

TeachingEnglish: Motivating learners

Workbook

Your reflective journal
and additional resources



Foreword

Welcome to the workbook for TeachingEnglish: Motivating learners. Thank you for downloading it to continue your professional development with TeachingEnglish training.

In this workbook, you'll find learning resources, reflection prompts and practical support to apply new ideas from TeachingEnglish: Motivating learners:

In this course, you'll get learners actively involved in your lessons with effective, engaging learning activities they want to do.

You can use this workbook to develop your skills at any time, whether you're enrolled on the course or not. This workbook supports learning with colleagues, connecting with educators online, or working independently.

We're looking forward to learning with you.

The TeachingEnglish training team

Contents

Foreword and contents	2
What are TeachingEnglish training courses?	3
How can you develop your teaching knowledge and skills?	4
Module one: Understanding learner motivation	5
Module two: Understanding motivation in the classroom	7
Module three: Engaging with motivational activities	9
Action plan: What are you going to change?	11
Reflect: What have you learned from making a change?	12
What can you do next?	13

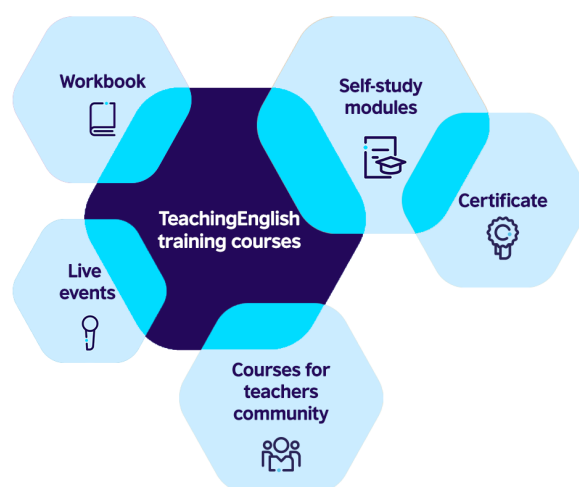
What are TeachingEnglish training courses?

TeachingEnglish training courses for teachers offer self-study modules, live events, resources and discussions with over 85,000 teachers in our Courses for teachers Facebook community – and this self-study workbook. Get practical support and advice from course tutors and other teachers as you try out new ideas in your classroom.

Self-study modules

Each online course takes around 12 hours to complete and includes:

- an introductory Getting started module
- three core modules exploring a different aspect of teaching
- downloadable resource documents for each module, containing extra materials and links
- a certificate of achievement on successful completion of all modules.



You can revisit activities as many times as you like before the course ends. Find out more about our free self-study modules, what they cover, when they're available and how to enrol.

Courses for teachers community

Get the support you need to apply course ideas in your classroom in our supportive Facebook community. Learn with course tutors and other educators following our courses, access extra learning resources, join live events and participate in discussions.

Live events

Attend live events led by course tutors and expert educators, or watch the recordings in our Facebook group or YouTube. These sessions offer teaching ideas and a chance to ask questions and share your own insights.

Workbook

Use this workbook to record key course content, questions for the community, links to resources and ideas from extra materials or live events. You can save it online, print it or do both.

How can you develop your teaching knowledge and skills?

This workbook provides guidance and prompts to help you reflect on your teaching, identify useful changes, plan how to apply them and learn from the process. We hope you'll use this reflective cycle as part of your ongoing professional development.

Using this reflective cycle during your course will help you learn from experience and improve your teaching. It can deepen your learning by guiding you to apply new ideas, assess their impact and adjust your approach. Use it after lessons, when trying new strategies or when facing challenges. By making reflection a habit, you'll continue to grow as a practitioner and better support your learners.



Gibbs' Reflective Cycle

Use the following questions to guide you through the reflective cycle as you apply your learning from the course.

Description	<p>What did I expect to happen?</p> <p>What actually happened?</p> <p>What was the result?</p>	Description
Feeling	<p>How did I feel before, during and after?</p> <p>How did my learners feel about what happened?</p>	Feeling
Evaluation	<p>What went well and what didn't?</p> <p>How do I know what worked or didn't work?</p>	Evaluation
Analysis	<p>Why did things turn out this way?</p> <p>What could help me understand the situation better?</p>	Analysis
Conclusion	<p>What did I learn?</p> <p>What could I have done differently?</p> <p>What skills or knowledge do I need to improve?</p>	Conclusion
Action plan	<p>What will I do next time?</p> <p>What support or resources will I need?</p> <p>When will I take action?</p>	Action plan

Module one: Understanding learner motivation

Overview

The aim of this module is to introduce some common theories of motivation and consider how these theories relate to teaching and learning. You'll find out about elements of intrinsic and extrinsic motivation, as well as the importance of micro aspects of motivation in the classroom.

Can you now ...?

- define what is meant by motivation in a learning context?
- identify elements of intrinsic and extrinsic motivation?
- compare macro and micro motivation?
- analyse biological drives and describe how to minimise any negative effects they may have on motivation within the classroom?

Show how confident you feel now in terms of understanding learner motivation by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider learner motivation. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? What needs to change for your learners in terms of motivation? What skills or knowledge might you need?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
3	Watch	Video: How to stay motivated when learning a language
4	Watch	Video: Teacher tips for motivating learners
5	Read	Definition: Extrinsic motivation
5	Read	Definition: Intrinsic motivation
10	Read	Article: Focus on motivation
10	Read	Article: Strategies for motivating learners
30	Listen	Podcast: How can we motivate our learners?
30	Watch	Video: How to motivate learners
60	Watch	Webinar: Motivating secondary learners – the ideal L2 self
70	Watch	Webinar: Motivation, identity and resilience

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note teaching ideas that may motivate your learners.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

Module two: Understanding motivation in the classroom

Overview

The aim of this module is to enable you to create a motivational classroom environment. It covers classroom strategies to create a motivational atmosphere and the role of feedback in motivation.

Can you now ...?

- identify the qualities of a motivational teacher?
- recognise the benefits of having motivated learners in the classroom?
- identify strategies to improve motivation in the classroom?
- assess the significance of collecting feedback from learners?
- create a motivational atmosphere for the lessons or activities you currently use?

Show how confident you feel now about creating a motivational classroom environment by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider the creation of a motivational classroom environment. What happens where you teach? How does that affect you and your learners?

What would you like to happen? How could your classroom environment be more motivating?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
5	Read	Article: Alternatives to rewards
10	Read	Article: Getting past the B2 plateau
10	Read	Article: Maintaining motivation while teaching remotely
10	Read	Article: Strategies to promote intrinsic motivation
10	Read	Article: The teacher and motivation
10	Read	Article: Three ways to boost learners' motivation
30	Watch	Videos: Motivating learners – reading and writing
60	Read	Report: Motivations of primary school children in China
60	Watch	Webinar: Motivating teenagers
180	Watch	Webinars: Motivating learners

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note teaching ideas that may make your classroom a more motivating place for learners.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

Module three: Engaging with motivational activities

Overview

The aim of this module is to consider how different classroom activities can be energising and motivational for learners. The module looks at different common motivational problems and how targeted classroom activities can minimise these. It evaluates the difference between personalised and distant output in activities and looks at how these can best be used to motivate learners. The ‘gamification’ of activities is also developed in a practical sense.

Can you now ...?

- identify and solve motivational issues and problems, and suggest solutions?
- evaluate the concept of personalised or distant activities and decide which is best for your learners?
- analyse whether activities generate personalised or distant output?
- create motivational games for use in your classrooms?

Show how confident you feel now about supporting learners with motivating activities by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider motivating classroom activities. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? How can you make your classroom activities more motivating?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
3	Watch	Video: Movement activities to motivate primary learners
8	Use	Activities: Speaking activities for young learners
10	Read	Article: Motivating learners to read 1
10	Read	Article: How to motivate teenagers
10	Read	Article: Motivating learners to read 2
10	Read	Article: Motivating teens through cross cultural exchange
10	Read	Article: Three activities for motivating teenagers
10	Use	Activities: 10 ways to motivate teenagers
10	Use	Activities: Speaking activities for lower secondary
15	Use	Lesson plan (45 minutes): An English action plan

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Use this space to note teaching ideas that may help you and your learners with with motivating activities?

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

What are you going to change?

Now plan to change your teaching. Starting with a SMART goal will help you make the change and better understand the impact it makes.

A SMART goal is:

- **S**pecific (What exactly do you want to achieve?)
- **M**easurable (How will you know if it happened and the difference it made?)
- **A**chievable (Is it challenging but possible?)
- **R**elevant (Does it help you and your learners?)
- **T**imebound (When will you do it?)

Look back through this workbook and think about your learners. Choose one thing you'd like to be different about your teaching or classroom experience. Write it as a SMART goal.

Something I'd like to be different in my classroom or teaching is ...

A change I can make that will help achieve that is ...

I will need ...

Some challenges might be ...

To solve those challenges, I could ...

What have you learned from making a change?

Make the change you planned in the last section, then reflect upon it. Sharing your answers to the following questions will guide you through the reflective cycle on page four.

The change I made was ... When I made the change, my learners ...

After making the change, I felt ... My learners felt ...

Some good/bad things about the change were ... I know this because ...

I think things happened this way because ...

The main things I learned from making this change to my teaching are ...







In future I will ... I will develop the skills and knowledge I need by ...

What can you do next?

Well done, you've made it to the end of the course! We hope you've found it useful and you'll join us on another very soon.

By completing this workbook, you've also followed a reflective cycle (page four) – congratulations! You can use the reflective questions on page 12 to help you to reflect on and learn from other changes you make in your classroom. We hope you will continue to do this and share your experiences, insights and questions with other teachers in your school or community of practice (for example our Courses for teachers community).

Do you have any questions about the course contents? Share them with our Courses for teachers community and get advice and feedback from our tutors and 85,000+ members. You can also:

-  Join another free TeachingEnglish training course.
-  Connect with course tutors and 85,000+ teachers around the world in our Courses for teachers community on Facebook.
-  Explore our framework for teacher knowledge and skills for inspiration, support and materials.
-  Access TeachingEnglish webinars for teachers and teacher educators.
-  Listen to TeachingEnglish podcasts for teachers.
-  Find out what else is happening on TeachingEnglish.