EBC'S INTRODUCTION TO TEFL E-BOOK

EBC Servicios Linguisticos Europe SL

This e-book provides the foundation for taking the EBC Trinity College CertTESOL TEFL Certificate course. A course that gives you the skills and support you need to live and work abroad as an English teacher. In addition, we ensure you get top quality, internationally recognised training and unrivalled, worldwide access to teaching jobs.

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Introduction

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Four fun weeks with us is your ticket to living your dreams abroad in exciting locations worldwide.

The EBC International TEFL Certificate course is one of the leading names in TEFL/TESOL certification. Our course, our trainers, and the course material you will receive have all been reviewed and accepted by our accreditors, Trinity College, an official UK government-overseen examination board.

Our course gives you the skills you need to get EFL jobs worldwide. The course exceeds international TEFL-recommended guidelines and focuses strongly on actual teaching practice sessions observed by course tutors.

The theoretical knowledge plus the "hands-on" training we provide is designed to make you the ideal teacher prospective employers seek.

EBC is also a language school that: teaches business English (ESP), gives general

language training, and offers translation services, so we know exactly what it takes for you to be a successful teacher.

The secret to our success lies with our course trainers. We are incredibly proud of our team of highly experienced TEFL trainers. They are professionals with years of classroom and international corporate teaching experience.

Our trainers bring to the course not only their advanced degrees in TEFL but also their years of EFL teaching experience gained from all over the world. EBC believes in continuous training, so our trainers attend EFL courses and seminars to reinforce their existing knowledge and introduce them to the latest techniques in EFL teaching. Although they all possess advanced EFL degrees, EBC supports and encourages further TEFL studies and practical work.

Finally, studying with EBC gives you lifetime access to a truly international job placement

assistance network. EBC specialises in helping you get work worldwide through its unrivalled Job Placement Assistance Programme.

This e-book will give you the foundation to take our course. We hope you find the book useful and look forward to seeing you soon.

How do we learn?

The KOLB learning cycle

This is a bit philosophical, but you must understand what learning is before you try and teach.

The following diagram depicts the learning cycle perceived by the prominent behaviourist David Kolb.

Kolb divides learning into four phases (diagram below):

1. **Presentation** of concrete experience, in our case, the English language.
2. **Analysis** of the subject material through reflective observation.
3. **Practice** using the material through abstract conceptualisation, which in non-Kolb terms, means using the material in a controlled, simulated environment.
4. **Application** of the material through active experimentation, in other words, using what has been learned in real situations.
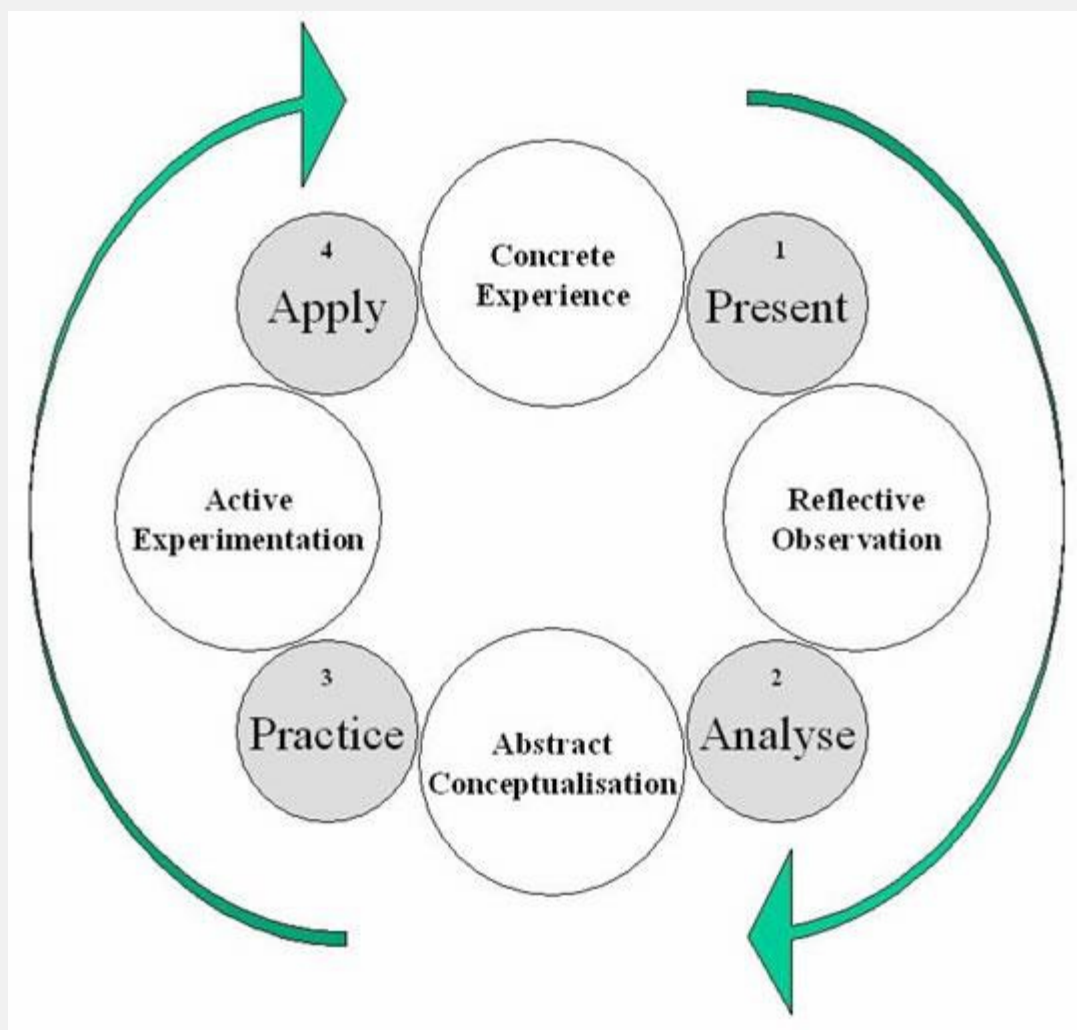
As a teacher, you will be involved in the first three stages. Initially, present [PRESENT] the material that will be studied and answer any questions your students may have [REFLECTIVE OBSERVATION] about the explanations you give.

Once the material has been presented, you'll give examples of when the material you introduced for study could be used [ANALYSE]. You should also ask your students for their input, as well, to see if they can relate to what you want to teach [ABSTRACT CONCEPTUALISATION]. Once they understand the idea, you get them to practice [PRACTICE] and experiment [ACTIVE EXPERIMENTATION] with the material.

Stage 4 [APPLY] and [CONCRETE EXPERIENCE] are when the student is out of the classroom and has to use what was learned in real life.

Kolb's cycle mirrors the learning experience and identifies the critical points needed when you teach. It's a simple but compelling structure.

Types of students

Another prominent educationalist, Bernice McCarthy, PhD, helps us by giving us a statistical classification for learner types.

Imaginative

Feeling and watching, seeking personal associations, meaning, and involvement. The critical question is WHY?

Analytic

Listening to and thinking about information, seeking facts, thinking things through, and learning what the experts believe. The critical question is WHAT?

Common Sense

Thinking and doing, experimenting, building, and creating usability. The key question is HOW?

Dynamic

Seeking hidden possibilities, exploring, learning by trial and error, and self-discovery. The critical question is IF.

Learning styles

McCarthy has also published some statistics about learning styles.

30% of students learn by listening

1. Learn from spoken instruction.
2. Written information has little meaning until it has been heard.

65% of students learn by seeing and writing

1. Relate most effectively to written information, notes, diagrams, and pictures.
2. Can be verbal (sees words) or pictorial (sees pictures).
3. Think in pictures, uses colour.

5% of students learn by doing

1. Remember what was done, not seen, or talked about.
2. Don't "hear" things well.
3. Learn through touch and movement in space.

Conclusion

To be a good teacher, you must adapt to Kolb's structure of helping students through the learning process. You must know when and, just as significantly, when not to talk to let the students evolve. Your skill lies as much in your knowledge of English as it does in managing how you and your students interact.

You are a guide to attaining knowledge, so you must understand the learning process to teach effectively. Kolb's cycle means that you must be an effective communicator when teaching. Our course will teach you how to teach using the **Communicative Language Teaching (CLT) and Presentation, Practice and Production (PPP)** styles.

You must also appreciate what types of learners you have in the classroom. Most people don't fit neatly into McCarthy's definitions as one person can exhibit different aspects towards learning as per McCarthy's descriptions. Your role is to spot what type of learning role each of your students is showing for you to match your teaching style to their level of knowledge reception. This adaptation by you to your students' needs is called **Learner Centred** teaching, and you'll hear much more about it in the course.

When you take the course, you will also see that our tutors will teach you using these three teaching methods: CLT, PPP and Learner Centred.

Teaching models that influenced current teaching practice

For as long as people have been learning to read, write and speak, there has been a continual debate about describing the process and the best ways to do it.

Much current teaching practice is the direct result of such constructive argument.

In recent times, five teaching models have strongly influenced classroom practice, which teachers and trainers still refer to. They are:

1. Grammar-translation

2. Audio-lingualism

3. PPP, Presentation Practice Production

4. Task-Based Learning
5. Communicative Language Teaching

Grammar-translation

1. The most used way of learning languages for hundreds of years.

2. Still practised in many situations.

3. Based on the grammatical analysis to understand foreign language construction.

4. Concentrates on grammar, therefore, stops "natural" language learning.

5. Fails to provide opportunities to use language knowledge.

6. Teaches the student about the language, not how to use it.

Audio-lingualism

1. Heavily based on behaviourist learning theories.

2. Assumes that much learning is the result of habit formation through conditioning.

3. Concentrates on long repetitive drill stages.

4. Went out of fashion because language learning is far more subtle than forming habits.

5. Students are not exposed to natural or realistic language.

6. However, rote drilling is still widespread during the study phase, especially for lower-level students.

PPP: Presentation, Practice and Production

1. The teacher presents the context and situation for the language.

2. The teacher explains and demonstrates language meaning and form.

3. Students practice making sentences.

4. During the production stage, they talk more freely about themselves or others in the real world.

5. PPP is exceptionally effective for teaching simple language at lower levels.

6. Less appropriate for students who already know a lot about the language.

Task-Based Learning

1. Emphasis is on language-based tasks rather than the language.

2. Examples:

3. TASK: Ask for information about train and bus timetables.

4. They are given the timetables, and they then perform the task.

5. When they have completed the task, they do some language study to clear up any problems they found while completing the task (only if necessary).

6. TASK: Write part of a guidebook for their area.

7. When they have completed the task, read their efforts, and do some language/writing study (only if necessary).

Communicative Language Teaching (CLT)

1. A radical departure from the PPP-type lessons that had tended to dominate language teaching

2. It has two main strands

3. Language involves language functions such as inviting, agreeing, disagreeing etc., that must be used appropriately

4. If motivated students are given enough exposure to language and opportunities for its use, then language learning will take care of itself

5. Reminded teachers that people learn languages not so that they know them but so that they can communicate

6. It gives students opportunities to try out natural language within the classroom

Lesson Structure

Introduction

Your lesson will contain phases that follow the Kolb learning cycle and address the needs of student types as defined by McCarthy. By doing this, you will satisfy the requirements of most of the students in your class.

The sections are:

1. Warm-up

2. Materials - Presentation/Engage

3. Explanation and Instruction - Presentation/Engage

4. Practice/Study

5. Produce/Activate

Sample Lesson (Short version)		
Section	**Purpose**	**Example activities**
Warm Up	Loosen up the students, reduce inhibitions and gain confidence	Short group discussion about a lightweight current event.
ENGAGE		
Presenting material	Explain the lesson theme and give well-described examples of what is to be learned.	Introduce "Indirect" or "Reported" speech. Explain that this type of speech is most used in Newspapers, TV, and Radio news. Its purpose is to convey information from the past into the present. "He said that ...", "The Government passed new legislation for ..."
Instructions	Explain and present the material to be used during the lesson (it could be new or a continuation from a previous class).	Get some interesting, current events covering a few different areas: Politics, The Arts, Current Affairs, Sports, and Gossip.
STUDY		
Practice	Enables students under your direct supervision to try out what has been learned in a safe and students controlled environment. what happened and how they express what they have read as	Select one of the articles and get the students to read through it. Ask them they could though it was happening in the present.
ACTIVATE		
Produce	Enables the students to practice what they have learned. Pair work is good for "Use" practice.	Split the class into pairs. Get them each to write a short news report of something they have experienced. Once finished, each pair will perform as a TV news team and read the news report to the rest of the class. BOTH must participate.

The four commandments of presenting materials

Obey the commandments, and ye shall discover the path of the righteous. Only joking, but if you follow the rules, your students will think you are great as

they'll understand what they must do.

Presenting material

STRUCTURED PRESENTATION IS IMPORTANT

Raw, un-mediated, new input is often incomprehensible to students. It does not get assimilated and therefore does not result in learning.
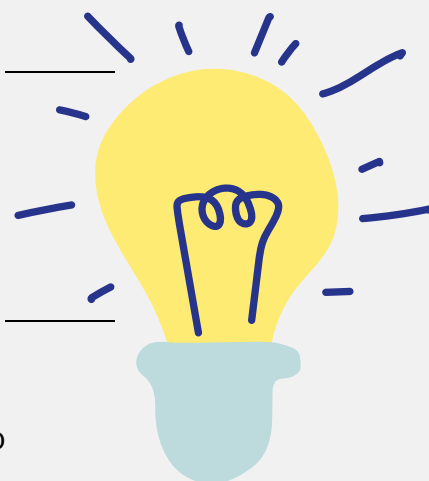
Objective

To enable students to perceive and understand new material to be learned.

Method

Introduce new material so that it appears in a form that is most accessible for initial learning, regardless of whether your presentation concerns: new words or grammatical structures, spoken or written text, explanations, task instructions, etc.

Another contribution of effective teacher presentations of new material is that they can help to activate and harness students':

1. Attention.

2. Effort.

3. Intelligence.

4. Conscious learning strategies.

GET THEIR INTEREST, KEEP THEM MOTIVATED

The ability to present new material or instruct effectively is an essential teaching skill; it enables the teacher to facilitate student awareness and understanding of new material, thus promoting further learning.

Question: If you have been on a foreign language course, can you remember a teacher's presentation or explanation that helped you understand some of the language you were learning? How did it help?

THE FOUR COMMANDMENTS

Attention – Awareness – Appreciation - Assimilation

Attention – Make sure that:

1. Students are alert, focused on the teacher and the material to be learned and aware that they need to take in something that is coming.
2. Students are paying attention. The material is perceived as enjoyable.

Awareness – Make sure that:

1. Students see or hear the target material.
2. Material is repeated as often as necessary to reinforce assimilation.
3. You get some responses from the students to check that they have appreciated and taken in the material.

Appreciate – Make sure that:

1. Students appreciate the meaning of the material being introduced. The material relates to other things that they already know. Illustrate the connection by referring to previously learned material.
2. You get some responses from the students to check that they have appreciated and taken in the material.

Assimilate – Make sure that:

1. Students take in and store the material in their short-term memory. The presentation has "impact", e.g., colourful, dramatic, or unusual.
2. You summarise if a lengthy initial explanation is necessary.
3. You get some responses from the students to check that they have appreciated and taken in the material.

Instructions

We must also give explicit descriptions or definitions of concepts or processes when introducing new material. One type of explanation that is very important in teaching is giving instructions.

EXPLAIN CLEARLY

Poor explanations of new ideas to students can result in lesson failure.
Students see the ability to explain things well as one of the essential qualities of a good teacher.

A LITTLE KNOWLEDGE IS DANGEROUS

Don't think that just because you know something, you can present it!!!

1. Improvisation is a dangerous tactic. **DON'T DO IT**
2. Prepare by:
   a. Thinking about the words you will use.
   b. Creating or getting illustrations or other supporting material you need.
   c. Writing down key words and perhaps a brief script.
   d. Practising a few times until you feel comfortable.

THE FALLACY OF TRYING TO CATCH-UP

In ongoing language practice, students' attention may sometimes stray; they can usually make up what they have lost later.

1. Make Sure You Have The Class's Full Attention

2. When you are explaining, they must pay attention.
3. Your presentation is the only chance they must get the information they need.
4. If they miss bits, they will find themselves in difficulties later and ask you to explain again, thus delaying the class.
5. **NEVER** divide the class or give out materials for group tasks until you have finished presenting.

DON'T BE AFRAID TO REPEAT IF NECESSARY

Student attention wanders, so it is essential to give them multiple chances to understand what they must do.

1. Always repeat or paraphrase critical information as it reinforces intake.
2. It helps to re-present the information differently: say it and write it on the board.

BE BRIEF; IT'S A VIRTUE

We all have a limited attention span and cannot listen attentively for long periods at maximum concentration.

1. Make your explanation as brief and straightforward as you can.
2. Think carefully about what you can leave out, as much as about what you should include.

DON'T GET THEORETICAL; IT'S UNREAL TO MOST PEOPLE

A careful theoretical explanation often only "comes together" when illustrated with an example or two.

1. Try explaining "Happy" and "Sad" to someone who speaks little English, then show the person a picture of a smiling child receiving an ice cream and a sad-looking child being refused one. After a while, the person may understand the explanation but will undoubtedly understand "Happy" and "Sad" faster by looking at the pictures.
2. You could explain the meaning of a word by showing examples of its use in various contexts.
3. Try to relate examples to the students' own lives and experiences.
4. Try doing a "dry run" of an activity before getting the class started on it.
5. Try using a volunteer before inviting the rest to join in.

ALWAYS CHECK THEY UNDERSTAND THE INSTRUCTIONS

If you don't, the class will do what they think you said, do something completely different or do nothing at all.

1. **ALWAYS** Check with your class that they have understood.
2. **DO NOT ASK**, "Do you understand?" the answer will almost always be "yes" because:

    a. The students are too polite to say "No".

    b. They don't want to lose face with their peers.
    c. Because they think they know what they must do but have misunderstood entirely.

3. Ask them to do something that will show their understanding: for example:

    a. Paraphrase what you said.

b. Make relevant and coherent additions to what you said.

Practice

People are successful at learning a language if they are exposed to it, motivated to learn it and have opportunities to use it.

CLASSROOM LEARNING SHOULD BE NATURAL

All the features of "natural" language acquisition can be challenging to replicate in the classroom, but there are elements that should be imitated.

The teaching work starts after presenting what will be studied (Presenting Materials) and what needs to be done (Instructions). You must engage the students' interest (motivation). Once you've done this, the students must practice and use the material. Throughout the entire process, you must maintain control.

The following few pages go through the Kolb cycle:

a. Present

b. Analyse

c. Practice

d. Apply

You'll see a sub-definition in square brackets after each definition. These sub-definitions refer to a second type of interactive teaching/learning method called ESA (Engage, Study, Activate) which will be discussed later in the book as you will be using it when you teach.

Present and Analyse [AKA Engage]

ENGAGE YOUR STUDENTS

When students are engaged, they learn better than when they are partly or wholly disengaged.

This is when you must try to arouse the students' interest so that they want to be involved in the lesson.

Students will "switch off" because they are bored or do not feel involved.

Students naturally want to be involved in a lesson if they are amused, moved, stimulated, or challenged.

These lessons are more "fun" but also create a better learning environment: **AS LONG AS YOU KEEP CONTROL.**

THERE IS A BIG DIFFERENCE BETWEEN A FUN LESSON AND A FUNNY LESSON

Activities and materials which frequently Engage students include:

1. Games.
2. Music.
3. Discussions.
4. Stimulating pictures.
5. Dramatic stories.
6. Amusing anecdotes etc.

Ensure that the students engage with the subject matter, for example:

1. Ask students what they think of a topic before asking them to read about it.
2. Ask them to look at the picture of a person and guess their occupation.
3. Ask them how it relates to what they know.
4. Ask if there are any similarities between their customs and other countries.

Practice [AKA Study]

PRACTICE = SUCCESS

Successful language Practice/Study in your classroom depends on a good mix of subconscious language acquisition and stimulating, well-presented Practice/Study activities.

Students can study in different ways, from teacher explanations to individual studies.

Students are asked to focus on language (or information) and how it is constructed. For example:

1. Study and practice of a single sound.
2. Investigation of how a writer achieves a particular effect in a long text.
3. Examination and practice of a verb tense.
4. Study of a transcript of informal speech to discuss spoken style.
5. Meanings of newly introduced vocabulary.
6. Grammatical dissection of a complex sentence.

Some example study areas:

1. The vowel sound in "i", "ee", and an "i" with an "e" phonetic modifier.
2. Third person singular of the present simple.
3. Study and practice of "inviting" language function patterns.
4. Study and practice of the way we use pronouns in written discourse.
5. Study and practice of paragraph organisation.
6. Rules for using "make" and "do".

Apply [AKA Activate]

FINAL DRESS REHEARSAL

Use, or "Activate", allows students to use actual language with little or no restriction - a final rehearsal before real-world usage.

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1. Get students to use language as freely and communicatively as they can.
2. The student's objective is to use all and any language appropriate for a given situation or topic.
3. Students must have a chance to activate their knowledge in the safety of a classroom, or they may have problems using language in the real world.

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4. Students always need to be engaged to get the maximum out of the learning experience.

Typical exercises include:

1. Roleplays where students act situations out as realistically as possible.

2. Advertisement design.

3. Debates.

4. Discussions.

5. "Describe and Draw".

6. Story and poem writing.

7. Writing in groups etc.

Using ESA in your lessons

Straight Line ESA
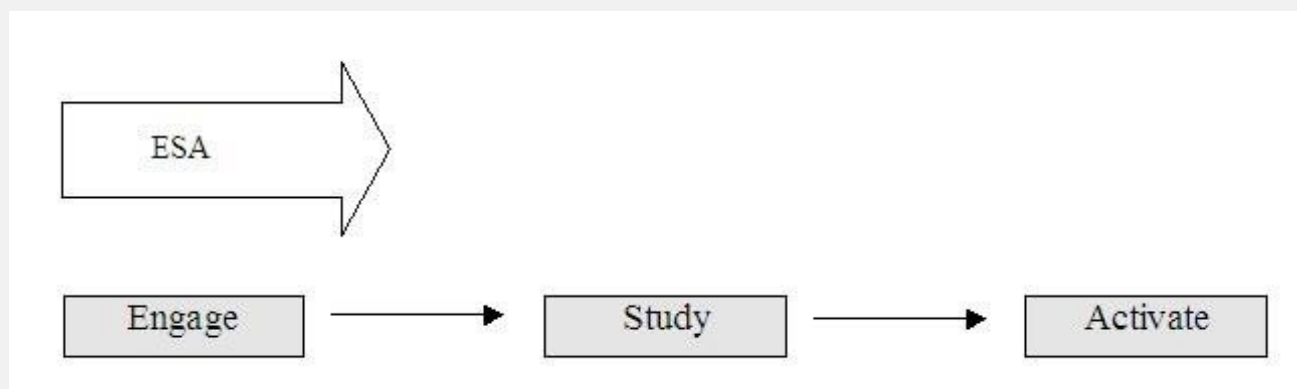
STRAIGHT line teaching

1. The teacher gets the class interested and **ENGAGED**.

2. Students **STUDY**.

3. **ACTIVATE** what has been studied by putting it into production.

ESA Straight Arrows Sequence

1. Works very well for certain structures.

2. It gives students a chance to practice the language in a controlled way.

3. It allows them to **Activate** the "new" language enjoyably.

4. Works well at lower levels for straightforward language learning.

5. Inappropriate for advanced students with more complex language requirements.

Example

Engage: The students and teacher look at a picture of modern commercial robots. They say what the robots are doing. They say why they like or don't like robots.

Study: The teacher shows students (the picture of) a particular robot. Students are introduced to "can" and "can't" (how they are pronounced and constructed) and say things like "I can do maths" and "I can't play the piano". The teacher ensures the sentences are pronounced correctly, and the students use correct grammar.

Activate: Students work in groups and design their robots. They present to the class what their robot can and can't do.

Boomerang ESA
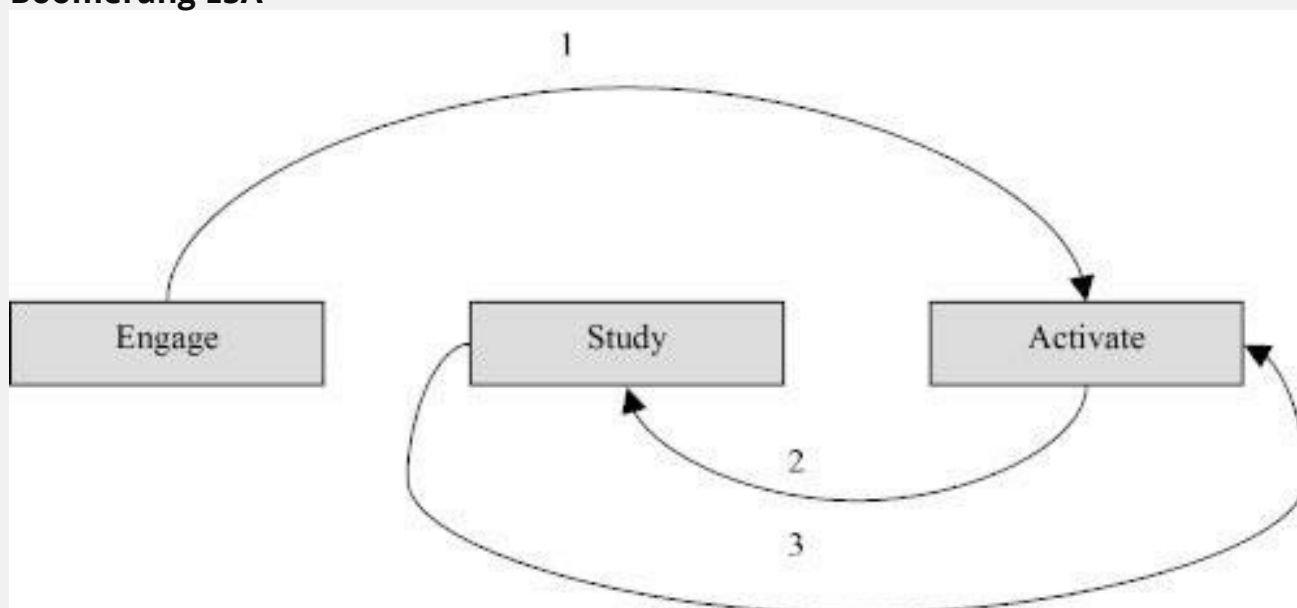
Boomerang ESA directly answers student needs

The teacher gets the class interested and **ENGAGED**

1. Students are **ACTIVATED**.

2. The teacher initiates a **STUDY** phase based on the

3. **ACTIVATE** results.

4. Students are **ACTIVATED**.

EAS (ASAS ...) Boomerang sequence

1. Students are only taught language if they have shown that they need it.
2. What students need to learn and what they are taught is more transparent.
3. The teacher must find teaching material for issues from the **Activate** stage.
4. The teacher selects the task the students need to perform but then must wait for the boomerang to return before deciding what they need to **Study** next.
5. More appropriate for students at intermediate and advanced levels.

Example

Engage: The students and teacher discuss issues surrounding job interviews. What makes a good interviewee? What sort of thing does the interviewer want to find out? The students get interested in the discussion.

Activate: The teacher describes an interview situation that the students will act out in a roleplay. The students plan the questions they will ask and the answers they might want to give (not focusing on language construction but treating it as a real-life task). They then roleplay the interviews. While they are doing this, the teacher makes a note of English mistakes they make and difficulties they have.

Study: When the roleplays are over, the teacher works with the students on the grammar and vocabulary that caused them trouble during the roleplay. They might compare their language with correct usage and try to work out (discover) for themselves where they went wrong. They might do some controlled practice of the language.

Activate: Students roleplay another job interview sometime later, bringing in the knowledge they they gained in the Study phase.

Patchwork ESA
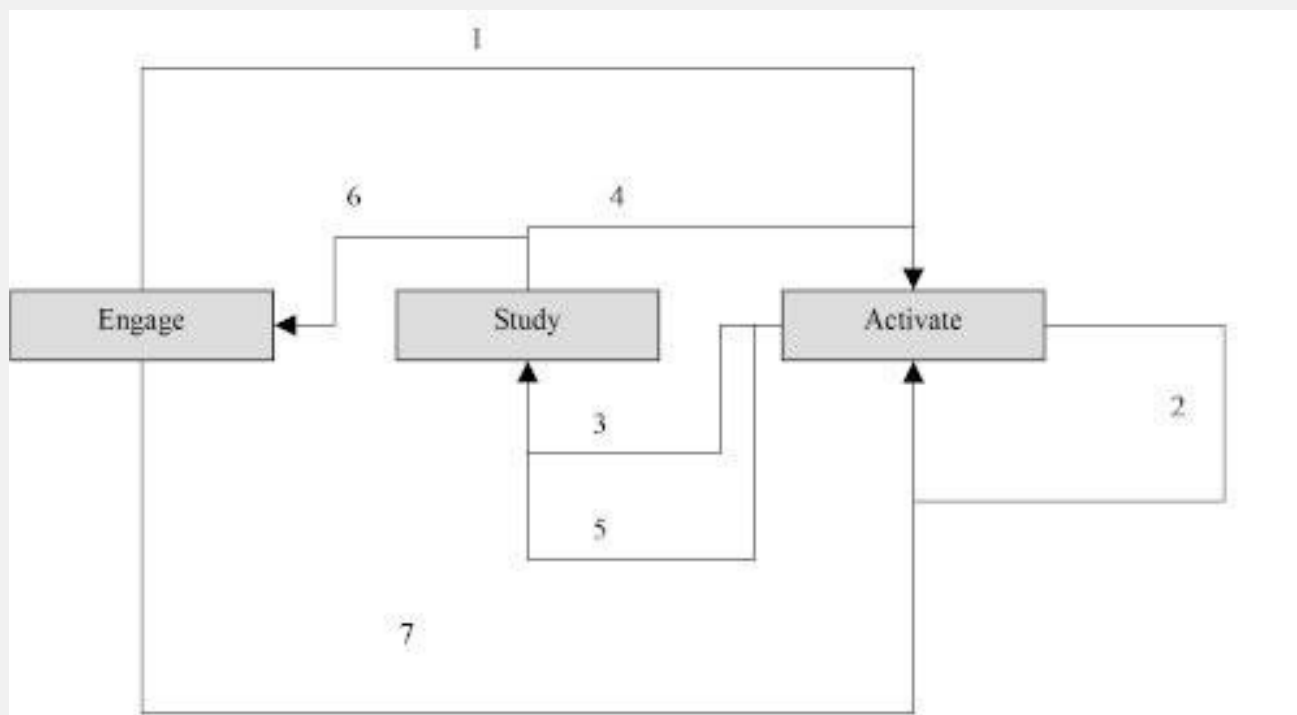
Patchwork ESA

This is probably the most accurate reflection of how we learn, somewhat chaotically and not always in a straight line.

1. The teacher gets the class interested and **ENGAGED**.
2. Students are **ACTIVATED**.
3. Students are **ACTIVATED**.
4. The teacher initiates a STUDY phase based on the **ACTIVATE** results.
5. Students are **ACTIVATED**.
6. The teacher initiates a **STUDY** phase based on the **ACTIVATE** results.

EAASASEA (etc.) Patchwork sequence

1. Lessons are a mixture of procedures and mini procedures
2. Provides an appealing balance between Study and Activation, language and topic.
3. Maximises learning flexibility for the students.
4. Such classes are prevalent, especially at intermediate and advanced levels.

Example

Engage: Students look at a picture of sunbathers and respond by commenting on the people and the activity they are participating in. Maybe they look at each other's holiday photos etc.

Activate: Students act out a dialogue between a doctor and a sunburn victim after a day at the beach.

Activate: Students look at a text describing different people and the sun's effects on their skin. They say how they feel about it.

Study: The teacher does vocabulary work on words such as pale, fair-skinned, freckles, tan, etc., ensuring that students understand the meaning, the hyphenated compound nature of some of them and that they can say them correctly in appropriate contexts.

Activate: Students describe themselves or people they know in the same ways as the reading text.

Study: The teacher focuses the students' attention on the relative clause construction used in the text (e.g., "I'm the type of person who always burns, I'm the type of person who burns easily"). The "who" clause is discussed, and students practice sentences like, "They're the kind of people who enjoy movies." etc.

Engage: The teacher discusses advertisements with the students. What are they for? What different ways do they try to achieve their effect? What are the most effective advertisements the students can think of? Perhaps the teacher plays some radio commercials or shows some striking visual aids.

Activate: The students write a radio commercial for suntan lotion. The teacher lets them record it using sound effects and music.

Lessons

Planning

1. Some teachers with experience seem to be able to think on their feet, which allows them to believe that they do not need to plan their lessons. **DON'T FOLLOW THEIR LEAD!**

2. Most teachers go on preparing lessons throughout their careers.

3. A plan shows the students that the teacher has devoted time to thinking about them.

4. Planning shows professionalism and commitment.

5. Planning helps you to think about where you're going.

6. Planning helps you to think out ideas for the future.

7. Planning helps you remember what you intend to do.

8. Planning gives students confidence that you have thought about the lesson.

9. A plan, however informal, gives the lesson shape and a framework.

10. You may find your plan needs to be strayed from during the class. It is your call whether you let it happen or not.

11. If you do stray, try to get back to the plan at a later stage.

12. Plans can change and sometimes need to be ditched altogether, so don't panic if you need to do either.

13. If you need to change or ditch the plan "on the fly" in the classroom, note why, and adjust other plans accordingly.

14. Planning is crucial when you are being externally assessed.

What are the aims of a plan?

1. A good lesson needs a good blend of coherence and variety, so your plan needs to reflect this.

2. Coherence means the lesson follows a logical path regardless of how many activities superficially appear unrelated.

3. The ideal plan has internal coherence but allows students to do different things.

Plan contents

1. Who will be taught, what will they learn, how, and what materials will be used?

2. The plan must have the student's details:

   a. Class size.

   b. Names.

   c. Ages.

   d. Gender.

e. Attitude towards learning.

3. The plan must contain a stated objective.

4. The plan must contain what the teacher/students want to do:

   a. Study a piece of grammar.

   b. Write a narrative.

   c. Listen to an interview.

   d. Read a passage etc.

5. The plan must contain how the teacher and students are going to do it:

   a. Will they work in pairs?

   b. Will the teacher just put on a tape?

   c. Will the class start by discussing a topic?

6. The plan identifies a logical sequence of events leading to a stated objective.

7. Each learning task must be noted with an estimate of how long it will take and what material will be used.

8. The plan should mention potential problem areas and what to do if they arise (contingency measures).

Lesson Components

LESSON COMPONENTS

Lesson components should be combined and packaged to present an interesting, varied, and effective lesson programme.

1. Lessons comprising one kind of activity do not motivate students and can lead to boredom, irritability, and discipline problems.

2. Varied lessons are more exciting and pleasant for both teachers and students.

3. Task variation caters to a broader range of learning styles and learning types.

4. There is less likelihood of learning fatigue as there are regular changes in the type of activity demanded.

Ways of varying a lesson

1. Tempo

Activities may be brisk and fast-moving (such as guessing games) or slow and reflective (such as reading literature and responding in writing).

2. Organisation

The students may work independently on individualised tasks, in pairs, in groups, or as an entire class interacting with the teacher.

3. Mode and skill

Activities may be based on written or spoken language, and within these, they may vary as to whether the students are asked to produce (speak, write) or receive (listen, read).

4. Difficulty

Activities may be seen as easy, non-demanding, or complex, requiring concentration and effort.

5. Topic

The language teaching point and the (non-linguistic) topic may change from one activity to another.

6. Mood

Activities also vary in mood: light and fun-based versus serious and profound, happy versus sad, and tense versus relaxed.

7. Stir-Settle

Some activities, such as controversial discussions or physical movement, enliven and excite students. Others, like dictations, have the effect of calming them down.

8. Active-Passive

Students may be activated in a way that encourages their initiative, or they may only be required to do as they are told.

AVOID RANDOM COMPONENTS

Varied activities flung together in random order can result in a feeling of restlessness and disorder.

Ordering your lesson

Put the more challenging tasks earlier

- Overall, students are fresher and more energetic earlier in the lesson and get progressively less so as it goes on.

Task scheduling Early tasks

- Those that demand more effort and concentration.
- Those that need a lot of student initiative work.

Later tasks

- Structured and controlled tasks.
- Light intellectual demand tasks.

Have quieter activities before lively ones

- It can be difficult to calm down a class that has been doing a lively activity.
- Put quiet and reflective tasks before lively ones.
- If you have a lethargic or tired class of adults, it could be OK to start a lively task to refresh and help students get into the right frame of mind for learning.

Think about transitions

- Plan a transition from one activity to another.
- For example:
  - Sum up one component in a few words and introduce the next.
  - Have a brief transition activity.

Pull the class together at the beginning and the end

- Start with a general greeting, organisation, and introduction.
- Work is done with a clear beginning and end point.
- End with a rounding up of what has been achieved.

End on a positive note

- Summarise what has been achieved.
- Give a positive evaluation of something the class has done.
- Give a task that is very likely to succeed, and which will generate feelings of satisfaction.

MAKE SURE YOUR STUDENTS LEAVE THE CLASSROOM FEELING GOOD!

Lesson Management Tips

USEFUL TIPS FOR LESSON MANAGEMENT

1. Prepare more than you need.

    a. Have an easily presented, light "reserve" activity ready in case of extra time.

2. Highlight what component(s) you will sacrifice if you run out of time.

3. Keep a watch or clock easily visible.

    a. Be aware of the time relative to the lesson.

4. NEVER give homework at the last minute.

    a. At the end of the lesson, student attention is lower.

    b. You probably won't have time to explain it properly.

5. If you must distribute material, give it to a few people, ask them to take one and pass the rest on.

6. Sequence for group work:

    a. Give instructions.

    b. Make sure they are understood.

    c. Divide students into groups.

    d. Hand out materials.

My lesson planning promise

1. I will prepare some component tasks or texts weeks in advance.

2. I will prepare specific lessons, usually not more than a day or two in advance.

3. I will ensure that the lesson can be linked to the one before and that the programme of activities is fresh in my mind.

4. I will write down brief (less than a page) lesson notes.

5. My notes will remind me of the following:

   a. What I want to do.

   b. Task order.

   c. Page numbers if I am using a book.

   d. Notes of specific language items I intend to teach.

   e. Cues or questions for tasks.

   f. A reserve activity for use if I find myself with extra time.

6. I will write down my teaching objectives.

7. If necessary, I will refer to my notes during the lesson.

8. I will file my notes for future reference and use.

Evaluating Lesson Effectiveness

After giving a lesson, you should always try to reflect on how it went and how successful you think it was. You will see a "Post Lesson Notes" section at the end of our lesson plan template. The purpose of this section is to help you evaluate how effective the lesson was.

The following present some ideas and suggestions as to how to evaluate the effectiveness of your lessons. Please note that these are suggestions that you can add to or ignore as appropriate.

Lesson effectiveness evaluation criteria

1. Did the lesson go to plan?

2. Did you need to modify, adapt, or bin the plan?

3. Was your plan at the right level for your students?

4. How did your students react?

5. Was the material understandable? Did your students learn what you presented?

6. Who did not understand what was being taught, and why didn't they know?

7. Did any of the students behave negatively? If they did, how did you deal with it?

8. How was the general level of attention?

9. Do you think the students were interested?

10. Did you keep your level of talking to a minimum? If not, what were your reasons for doing most of the talking in class?

11. Were your explanations and instructions understood? If not, why?

12. Did you have to explain anything in the students' native language?

13. What was the general atmosphere in class?

14. Were there shy/over-confident students?

15. What will you recommend to future teachers about this class?

Classroom Interaction

Patterns Of Classroom Interaction

Interaction and gender

Males

1. Tend to talk more than females in classrooms.

2. Often socialised into believing they should have the more dominant, powerful position. Talking a lot is one way of seeking to achieve this status.

3. Teachers often perceive males as more dominant and, therefore, more likely to challenge their status.

4. Teachers tend to ask more questions about males to control them.

Females

1. Tend to ask more questions by way of showing interest and make more responsive contributions.

2. They are often socialised into a more supportive role.

Interaction in the classroom

CLASSROOMS ARE ARTIFICIAL

Students often find themselves in the odd position of explaining things to someone who already knows the answer.

Classroom language sometimes bears little resemblance to real-life language. Students must get accustomed to the following:

1. The language being learned.

2. The general language of classroom discourse.

3. The classroom frames of reference and ground rules.

Hints and tips

1. DO NOT monopolise what talking is done.

2. DO NOT use teaching strategies aimed at keeping the students quiet.

3. Allow students to speak as much as possible in class.

4. If the class is large, ensure each student gets a fair turn.

5. Let students talk over new ideas and try them out.

6. Students need to talk about new knowledge to make sense of it.

Initiation – Response – Feedback

Different teaching strategies will lead to other kinds of interaction in the classroom. For example, so-called formal teaching with the teacher very much the focal figure will tend to lead to a pattern of:

Initiation: The teacher gives information, ending with a question.

Response: One or more students reply.

Feedback: Teacher evaluates, re-words, comments on, etc., the response.

The whole pattern is then repeated and again. This is still the most common form of teaching in many classrooms, and you will probably see many examples of it during your teaching practice.

Strengths

1. Teachers can cover quite a lot in a short time.
2. The teacher can ensure they cover what they want to cover.
3. The teacher can plan and prepare in detail.
4. Students understand and are used to this kind of interaction.

Weaknesses

1. Students usually say relatively little.
2. Students usually interact with the teacher, not with each other.
3. Students only use language to answer questions, not guess, think things through and experiment.

Drawbacks

1. Emphasises the teacher's power, status, and central role.
2. It tends to put students in a passive role.
3. Many students like it because they're used to it and don't have to play an active part if they don't want to.

Suggested Interactive Teaching Strategies

Small group discussions

These give students a lot more power and responsibility.

1. Group discussions allow students to:
   a. Interact with each other.
   b. Use language for a wide range of functions.
   c. Develop social and communicative skills.
2. Group discussions only work if the students have ideas, materials, and knowledge to use.
3. Ensure that the students know what they should get out of a discussion.
4. Start in pairs and get them to discuss something concrete for about a minute.
5. Gradually increase the topic scope, discussion time and then group size (up to a maximum of 4).
6. Debrief the groups after the discussion period has finished.
7. Pull the ideas together at the end in a summary.

Organising group work - Key Points

1. Students perform a task through small-group interaction.
2. Students in groups get more opportunities to talk.
3. Fosters student responsibility and independence.
4. Improves motivation.
5. Contributes to a feeling of cooperation in the class.
6. Requires effective and careful organisation.

Tips and hints for group-work organisation

Presentation

1. Instructions that are given at the beginning are crucial.
2. Students must understand what they must do.
3. Use tasks that are easily described.

4. Give the instructions before giving out materials and dividing the class into groups.

5. Run through an example before the group work starts.

6. Anticipate what language will be needed and have a quick preliminary review of appropriate grammar or vocabulary.

7. Tell the class what the STOP signal is or the time limit.

Process

1. Your job during the activity is to monitor each group and contribute if necessary.

2. If you need to contribute:

3. Give general approval and support.

4. Help students who are having difficulty.

5. Keep students using the target language.

6. Tactfully regulate participation in a discussion where some students are over-dominant and others silent.

Ending

1. Signal the end of the task as per your stated STOP signal.

2. Try to finish the activity while the students are still enjoying it and interested or only just beginning to flag.

3. Don't let it drag on so groups are doing nothing while others are still talking.

4. If it is evident that it took less time than you thought, stop the work.

Feedback

1. Get feedback after the end of the group work.

2. Feedback could comprise any of the following:

3. Giving the right solution.

4. Listening to and evaluating suggestions.

5. Pooling ideas on the board.

6. Displaying materials the groups have produced.

7. The feedback objective is to express appreciation for the effort that has been invested and its results.

8. Feedback can be re-used as input for other tasks.

Roleplay

1. Students need good instructions before they start the role play.

2. Emphasise that role play is not a public performance.

3. It only works if they feel happy and confident about participating in roleplay.

4. Students interact with each other in groups.

5. Students can express new ideas and feelings.

Visits

1. Visits should provide a wide range of interactions:

    a. Between students.

    b. Between students and teachers.

    c. Between students and other people.

2. There should be a preliminary briefing and discussion about the following:

    a. The purpose of the visit.

    b. The tasks to be carried out during the visit.

    c. Follow-up work.

3. Always debrief after the visit.

Interaction, Meaning and Concepts

LEARNING CONCEPTS

New concepts are learned by trying them out, modifying them as needed and comparing them to other already known ones.

1. Everyone uses experience, knowledge, presupposition, and guesswork to build meaning.

2. Meaning is influenced by mood and attitude toward the subject and the presenter.

3. Classroom interaction involves a complex interchange of ideas, perceptions, and feelings.

4. Interaction is a matter of offering frames of reference and social ground rules to other people.

5. The teacher and student offer frames of reference and ground rules.

6. Teachers and students should actively exchange, develop, and modify frames of reference.

7. It puts students in a stronger position to build up concepts and opinions.

8. The most effective way of learning new concepts is through activities designed to use them.

Some points to bear in mind

1. Make sure the students see the purpose and value of new concepts.

2. New information and concepts are most easily learned if linked to old ones.

3. Don't try to make students learn new concepts and new language simultaneously.

4. Teach a new concept through familiar language, then introduce the new terminology.

5. Individuals learn best in different ways. Teach essential concepts in your subject area in different ways.

6. Get the students to use new concepts. This helps them learn and gives you valuable feedback on how they are doing.

7. Make sure the students see the purpose and value of new concepts.

8. New information and concepts are most easily learned if linked to old ones.

9. Don't try to make students learn new concepts and new language simultaneously.

10. Teach a new concept through familiar language, then introduce the new terminology.

11. Individuals learn best in different ways. Teach essential concepts in your subject area in different ways.

12. Get the students to use new concepts. This helps them learn and gives you valuable feedback on how they are doing.

Questions and correction

AND THE ANSWER IS ….

People learn by asking questions, but things are different when questioned during a learning experience.

1. Teachers ask questions for a range of purposes:

    a. To check understanding.

    b. To ask for opinions.

    c. To ask for reasons.

    d. To ask for cooperation.

2. An individual can feel intimidated when asked questions.

3. Groups can share responsibility for answering questions.

4. Set up situations where the students can ask you and each other questions.

5. Plan exactly how you will word a few critical questions in each lesson.

6. Don't ask too many questions, or the lesson becomes a trial.

7. Ask follow-up questions that make students think about and justify an earlier answer.

8. Vary the kind of questions you ask.

9. Keep to a minimum the "Guess what's on my mind" kind of question. Students tend to find them frustrating.

Reasons for questioning

Why do we ask questions?

1. To provide a model for language or thinking.

2. To find out something (facts, ideas, opinions).

3. To check or test understanding, knowledge, or skill.

4. To get students to be active in their learning.

5. To direct attention to the topic being learned.

6. To inform the class using the answers of the stronger students rather than through the teacher's input.

7. To provide weaker students with an opportunity to participate.

8. To stimulate thinking.

9. To get students to review and practice previously learned material.

10. To encourage self-expression.

11. To show the students that the teacher is genuinely interested in what they think.

(Note: Any specific question will likely involve more than one of these aims: for example, it might review and practice while simultaneously encouraging self-expression.)

Effective questioning

Criteria for effective questioning

1. Questions should be meaningful and set answer expectations.

2. Questions must stimulate responses that contribute to further learning.

3. Questions must be relevant, engaging, challenging and stimulating.

4. Questions should be set that most students can attempt to answer.

5. Questions must encourage extended and varied answers.

6. Answers must be taken positively by you.

Critique And Advice

1. Avoid "double messages".

2. Avoid questions that are abstract or inappropriate for the class level.

3. Pause after each question and assess the answer content.

4. Set a clear question and response expectation.

Concept Checking

Concept checking enables you to verify that your students understand the ideas behind the language item being taught.

Vehicles For Concept Checking

1. Wh- questions, Yes/No questions (followed by a related Wh-question).

2. Charts, graphs, scales, ordering info., timelines.

3. Pictures.

4. Antonyms/Synonyms/Comparisons.

5. Situation/context.

6. Draw on students' experience and knowledge (personalisation). Real/unreal.

7. Effects on other things.

8. Duration/frequency.

9. Register.

10. Denotation/connotation.

11. Before/after.

12. Causes/consequences.

13. Ask students to use the new word in context.

14. Use simple level-appropriate language.

Concept Checking Vocabulary

Think: Why choose this word over another? What makes them different?

| To sob	Ask students: When do you sob? Do you feel happy? How do you feel? How is to sob different from to cry? What comes out of your eyes? What does your face do? What sound do you make?
Exhausted	Use a graph comparing it with known lexis like tired and very tired. Ask students: What happens before you feel exhausted? You feel exhausted. What do you do? Why? What makes you feel exhausted? Where do you feel exhausted? Personalise it: When are you exhausted? Why?

Concept Checking a Grammar Point

Highlight a grammar point and ask concept-checking questions, e.g.:

1. Going to - "When is this (past, present, future)".
2. Much/many - "Which one can you count".

Students' answers will be pretty short:

1. yes or no.

2. a single word.

3. a phrase.

4. a short sentence.
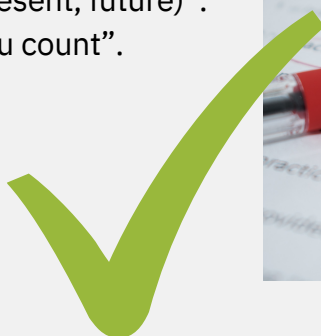
Things to Think About

1. Can the tense form be different from the time? (e.g., using Present Simple when discussing the future or the past).

2. Function: when and where do we use it, and with whom? Why?

3. What is the speaker's attitude or point of view?

4. Real or unreal?

5. Where and how is it used in a sentence? What comes before/after?

6. Definite or indefinite?

7. Inappropriate or appropriate: formal or informal? Age, gender, position, the status of speakers?

8. What punctuation is essential? Why?

9. What other words in the sentence does the grammar affect? How?

10. What word endings or prefixes are essential? Why?

11. What's the connection and relationship between grammar elements?

12. Can contrastive analysis be used?

13. Can it be graphed?

14. Can you personalise it?

Feedback

What is feedback?

STUDENTS NEED TO KNOW HOW THEY ARE DOING

Feedback is information given to the student about their learning task performance.

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1. The objective is to improve performance.

2. Feedback has two main components: **Assessment and Correction:**

    a. **Assessment**: Student is informed how well or poorly they have performed.

    b. **Correction**: Specific information is provided about the student's performance.

3. You can assess without correcting.

4. You cannot correct without assessing.

5. Being "non-judgemental" when giving feedback is unrealistic.

6. Meaningful feedback requires judgement.

7. Judgement for feedback should be positive.

8. Negative feedback de-motivates students.

9. Positive feedback reinforces correct responses and promotes learning.

10. You must be constant and honest.

Correcting mistakes

MISTAKES ARE NORMAL

Mistakes are an integral and vital part of language learning; correcting them brings the student closer to the target language.

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1. Student mistakes can be minimised by limiting progress to small, controlled steps.

2. People learn by getting things right and having their performance reinforced.

3. Not all mistakes need to be corrected: the main aim of language learning is to receive and convey meaningful messages, and correction should be focused on errors that interfere with this aim, not on inaccuracies of usage.

Assessment

1. Most of the feedback you will give is ongoing.
2. Feedback is usually directed at specific bits of student-produced language to improve it. **"Formative Assessment"**.
3. You will also need to evaluate the student's overall performance. **"Summative "Assessment".**

Performing the assessment

1. The most common way of gathering information for assessment is through tests; however

2. **tests do not always fairly represent the student's ability.**

3. Other methods are:

a. **Teacher assessment.** The teacher gives a subjective estimate of the student's overall performance.

b. **Continuous assessment.** The final grade is a combination of the student's grades for various course assignments.

c. **Self-assessment.** The students evaluate their performance using clear criteria and weighting systems agreed on beforehand.

d. **Portfolio.** The student gathers a collection of assignments and projects into a portfolio that provides the basis for evaluation.

Assessment reference criteria

1. **Criterion-referenced:** how well the student performs relative to a relevant, attainable fixed criterion.

2. **Norm-referenced:** how well the student is performing relative to the group.

3. **Individual-referenced:** how well the student is performing relative to previous performance

Assessment grades

Here are some examples of how you could grade student performance. Each will depend on how the language school or client wants it done.

Percentages	It can be impersonal.
Letters	"A" or "B+"' "Good", "Excellent", personal but usually translated into a percentage (e.g., "A" = 90+%").
Profiles	It is comprised of several different grades on different skills.

Correcting mistakes in oral work

DON'T OVER-CORRECT

Situations exist where it is better not to correct mistakes.

1. Fluency training through conversation should not be endlessly interrupted through corrections.
2. Oral correction is usually provided directly by the teacher.
3. The student may request a verbal correction.
4. Correction may or may not include clarification of why the mistake was made.
5. Repetition should not always be requested.
6. Be aware of your students' expectations regarding being corrected.
7. Correction should be encouraging and tactful.
8. Be sensitive to responses being corrected, and take note for future reference.

The value of assessment and correction for learning

1. Both positive and negative evaluations should be made available to the student.
2. Feedback MUST be honest.
3. Assessments should be given in a supportive manner.
4. Students must feel that the teacher's assessment will help them, not put them down.
5. Most students want to be corrected.
6. Contributes to learning.
7. Watch out for recurring corrections of the same mistake. If this happens, invest time in creating opportunities for students to get it right.

Classroom Management

Students keep using their language

PROBLEM

Students who all share the same native language may be inclined to use their language rather than English.

REASONS

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1. They want to communicate something important and use the language they know best.
2. Speaking in their language is a lot easier than struggling with English.

SOLUTIONS

Talk to them about the issues

1. Negotiating with students when using their language in class is appropriate.
2. Emphasise that overuse of their language means that learning English will be slower.
3. Explain that using their language denies them a chance to rehearse English usage.
4. Exercise sympathy for their predicament with caution. NEVER FORGET that learning English remains paramount.

Encourage them to use English appropriately

1. Make it clear that there is no total ban on their language.
2. Emphasise that speaking exercises must be done in English.

Only respond to English use

1. Make it clear that you want to hear English.
2. You are allowed to ignore what students say in their language.

Create an English environment

1. You **MUST** speak English all the time.
2. Students must be constantly exposed to how English sounds.
3. Students must be constantly exposed to what English usage "feels" like.
4. You could try to anglicise student names.

Keep reminding them

1. Go around the class during a speaking exercise, encouraging students to use English.
2. You may have to be assertive when encouraging English usage, as some students are shy or embarrassed due to the fear of losing face by sounding "stupid".
3. Persevere because, over time, the students will gradually overcome their inhibitions.

What if students don't want to talk

PROBLEM

You will almost certainly find at least one person who does not want to speak English in every class.

REASONS

1. The student's character
2. Other students may dominate and intimidate.
3. Students are not used to talking freely for reasons of culture and background.
4. Student fears making mistakes and therefore losing face in front of the class.

SOLUTIONS

DO NOT try to bully or blackmail quiet students into talking; you'll just worsen things.

Use pair-work

1. It helps to get quiet students talking.
2. In small groups, they are under less pressure.
3. Allow them to speak in a controlled way at first. For example, dictate a simple sentence and then ask them to read it back.
4. Allow students to write down what they will say before they say it. This removes the risk element that a spontaneous response requires.
5. Once these basic skills are acquired, you can ask them simple questions about what they read. Psychologically they are more likely to respond.

Acting things out and reading aloud

1. Acting out dialogues encourages quiet students.
2. You must work with the students like a drama teacher.

3. Explain intonation, emphasis, and emotion.

4. If you give good guidance and get good cooperation, the result will sound good, and the student will achieve incredible satisfaction.

Roleplay

1. Quiet students, in general, speak more freely when they are playing a role.

2. They do not have to be themselves.

3. It allows the students to take on a new identity and behave uncharacteristically.

4. It allows the student to connect to a different personality, reducing risk.

Use an audio recorder

1. Ask students to record what they want to say outside the lesson.

2. Listen to the tape and point out inaccuracies.

3. The student is given the chance to listen, get feedback and repeat.

4. A positive iterative process that encourages self-assessment and motivation.

NOTE: Some students may feel inhibited about this, so try to persuade the student to accept the task before asking them to do it.

Students are distracted and not paying attention

1. Remain silent until peer pressure causes the class to settle down and listen to you.

2. Make a loud noise, such as a hand clap.

3. In a loud voice, say, "OK! Please listen", or "Please look here!".

4. Stop the lesson and ask the distracted student what you and another student said.

5. Move closer to the distracted student and touch their desk.

6. Give the distracted student a role/responsibility in the class, e.g., correcting homework or scoring in a game.

Students are bored and unmotivated

1. Choose a juicy theme well-pitched to students' interests/experiences. This gives automatic motivation and interest.

2. Do a regular needs analysis.

3. Negotiate a course plan with the students.

4. Start the term with a personal information survey to identify the students' experiences, interests, and concerns.

Students are unclear about what to do or doing the wrong thing at the wrong time

1. Ensure clear instructions: use gestures, imperatives, and short 3-to-4-word sentences.

2. Unify words and gestures.

3. Ensure voice projection is strong.

4. Ensure the model is clear: use pictures, gestures, mime, and visuals. Model the whole activity on how you want the students to do it.

Strong Student Dominance

1. Encourage but gently deflect some answers from strong students to give production time to other class members. e.g., say. "Thank you, This side?".

2. Use your eyes to encourage silent students to respond.

3. Ask silent students a direct question.

4. Grammar activities so that each student must contribute.

5. Give strong students a non-production role, e.g., scoring.

6. Use "class blocking", i.e., gesture with your arms towards certain class sections when eliciting.

Time Management

1. Decide on priorities before the lesson, i.e., which activities can be skipped, and which must be included.

2. Write time limits for all phases of the lesson and stick to them.

3. Select the best students during feedback for a better peer model. This cuts down on correction time.

4. Frequent monitoring will give you an idea of the pace and student interest throughout the lesson, so you can better judge when to move on.

5. Simplify the task so students can complete it within the given time limit, or alternately, have an extension ready for each primary activity so you can take more time if you need to.

Lateness

1. Institute attendance penalties such as extra homework.

2. Make sure the first ten minutes of your lesson are interesting.

3. Structure your lesson so important activities occur at the beginning, e.g., correcting homework, revising, and quizzes.

Personality Clash

1. Separate the students concerned.

2. If there is a conflict between two students, don't ask student "A" a question, and then student "B", as this will allow student "B" to exploit the situation to the detriment of student "A".

3. Be very balanced with your time and encouragement.

4. Beware of themes/activities that may give vent to a personality clash, e.g., lesson themes/functions such as criticising, blaming etc.

Teacher Language

Keep language simple and brief, not like this example!

What the teachers says

"Now let's see, Peter, if you've finished, why don't you talk with Mary here about what you discussed earlier after I had told you the story?

What the student hears

"Blah blah blah Peter, why blah blah blah blah Mary blah blah blah you blah blah blah blah blah story.

Teacher language dos

- Use straightforward language in instructions and explanations.
- Use simple imperatives (Stand up, write, close your book) followed by please if you want to be polite.
- Use precise gestures, mimes, and visuals to clarify your meaning.
- Check for students' understanding often.

Teacher language don'ts

- **DO NOT** begin instructions with "If . . . ".
- **DO NOT USE** modals (e.g., might, would, etc.).
- **DO NOT USE** conditionals ("If you could open your books now.").
- **DO NOT USE** phrasal verbs ("Let's see what you've come up with.").
- **DO NOT USE** complex relative clauses ("For those of you who have finished early can work with your partners now.").
- **DO NOT USE** slang and complicated words ("Let's check out the homework.").

Teacher Talking Time - TTT

- TTT (Teacher Talking Time) – keep it to a minimum.
- STT (Student Talking Time) – keep it as high as possible.
- **DO NOT** stack questions.
- **DO NOT** echo student questions or answers.

- **DO NOT** give lengthy task prefaces.

Drilling

1. A repetition of a pattern introduced by the teacher.
2. Allows students to practice new language under supervision.
3. Many pronunciation and grammar error corrections occur during drills.
4. The most common types of drills are:
    a. **Repetition** (students repeat the teacher's model).
    b. **Substitution** (teacher gives model which students modify).
    c. **Chain** (students ask and answer questions of each other).
    d. **Choral** (students repeat in a group).
    e. **Concatenation** (students append words to the teacher's model).

Board work

1. Make sure your spelling and grammar are flawless. The last thing you need is for your students to correct you.
2. Use the infinitive particle "to" when writing up verbs, including articles with nouns.
3. Avoid cursive linkage (joined-up writing). It often confuses your students.
4. Avoid mixing lower- and upper-case letters in words, which is often considered a sign of illiteracy by students.
5. Use the board as a resource to aid students (e.g., in explaining a new word, showing intonation and stress, posting visuals, highlighting target language).
6. Clean the board at the end of the lesson so it is ready for use by the next teacher.

Student motivation and interest

Motivation

MOTIVATE, MOTIVATE AND MOTIVATE

Student motivation makes teaching and learning immeasurably easier, more pleasant, and more productive.

A "motivated" student is willing or even eager to invest effort in learning activities and to progress.

Consider the following

How important do you think motivation is for success in language learning?

How important is past success in language learning as a basis for motivating students to want to continue learning?

What characteristics and behaviours would you associate with a motivated student?

Some people are motivated by wanting to integrate into the target-language culture (integrative motivation), and some by needing the language for their career or other personal advantages (instrumental motivation). Which of the two do you think is the stronger motive?

The urge to engage in a learning activity for its own sake (intrinsic motivation) is

distinguishable from the desire to learn for some external reward (extrinsic motivation). Are there any differences between children and adults in the degree of influence of these two kinds of motivation?

The importance of motivation

1. Does success in language learning breed its motivation?

2. Does motivation lead to success?

3. Is motivation more important than a natural aptitude for learning?

The jury is still out on these questions, but all experts do agree that:

1. Motivation is very strongly related to achievement in language learning.

2. Student motivation is crucial for successful language learning.

3. The teacher's job is to do everything possible to encourage ability development and enhance motivation, on the understanding that each will contribute to the other.

Different kinds of motivation

Integrative	The desire to identify with and integrate into the target-language culture.
Instrumental	The desire to learn the language for purposes of study or career promotion.
Intrinsic	The desire to engage in the learning activity for its own sake.
Extrinsic	Motivation derived from external incentives.
Global	Overall orientation of the student towards the learning of the foreign language.
Situational	Context of learning (classroom, total environment).
Task	The way the student approaches the specific task at hand.

The teacher's responsibility

MOTIVATE, MOTIVATE AND MOTIVATE

Most good teachers seem to accept that it is their responsibility to motivate students and invest quite a lot of effort in doing so.

Extrinsic motivation

1. Derives from the influence of some external incentive.

2. Distinct from the wish to learn for its own sake or interest in tasks.

3. Many sources of extrinsic motivation are inaccessible to the influence of the teacher, for example:

   a. The desire of students to please someone else, such as parents.

   b. Their wish to succeed in an external exam.

   c. Peer-group influences.

Success and its rewards

THE REWARDS OF SUCCESS

Students who have succeeded in the past are more willing to continue learning.

1. Success is the most critical factor in raising extrinsic motivation.

2. Students will be more confident in their chances of succeeding and more likely to persevere.

3. Success is not necessarily the same as getting the answers right in this context. Further criteria could be:

   a. Amount of language produced or understood.

   b. The investment of effort and care.

4. You MUST recognise successes for which the student should take credit.

5. You must make sure that students are aware of their success.

6. Success can be communicated by a nod, a tick, or even a lack of response.

7. Pride and satisfaction can be enhanced by explicit praise, approval, or good grades.

8. Do not over-use "Success" as students may:

   a. See success as too easy to achieve and, therefore, meaningless.

   b. Become dependent on it.

   c. Lose confidence in their ability to recognise success on their own.

   d. See lack of teacher approval as casting doubt on their abilities.

Failure And Its Penalties

THE PAIN OF FAILURE

Failure means that a student has done significantly less than they could have, is making unsatisfactory progress, or is not performing to expectations.

1. Failures are regular occurrences in the learning experience and are nothing to be ashamed of. Good students recognise this, take setbacks in their stride, and look for ways to exploit them to succeed next time.

2. Failure is not just a matter of wrong answers.

3. Failure, in any sense, is generally regarded as something to be avoided.

4. Part of your job is making students aware of when and why they fail.

5. Do not over-use "Failure" as it could:

    a. Lower students' motivation.

    b. Demoralise them.

6. Failure messages should be used with caution for students whose self-image and confidence are shaky.

7. There may be cases where you may prefer to ignore or play down a failure.
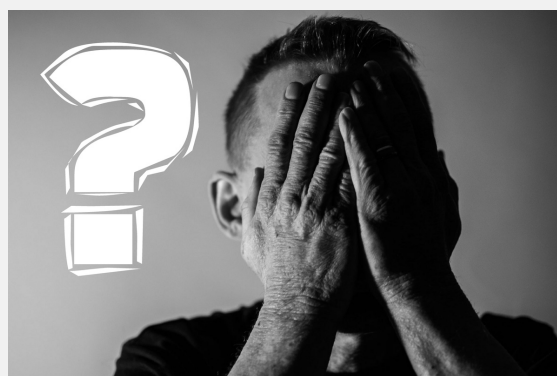
Authoritative Demands

AUTHORITY FIGURE

The teacher's pressure often motivates students as they recognise your authority and right to ask them to do things.

1. Younger students usually need the exercise of authority more than adults.

2. Some adults also prefer to be faced with a clear demand.

3. Don't over-use or misuse authoritative demands:

    a. It could breed a "military" type structure of purely obeying orders without thinking.

    b. Students won't be aware of objectives.

    c. Students are uninvolved in decisions.

d. Students are unlikely to develop personal responsibility for their learning.

e. De- motivation could set in.

4. Authority and freedom must be balanced, as too much freedom can lead to:

a. A noticeable lowering of effort and achievement.

b. Student dissatisfaction.

Tests

TESTING TIMES

1. Students who know they will be tested will typically be more motivated to study carefully.

2. Tests are motivating.

3. Tests are a helpful incentive, provided there is not too much stress attached and are not overused.

Competition

BEAT THE COMPETITION

Group contests get better results than individual ones as they are more enjoyable, less tense and less motivating.

1. Students will often be motivated to beat their opponents in a competition.

2. Individual competition can be stressful for people who find losing humiliating.

3. Students who are not very good at the language and, therefore, more likely to lose will become de-motivated.

4. Competition must be constantly monitored because if it is too much, the students will become increasingly antagonistic and less willing to work together.

5. Competition should not be taken too seriously.

6. Scoring should be partly based on chance so that anyone might win to maintain motivation and lower stress.

Intrinsic motivation and interest

THE MOTIVATION PAY OFF

The more effort you put into motivation and interest (ENGAGEMENT), the more noticeable the pay-off in student motivation.

1. Global intrinsic motivation is the generalised desire to invest effort in learning for its own sake.

2. It is based on the previous attitudes of the students.

3. Do they see learning as worthwhile and enjoyable?

4. Do they like the language and its cultural, political, and ethnic associations?

5. You can help to foster/change positive/negative attitudes by:

   a. Making it clear that you share the positives.

   b. Clarifying issues, the student finds negatives and converts them into positives.

6. Giving further exciting and attractive information about the language.

Hints and tips on how to build interest

Clear goals

- Students should be aware of the content and learning task objectives.

- For example, a guessing game may have the language-learning goal of practising questions and the content goal of guessing answers.

Varied topics and tasks

- Topics and tasks should be selected carefully to be as enjoyable as possible.

- Few single topics and tasks can interest everyone, so vary them over time.

Visuals

- Use eye-catching and relevant visuals for the task at hand. Tension and challenge games

- Use game activities with a "fun" goal but limited by rules.

- Rules like an arbitrary time limit can spice up almost any goal-oriented task.

Entertainment

- Entertainment produces enjoyment, which in turn helps to motivate.

- Entertainment can be teacher-provided (jokes, stories, perhaps songs, dramatic presentations) or recorded (movies, video clips, television documentaries).

Play-acting

- Role play and simulations elicit imagination and take students out of themselves.
- Some people may be inhibited and may find such activities intimidating at first.

Information gap

- The need to understand or transmit information, e.g., describing a picture.
- A variation is the opinion gap, where students exchange views on a given issue.

Personalisation

- Students are more likely to be interested in tasks that have to do with them themselves: their own or each other's opinions, tastes, experiences, and suggestions.

Open-ended cues

- A cue which invites several possible responses is usually much more stimulating than one with only one correct answer: participants' contributions are unpredictable. It is more likely to be interesting, original, or humorous.

Fluctuations In Student Interest

100% INTEREST 100% OF THE TIME IS UNREALISTIC

Attention and interest fluctuate within the period of engagement with a task.

1. Factors beyond our control can cause some temporary lowering in student interest:
   a. The need of the student to take a short break.
   b. External distractions.
   c. Certain teacher behaviours can quickly catch or lose student interest.
2. Teacher-associated fluctuations in interest can be observed to some extent in all classes.