

Engagement Ideas

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Figure 1 Unsplash. Image Jason Goodman

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What is Learner Engagement?

This definition is written for the world of training, not the world of EAL. But, we can learn from anyone who is interested in learning and teaching, right?

- Maximising learner engagement is about getting all your students actively involved and invested in the ... training. Every member must be fully engaged for that to happen
- The goal is to create an environment friendly to full immersion, interaction, cooperation, and consensus among participants and their trainers.

Source: Lentz, S <https://xperienify.com/>

Types of Learner Engagement

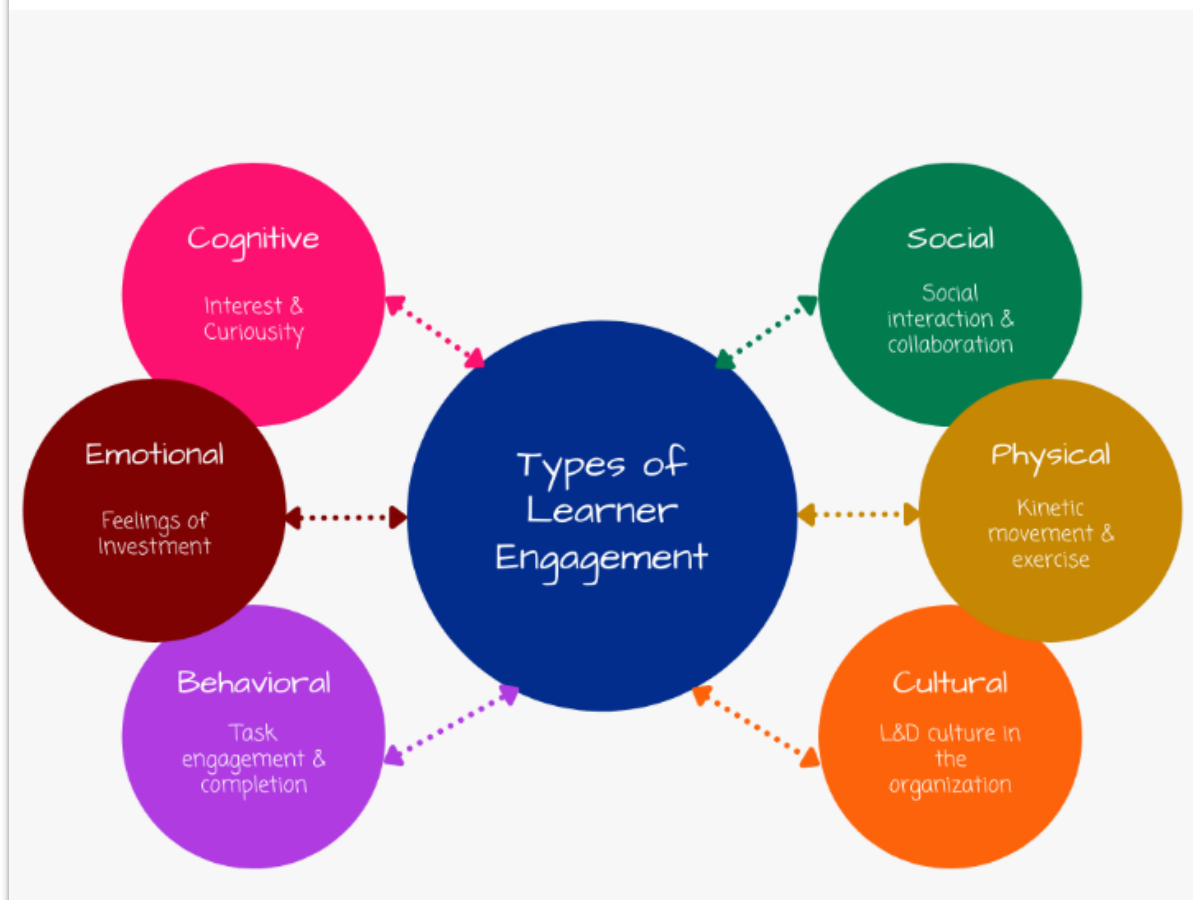


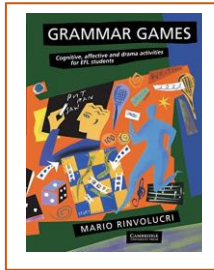
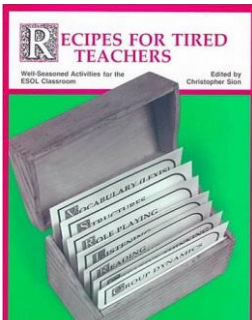
Figure 2 Lentz, S xperienify

Doing more with the engagement ideas

All-Class Cloze

I don't know, now, where I got this idea from, originally. It was either Mario Rinvolucri

or a book called, 'Recipes for Tired Teachers'. Published in 1984, I'm not even sure if it's still available. Ditto Rinvolucri, published the same time. I loved both those books; they freed my thinking...

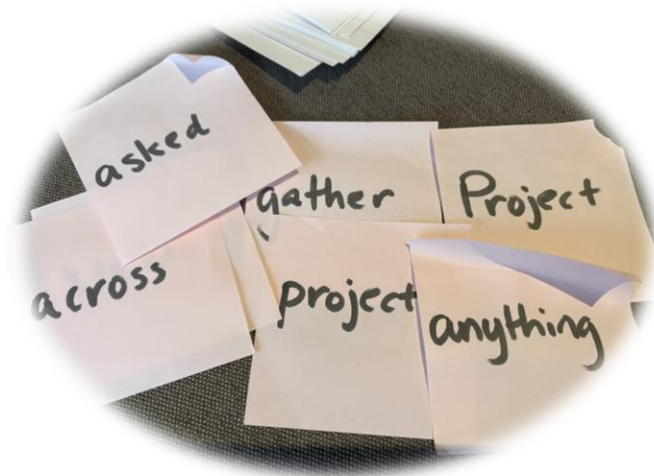


Anyway, point is, it – all-class cloze- is helpful and something that works with any group of learners, because it's engaging. It works, I think because it allows people to:

- contribute an idea if they know 'the answer'
 - take a risk, among the group, because many people are trying to place their word
 - contemplate one small piece of language, one word and one context
 - stay quiet and watch, if that's what works for them
 - wait for help – and conversely, offer help.

And, importantly, people want to figure it out. So it works, on any level, and with any group. I've done it with Community House learners, Teachers, TAFE leaders, prisoners, people studying to gain their TAE40116, SEE and AMEP learners in beginner-level courses. It works.

It's also vocal, as well as text based. It enables togetherness and shared work.



And it involves almost no prep, except thinking about language...used last time, or needed, today, for your lesson.

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Mystery Sentences, 100% cloze, Extended Hangman

I don't even know what it's called. This is the single-most successful activity I have ever used. EVER.

Again, I think that Rinvolucris's grammar games might have helped and:

Years ago, there was a program called 'Storyboard' which was part of CALL (sorry, young people. Another old person, banging on). Learners read a story, on screen, which then

disappeared.



They had to type all the text. If you wanted to add a new story, it involved adding it to each

PC, via a floppy disc. Fun times.



It's a great way to end a class or revive a class that's a bit quiet.

You can write 3, 4, 5 sentences, on paper. Target today's topic.

Write the number of each word underneath:

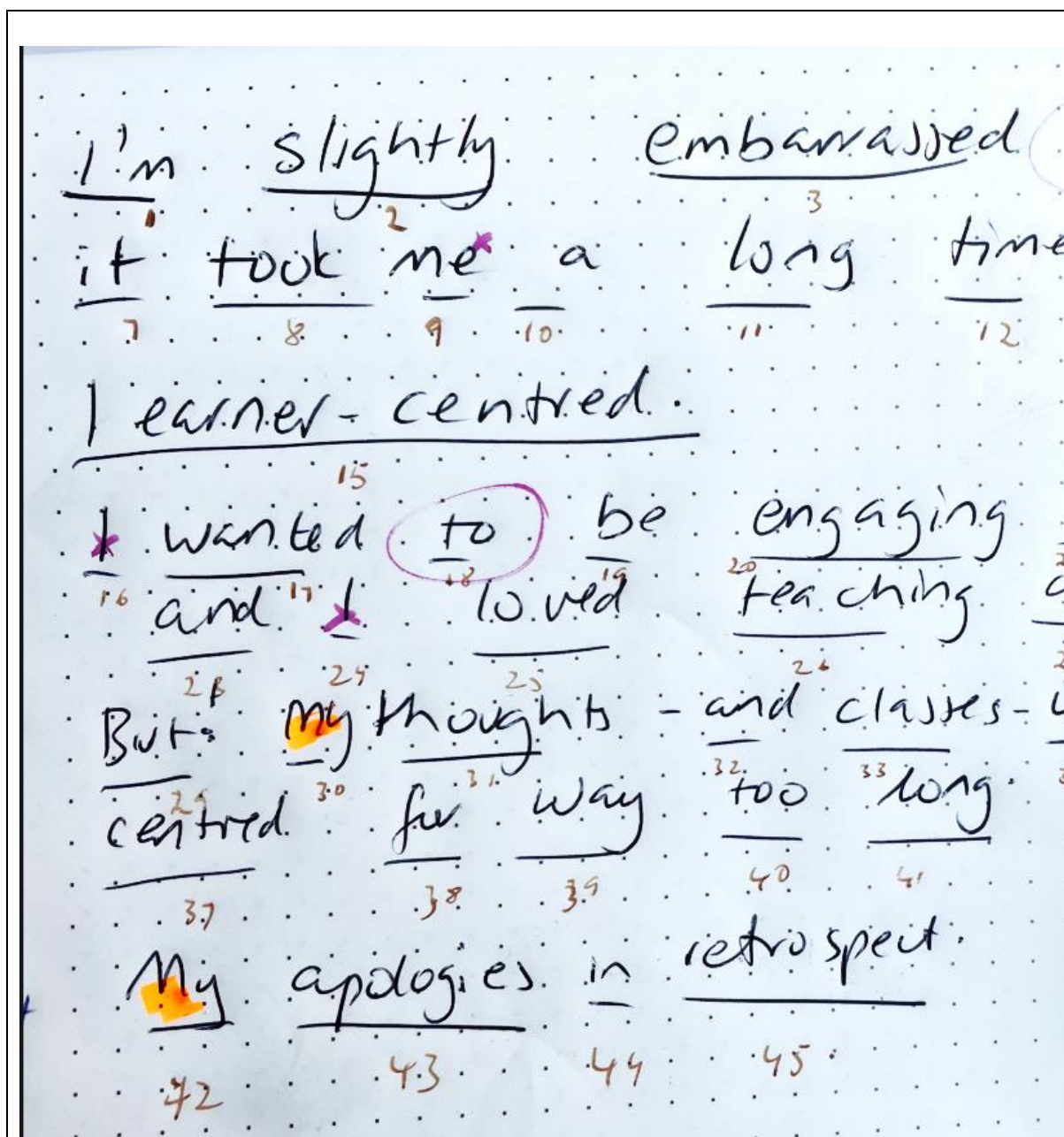


Figure 3 for TESOL teachers. NB I tried to mark all the repeats

How it works:

Write blank lines with numbers, underneath, on the whiteboard. It's daggy as, so don't try to make it beautiful.

Important Get learners to gather around the whiteboard. Why?

- They can work together.
- They can hide if they don't understand the task

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- They can nominate silly ideas that get lost in the crowd.
- You can pretend to hear a word, if you need it, to keep things moving – from ‘the crowd’.

To get started: Tell the learners you’ll give them 3 words to get them started. Encourage them to choose longer key-word ‘blanks, not the blank 1, which might be ‘The’ or ‘Today.’ After that, they have to guess every other word.

Caution: you’re going to make a mistake. You’ll write something in the wrong spot or miss out on writing a high-frequency word twice. Learners usually love this.

I’ve never done it without making a blue. I’ve never done it without success. It’s totally engaging.

Learning Walls



- Learning walls.
- Also known as walls.
- Or pin-boards

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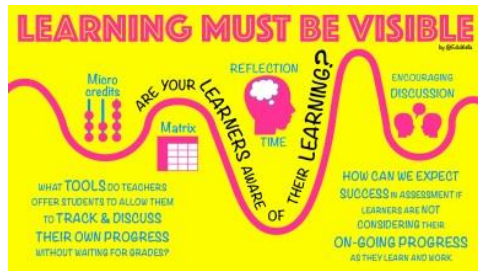


Image: eduwells

For Pathways
For Encouragement

- Learning walls.
- For Multiple Exposure



This week's
grammar focus:

For Grammar

Important note

Usually 'Subject' comes before the 'Predicate', as you can see in the above examples. But at times, 'Predicate' comes before the 'Subject' in some kind of sentences. In the below examples, Predicate (verb) is coming before the Subject :

- 1) Here comes Rita : Rita(subject) is coming after the verb/Predicate(comes)
- 2) Now comes the sound of the Movie: Here also subject is coming after predicate.
- 3) There appears to be large number of people who are supporting Manish.

Can you find out the error in this example 3 given here ?

The Error is in "Appears". 'Appear' is the correct verb to use here. Because verb 'appear' here is referring to 'Large number of people'. It is not referring to Manish according to the sentence structure. So for 'Large number of people', Plural form of verb will be used.

Parts of Speech

In any language, parts of speech are the most important. In English Grammar, these are called as the basic building blocks. Without the sound knowledge and understanding of the parts of speech you can not proceed in reading English Properly or expressing yourself correctly. No correct sentence can be formed without the proper knowledge of parts of speech. English words are categorized into several types or parts of speech based on the use and functions. There are eight parts of speech in English Language which are as follows :

1. Noun
2. Pronoun
3. Verb
4. Adjective
5. Adverb
6. Prepositions
7. Conjunctions

[/https://www.englishgrammar.org/download](https://www.englishgrammar.org/download)



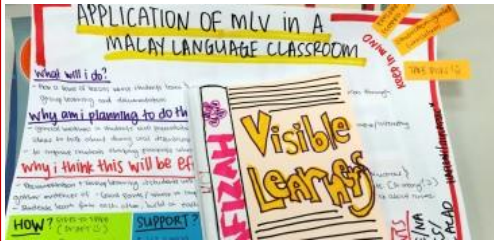


Image: project zero

a great get if your Centre gives out 'extra teacher duties' and you get 'the wall/s'

• Learning walls

- Don't have to be flash
- Can be wherever a wall is
- Do need to be curated and updated.
- Pics of Excursions from 2018 is not a learning wall.



Cut Up Images



English Ready 4 from AMEP website . Illustrator: Madelena Scott

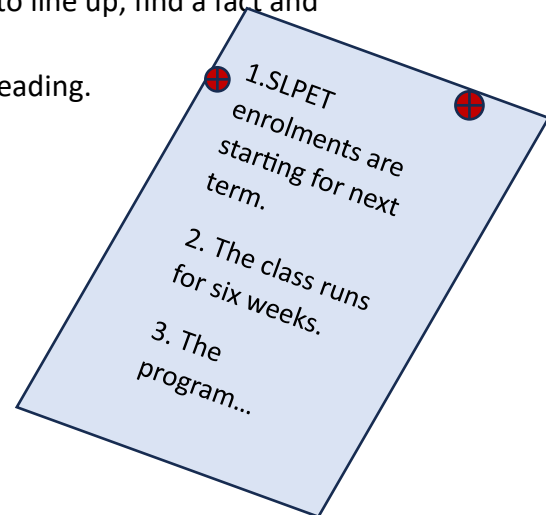
1. Cut the pictures out from the AMEP English Ready Booklets. Put them up on the wall outside your classroom. Write a sentence and ask students to go outside and match them up. Or write their own sentence when they come back. Or come back and tell you what they saw.
 - Making the learners go outside will enable them to get some oxygen, check their mobiles and stretch their legs. Imagine all that sitting!
 - Whatever image, picture or photo, you use, increase engagement by handing out some cards with questions; ask for answers. Then hand out some answers; ask for questions. And of course, never forget the tried and true match questions and answers



List of Facts

2. If you've got some content to deliver, start with a **List of Facts**, written up on A3 paper, 20+ font, on the wall. Put groups into 4, ask them to line up, find a fact and come back and tell the others.

- This is a variation on Read and Run, and Jigsaw Reading.
- It combines action, memory, language and fun.



3. A really useful variation of the "List of Facts" is when the facts spoken aloud, by you. Learners listen and write whatever they can hear and process. Remember, some of your people will go on to TAFE. There are some (not all!) Taffies out there who confuse subject matter expertise with 'telling them everything that ever happened to me, since apprenticeship'. There's a *lotta, lotta* listening in their near future (potentially)...

- You could get your learners to write facts in their books or on a card, and then gather around the board to remember them, write them up and help each other with the English text.



Jigsaw Reading

If you have used Jigsaw, share it with your colleagues at the table. If not, ask questions. While you're reading your text, answering the questions and discussing the texts with your colleagues think about the value of the texts, the presentation of the texts and how they'd work. There's more help on this useful method in the reference page

If you've got Jigsaw Reading materials that you've taken from the web, cut out all the printing work for yourself and ask the learners to do some web research with their mobiles.

- Friend Colleague Kay Schlesinger teaches this idea to new educators. It saves on paper and works well with learners who know each other and are confident to explain content without the benefit of written information on the table. She calls it, *Using Your Phone for Good*.

	Topic:
A	
B	
C	
D	

There are two steps to jigsaw reading (after you've sourced 4 similar texts)

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- 1- Ascribe a letter to each learner. A, B, C, D. Ask them to go to the table where their particular text is. Explain you'd like them to read the text and discuss content with each other (all the A's discuss Text A; all the B's discuss Text B, and so on)
- 2- Then, the class forms a new group of 4: A, B, C D. They then share the contents of all the texts and discuss what they've learned.
- 3- A third action, for us today, is to read the text, discuss their content, and also talk about if Jigsaw Reading would engage your classes and why.

See more on Jigsaw methods at Penn, 2007, in the references.

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After you've read your article, please return to your table

Share what you read with your group

Was it useful for your teaching?

What would you need to adapt?

What of the other ideas, A, B, C, or Dare of interest to you?

Why?

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What can we do with Mr Liu?

A group of teachers could talk all day all the things that would engage learners – and you- if we used the Mr Liu story and, especially, the picture.

1. For example, it would make a good variation on Read and Run. You might have to do the work outside the classroom and have the picture on a screen inside. Would that work? Students could go in, look at all the items they can see – it's a busy room!- and come back and make sentences with a group.
-

2. You could play a memory game: show the phot and then get the group at the table to write down – in English- all the things they could remember. Or say them aloud.

Variation You could ask them to look for: 5 things on the table, or 3 things on the wall. By the way, my thanks to Chinese-born learner who pointed out there's a mirror on the wall. Before that, I was convinced that the room was L-shaped.

3. You could – with a higher level- cut up the paragraphs and their job was to listen and order the sentences. With a higher level group of students, we had such a good discussion – once the cut up paragraphs activities were done. Seem like every country, every culture, is experiencing the drift to the city.
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4. You could offer a group of words and ask them to make the story: crumbling, walnuts, soldier, for example. Oh, and if you do use 'walnuts' be prepared for a few laughs: seems like that's a common, cross-cultural euphemism for testicles, which seems very graphic to me!



Figure 5 image: gardening.knowhow.com

Cut Up Sentences

Yes, or No?

Or: I don't know.

Read the sentence.

Put the sentence under the
best heading

Yes
No
I don't know

His name is Mr Liu.

He was born in Australia.

He is 43 years old.

He has a lot of money.

He is looking for a job.

He likes to drink tea.

His home is small and cold.

He likes to know the date.

His place is small but he likes it.
It's home.

He lives in Sunshine.

He has a walnut tree outside.

Mr Liu lives in a small, crumbling village.

Liu Huaiseng is 73 and wants work, but there are no jobs where he lives. He lives in Tianjiayu in northern China. The village is hundreds of years old and has 700 residents, but its buildings are very old. They are not looked after. They are crumbling

“We need help,” says Liu. “Did you see the streets in the village? Some people came and painted the walls. They also built a public toilet for us. But it’s not useful in winter as there is no water or electricity. That’s all we got. Now, we grow walnuts to earn money.”

Tianjiayu is only 90 kilometres from Beijing. There’s a big gap between city life and village life, in China. Up to 40 per cent of China’s population lives in the regions. Country people have lower pay than people in the city.

Photo source: linked in

Mr Liu remembers being a young man and working very hard for the Communist Party. He still likes the central government. But he’d like a job in his home village. He’s old now but he wants to earn more.

Adapted from a story in The Sunday Age, 5/3/23: Liu lives in a crumbling village.

Nearby a compound of luxury villas remain untouched

Liu lives in a crumbling village. Nearby a compound of luxury villas remain untouched



By [Eryk Bagshaw](#)

March 4, 2023 — 12.54pm

Liu Huaiseng is 73 and willing to work, but nobody will hire him. He lives in Tianjiayu in northern China. The village is hundreds of years old and has 700 residents, but its buildings are crumbling. Nearby grand real-estate developments have failed to materialise in a story that is familiar across the country.

“What support? Nobody cares,” says Liu. “Did you see the streets in the village? Some people came and painted the walls, then they claim it was a prosperous village. It’s an image project. They also built a public toilet for us. But it’s not usable in winter as there is no water or electricity.”

Tianjiayu is only 90 kilometres from Beijing. Such is the gulf between rural and urban incomes in Xi Jinping’s China that it might as well be on the other side of the country. Up to 40 per cent of China’s population lives in the regions. On average, they earn only a third of those in the city.



Tianjiayu villager Liu Huaisheng. *CREDIT: SANGHEE LIU*

That divide has plagued China’s leaders since Mao Zedong, who ordered city elites to do manual labour in the fields that stretched from Xinjiang in the north and Guangdong in the south. Xi, China’s president, has his own vision of income distribution - he calls it “common prosperity”. [Every year at China’s National People’s Congress](#), which starts on Sunday in Beijing, up to 3000 delegates pass legislation to help lift living standards in rural China.

The Chinese Communist Party claims that it has lifted 800 million people out of poverty over the past four decades - an extraordinary economic feat - but other stimulus packages have been hijacked by local officials or saddled investors and villages with debt while wiping out the farmland that once kept them nourished.

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“Our land was taken over for building highways and villas more than 10 years ago. We were given 30,000 yuan (\$6400) per person back then,” says Liu. “They also promised to pay for our pension insurance. But after the land was taken, no one cares about us.”

Liu does not blame the intentions of the central government in Beijing, but he believes the implementation has been destroyed by corruption at the local level.

“The central government actually provided a lot, but it was embezzled by people in the county and township government,” he claims. “Now the only source of income for us is from growing Ma walnuts. There is no development opportunity in villages. Liu recalls digging an 8-metre trench each day through the Hai River as a young worker for the Party.

Developing speaking and listening skills (LSIS, 2011)

What would you adapt for use and why?

What great ideas did you hear a colleague talk about?

conwayL59@hotmail.co – drop me a line, please

References and Resources –

There are a few extra resources listed here, in addition to those discussed in the workshop. They are here because they are good.

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