My teaching philosophy can be summarized as **humanistic, student-centered, relationship-driven, communicative & task-based.**
introducing BUILDING COMMUNITY IN THE EFL CLASSROOM USING SOCIAL MEDIA
Motivational Strategies in the Language Classroom
by Zoltan Dornyei;
Group Dynamics in the Language Classroom
co-authored by Zoltan Dorneyei and Tim Murphey.

Relationship-Driven Teaching co-authored by Spence Rogers and Lisa Renard
Inspiring Enthusiasm and Motivation in the Classroom by Chris Palmer.
Outline:

1. Core Beliefs: Relationships = Community = Motivation
2. Strategies: Methods used To Build Community
3. Results: Increased Motivation & Engagement
Core Beliefs:
Building **Relationships**
Builds **Community** which
Increases Student **Motivation & Engagement**
in the Classroom
Core Beliefs

Before talking about the strategies and tools I used in my classroom, I want to talk about the 4 key things I was hoping to improve in my classroom.

1. Develop positive relationships with the students and between the students.

2. Establish positive groups in which students could work together to achieve common goals.

3. Foster a sense of community in which students could feel accepted, encouraged and a sense of belonging.

4. Increase student’s levels of motivation so that students could achieve their goals.
Teachers who establish warm, personal and relationships with their students and develop mutual levels of trust, respect and rapport are more likely to inspire their students toward academic success.

(John Maxwell, 1947)
Safety & Respect: they provide a classroom environment in which student’s feel respected and safe from criticism or embarrassment.

Valuable & interesting: they provide students with lessons that they believe the students will enjoy or perceive as having value or personal relevance to their lives.

Success: they support the student’s intrinsic motivation to learn by enabling student’s to see evidence of their progress and success in their work.

Involved & Engaging: they provide plenty of opportunities to get involved in making key decisions about what they are learning.

Caring: they make the effort to foster personal relationships with their students and try to help their student’s feel accepted, valued and cared for by their teacher and classmates.

Available & interested: they take the time to give the student some personal attention and make themselves available to listen to their students queries or concerns both within and outside class hours.

(Rogers & Renard, 1991; Dornyei, 2001)
Group Task:

Choose one of the Relationship-Driven teaching points and come up with some examples of how you do or could use it in your classroom.
Class groups are characterized by:

- considerable interaction amongst the students;
- distinctly recognizable units in which learners identify strongly;
- they have an official purpose;
- they usually operate for a number of months or years;
- they are highly structured;
- good / bad student behavior / achievement usually reflects well / badly on other class members.

Groups have ‘a life of their own’

(Dornyei, 1991)
The Effect of Groups on Classroom Motivation & Engagement

Groups have ‘a life of their own’. Often people within a group may behave differently from the way they do outside of the group.

**Positive Groups:** When positive groups form, the classroom can turn out to be such a pleasant and inspiring environment and the time spent there is a constant source of success and satisfaction for teachers and learners alike. Even if someone’s commitment should flag, his or her peers are likely to ‘pull the person along’ by providing the necessary motivation to persist.

**Negative Groups:** negative groups may form when a conflict or a rebellious attitude emerges. There is a sudden lethargy and unwillingness to participate on the students’ part and the course can become a nightmare. Teaching and learning becomes very difficult and even the most motivated learners can lose their commitment.
Think about a time when you have had either a ‘positive group’ or ‘negative group’ experience. Reflecting back on the situation, what was happening in the class to make it positive/negative?
A community is a group of people who share a connection or something in common, such as where they live, culture, language, beliefs, interests and a way of life.

The key word in community is connection. Connection is linked with the feeling of belonging. All humans have an innate desire to connect on a personal level with others and to feel as though they are accepted, liked and belong to a group.
There are over 20 internationally recognized theories of motivation. (Bell & Newby, 1971).

Motivation may come from internal or external factors that stimulate desire and energy in people to be continually interested and committed to something, or to make an effort to attain a goal.
How Motivation Works

Motivation is about identifying the reasons **why people do what they do**. Motivation is a result of the interaction of both conscious and unconscious factors such as:

- The level of **desire** or **need** of the **individual**.
- The level of **incentive, reward** or **value** of the **goal**.
- The level of **expectation** of the **individual** or **others**.

Quote: the biggest influence on student motivation is the TEACHER! (Zoltan Dornyei, 2001)
Group Task:

What strategies or tools could you use in your classroom to:

1. DEVELOP POSITIVE RELATIONSHIPS
2. ESTABLISH POSITIVE GROUPS
3. FOSTER A SENSE OF COMMUNITY
4. INCREASE LEVELS OF MOTIVATION
Strategies:
The key methods and tools I used to build relationship, community & motivation in my classroom.
One of the most important things I wanted to achieve in my class was to **BUILD RELATIONSHIPS** with my students so they would know that I genuinely care about them. Share my personal story with my students and ask about their lives. **NAME CARDS** Repeatedly using students names.

**SOCIAL EVENTS**
- Wk 2-3 – Class Lunch
- Wk 9 – Class Leader Coffee
- Wk 13 – Open invite Coffee
- Wk 16 – Farewell Party

**CLASS LEADERS**

**KAKAO TALK**

**FACEBOOK**
Next, I wanted to establish positive and healthy class groups of students which would foster a sense of community in the classroom.

POSITIVE & HEALTHY GROUPS

GROUP FORMATION & MAINTENANCE

CLASSROOM SETUP:
PAIRWORK / GROUPWORK

Get to know the teacher and students activities

COURSE OVERVIEW AND TEACHER'S EXPECTATIONS

CLASS LEADERS

KAKAO TALK
FACEBOOK
My hope was that by focusing on building relationship & community, that students would experience **INCREASED LEVELS of MOTIVATION & ENGAGEMENT** in the classroom.

**COURSE OVERVIEW AND TEACHER’S EXPECTATIONS**

**PAIRWORK & GROUP PROJECTS**

**TEACHER FEEDBACK**

**OPPORTUNITIES TO IMPROVE & SUCCEED**

**CLASS LEADERS**

**KAKAO TALK**
THE END
Thanks for listening