

Basic Education Teacher Survey Response Webinar Series

**#EmergingEnglish
British Council China**

Q&A List

Webinar #3

Date: 28th July 2020

Time: 16:00 – 17:30 (Beijing time)

- **Note: Views expressed below are those of event participants only and do not necessarily represent those of the British Council**

Questions (from audience)	Answers (from speakers)
What are the cultural considerations of motivating learners?	Cultural considerations are very important, and it's essential to remember that a lot of the aspects we think maybe character or personality, for example a student who doesn't participate as much as we want –could be for cultural reasons; we can ask our students how people usually learn in their environment.
What sorts of materials do you consider authentic ones? What are the proper ways to find out authentic materials. How do you differentiate authentic materials from inauthentic materials?	Authentic materials are produced in real life or work situations; inauthentic materials (especially texts) are written by textbook writers to present language.
What class activities can we use to motivate students in a large-size class? Thank you.	For a large class, it's important to try and connect with all the students as individuals and find out things that interest them, then we can ask "how did your football match go Pierre?" even if we can't connect to each student every lesson, we can over the week and month, and also they see how you are interested in them & their lives.
How can you motivate online learners? Thanks.	We need to remind them of all the reasons they might need to use English online, like videos, internet research etc
You (the presenter) mentioned "problem solving", is it the problem in real life or is it the problem that especially designed for the class? What are the differences between the projects and problems?	It can be both, for me - Projects are more complex and longer, and more related to real life. Problem solving can involve puzzles and quizzes, fitting the right sport to the right character in a book for example
How can we motivate elder students?	I think it's important to ask elder students why they are learning English and design or find activities that fit with these needs, I sometimes find older students find it difficult to be weak and make mistakes, as they are experts in other areas of their lives and haven't been a beginner for a long time.
How can we select authentic materials?	You can either collect reading materials (texts, audio, video) from life (magazines, newspapers, TV shows, etc.), or use textbooks which are developed by using authentic materials.
Does British Council provide authentic materials for non-native speaker to learn authentic English?	Please refer to the Webinar slides on British Council materials.

<p>Could you please give us more cases of authentic learning/sharing materials?</p>	<p>For example, Cengage Learning has produced a lot of textbooks which extensively use authentic materials such as TED talks and materials from National Geographic.</p> <p>Another example is Eyes Open by Cambridge University Press, which uses a lot of authentic materials from Discovery (TV channel).</p>
<p>How to combine picture books to the regular English class?</p>	<p>You can use part of your regular English class hour to do picture book reading.</p> <p>Or you can ask pupils to read pictures books at home and then share and discuss the stories in class.</p>
<p>How do you choose the group members in collaborative learning?</p>	<p>Thanks for the question. I prefer mixing students of different levels together, so that they can help each other</p>
<p>How to encourage students to interact in English not in L1 in groupwork?</p>	<p>I always praise those who use English and encourage the others to repeat what they said in English, another thing I do is give everyone 20 points, and then take a point off every time I hear L1, at the end the <winner> is the student with the most points. Thanks!</p>
<p>How does learning English or another language improve thinking?</p>	<p>I think that not only does learning another language give us access to more information and knowledge, but by meeting words that may not have an exact equivalent in our language this can influence our way of thinking, for example the German idea of Schadenfreude.</p>
<p>How to motivate weak students?</p>	<p>Motivating weak students is especially important. I always remind my students that I'm a learner too, I've just been learning longer than them. I also model being a learner, telling them about things I'm trying to improve in – for example recently I trained to run a marathon. I teach in France and my French isn't brilliant so I show the students that I make mistakes, pronounce words badly, but I'm still trying & communicating - which is essential.</p> <p>For a large class, it's important to try and connect with all the students as individuals and find out things that interest them, then we can ask <how did your football match go Pierre?> even if we can't connect to each student every lesson, we can over the week and month, and also they see how you are interested in them & their lives.</p>
<p>How to motivate vocational school students?</p>	<p>As I mentioned, I think finding the « Why » is very important, so here I would encourage students to look at ways that learning English will be useful for their careers.</p>

<p>What about dividing student into group according to student ability? If the students have the chance to choose their group members, the strong students will be with the strong ones, too. The weak students will be at a disadvantage. How to solve it?</p>	<p>I find students usually choose to be with people they like working with, regardless of ability and when left to choose this results in mixed ability groups. We must remember that even strong learners learn when explaining something to a weaker partner. I don't usually group according to level, this is very demotivating for the weaker students.</p> <p>I prefer to put students of different abilities to one group so that they could help each other. In this case, I often assign different tasks to them according to their abilities. Stronger groups get more challenging tasks to do.</p>
<p>Motivation is considered as one of the non-linguistic factors in language learning. Discuss the role of motivation in collaborative learning and how do you conduct collaborative classes via distance or online modes?</p>	<p>As mentioned by other speakers, we have seen how collaborative learning is good for motivating students as they can support and encourage each other as well as providing a little healthy competition. In online classes I often use the breakout rooms and have students prepare projects to share with the other groups, for example recently each group was responsible for organising a school trip, then after they presented them to the rest of the class they all for the best place to visit.</p> <p>I would assign them project work to do. Students of the same group can organise online meetings to discuss how to collaborate with each other.</p>
<p>The activities you've suggested in the slide are really good, however how do you manage those all in the limited time?</p>	<p>We will never have time to do all we could in class, but I feel it's important to remember that more learning goes on when the students are using the language in these kinds of activities, as opposed to passively being taught grammar tenses etc. It's less organised, and a messy kind of learning - but it's more effective, and fun!</p> <p>How much time needed to deal with a lesson depends on how difficult the lesson for the students. And not all the tasks need to be done in class. For example, some independent work such as reading and thinking which can be assigned to do before class. In class, you deal with collaborative work only.</p>