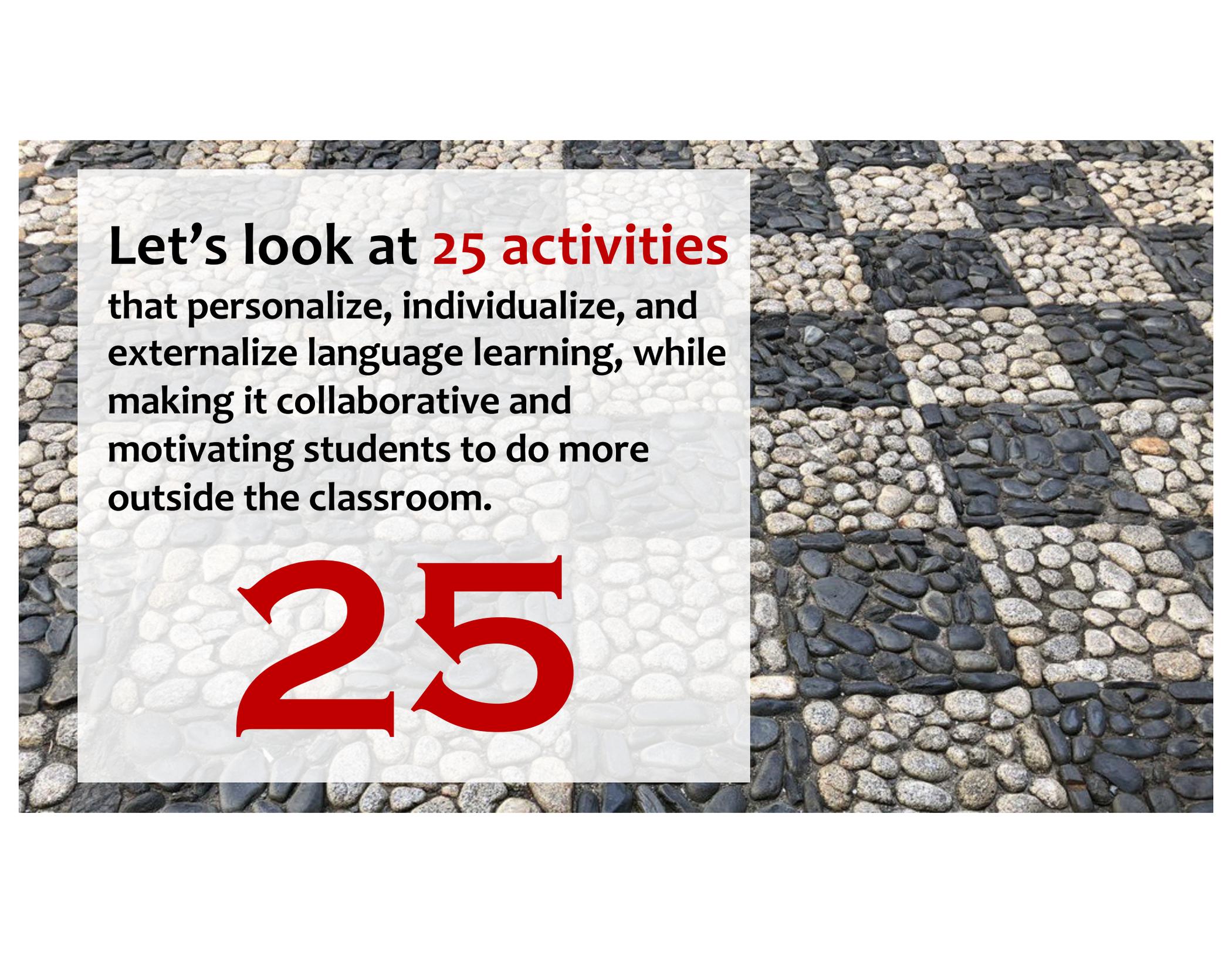
- 
1. Personalize learning
 2. Individualize learning
 3. Externalize learning
 4. **Make learning collaborative**

Languages are to **communicate**, and language learning should be **communicative**. Make opportunities.

▶ 1 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

How has social media changed the way we communicate?





Let's look at **25 activities** that personalize, individualize, and externalize language learning, while making it collaborative and motivating students to do more outside the classroom.

25

Create community language teaching

Think of a way
to help
strangers
learn English,
or learn
something
else, in
English.





**In Porto, Portugal:
Movement for the
Emancipation of Poetry?**



ha ido que te has ido
mientras todos dormíamos
como hacen los amantes
arrepentidos por los curas y de yo
me hundo en las hojas
vacíos que tocaste muda
residuos de ti en los días duros
pidiendo lo que soñabas
mientras estaba
en tren.

L.79

traducción del italiano: A.142

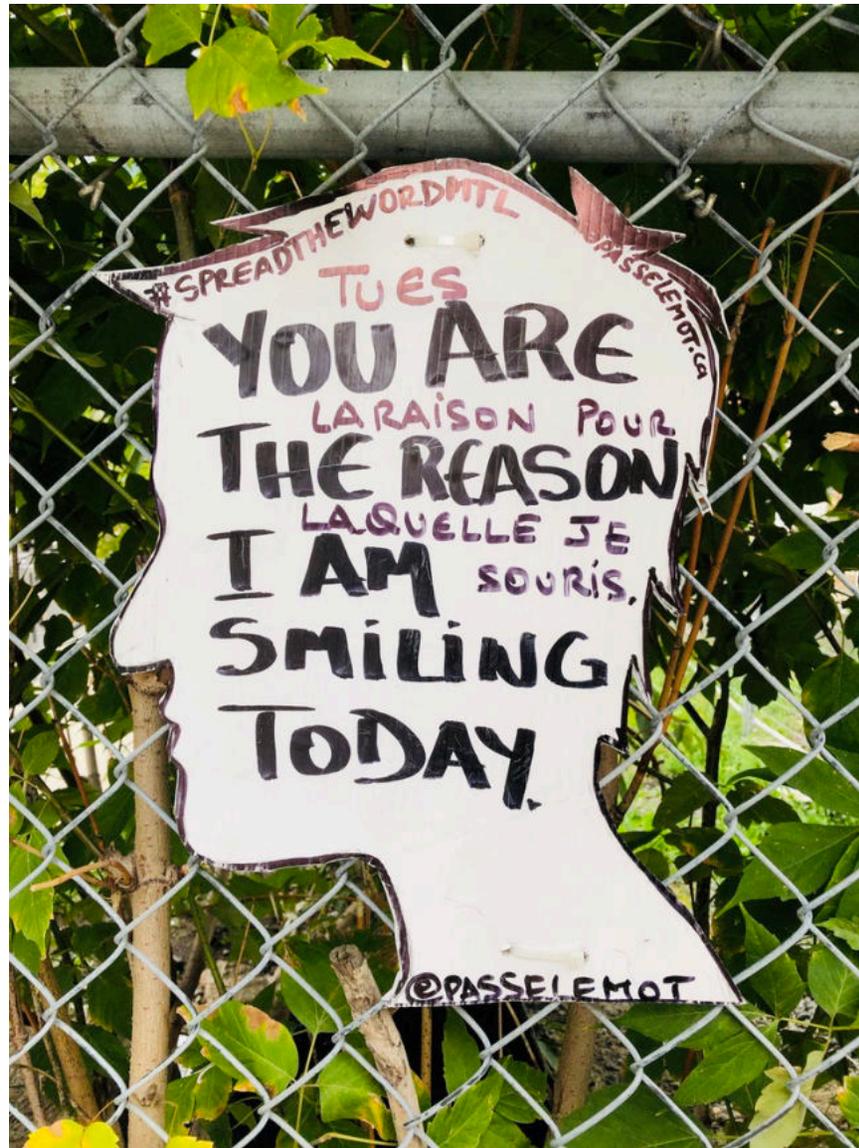
Movement
for the
Emancipation
of Poetry

Movimento per l'Emancipazione della Poesia
(www.movimentoemancipazionepoesia.tk)

Why does it work?

“When we teach, we learn twice.”

An aim of education is to make learning memorable. Students who do community projects also get **positive feedback** from peers and others.



Do a cooking show

Take a video with your phones, and edit the clips together to make a short English cooking show.

Everyone can cook a simple dish.

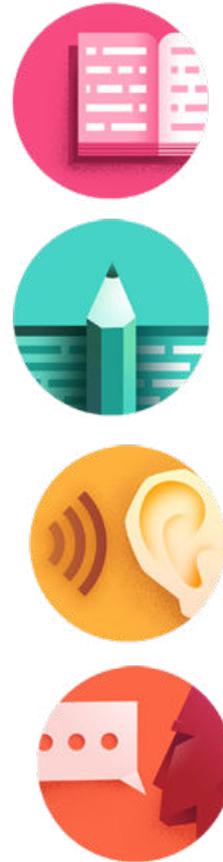
If possible, work together with other students.



Why does it work?

Memorable tasks associate language with other **senses**, such as seeing, touch, hearing, smell, and taste.

Collaborative activities promote **scaffolded learning**, with students teaching each other.



Write a letter to your younger self

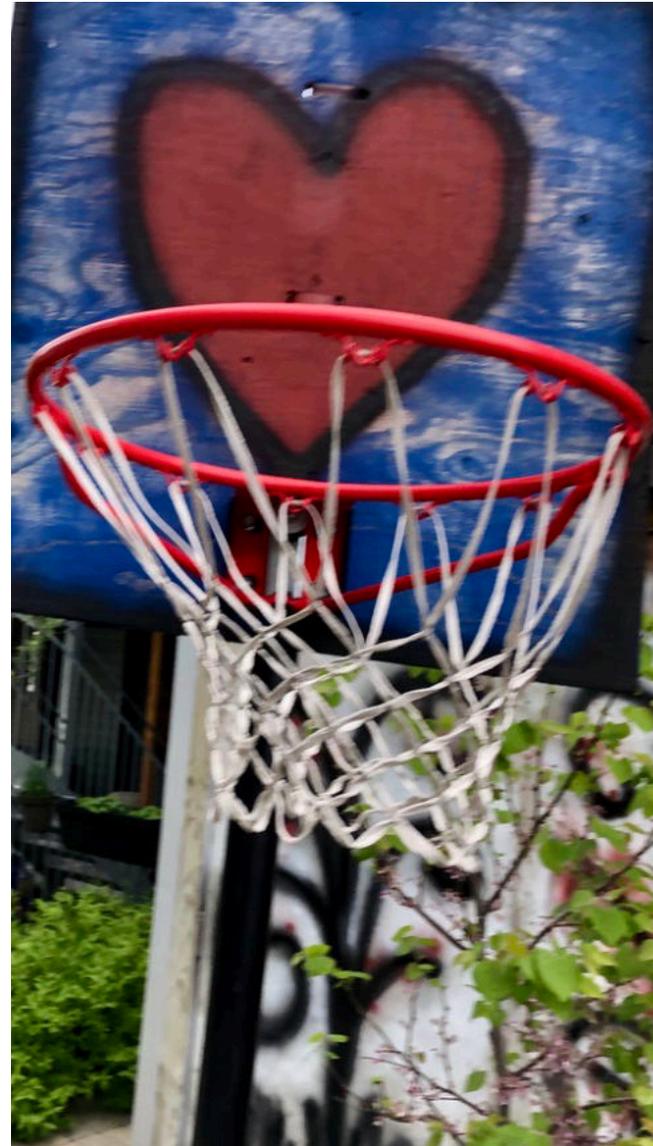
Give **advice** to your younger self. What would you suggest your younger self do differently? What would you explain about the best things you did?



Why does it work?

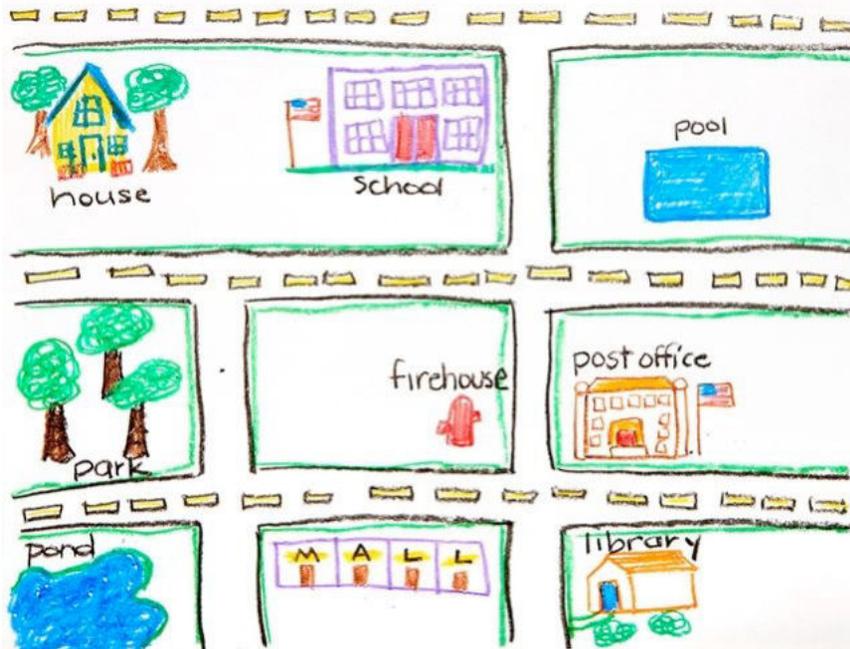
This task gets students using **modals**. What **should / could / would / might** I have done differently?

Reflective tasks promote the idea *it's never too late*. Such tasks can help students **reassess their goals**, including their language goals.



Draw a map of the school's neighborhood

Work in a group and label each detail in English.



Why does it work?

When students learn in a classroom, they may **forget** soon after they step out the door. By tying learning to the people, places, things, and actions they see everyday, students can better remember. (Singh 2021)

Use spaced repetition, naturally!



Hermann Ebbinghaus:
The Forgetting Curve



Establish a new holiday

Create and name a new holiday. Think of the reasons for it, what you wear, what you do, and what you eat. How do you **celebrate** the holiday?



Why does it work?

Tasks with **novelty**—ones that are new to students—are more attractive and **memorable**.

The **open-endedness** of the task means students can excel in different aspects. Ask students to create **rubrics** to determine how their task should be assessed. Celebrate!



Finish a story

You often finish real and fictional stories after only seeing or hearing a small part, and wondering or guessing **what happens next**.

**“As Gregor Samsa
awoke one morning from
uneasy dreams he found
himself transformed in
his bed into a gigantic
insect.”** (Kafka, 1912)



Why does it work?

A vital critical thinking skill for communication is **rehearsing gambits and scripts** in your mind about what you will say in almost every situation.

Students need to practice mentally preparing for what they say in English in countless situations.



Guess from synonyms

Think of a word, then find seven synonyms. As you say the synonyms, others try to guess the word. The more unusual the word, the more synonyms it may take.

adversary antagonist
competitor foe nemesis
opponent rival



Why does it work?

The task encourages students to become more aware of synonyms and learn **expand their vocabularies**.

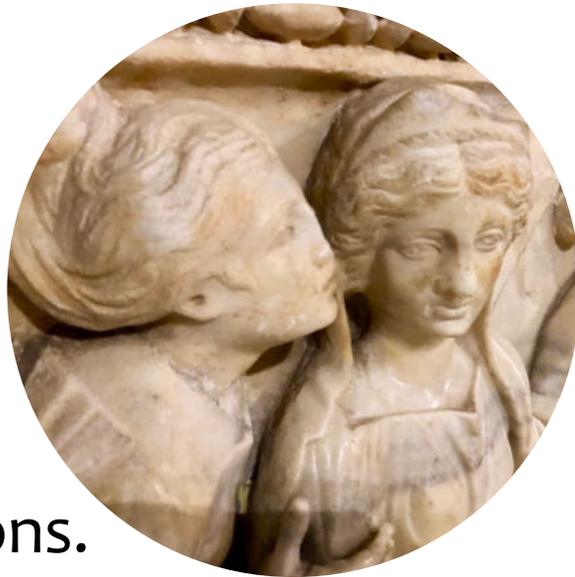
Students also become aware of subtle differences among synonyms. **“Which one would you use when talking about ...?”**



How many ways can you say ...

When someone asks, “How are you?” The most common response is “Fine, thank you.” But it’s **not the only answer**.

Similarly, when you want to express disagreement, you have dozens of options.



I have something else to do.

I can't.

No thanks.

No.

Not this time.

Sadly, no.

Sorry.

Unfortunately not.

IT'S NOT A GOOD TIME.

Nope.



Why does it work?

The outdated Audiolingual Approach made students believe that there were limited statements, questions, and answers. **It's not true.** Students need to be flexible, and use context and listening skills to communicate.

Note: teach body language at the same time.



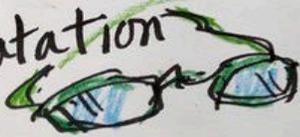
Draw your vocabulary

La Piscine

le sauveteur

le crawl
le dos crawlé
la brasse
le papillon

les lunettes de
natation



le maillot de
bain

la minutière



la douche



mon cadet
le casier
vestiaire

l'échelle



Le Nage

Keep a **sketchbook** of your new vocabulary. Add drawings of new language you learn.

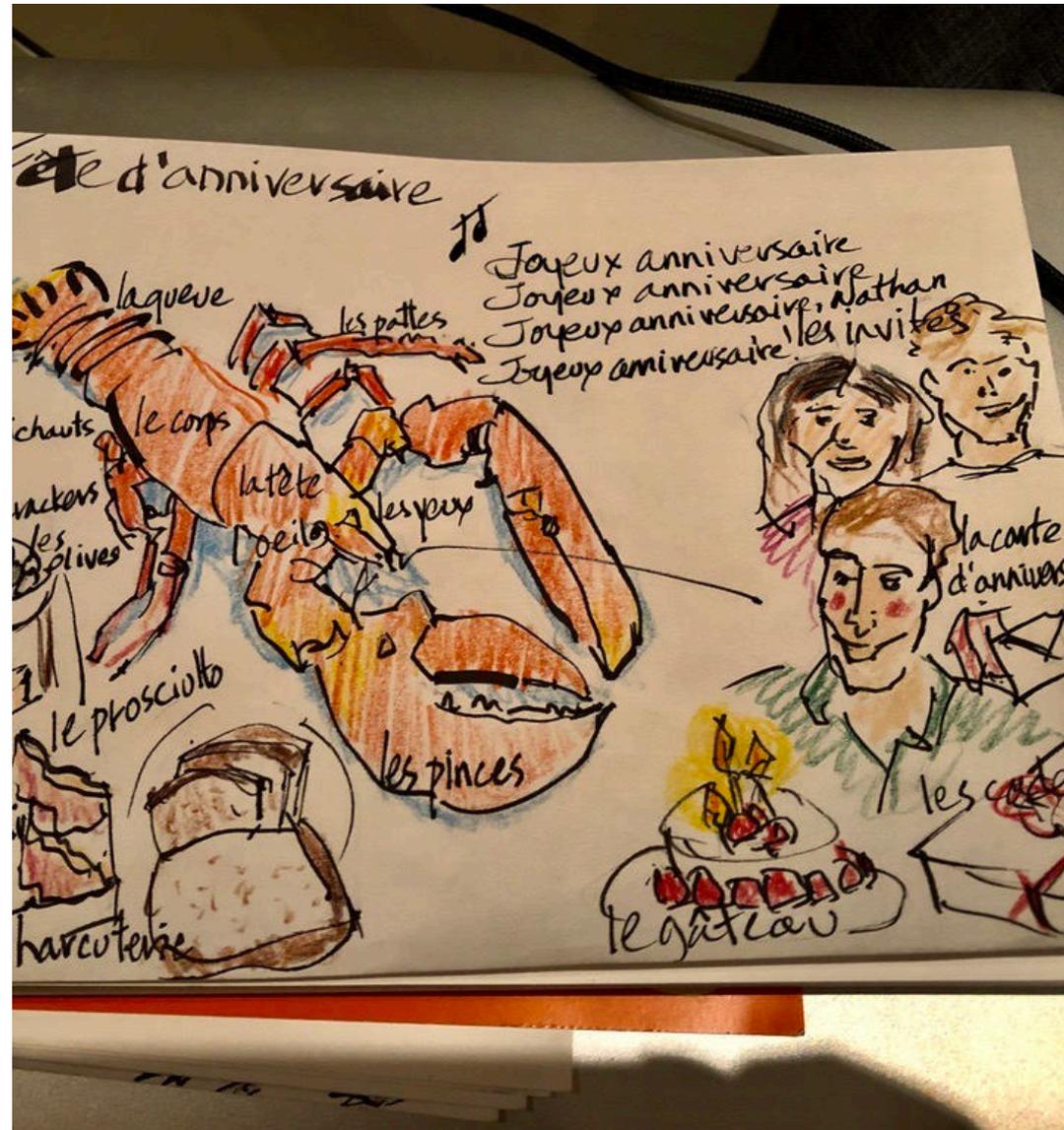
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Why does it work?

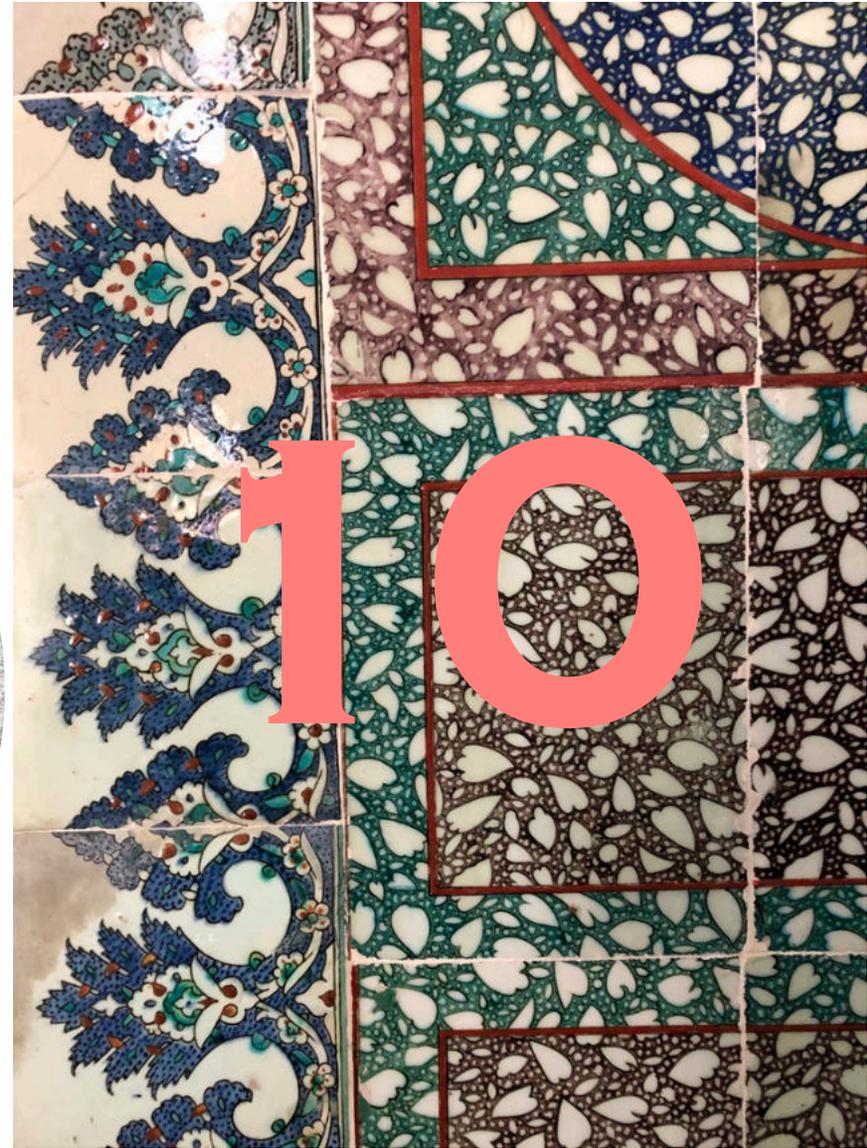
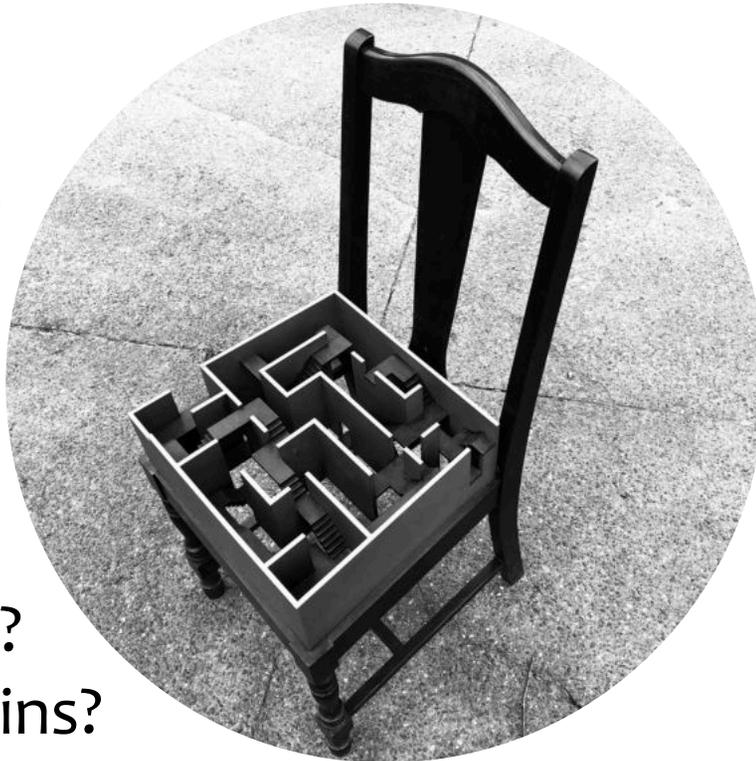
It's easier to remember new vocabulary and structures if you **transfer** them among skills: **read** a word, **say** it, **listen** to it being pronounced, **write** it down.

Drawing words enhances your **memory**.



Imagine the world **without ...**

- ... chairs?**
- ... trees?
- ... wheels?
- ... land?
- ... colors?
- ... farms?
- ... smells?
- ... borders?
- ... mountains?



Why does it work?

It's a creative task that forces students to unconsciously use the **subjunctive** tense. "If there were no chairs, we would ..."

Tasks without clear answers encourage multiple answers."



Improve your favorite song lyrics

Isn't it strange?

Didn't I say?

How people can change

English is the way

From strangers to friends

For you to aspire

Friends into lovers

To reach out and try

And strangers again

To go much higher (Celeste, 2019)



Why does it work?

Music is memorable and students who do this once successfully, will continue to do it on their own. It's necessary for students to consider **rhyme**, **syllables**, **tone**, and **pronunciation**.



Invent a language game

Choose a topic or grammar feature to create a game. It can be a board game, a physical game, or a game that builds on another game.



Why does it work?

Students can **model** their games after existing ones and tailor them to the topic or grammar focus of your lessons.

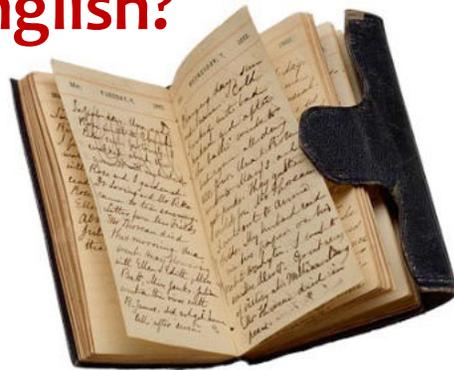
Games promote **healthy competition**, during which students **lower their affective filters**. (Flynn, 2020)



Keep a reading and writing diary

List everything you read and write during one week. What's surprising? What do you want to change? **What do you need to understand in English?**

Use categories to count totals.



Why does it work?

The task raises **awareness** of what students are reading and writing. You can use this information to make lessons **more relevant** to students, based on their reading and writing needs.

Students will also assess what others are reading and writing and **start conversations**.

Read

2 magazines
2 novels (almost)
9 recipes
77 text messages
287 emails
311 web articles

Wrote

1 birthday card
5 shopping lists
6 reminders
42 text messages
113 emails ...



List excuses

List all the **excuses** you hear and use in one week.

Share with the class:

- I'm too **old** to start.
- I don't have the **talent**.
- I'm too **busy**.
- I'm **not smart** enough.
- I need **support**.
- I don't have enough **time**.



Why does it work?

Excuses are a **genre**, and collecting excuses **helps students understand** of how excuses and other genres work.

Students begin to see how language is often **formulaic**.



I'm late because there was a snake on the bus.



Research a topic deeply

The topic doesn't matter; it can even be something you know a lot about in your first language. But study it in English. Ask questions.

Take a semester.
Find answers.



15

Why does it work?

PhD students joke that they learn “**more and more about less and less.**” It’s natural to be curious, but a challenge to **maintain curiosity** long enough to become an expert.

Pursuing one topic helps students develop **research skills** and their general language skills improve too.



Create a family/friend tree

Sketch a diagram of **everyone** you know. Start with family, then add friends and other people you meet often. Include details like professions.

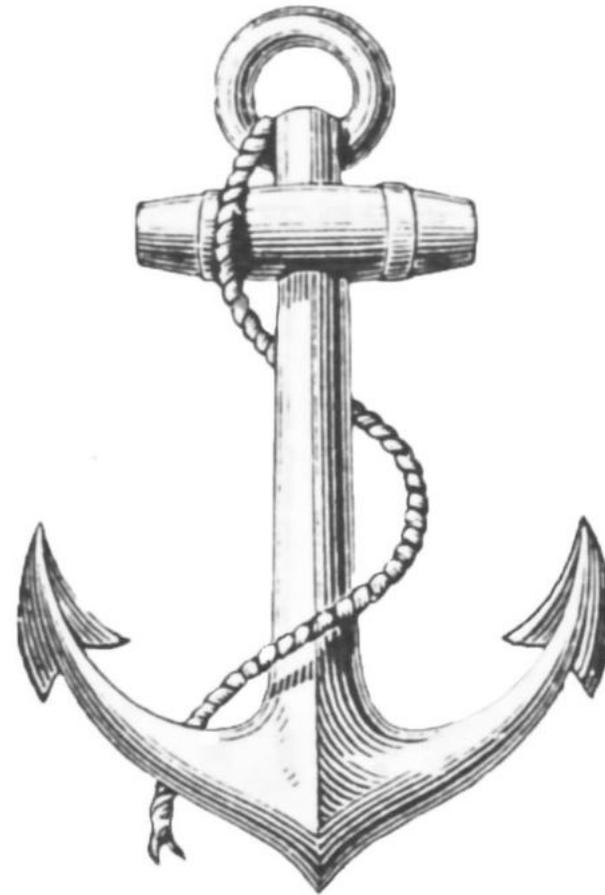


Why does it work?

Anchoring classroom content to **students' lives** ensures that they continue to think about the lessons they've learned.

The word **aunt** is easy to forget. The phrase **my Aunt Maria**, tied to a specific person, is more memorable.

It provides **local context** and proper **usage** to language.



Take photos on a theme

“Class, we need photos about ____.”

Everyone take photos on their own topic and share the best ten.



Why does it work?

Choosing a topic and selecting the best images is a **creative** and **critical thinking** process.

Explaining the choices has many **language** and **communicative** aspects. Ask students to summarize others' presentations and ask questions.



Teach a skill

Use English to teach a skill, hobby, or interest you know. **Take photos** or **make a video** or present the information in **other ways**.



Why does it work?

Every student does at least one thing well. **Sharing** helps students **bond** and raises their **self-esteem**, especially if they work in groups.

Make the **form of the presentation** open-ended. This allows students to choose a format that suits their strengths.



Turn a story into a play

Take a story you know, and turn it into a **short play**. Video-record it on your phone. São Paulo street actors



19

Why does it work?

Grammatically, it's a challenge to convert reported speech to direct speech.

Descriptive notes, such as body language, have to be shown, not said.

**A fairy tale:
*Rapunzel***



Uncover a mystery

Research something you (and others) don't understand. Find three or more possible explanations.

Is it a human, a mouse, or a frog? What's its purpose?

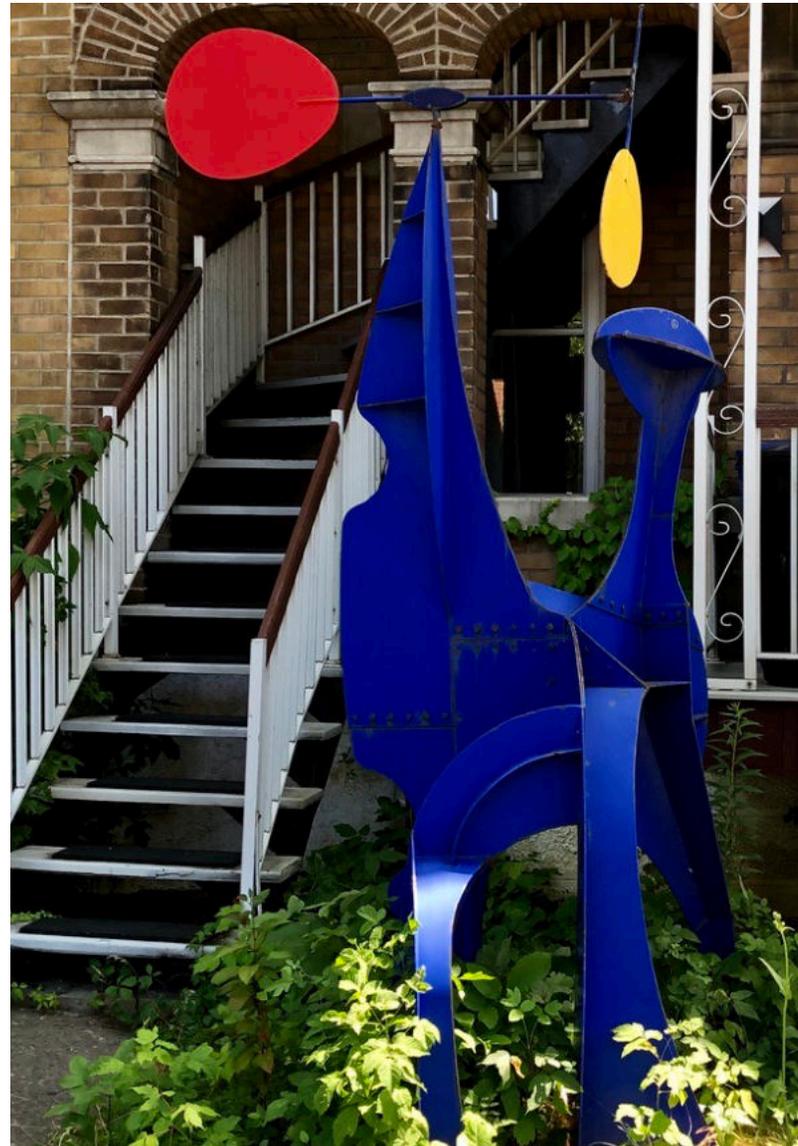


Why does it work?

What does this art mean?

Teachers spend too much time asking questions for which they already know the answers.

Questions about something that is unknown or unknowable **promote creative and critical thinking.**



Usage:

Word of the week

Choose one word (as a class, or for each student) and photograph it each time you see it. Write down each **time and place** you hear it.



Why does it work?

...been caused by large flocks of gulls and other birds, but examination of the water at such times has failed to show the presence of pathogenic organisms.¹ A temporary failure of chlorination may allow infected water to pass through the distribution system.

Considerable attention has paid during the second world war to the possibility of contamination of water in distribution from bomb damage to sewers and water mains. Special measures adopted to deal with damaged water mains were successful in preventing disease.

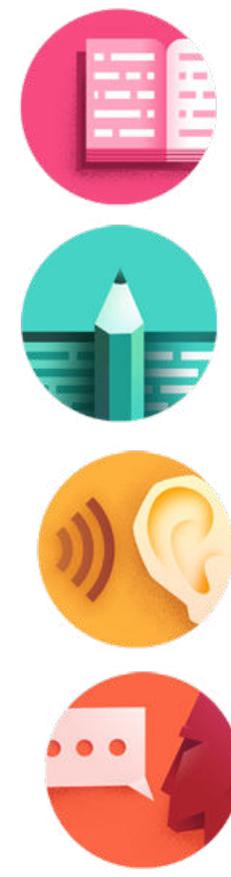
Contamination of main water during distribution is exceedingly rare because the water in the pipes is under pressure, but examples of this type of infection have been described. The ramifications of water supply in large old buildings may become extremely complicated in the course of time, alterations and extensions of the building are made, each of which involves alteration of water and other services. Cross connections between one water supply and another may occur in this way, and accidental connections may be made which open the way to possible infection. The epidemic of amoebic dysentery in Chicago in 1937, which resulted in over a thousand cases, was traced to faulty plumbing in a large hotel which allowed faecal contamination of the water.² More recently a faecal epidemic of amoebic dysentery has been reported in which 50 per cent of 1,386 workers were found to be infected with cysts. There was no direct faecal contamination of the water system had allowed the water to become infected. The water was chlorinated, but although this had removed any evidence of bacterial contamination it had not destroyed the cysts. An outbreak of gastroenteritis in a

TRANSMISSION OF INFECTION 149

In large blocks of flats water may become infected by back siphonage of the bath. When taking a bath uses a flexible shower attachment and allows the spray nozzle to fall into the bath while the spray is still running, there is at the time being a direct connection between the water in the bath and the shower supply pipe. This may be of great consequence as long as the water is passing out of the shower pipe into the bath it is possible for conditions to arise in which back-siphonage occurs resulting in the water supply of other residents in the building becoming contaminated by the bath water. A similar hazard exists when the outlet of bath taps is at a low level to the main water supply pipe. The hazard arises from faulty connections, back-siphonage, or any other fault allowing contamination may exist for a long time without giving rise to trouble, and an outbreak of disease will follow only when the defect allows the infection to be introduced into the water. This applies not only to faults in the distribution system but also to faults at water sources, as was shown by two epidemics of enteric fever at Bolton upon Dearne. The second of these outbreaks was due to infection of water in local wells and pumps in the village which had been potentially dangerous for years although it was only when the first epidemic, due to polluted water introduced the specific infection into the district that the wells became infected.¹

The commonest water-borne diseases are those of the intestinal type, including amoebic dysentery, cholera, typhoid fever, and shigellosis. Weil's disease is also a water-borne disease, but the organism in this instance instead of being ingested usually enters through the skin.

This task is about raising language awareness. Students become aware of the individual word or phrase, as well as **grammar** variations, **context**, **collocations**, and changes in **syntax**.



here in a



Write a chain story

Start with an interesting first (word / sentence). **“When the fish started speaking English, I decided not to eat it.”** The next student follows with another (word / sentence). The last student finishes the story.



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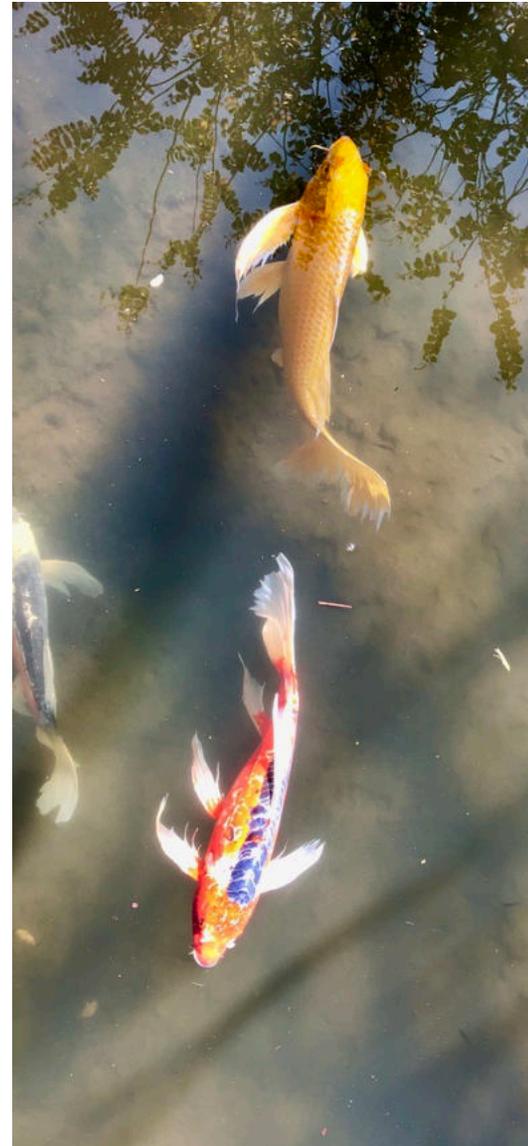
Why does it work?

The task makes students read and **summarize** the preceding texts.

As they develop the story, they need to consider and practice the key parts of every story:

- **setting**
- **plot**
- **character**
- **conflict**
- **resolution**

These are important in **non-fiction** stories as well.



Write Haiku

Write a haiku, using a 5-7-5 syllable structure. Refer to a season.

**His thoughts, like snow ...
My whaler grandpa recalls
Brazil's black coffee**



Why does it work?

The task forces students to think of their message and struggle with **syllables** and **synonyms** to create haiku. The form is short enough that students can write several, and even start **thinking in haiku**.

Any other poetic form, such as limericks, works just as well.



Write unusual rules

Write a list of unusual rules in English for something people do, **but don't have rules for:**

- choosing a dream
- dating
- falling in love
- making decisions
- selecting a pet
- ...



Why does it work?

The task is **personalized** and **individualized**, and it invites **collaboration** as students share their rules.

Open-ended tasks encourage students to explore more deeply, developing **life-long learning** and **research** skills.



Write your future CV

What will your life be like in 10 or 20 years? Write a CV with all that you want to have accomplished, the education you've completed, the job(s) you've had, where you're living, your family, **your dreams...**



I'll go to Paris!



25

Why does it work?

The task is a **subversive** way of getting students to **set goals** for themselves. They automatically consider the five aspects of goal setting:

1. **Specific**
2. **Measurable**
3. **Achievable**
4. **Realistic**
5. **Timely** (Mindtools, 2019; Boogaard, 2020)

As students consider their goals, **they begin to realize how English will get them there.**



What do we know?

1 challenge, 4 principles, 25 ideas.

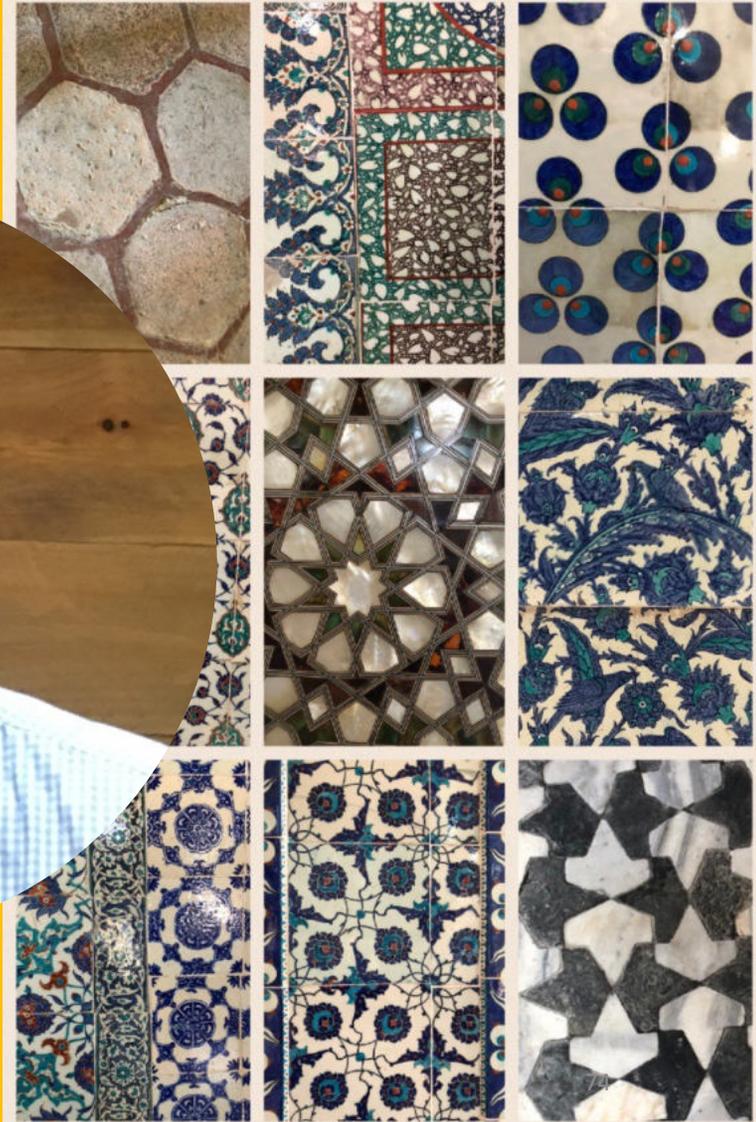
Students need more time to learn so it's important to **personalize**, **individualize**, and **externalize** language learning, while making it **collaborative** and **motivating** for students to do more.

External projects increase student **responsibility** and make them **lifelong learners**.

Thank you!

Questions?
Comments?
Suggestions?

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