

### TKT Module 1: Motivation – Teacher’s Notes

#### Description

This activity explores the factors influencing motivation, which is a syllabus area of TKT Module 1 Part 2. Participants consider both students’ and teachers’ roles in influencing motivation, and some of the ways in which teachers can help to motivate students. They also do a practice TKT task.

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**Time required:** 55 minutes

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**Materials required:**

- Participant’s worksheet 1 (one for each participant)
- Participant’s worksheet 2 (one for each participant)
- Sample Task (one for each participant)

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**Aims:**

- To provide an opportunity for participants to discuss influences on motivation and measures that can increase motivation.
- To provide practice in completing tasks in which motivation is the testing focus.

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#### Procedure

1. (10 minutes) Put participants into groups of four. Hand out **Participant’s Worksheet 1** and ask them to look at the list of teacher characteristics. They decide on the order of importance of these characteristics to be an effective teacher.
2. Feed back with the whole group so that participants can share ideas. Focus on the last characteristic on the list: **The teacher knows her students well**. Ask them:
  - **Why is this an important characteristic?** (*the teacher knows students’ needs, reasons for learning English, likes and dislikes, etc*)
  - **Why is it important to know these things?** (*e.g. to keep students engaged, to maintain learner motivation*)
3. (10 minutes) In pairs, participants think about their own language learning and different students they have taught. They should make a list of the factors that influence motivation. Ask:
  - Why are some students motivated and others not?
  - Why do students come to class, and keep coming to class?Elicit an example: some students might need to know English better to do their job. Feed back with the whole group so that participants can share ideas (see key below).
4. (10 minutes) In pairs again, participants list their ‘top tips’ for ways in which teachers can maintain motivation in students.
5. Give out **Participant’s Worksheet 2** so participants can check their list of tips against the list in **Exercise 1**.

## Teaching Knowledge Test

6. (10 minutes) Participants now look at the suggested strategies for maintaining student motivation in **Exercise 2** and match them with the tips in Exercise 1. Check answers together (see key below).
7. (10 minutes) Give out the **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner. Check answers together (see key below).
8. (5 minutes) Round up to summarise points covered. Ask participants:
  - **What is the TKT Module 2 syllabus area for this lesson?** (motivation)
  - **What techniques have you used in your lessons to maintain motivation, or techniques that you have experienced as a learner?** (allow participants to share experiences)

### TKT Module 1: Motivation – Answer Keys

#### Key to Procedure Step 3

Students might be motivated because:

- they know that improving their English will help in some aspect of their life: help with their job, going to study in an English-speaking country, going to live in an English-speaking country, going on holiday, etc
- they like the school and/or the teacher
- they are made to feel that they can learn the language – they have confidence in the teacher and in their own ability
- they are given support from the teacher and the other students in the class
- they are interested in the lessons; the activities and topics are interesting
- they enjoy the social interaction with the teacher and with other students
- they are in control of their learning and can do things on their own
- they are interested in the culture of the country
- learning English will allow them to pursue a personal interest, e.g. music, internet, etc.
- they gain pleasure from learning another language.

#### Key to Participant's Worksheet 2

1	I	2	D	3	H	4	A	5	C
6	J	7	F	8	B	9	G	10	E

#### Key to Sample Task

1. B	2. A	3. C	4. D	5. C	6. D
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### TKT Module 1: Motivation – Participant’s Worksheet 1

Put the teacher characteristics in order (1–6) of how important you think these characteristics are to be an effective teacher.

The teacher knows English grammar well.

The teacher speaks clearly.

The teacher is friendly.

The teacher is well-organised.

The teacher can speak a foreign language.

The teacher knows her students well.

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### TKT Module 1: Motivation – Participant’s Worksheet 2

#### Exercise 1

Compare these ideas with your ‘top tips’ for teachers to maintain motivation in students.

1. Give students something to work towards. Have goals for yourself and encourage students to have goals of their own.
2. Be enthusiastic in lessons and enthusiastic about the material you are using. ‘Sell it’ to the students.
3. Make sure your material is well presented and attractive for learners.
4. Give clear instructions for tasks so that students can achieve your aims.
5. Provide a good variety of activities in your lessons.
6. Provide a variety of interaction patterns in lessons.
7. Find out about your students’ interests so that you can provide material on topics that the students are interested in.
8. Encourage students to relax in lessons and encourage them to talk to each other and to help each other.
9. Praise all students when they have done something well, especially weaker learners, to build self-confidence.
10. Encourage students to continue studying outside the classroom.

#### Exercise 2

Match each of the activities below with the ‘top tip’ above that it would put in action.

- A. Demonstrate tasks so that students know what to do. Check understanding of instructions.
- B. If students arrive early for class, encourage them to chat to amongst themselves.
- C. Try to do different activities in a lesson, e.g. speaking and reading rather than just reading.
- D. Start your lessons with a warmer to raise energy levels.
- E. Set up a research project. Get learners to look things up on the internet.
- F. Provide a questionnaire with topics so that students can choose which ones they like best.
- G. When monitoring a speaking or writing task, select some examples of good English to put on the board at the end for everyone to share.
- H. Use pictures on handouts and vary the font size, layout, etc.
- I. Tell students what you intend to achieve by the end of the course and find out what they want to achieve.
- J. Do pair work and group work and change students around so they can work with different people.

### TKT Module 1: Motivation – Sample Task

For Questions 1–6, match the general advice on motivation with the techniques for encouraging motivation listed **A, B, C** or **D**.

Mark the correct letter (**A, B, C** or **D**) on your answer sheet.

You need to use some options more than once

#### Techniques

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|----------|--|
| <b>A</b> | Encourage learner autonomy                   |
| <b>B</b> | Find out what students think                 |
| <b>C</b> | Make your feedback positive and constructive |
| <b>D</b> | Build variety into your teaching             |

#### Advice

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|----------|--|
| <b>1</b> | Listen to student feedback using a class 'suggestion box' or a short questionnaire.  |
| <b>2</b> | Train students to use reference resources to help them study successfully on their own.                                    |
| <b>3</b> | Think about how you tell students about their progress. How can you praise or encourage them instead of just giving marks? |
| <b>4</b> | Put students into new groups for different activities.   |
| <b>5</b> | Give comments on students' work which are helpful and enable them to feel a sense of progress.                             |
| <b>6</b> | Don't always do the same kind of things in the classroom. Try new activities and change activities each lesson.            |