



Elevating Student Equity
Through Effective
Research-based Lesson Study

Introduction

- After announcing the quarantine all the schools in Kazakhstan removed to the distance education. It was a new experience for the local education. Along with other appeared challenges the issue of motivating children to study encounters to teachers and parents for students seem much less motivated to study during remote education in comparison with traditional education in the classroom.
- When teachers list characteristics of a good learner they say about motivation as one of the most important factors in their success at school. However, during remote education many types of stimulation do not work as in a traditional classroom, so frustrating with challenges of remote learning, students lose motivation to study.

Defining a good learner

When I ask my colleagues to define a good learner, they list different characteristics such as

- Ability to study
- Being curious
- Ability to ask questions
- Ability to redo assignments when they are mistaken
- To be engaged into the lesson
- Being enthusiastic
- Being motivated.

Nine teachers out of twelve mentioned ‘motivated’ when listed features of a good learner.

Good Learners



Group work in a traditional class



The purpose

- The purpose of the action research is to explore to what extent learners are motivated to study in the situation of the remote learning and what can force them to be motivated.
- Moreover, I wanted to find out what makes 11th grade students lose their interests for study, what can motivate them, who can encourage students better, teachers, parents or they themselves.

Role of teachers and parents

- Thought – out design of a lesson, precise and accurate instructions, active learning methods, achievable goals and clear assessment during a lesson make learners to be involved and engaged. These things depend on teacher's qualification and how well they prepare a lesson.
- Parents' control and assistance can impact on a learners' engagement into the learning process , when adults create comfortable conditions for their children's online learning.

Problem-Reasons of lack of motivation

- Condition of online education causes many problems. Most teachers in their practice encounter with learners who are silent during the lessons, do not participate and ask questions, do not submit their assignments or get low grades for them.
- I experience this during each lesson. Issues how to motivate or raise learners' motivation, especially while teaching them online face each educator.
- I assume that learners do not immerse into the learning process because of lack of live communication with their peers and teachers. It is difficult for them to learn the subject materials and complete the assignments on their own. Concentration on the new material decreases because children can be easily destructed with social networks or other sites which they can open on their computers during the lesson when they are tired or bored.

Types of motivation

- There are two main types of motivating people: intrinsic or extrinsic. Children can have intrinsic motivation when they are interested in getting the knowledge, they want to obtain new experience, and learn more about subjects.
- Some individuals are eager to earn good things for them as good marks, new bike or praises. Some are afraid of punishment or upset their relatives or teachers. They have extrinsic motivation.
- Usually, the intrinsic type of motivation is preferable.

Theories

- Zoltán Dörnyei and Kata Csizér (1998) describe the learning motivation as one of the most crucial factors and “driving force” (Zoltan Dorney, 1998) to get successful achievement. They claim that learning motivation in the classroom environment is much more efficient than it was considered before.
- Zoltán Dörnyei and Kata Csizér argue that teachers should develop their motivating skill to see interested students in their classroom (1998). That is why, all educators should learn about strategies how to raise learner’s motivation.
- They believe that learner’s motivation consists of three components: “integrative motivation, linguistic self-confidence and the appraisal of the classroom environment.” (Zoltán Dörnyei and Kata Csizér, 1998).
- The teachers should know how to make their learners wanting to study during distance learning. It is really significant for teachers to know about intrinsic and extrinsic motivations that force learners and strategies to raise learner’s achievement and success in their study.
- The article “Ten commandments for motivating language learners: results of an empirical study” (1998)

Theories

- Zoltán Dörnyei and Kata Csizér (1998) provide two main reasons to be motivated: integrative and instrumental orientation. The integrative reason is that people want to be like others around them, and instrumental reason that people want to have benefits from the knowledge. So, being motivated depends on learners' attitude, confidence in linguistic abilities and classroom atmosphere and behaviour . Also, teachers' motivating skill learner's achievement. They recommend teachers to improve their motivating skills and use Ten Commandments of motivating macrostrategies during the lessons.
- The article “Ten commandments for motivating language learners: results of an empirical study” (1998)

Theories

- Collin M. Barnes (October 26, 2008), Educational Psychology Professor Boerman-Cornell compares two psychologists' , Jean Piaget and Lev Vygotsky's understanding of motivation
- Jean Piaget , a psychologist, studying how children learn, claimed that intrinsic motivation was crucial in their development. According to Piaget's intrinsic motivation based on cognitivist theory children study because they want to gain knowledge and experience .
- Another outstanding scientist Lev Vygotsky's argues about extrinsic motivation for children. According to his theory a child does good things when they are awarded and repeats it for another reward. Due to behaviorist theory and Vygotskiy' theory of the Zone of Proximal Development (ZPD) a child can be taught a lot through assistance and scaffolding.
- Collin Barnes believes that intrinsic motivation can work for good students mostly. Children like being praised or rewarded for their correct deals and reinforcement let them do good things again and again until that becomes habitual.
- Collin M. Barnes . "Piaget and Vygotsky s Views on Motivation". 2008

Research Question

- Motivation to study is one of characteristics of a good learner.
How to raise learners' motivation during remote learning?

Methods and findings

- I got the results of the quick survey conducted among the 11th graders of the school , and the survey results show that students face with a number of difficulties that distract them during online lessons and while they are doing their home tasks.
- They mentioned slow internet and problems with their devices, their bad time management, misunderstanding of the lesson materials, distracting by their family members during the lessons and when they do home tasks.

Methods and findings

- Interviews were conducted with two 11th graders': male and female.
- These are the questions for interviewing:
 - 1 How do you understand the term “motivation to study”?
 2. Does online learning raise your motivation to study or decrease? Why?
 3. If you do not want to complete your assignment what do you do?
 4. How does motivation help you to achieve your learning goals?
 5. What strategies you think help you to be motivated during the lessons: marks, teacher’s reinforcement, peer’s reinforcement, clear instructions to the task, your own control, interest to the subject or others?

Methods and findings

- Q1 Both students realise that when they are motivated to study , that raises their academic achievement and helps them to be ready for future study at universities. "... my motivation to study is future opportunities"; "help me in the future when entering the university".
- Q2 The students admit that their motivation to study decreased because it became more difficult to concentrate on the study process at home.
"Home environment makes it difficult to tune in to studying process".
"Due to the fact that school hours have decreased, I have much more time for my hobby"
- Q3 Students are able to motivate themselves , for when they are not willing to complete an assignment, they do their best to finish it and submit even after the deadline. "Each of us has moments when there is no motivation to do something, but you just need to step over yourself and complete the task."
- Q4 Students show understanding that motivation to study can force them to achieve their learning goals.
"Due to motivation , I pass my assignments on time, try to be active on the lessons, I search for additional information to be fully aware about topic."
- Q5 Interestingly, that strategies to help students be motivated vary. No one of two students mentioned marks. One students emphasized " interest to the subject, my own control, clear instructions to the task and understanding that I can use information that we learn at class in real life" and another student claimed that teachers' reinforcement was significant for motivating. "Unambiguously , encouraging the teacher. When the teacher praises you in front of the whole class, it is an unforgettable experience".

Taking Actions

- After accomplishing my action research, I suggested my colleagues to conduct Lesson Study approach to search the issue of motivation and students' lack of motivation during online lessons, observe lessons, discuss them and find out the appropriate solutions how to motivate our learners to wish to study better and have success.
- Lesson study team were ready to start the research in October 2020 , however, we had to postpone the beginning of the work and started it later.
- The Initial Meeting of the Lesson Study Team was performed. The research question was defined. The ground rules were set. Case students were identified .
- Methodology: Teacher team are planning to provide survey among 11th grade students, conduct observations of 11th grade lessons, then discuss the results of observations.
- Findings will be presented when lesson study cycle is completed.
- Conclusion: Educators need to know what two main types of motivation: intrinsic or extrinsic stimulate our learners better.