

# Welcome on board

Methodology



# Let's get to know each other

- Use your name as an acronym to describe your personality and interests (you can use your full or short name) (5 min)

Example:

My name is Valeriia

V – Vehicle: my favourite vehicle is a car, I love driving

A – Active: I'm an active person, I like trying new hobbies, developing my professional skills and setting new goals

L – Listening: I like listening to music, my favourite is rock

E – English: I love English, it's my first foreign language, second is Spanish

R – Riding: I really enjoy horse-riding, hope once I'll have opportunities to improve my skills there

I – Ice cream: it's my favourite dessert, especially I like chocolate

I – Interest: I always try to make my lessons interesting and motivating

A – Animals: I really love animals. In my childhood I had a dog, now I have a turtle.



# Let's discuss

- What are your aims on this course?
- What expectations do you have from this course?
- What fears do you have? Is there anything you'd like to avoid?
- What would you prefer to pay attention to?



# Let's discuss

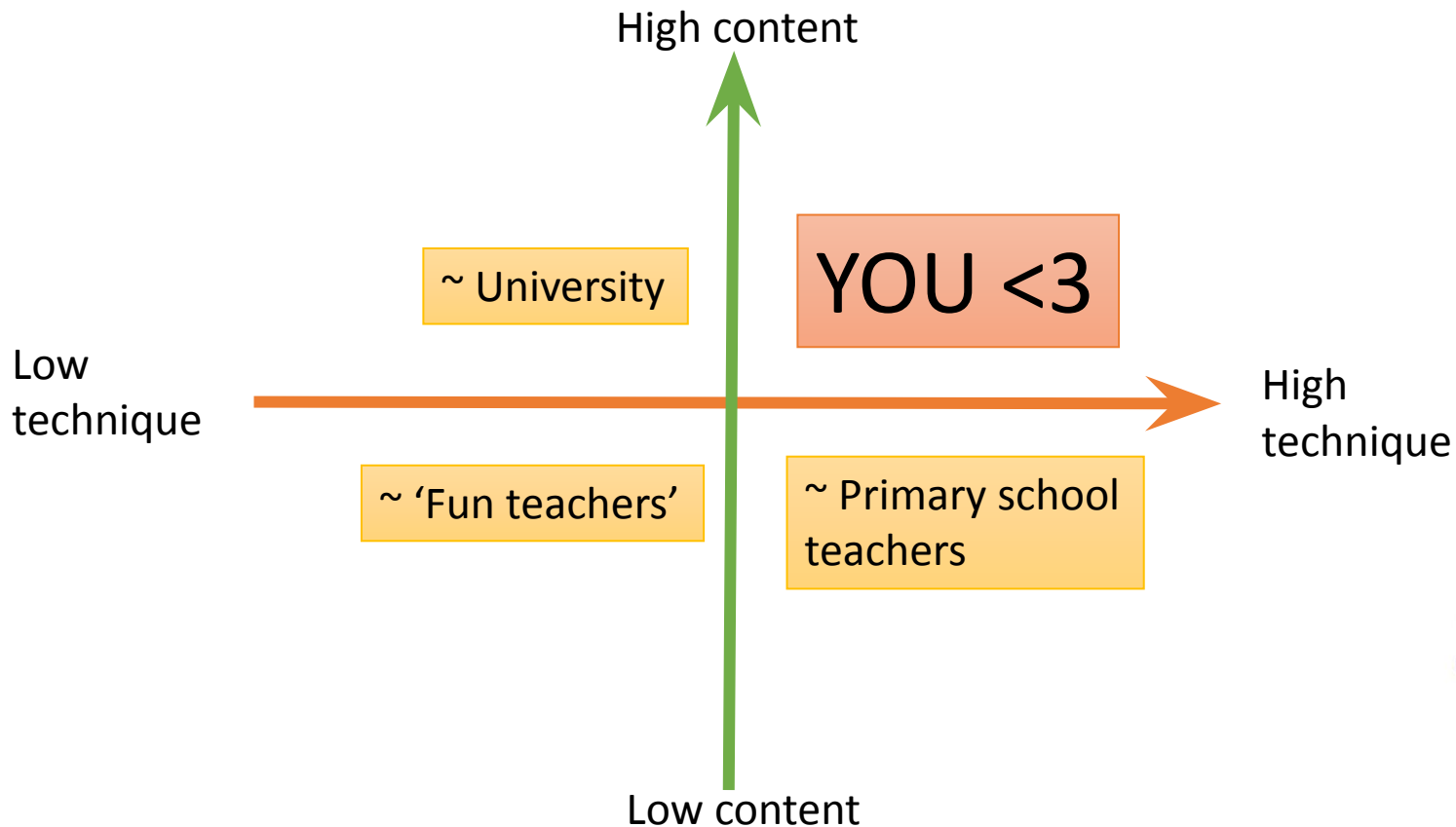
- What languages have you studied?
- What do you like about any language?
- What does it mean to know a language?
- What has motivated you to become a teacher?
- What is 'teaching' for you?
- What are the challenges of teaching kids, teens, adults?
- What are essential components of an effective lesson plan?
- What is a 'good teacher'?
- What's more important – high quality content or high technique?



# Methodology

WHAT  
to teach

HOW  
to teach

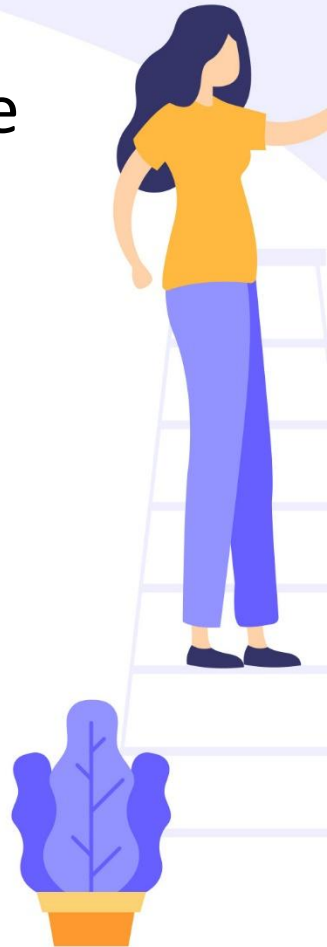


# Motivation

What is it?



- Feelings of interest and excitement which make us want to do something and help us to continue doing it.
- Learners who're highly motivated and want to learn the language are more likely to be successful.



# Motivation

- Is it possible for a learner to have no motivation? Why?
- How important is it for a teacher to have motivated students?
- What motivates you to learn any language?



# Diagnostic of the structure of educational motivation.

*Matuhina M.V., Fetiskin N.P., Kozlov V.V., Manuilov G.M.*

- Emotional motivation (excitement, class atmosphere, etc.)
- Achievement (setting goals, being the best, etc.)
- Communicative motivation (people, friends, acceptance and support)
- Self-development (willingness to improve the skills, archive the goals, etc.)
- External motivation (encouragement vs. punishment)
- A role of being a student (willingness to do the job, be a good student, satisfaction with the educational process)
- Cognitive motivation (being interested in a specific subject)

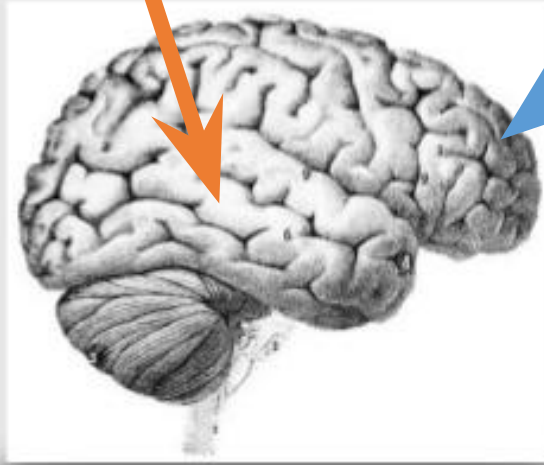


# Brain

## Limbic system

FAST

Pleasure  
Fear  
Reward  
Arousal



## Prefrontal cortex

SLOW

Planning  
Future  
Abstract concepts  
Distant goals

**NOW** is better than **LATER**



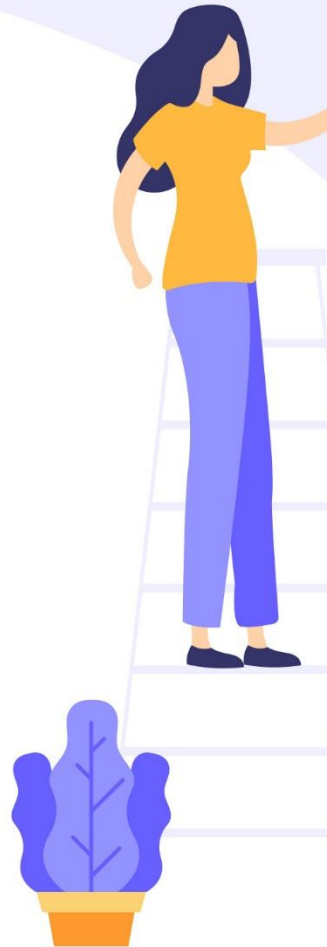
# What can motivate an adult student?

- Interesting material
- Good influence on the career
- Willingness to read books/watch films
- Teacher praises and encourages the student
- Learner likes socializing with other members of the group
- Learner feels the use of lessons and the result

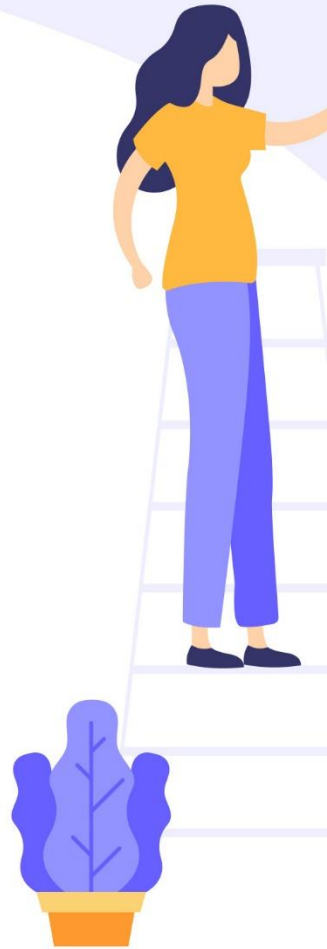


# What can motivate a primary school or preschool child?

- Materials connected to their interests
- Gamification
- Feeling of success (teacher/parent encouragement + real results)
- Socializing with other members of the group
- Natural curiosity

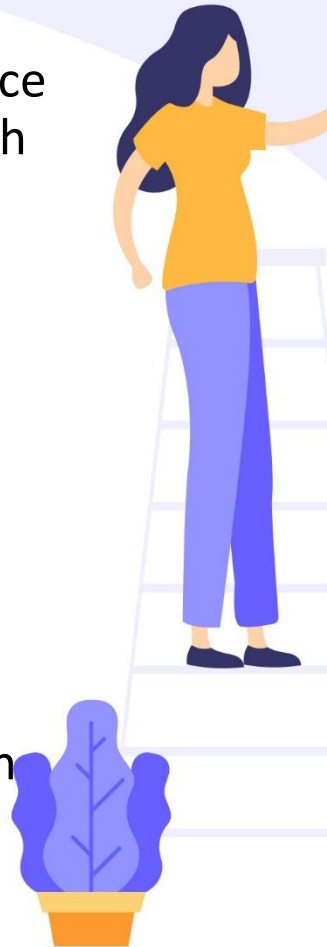


What does it mean to know a language?



# Van Ek's basic competences of communicative ability

- Linguistic competence: The ability to produce and interpret meaningful utterances, which are formed in accordance with the rules of the lexis, phonetics and grammar.
- Sociolinguistic competence: The awareness of ways in which the choice of language forms – the manner of expression – is determined by such conditions as setting, relationship between partners, communicative intention, etc.
- Discourse competence: The ability to use appropriate strategy in the construction and interpretation of texts, to organize the ideas
- Strategic competence: The ability to solve problems during communication (misunderstanding, the lack of language means, etc.)
- Socio-cultural competence: Familiarity with the socio-cultural background of the target language community.
- Social competence: Involves both the will and the skill to interact with others, involving motivation, attitudes, self-confidence, empathy and the ability to handle social situations.



# Conclusion, Home task

- Watch a seminar about motivation  
<https://www.teachingenglish.org.uk/article/motivating-unmotivated>
- Note down the best ideas and pieces of advice

