



**Ковальчук Алла Павлівна,**  
вчитель англійської мови  
КЗ «Вінницький ліцей №18»

## Ways Of Motivating Learners

One of the most difficult and important aspects of teaching process is *how to motivate our students*. How can I arouse the interest and enthusiasm of my learners? How to inspire students in learning and improving English? No doubt that it's the job of the teacher to keep them motivated and to ensure opportunities for students' success.

"Motivation is one of those ideas like justice or world peace: we all know it's a good thing but it's not clear how to get there" said Tom Ward, a freelance teacher trainer. It's clear that students who aren't motivated won't learn effectively. Let's clear up what motivation means.

**Motivation** – the driving (internal or external) force that stimulates desire and willingness in people to do something with enthusiasm, to be continually interested in a subject, or to make an effort in order to attain a goal.

I am absolutely sure that desire is the key to motivation. During my teaching career I've come to the conclusion if learners are well motivated they are eager to learn more and more.

Speaking about motivating learners of New Ukrainian School, it is necessary to remember that they need stimulation from the start of the lesson to the final minute. From the moment they enter the classroom, to the minute they leave, something needs to be happening. This is partly

because at this age (6-11 years) our students tend not to be goal orientated. There is no ability to see the future or to understand whether their English is or is not improving. At this age level, young learners are generally unable to see past the activity they are engaged in, so as teachers we need to encourage immediate motivation. This motivation must come from the task we as a class are doing at the present time. They will learn more if they are enjoying what they are doing. So remember not let your students get bored. They need to be engaged and active. The next key- elements will help to keep our young learners interested in the lesson.

### I. The Importance of Planning

The secret of good motivation is planning. Remember the old saying: "If you fail to plan, you should plan for failure". We need to understand and accept how quickly our young learners will lose interest in what they are doing and how easily they may become distracted. Longman has produced some excellent rules on planning activities for young learners, which I really like. They explain in really simple terms what each teacher needs to think about when planning activities for this age of learners. They are bullet pointed below:

#### Tips from the Top Motivating Young Learners

- Plan for the learners' activities, not for the teacher's activities;
- plan for an average of 5 minutes for each activity;
- remember that children can't sit still being passive for more than two or three minutes;
- activities where children are actively involved can be longer than five minutes;
- be careful to sequence the activities so children do not become overexcited or excessively bored;
- **stirrers** are activities that excite children. Any activities that involve singing or moving around the classroom will be stirrers;

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- **settlers** are activities that calm children down. Most “paper and pencil” activities – writing, copying, colouring, drawing – will be settlers;
- don't imagine you can have a quiet classroom by using only settlers, the children will quickly become frustrated and de-motivated;
- remember to balance head-up activities and head-down activities. Head-up activities are when children are looking at the teacher, the board or at other children. Head-down activities are when children have their eyes on a book or a piece of paper;
- remember to balance individual, pair, small group and whole class activities. Children need to learn to operate in many different social situations.
- finally, plan for time. Remember that in a large class, distributing papers, cards, coloured pencils or books takes time. Think carefully about how you will organize these administrative things because they can turn a good plan into an unsuccessful lesson.

Share your plans with the children. Tell them what they are going to do during each lesson. You will get better co-operation. If we get our planning right, this can definitely help us become successful teachers.

### 2. Praising the pupils' efforts

Young learners really respond well to praise when they have done something well, or made an effort to try something new or something that they find particularly challenging. If you can reward this, then you will see motivation levels increase. One way to achieve this is through a **Star chart**. It is really simple and easy to set up. Draw up a chart with all your students' names down one side. Explain to students how you are going to award stars and what you are going to award them for. At the end of each activity or task, or at relevant points during the class, mark a smiley face or a star on the chart for your special performers. Remember to reward with consistency, while taking time to support those who may not be able to achieve quite so well. Getting a star can really be a great motivator for younger learners – you'll see the results in beaming faces and renewed

efforts in future activities. It is also important for you to be consistent. If the lesson aim has been achieved, let them know that you are pleased with their progress. Praise is a wonderful stimulator and can really help to encourage your learners.

### 3. Reinforce and Repeat with Fun Activities

Young learners like familiarity, so if you find a popular game or activity that your youngsters enjoy, don't be afraid to use it frequently. This will help to ensure that there is some continuation from lesson to lesson, and you will be able to see if students have learnt the work.

### 4. Vary your material

Even though students do like familiar activities, it is still important to vary your material. After all, students will get bored with doing the same type of activity. So, use a variety of different materials: TV or video programmes for visual stimulation, games for active participation. Alternatively, I use colourful images from the Internet to get students doing interesting activities in English.

Speaking about senior students we hear the utterance “my students are so unmotivated”. Teenagers are clearly different. They aren't usually the most talkative of age groups. Naturally, this can leave us as teachers feeling frustrated and discouraged by their lack of interest. Nevertheless, teens aren't that different and by no means unreachable in terms of motivation.

Teaching a class full of motivated students is enjoyable. Some students are self-motivated, with a natural love of learning. But even with the students who don't have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential. I reckon we have to apply techniques which will have long-term success and will generate the desired atmosphere and motivate the learners.

### How can we make our lessons motivating?

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Among the variety ways of motivations, I'd like to point out the following effective ones to get our students excited about learning.

### 1. Making sure the students of the future benefits of learning English

"When will I ever need this?" This question, too often heard in the classroom, indicates that a student is not engaged. If students don't believe that what they're learning is important, they won't want to learn. So, it's important to demonstrate how the subject relates to them, draw connection to real life. Really amaze them by telling them that they may use it in their future career, for educational purposes and future travel.

### 2. Being aware of students' interests

The first step in capturing our students' interest is to find ways to respond to what interest them. It's good to conduct some kind of survey or questionnaire on the topics they are interested in. I am sure it's necessary to get regular feedback from our students in adjusting our plans. Teachers should try to take into account their interests while preparing to the classes during the course.

No doubt every teacher from time to time has no ideas about original beginning of the lessons!!!

- How to attract your students' attention?
- How to catch their eyes on yourself?
- How to be interesting for the students?

### 10 Useful TIPS how to surprise your students at the beginning of the lesson

- Begin the lesson with your favourite poem or joke and discuss it with your students.
- Discuss the latest music news (cinema, sport and so on).
- Watch interesting video and share your opinions.
- Ask your students to wish each other something pleasant.

- Discuss a proverb and give some examples from their life.
- Discuss an unusual photo.
- Make a creative picture from photos and titles of newspapers and magazines.
- Give your students unusual things and ask them to advertise them.
- Ask them to continue a funny story.
- Give your students rhymes and ask them to create a poem.

### 3. Clear goal setting

Students should always, at all stages, know what they are going and why they are doing it. This is necessary not only so they will feel a certain satisfaction about their achievement at the end of the lesson, but also for good motivation throughout the lesson. Research has also shown that students are more attentive to their work if the teacher explains the goals of the lesson.

### 4. Encouraging students for their own learning and developing a good relationship with the learners

Let's begin with a story about stubborn donkeys, carrots, and sticks. There are, the proverb says, two ways of encouraging donkeys to move. One is to dangle a carrot at the front end of the beast and the second to apply a stick at the other end. Which is more effective depends on the nature of the particular animal. So what ways of motivating students to choose depend on extrinsic and intrinsic goals.

**Extrinsic goals** such as financial success, appearance, pay, promotion, feedback and popularity have been specifically contrasted with **intrinsic goals** such as community, close relationship, and personal growth, responsibility. Therefore, the soft skills involved in teaching can be much more powerful than the rewards students can see waiting at the end of their course.

Students look at teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is

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recognized and valued. It is necessary to encourage open communication and free thinking with your students to make them feel important.

Point out to them the areas in which you see progress and improvement. For areas in which your students struggle, try to portray a picture of what success will look like. Encouraging your students to visualize their success will aid them in accomplishing those goals you set before them. If your classroom is a friendly place where students feel respected, they will be more eager to learn and cope with tasks. It's important to praise students' efforts using encouraging words such as "Good job", "Great", "Well done", "I'm proud of you", "You've done the best" and so on.

### 5. Getting them involved in order to develop responsibility

One way to encourage students and teach them responsibility is to get them involved in the teaching process. Collaboration with the students is a good way to develop responsibility. It's good to combine efforts with them while preparing for the classes. For example, you may ask learners to create flash cards to reinforce their vocabulary or make word puzzles to be solved by others. You may ask them to bring their art projects or unwanted toys to use as fun resources. Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process.

### 6. Pair work or group work








One of the successful ways, if the teacher is resourceful and skillful enough, to impetus the students to participate in the lesson is using pair work or group work appropriately. Competition is the great way to motivate students. You can also group your class into teams and set them to a challenge.

Whatever you are studying, there is some way to add some competition to the mix. Giving students a sense of ownership allows them to feel accomplished and encourages active participation in class. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all learners. In fact, learners can help each other while working on different types of tasks

such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc. You see pair work is learner-centered, the teacher's role is less dominant. All things considered, the teacher ought to monitor the learners' performance in order to provide feedback and help where necessary.

## Джерела



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