



FASTEN YOUR SEATBELT

MOTIVATION

A 2016 SDC Seminar by Garrett Stanley & Ed Hans

Progress

What: The students experience improvement in their language ability (reading, writing, speaking or listening skills).

Why: Learning a language is very difficult and it is often challenging to notice progress especially in terms of self evaluation. There is nothing more encouraging than getting better.

How: Create tangible process, smaller obtainable goals, call attention to progress

Relevance

What: Teaching English that is useful, generates interest and is worth knowing. Creating content that the students perceive to be worth their own time and effort.

Why: To draw and hold the student's attention, keep them engaged both inside and outside the classroom, as well as to develop self-regulated and motivated learners

How: demonstrate utility value, teacher student relationships, talk about students interests, cultural exchange, everyday English

Safety

What: A student should feel comfortable taking chances, making mistakes, and asking for help. Teachers and other students should be seen as sources of support and encouragement.

Why: In order to learn a foreign language it is essential to be willing to make mistakes, as well as ask for help. Fear of failure and being embarrassed are some of the biggest obstacles to participation

How: consistency, lead by example, embrace mistakes, group work (working with peers vs teacher)