

elt UPGRADE


skill up
Skills
For Life & Study

boost up
Confidence
to Communicate


tool up
Digital
Competency

Managing Learners through Engagement

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Session overview

- Warmer
- Our audience
- How to engage them
- Reflection
- Q & A




Think about it...


You have 10 seconds to look at the pictures and remember the animals




What animals did you see? Tell the person next to you.

Some of the animals are hiding in these phrases. What are they?

1. With no clothes on	bear (bare)
2. A cry for help	whale (wail)
3. A very dull person	boar (bore)
4. A person you love	deer (dear)
5. If your car breaks down, you may have to get this	toad (towed)
6. These make up a chain	lynx (links)
7. Hair-control foam	moose (mouse)



All about you...

What do you **really** like doing?

Did you find anyone with something **in common**?



Ask Me a question

NAME	TOPIC	QUESTION
Jan	Skiing	Where is the best place for a beginner to ski?
Ali	Spanish cooking	Can you give me a simple recipe I can try at home?
Yoko	Photography	How can I resize my photos without Photoshop?



Engagement

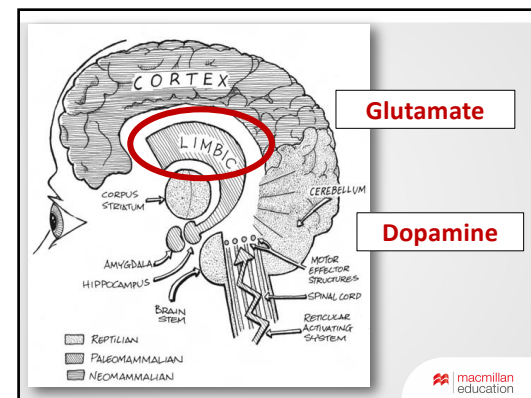
Cognitive

Affective



Effective learning heavily depends on the level of **engagement** in classroom learning activities.

Adapted from Reyes, 2012



The key to better discipline in class is not more rules, but rather a lesson in which teachers **consistently engage** the students in the learning process.

(datawork, educational research)



Characteristics of teens

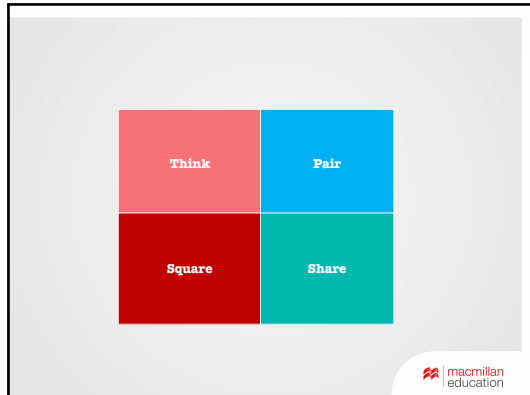
Teens are ...



Excitable **Aspiring** **Impressionable**
Moody
Unpredictable **Reactive** **Open-minded**
Entertaining **Lazy**
Adventurous **Observant**
Naïve **Emotional** **Unreasonable**
Inquisitive **Enthusiastic** **Adaptable**
Indifferent **Impulsive** **Rebellious**
Imaginative **Experimental**



What do you think **motivates** teenage learners in the English Language Class?



What **motivates** them in class?

- meaningful, interesting topics
- integrated technology/up-to-date tools
- a choice: a voice
- opportunities to work with others; communicate & co-construct
- good relationships
- challenge
- variety
- fun!

Ur, 2012

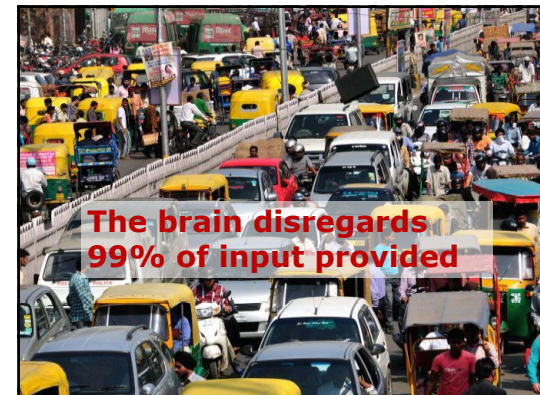
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“**Attention** is our most valued resource. It is the **gatekeeper** of our working memory. It’s the currency of your classroom. ”

McCrea 2017

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"Designing classroom activities **without understanding the brain** is like designing gloves without having an understanding of the human hand."
Hart, 1983



Unusual Emotions Meaning first

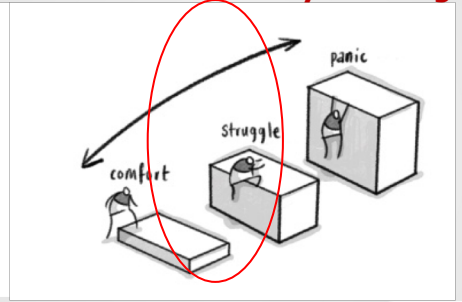


'The brain doesn't pay attention to boring things.'



BE BRAIN FRIENDLY

Provide a healthy challenge



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Give them a choice & personalise

Increase novelty & variety



www.brsnet.com



LISTENING AND VOCABULARY A great day out

>>> Listen to a description of a day out

WORK WITH WORDS The country

1. Work in pairs. Match the country words in the box to the things in the photos.

bridge island mountain
 river valley sky trees
 stone village wind

1 2 3 4 5 6 7 8 9 10

1 Listen and check or complete your answers.

2 Listen and repeat the country words.

3 Work in pairs. Student A chooses a word from Exercise 2a and says two words or scenes to describe it. Student B says the word from Exercise 2a. Then swap roles.

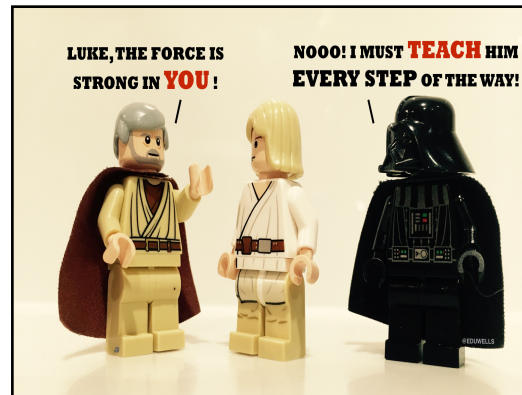
Check answers Is it the right? Yes, try again!

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"Classroom management is all about **creating optimal conditions** in order to maximise students' learning."

Read (2007)

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Think of 1 specific thing you've learnt in this workshop...

How will it be useful for you?

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