



**MOTIVATIONAL TASKS  
FOR EFL TEACHER EDUCATION**

*Marianna Lőrincz*

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Training manual



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“Motivational tasks for EFL teacher education” contains a range of tasks with elements of motivational training designed for student teachers of English as a foreign language to develop their motivation and English proficiency. They are based on the results of an experimental study of developing EFL student teachers’ motivation. The tasks can be used in the practical lessons of English, language pedagogy, or other related disciplines.

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Author:

*Marianna Lőrincz*

Publisher’s readers:

*Iryna Kozubovska DSc* – Professor, Head of the Department of Pedagogy  
and Pedagogy of Higher School, Uzhhorod National University (Uzhhorod)

*Ilona Huszti PhD* – Associate professor, Associate professor at the Department of Philology,  
Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education (Berehove)

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## FOREWORD

### *Introduction*

“Motivational tasks for EFL teacher education” contains a range of tasks with elements of motivational training. These tasks were designed for student teachers of English as a foreign language to develop their motivation through critical reflectivity and observation.

### *Motivation*

Motivation plays a critical role in the professional self-identification of student teachers, their pursuit of learning goals, and their professional growth. As the main element of dispositions, teaching motivation underlies competence, which also comprises professional knowledge and skills. Consequently, English student teachers’ motivation warrants its due place in teacher education curricula. “Motivational tasks for EFL teacher education” aim to influence a set of motivational parameters, including self-analysis, self-reflection, self-regulation, achievement motivation, self-efficacy beliefs, goal-setting, self-concept, and an ideal language teacher self. By regularly engaging in self-analysis, observation of oneself and peers, and cooperation, student teachers will develop into more self-aware professionals capable of planning and implementing their professional development.

### *Application*

“Motivational tasks for EFL teacher education” can be used in the practical lessons of English as they specify the language focus and skills. Likewise, “Motivational tasks in EFL teacher education” can be used in language pedagogy or other related courses. The tasks can be used in any sequence appropriate to lesson objectives and needs.

The tasks are based on the assumption that the motivation of EFL student teachers develops simultaneously with language competencies, i.e., language material is acquired as a by-product while students are completing tasks targeted at their affective domain.

The preparation of “Motivational tasks for EFL teacher education” was prompted by the following assumptions:

*Self-analysis*

Self-analysis is the first step in re-consideration of beliefs about language teaching. The tasks help student teachers understand themselves and explore their strengths and weaknesses in the teaching profession.

*Self-awareness*

Self-analysis enhances self-awareness which is indispensable for developing a professional identity. It also helps student teachers judge their attitude and motivation for teaching.

*Observation*

Student teachers learn from one another and develop critical reflectivity by observing their peers.

*Aspirational self*

Self-reflectivity and awareness help student teachers explore their beliefs about teacher effectiveness that underlie an image of an ideal language teacher. The tasks set forth the creation of an aspirational image student teachers strive to develop.

*Goals*

As beliefs about teacher effectiveness emerge, language teachers need an experience in goal setting to bring into life their aspirations, which is an indispensable step in professional development.

## EMOTIONS

*Topic:* personality, feelings, and emotions

*Language focus:* description of feelings and emotions

*Skills:* writing, speaking

*Rationale:*

The task diagnoses student teachers' emotions and attitudes towards the teaching profession. It also helps student teachers explore their implicit beliefs and emotional reactions to language teaching and compare them to their peers.

*Procedure:*

Ask students to jot down their immediate reactions to the words you mention. Pay special attention to the number of adjectives with negative and positive connotations. Also, watch out for students who tend to express feelings of anxiety, low self-esteem, indifference, etc. You can do the task regularly to check students' emotional well-being, level of activation, etc.

*Examples:* teacher, children, pupils, an English lesson, study room, test, lesson beginning, a new group of students, etc.

As a follow-up, students may talk to each other about the results.

## KNOW THYSELF

*Topic:* Personality

*Language focus:* adjectives to describe character traits

*Skills:* writing, speaking

*Rationale:*

The task develops student teachers' adequate self-concept and self-evaluation. Professional self-concept is an area where the planning of self-development is initiated. Since images of the real- and ideal selves form one whole, they should be attended to simultaneously.

*Procedure:*

Ask students to note down some adjectives that define them as persons and at least three adjectives for each group member. Collect their notes and read out the adjectives for each student. In this way, students may compare their perceptions of themselves with that of others.

Do not give these notes back to students. I have experienced that students tend to be more sincere if the teacher educator reads the descriptions because they feel secure that nobody will recognize them from their handwriting. However, watch out for offensive remarks and avoid mentioning them.

## GETTING TO KNOW YOUR SURVEY

*Topic:* Personality

*Language focus:* description of appearance, character, feelings, likes, dislikes

*Skills:* writing, speaking

*Rationale:*

The task raises students' self-confidence and self-efficacy by involving them in self-analysis.

*Procedure:*

Issue students with copies of the survey (adapted from Lillian Glass, 1992) to fill in. Explain that one of the reasons people suffer from low self-esteem is that they do not know themselves and that this survey will reveal some facts about the kind of person they are. Also, knowing who they are will give students a feeling of security, which contributes to self-confidence. Finally, discuss which questions in the survey were most challenging to answer and why.

### GETTING TO KNOW YOUR SURVEY

Favorite color:

Favorite type of music:

Favorite movies:

Biggest turn-ons:

Biggest turnoffs:

Favorite books:

Favorite animal and 3 adjectives describing it:

Biggest fantasy:

Males you admire:

Females you admire:

Three things you like best:

Three things you like to do for fun:

If you were on a desert island, name three people you would want with you:

Favorite place to live:

If there was a disaster and you could only take one thing with you, what would it be?

My biggest fears are:

What upsets me the most is:

What makes me laugh is:

The best thing about me is:

The worst thing about me is:

What makes me cry is:

When I get angry, I:

Whenever I am nervous, I:

I see myself as:

Others see me as:

Next week, I want to:

Next month, I want to:

Next year, I want to:

In the next five years, I want to:

I am: (write down a list of adjectives describing everything you feel you are.)

What is the good news about you?

What is the bad news about you?

What things can you do to get rid of the bad things about you?

## YOUR MAKE-UP

*Topic:* Personality

*Language focus:* adjectives to describe character traits and appearance

*Skills:* writing, speaking

*Rationale:*

The task helps student teachers build up self-esteem and raise self-awareness. It also encourages students to explore the images of their real- and ideal selves. In doing so, it stimulates achievement motivation in students.

*Procedure:*

Students divide a sheet of paper into five columns in which they have to give answers to the following questions:

1. What do I think of myself?
2. What do my parents think of me?
3. What do my best friends think of me?
4. What do my group-mates think of me?

Each of them should be answered using the ten statements below.

As a home task, students make written comments on their survey using some of the expressions below:

I tend to be a bit nervous...

I am rather/quite ...

I'm inclined to be...

As a matter of fact, I'm ...

When you get to know me, I'm really ...

In fact, I think I am rather ...

I (don't) think of myself as ...

I'm said to be ...

People believe I'm ...

## IDEAL YOU

*Topic:* Personality

*Language focus:* adjectives to describe character traits and appearance

*Skills:* writing, speaking

*Rationale:*

The task stimulates the students' achievement motivation and self-motivation. It also raises their self-awareness. Student teachers practice taking on a new character reflected in their aspirational identity.

*Procedure:*

Ask students to think of an ideal person and jot down some adjectives describing this imaginary person. Students form a collective image comprising qualities of several people. Students underline the qualities they have in blue color and the ones they lack in red.

Ask them the following questions:

- How does the ideal person behave and speak?
- What is their job?
- How successful are they?
- What is their hobby?
- How do they cope with problems?
- What does s/he want in life?

Then ask students to think and act like this person during the day or cope with one of their real problems to help them try on this aspirational identity. Offer other activities in future lessons to encourage them to develop this character.



## AWARDS

Topic: Personality

Language focus: adjectives to describe appearance and traits of character

Skills: speaking, writing

Rationale:

The task raises student teachers' self-esteem and self-awareness. It develops observational skills and empathy necessary for effective teaching.

Procedure:

Students are given time to observe their classmates and concentrate on their strengths.

Then ask them to give each of the group mates an award for their strong points, such as, for example, Miss Intellect, Miss Reliability, Mister Sincerity, Miss Charming, etc.

Students should decorate their awards either with crayons or using colorful paper.

## MY AWARDS

*Topic:* Personality

*Language focus:* adjectives to describe appearance and traits of character

*Skills:* speaking, writing

*Rationale:*

The task engages student teachers in self-analysis and raises their self-esteem and self-efficacy.

*Procedure:*

For homework, students are asked to think of the qualities that define them as personalities and set them down on a colorful sheet of paper, decorating them as if they were awards. They mention their strong points and achievements.

Tell them to practice presenting themselves at home in front of a mirror to counteract self-doubt and lack of self-confidence.

In class, students enthusiastically make presentations of their awards. Students ought to try to remember their awards in any embarrassing life situations, like, for example, when making a presentation, or giving a lesson.

## BIRTHDAY PRESENTS

*Topic:* personality, celebrations

*Language focus:* adjectives to describe character traits and appearance

*Skills:* writing, speaking

*Rationale:*

The task raises student teachers' self-esteem and develops observational skills.

*Procedure:*

Student A, who has a pretend birthday, leaves the room. The student who left attempts to guess what birthday present they will receive.

Meanwhile, the rest of the class discuss what present suits Student A's taste. They decide what to buy depending on the kind of personality A is and, probably, something s/he lacks, for example, patience, more quality rest, etc.

## COMPLIMENTS

*Language focus:* compliments, praise

*Skills:* speaking, writing

*Rationale:*

The task raises student teachers' self-esteem, helps develop their observation skills, and stimulates achievement motivation.

*Procedure:*

*Variation 1.* At the beginning of the lesson, week, or month, ask students to observe one another, focusing on the progress they make, successful completion of an assignment, or any other achievement, however small it is. Students pay compliments and encourage each other to continue doing their best.

*Variation 2.* Students do the same, but this time, they observe themselves and compliment their achievements. Tell them not to grudge praise even for insignificant achievements, and promise to go on working hard. Students should give examples of what they learned during the day/week/month and take notes in their diaries.

In this activity, students analyze their progress and compare it to their group mates.

## UNLEARN STEREOTYPES

*Topic:* Personality

*Language focus:* adjectives to describe appearance and traits of character

*Skills:* speaking, writing

*Rationale:*

The task reduces stereotyping. Since dealing with learners is considered one of the strongest predictors of job satisfaction in teaching, it is essential to develop tolerance in student teachers.

*Procedure:*

Students are asked whether they tend to be critical when interacting with people, like forming a premature opinion about someone they do not know well.

Explain to students the importance of being non-judgmental for developing relevant communicative skills and tolerance in dealing with learners.

Ask students to think of a person they do not like. They then divide a sheet of paper into two columns. In one column, they write everything that puts them off in this person. In the other, they jot down their strengths. Students should cross out everything negative and focus on the person's strong points.

Next, students do the same, visualizing a blank sheet of paper. Tell students to practice this activity when talking to someone they dislike or when they meet a person for the first time. A discussion may follow.

## COMPARE YOURSELVES

*Topic:* personality, the teaching profession

*Language focus:* character traits, qualities necessary in teaching

*Grammar point:* comparison of adjectives

*Skills:* speaking

*Rationale:*

The task stimulates achievement motivation and self-motivation. It also raises student teachers' self-awareness.

*Procedure:*

After a short discussion in pairs or groups, students find ways of comparing one another as to their qualities necessary to teach English.

Example:

1. I am nothing like as patient as Tina.
2. I have different mannerisms from Diana.
3. I am as good with children as Alex.
4. I have much the same ideas on how to maintain discipline as Ann.

## JOBS

*Topic:* professions

*Language focus:* names of jobs

*Skills:* speaking

*Rationale:*

The task encourages student teachers to think about moral values and the role of teachers in modern society.

*Procedure:*

Students consider various occupations. Next, students group them into three categories according to the following criteria:

1. the most well-paid jobs
2. the most significant jobs in our society
3. the most attractive jobs personally for students

Students may add any jobs they regard as attractive. Students present their results and try to reach an agreement.

*e.g., nurse, doctor, taxi-driver, engineer, farmer, lecturer, teacher, lawyer, actor, sportsman, singer, ballet dancer, soldier, carpenter, airline pilot, tailor, turner, refuse collector, surgeon, telephone operator, farmer, football manager, probation officer, solicitor, factory worker, newspaper reporter, computer programmer, dental hygienist, civil servant, etc.*

## THE BEST PROFESSION FOR YOU

*Topic:* professions

*Language focus:* names of jobs, adjectives to describe job-related qualities

*Skills:* speaking

*Rationale:*

The task helps student teachers to consider job-related values and to raise their self-awareness.

*Procedure:*

Students think of the best profession for each member of the group and themselves. They swap ideas, give explanations, and compare opinions.

Make sure students do not make generalized statements. Ask them to back their opinion with specific information.



## PRIORITIES

*Topic:* professions

*Language focus:* job characteristics

*Skills:* speaking

*Rationale:*

The task encourages student teachers to think about their priorities in life and consider the job-related values of students. It also stimulates the development of their professional identity.

*Procedure:*

Students rank the list of factors that, in their opinion, add to a happy working life, beginning with the most important one.

1. dealing with people;
2. sharing knowledge and experience;
3. remuneration;
4. an opportunity for creativity;
5. an opportunity for personal development;
6. supporting colleagues;
7. an opportunity for a career;
8. long holidays;
9. dealing with your favorite subject;
10. helping others.

As a follow-up, students compare their ranking with that of others.

## WHAT MAKES A GOOD TEACHER?

Topic: teaching profession, personality

Language focus: adjectives to describe character traits

Skills: speaking

Rationale:

The task makes students think about the attributes of effective language teachers and develop an aspirational self.

Procedure:

Write in the center of the board “A GOOD TEACHER” and brainstorm the qualities that make one. Write each suggestion with a line in the form of sun rays.

As a follow-up, invite students to write each other’s names next to the adjectives which characterize them.



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## FAVORITE TEACHERS

*Topic:* the teaching profession

*Language focus:* adjectives to describe character traits

*Skills:* writing, speaking

*Rationale:*

The task raises self-efficacy through vicarious learning. It helps student teachers to realize the influence of learning experiences or other people on their beliefs.

*Procedure:*

The students are asked to think about their experience as learners and choose a minimum of two teachers who impacted them and probably influenced their choice of the profession.

Following it, students tell their group-mates how these people influenced their decision to pursue a teaching career.

## MY PERSONAL TEACHER

*Topic:* teaching profession, personality

*Language focus:* adjectives to describe character traits

*Skills:* speaking

*Rationale:*

The task engages student teachers in critical reflection and encourages them to consider the attributes of effective language teachers.

*Procedure:*

Draw a dot in the middle of the board and as many sunray-like lines as there are students. The students then decide whom they prefer for their teacher among their group-mates and write this person's name next to the line. Continue with the discussion of the choice made by students.

## YOU AS AN IDEAL TEACHER

*Topic:* teaching profession, personality

*Language focus:* adjectives to describe character traits

*Skills:* writing, speaking

*Rationale:*

The task stimulates the development of an aspirational self-concept and enhances self-motivation.

*Procedure:*

Ask students to remember effective teachers from their school days and describe them in class.

Next, tell them to jot down the qualities that make those teachers effective. Based on this list, students form a collective image of an “ideal” teacher.

Students should underline the adjectives which they think characterize them in blue color and the ones they need to develop in red.

Students then have to think about how their “ideal” teacher behaves at home, in the lesson, in the staff room, etc., how s/he copes with problems in teaching, and how s/he speaks to students.

Offer situations in which students may take on the role of an “ideal” teacher. Provide them with the vocabulary for classroom management if needed.

Examples:

- Walk in the room and greet your students.
- Set homework.
- Praise students.
- Deal with early arrivals and latecomers.
- Ask a discipline disrupter to behave.

## AN EFFECTIVE TEACHER

Topic: the teaching profession

Language focus: personal qualities, adverbs of frequency

Skills: speaking

Rationale:

The task stimulates the development of student teachers' professional identity.

*Procedure:*

Students receive copies of the table below to fill in and discuss the similarities and discrepancies in their answers.

| How often does a good language teacher do the following?  | always | usually | often | sometimes | never |
|---|--------|---------|-------|-----------|-------|
| 1. criticizes students<br>2. praises students<br>3. sets homework<br>4. gives unsatisfactory marks<br>5. tells jokes or funny things<br>6. makes students work hard<br>7. uses diverse language teaching methods and interesting teaching materials<br>8. maintains discipline<br>9. speaks English for most of the lesson<br>10. uses language games<br>11. gives tasks taking into account learners' individual interests<br>12. asks students' opinion<br>13. talks to students individually<br>14. discusses with students their problems in learning |        |         |       |           |       |

Students can also compile their own surveys including the qualities they consider essential for effective language teaching.

## HOW TRUE!

Topic: proverbs

Skills: speaking

Rationale:

The task promotes critical thinking and reflection in student teachers.

*Procedure:*

A discussion of quotations about teaching can be used as a warmer or a short break from a routine in English lessons. For this, write a quotation on the board, discuss its meaning with students, ask them what it means personally for them, how far they agree with it, etc. If possible, students illustrate their answers with episodes from school life.

- If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job. - Donald D. Quinn

- A teacher affects eternity; he can never tell where his influence stops. - Henry Brooks Adams

- A good teacher is like a candle - it consumes itself to light the way for others. -Author Unknown

- The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. - William Arthur Ward

- What the teacher is, is more important than what he teaches. - Karl Menninger

- When you teach your son, you teach your son's son. - The Talmud

- Who dares to teach must never cease to learn. - John Cotton Dana

- A gifted teacher is as rare as a gifted doctor, and makes far less money. - Author unknown

- "To teach is to touch lives forever." - Anonymous

## MY PHILOSOPHY OF TEACHING

*Topic:* language teaching, education

*Language focus:* vocabulary to describe language learning experience, personality traits

*Skills:* writing, speaking

*Rationale:*

The task promotes the development of a professional identity.

*Procedure:*

*Variation 1.* Students are asked either as a home task or in class to formulate their teaching philosophy in 8-10 sentences.

Next, volunteers read out one of the randomly selected descriptions, after which the group tries to identify the author of the written work.

*Variation 2.* At home, students write essays on one of the given topics related to language teaching.

- My favorite teacher.
- My future profession.
- My motto as a teacher.
- My program of professional growth.
- How I improve my English.



## DISCUSSIONS

*Topic:* can be adapted to any topic

*Language focus:* expressing an opinion, listing points, adding more points to the same topic, clarifying, and expressing balance.

*Skills:* speaking, reading, writing

*Rationale:*

The task promotes the development of a professional identity.

*Procedure:*

Organize a discussion of topics related to teaching in one of the following ways:

- The teacher appoints in advance an “expert committee” (2-3 students) who get thoroughly prepared on one of the topics related to language teaching or learning. The class splits into teams for group discussion. Students hold a discussion for nearly five minutes, following which the “expert committee” invites one student from each group to give their interpretation of the problem. When the main speaker finishes, other group members enter into the discussion. The “committee” listens attentively and puts questions to the speaker to find out how closely the group came to understand the point. The “committee” takes counsel and writes points to groups.

- The teacher appoints two or more “experts” to explore a selected topic at home. In class, these “experts” present their findings, after which students interview them.

- Before class, students prepare a questionnaire about a selected topic and ask their group mates to fill them in. After that, students analyze their findings and report on them.

*Variation:* Students interview each other moving freely around the room and taking notes. After finishing it, they give an account (e.g., in the form of a newspaper article) of the group’s overall opinion.

- The teacher divides the class into groups and delivers each a sheet of paper at the top of which there is a talking point. Students in groups write relevant questions to the talking point they receive (one or two questions per student), bending the paper with each new question.

The teacher then collects the sheets and hands them around. The students discuss these questions.

- The class divides into those for and against an opinion expressed in a talking point and give arguments in turns. The group presenting more proof gains victory.

*Variation1:* The teacher may also split the class into two groups, those agreeing and disagreeing with the discussed issue regardless of their point of view. After the debate, students reveal their opinion.

*Variation2:* Students sit in a circle. The teacher submits one question for discussion and designates what must be proved or refuted regardless of the student's opinion. The class gives proof, taking turns. Those having nothing more to add bowl off, and the circle narrows. The person to point to a fact the last wins.

- Examples of topics for discussion:
  - Is it worth it to be an excellent pupil/student?
  - Is the teaching profession womanish?
  - How to motivate learners
  - How to achieve success
  - What is happiness?
  - How to set goals
  - My idea of an ideal school
  - An ideal job

## SCHOOL EPISODES

*Topic:* the teaching profession

*Language focus:* language for classroom management

*Skills:* speaking, reading, writing

*Rationale:*

Analyzing and coming up with solutions for problems in teaching has been recognized as an effective means of developing competence and raising student teachers' motivation.

*Procedure:*

Students are given cards with episodes from school life and should think of ways to deal with them. You may choose between the following variations to organize students' work.

*Variation 1.* Students mingle with their groupmates, share opinions about the episodes, taking notes of the ideas they liked. A whole group discussion follows.

*Variation 2.* Students work in groups of 3-4. Students get familiarized with one of the episodes and propose ways of dealing with it. Finally, groups report on their ideas.

*Variation 3.* Students act out the episodes from cards. The "audience" interprets the scene and analyzes problems and mistakes committed by the teacher and pupils.

*Variation 4.* Pre-teach the idea of interaction strategies (rivalry, cooperation, compromise, avoidance, adaptation).

Students act out the episodes according to the selected strategy of interaction. After presenting their scenes, students make their comments.

Examples of episodes:

- A learner, who usually comes on time, arrives 5/10/25 minutes late. S/he asks permission to enter in English.
- A disruptive young/senior learner enters a classroom. S/he is 5 minutes late. They ask your permission to come in a facetiously frivolous manner.
- A pupil keeps asking questions before the teacher has finished explaining new material.
- A high school learner, otherwise bright, refuses to do homework. Nevertheless, s/he seems self-motivated and outperforms other learners.

• A student retells a text that s/he had to prepare at home. S/he keeps interrupting to ask you to translate some words. The rest of the class seems bored and annoyed.

• One of the primary school pupils who usually diligently does his/her homework comes not ready for the lesson. The teacher gives him/her an unsatisfactory mark, and the child bursts into tears.

• A (primary/high school) learner, quite bright, keeps answering instead of others, and does not let anyone get a word in.

• A new teacher delivers a lesson at the beginning of an academic year. The teacher asks students to express their opinion on the topic for discussion. Students hold a heated debate, never stopping for a moment. Suddenly the teacher exclaims crossly: “What are you doing? Stop shouting this moment!”

• A primary school pupil approaches the teacher after the lesson at which they played a vocabulary game, saying that the teacher forgot to ask him during the game and he feels neglected (You always forget about me. I’d like to answer more.)

• A high school learner tries to retell a text given as a home task, but all s/he can do is mumble some words. The teacher gives him/her a low grade. The student protested, saying that s/he was trying very hard to prepare for the lesson.

• For homework, the teacher asked the class to prepare some pictures to illustrate the meaning of words and expressions they were learning. In the next lesson, the teacher finds out that one student did not draw anything and gives him an unsatisfactory mark. But when s/he starts asking the class, the same student knows all the words and expressions.

In the episodes below, students have to choose between the suggested ways of tackling conflicting situations or propose their own ideas:

### Episode 1.

You have started a lesson. The class has calmed down. Suddenly one of the learners breaks into laughter. You give him a surprised look. Before you respond, he says defiantly: “You always make me laugh, and I can’t help laughing when you start the lessons”. What will be your response? Choose between these variants:

1. All right for you!
2. Give over!

3. What is so funny?
4. I don't mind.
5. You are being foolish.
6. I like people with a good sense of humor.
7. I'm glad I make you feel more cheerful.

#### Episode 2.

A learner says at the beginning of a lesson: "I don't think you can teach us anything".

1. Your duty is to study and not teach your teacher.
2. Of course, I can't teach anything to people like you!
3. Maybe, you had better leave this class.
4. You simply don't want to study.
5. I'd like to know why you think so.
6. Let's talk this over. There must be something in my behavior that makes you think so.

#### Episode 3.

You give a task to a pupil, but he refuses to do it, saying: "I don't want to do it!" What will be your response?

1. I will make you do it whether you like it or not!
2. Why did you come to study then?
3. It is up to you. Remain ignorant if you wish. You resemble a man who wants to cut off his nose to spite his face.
4. Do you realize the consequences of your behavior?
5. Can you explain why?
6. Let's wait until the end of the lesson and talk it over. Maybe you are right.

#### Episode 4.

A learner is disappointed with the results of his study. He doubts his capabilities and does not believe he will ever be able to succeed. S/he says to you: "Do you think I will ever be able to receive excellent marks and not lag behind?" What should the teacher answer?

1. Frankly speaking, I have my doubts.
2. For sure.
3. You are very bright. I believe in you.
4. What makes you doubt your capabilities?
5. Let's find out what causes the problem.
6. A great deal depends on how we'll work together.

#### Episode 5.

A learner says: "I will miss two lessons because I am going to a concert" (variants: go for a walk with my friends, sports competition, take a rest from school). How will you respond?

1. You just do that!
2. Next time come to school with your parents.
3. It's your own business. You have an exam, anyway. I will ask you additional questions on the topic you miss.
4. You don't seem to take the lessons seriously.
5. Probably, you'd better drop out.
6. What are you going to do next?
7. I'd like to know why you think a concert is more important than lessons.
8. I agree that going to concerts is more interesting than studying. Nevertheless, I'd like to know why you decided so.

#### Episode 6.

As you enter a room, one of the learners says: "You look very tired and exhausted". How should the teacher react?

1. I think it is inappropriate to make such remarks.
2. Yes, I feel a bit under the weather.
3. Don't worry about me.
4. I didn't sleep well. I have a lot of work on today.
5. Don't worry, it won't interfere with our lesson.
6. Thank you, you are very attentive!

## Episode 7.

One learner says: “I feel your lessons do not help me. I am thinking of leaving the course.”

1. Hold your tongue!
2. Are you in your right mind?
3. Probably, you’d better find another teacher.
4. I’d like to know why you think so.
5. How about giving it one more try? I think we can sort it out together.
6. Probably, we could sort it out differently.

## Episode 8.

A pupil tells you self-confidently: “I can learn anything I want. English is a piece of cake”. How should the teacher respond?

1. You have too high an opinion of yourself.
2. With your capabilities? I have my doubts!
3. You must be feeling very self-confident.
4. Doubtless, if you really want, you can be successful.
5. It will probably need a lot of effort.
6. At times, excessive self-confidence can be harmful.

## Episode 9.

You tell one of the learners that in order to do well, s/he has to work harder. The learner responds: “People say I’m quite capable”. What will you answer?

1. This opinion is not adequate.
2. Your knowledge and the problems you experience don’t prove this.
3. Many people believe themselves capable, but not all of them are such.
4. I’m glad you have so high an opinion of yourself.
5. This should make you work even harder in the lessons.
6. You don’t seem to believe in your own capabilities.

## Episode 10.

A learner says: “I left my copybook at home again (I forgot to do my homework, etc.)”. How should the teacher respond?

1. Not again!
2. You are being irresponsible.
3. I think it is high time you started taking the lessons more seriously.
4. I’d like to know why.
5. Has anything happened?

## Episode 11.

A learner says: “I want you to treat me better than others”. How should the teacher respond?

1. Why do I have to treat you better than others?
2. I’m not going to play favorites!
3. I don’t like people who say such things.
4. I’d like to know why you think I have to treat you specially.
5. If I told you I loved you more than other pupils, would it make you feel better?
6. How do you think I really treat you?

## Episode 12.

A learner expresses doubts over her capabilities and asks you to explain the reasons for poor performance. What should the teacher say?

1. I think you suffer from low self-esteem.
2. You have no reason to be anxious.
3. Let’s wait for a while. I think we can sort it out.
4. I can’t give you an exact answer right now. I have to think it over.
5. Don’t worry. When I was your age, I also had many difficulties.

## Episode 13.

A learner makes a scornful remark: “I don’t want to work (sit) with him/her”. What should the teacher say?



1. That doesn't matter.
2. You must.
3. It is stupid of you.
4. S/he won't want to work with you either after this.
5. Why?
6. I don't think you are right.

## HOW TO SET GOALS

*Topic:* Goals

*Skills:* reading, writing

*Rationale:*

The task draws student teachers' attention to the importance of goal setting and develops the related skills, enhancing self-motivation and self-confidence.

*Procedure:*

Issue student teachers with copies of the text on goal-setting. Alternatively, you can use any other texts on related topics. Students should use them as a basis for drawing up their plans for professional development. As a follow-up, students swap their written reflections and discuss them.

### SETTING GOALS

Goal setting is a powerful process for personal planning. The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that would otherwise lure you from your course.

More than this, properly-set goals can be incredibly motivating, and as you get into the habit of setting and achieving goals, you'll find that your self-confidence builds fast.

The following broad guidelines will help you to set effective goals:

- *State each goal as a positive statement:* Express your goals positively - "Execute this technique well" is a much better goal than 'Don't make this stupid mistake'

- *Be precise:* Set a precise goal, putting in dates, times, and amounts so that you can measure achievement. If you do this, you will know exactly when you have achieved the goal and can take complete satisfaction from having achieved it.

- *Set priorities:* When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by too many goals, and helps to direct your attention to the most important ones.

- *Write goals down:* This crystallizes them and gives them more force.

- *Keep operational goals small:* Keep the low-level goals you are working towards small and achievable. If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for reward. Derive today's goals from larger ones.

- *Set performance goals, not outcome goals:* You should take care to set goals over which you have as much control as possible. There is nothing more dispiriting than failing to achieve a personal goal for reasons beyond your control. These could be bad business environments, poor judging, bad weather, injury, or just plain bad luck. If you base your goals on personal performance, then you can keep control over the achievement of your goals and draw satisfaction from them.

- *Set realistic goals:* It is important to set goals that you can achieve. All sorts of people (employers, parents, media, society) can set unrealistic goals for you. They will often do this in ignorance of your own desires and ambitions. Alternatively, you may set goals that are too high, because you may not appreciate either the obstacles in the way, or understand quite how much skill you need to develop to achieve a particular level of performance.

(Personal Goal Setting. Planning to Live Your Life Your Way. Retrieved from: <https://www.mindtools.com/page6.html>)

## AIMS

*Language focus:* making promises, expressing intentions

*Grammar point:* will, shall for promises

*Skills:* writing, speaking

*Rationale:*

The task stimulates achievement motivation and provides practice in goal setting.

*Procedure:*

Tell students that they have to set a goal/goals that would lead to their growth as language teachers. They have to formulate the goals explicitly and note them down. Negative wording like “quite, fairly, not so” should be avoided.

Students think of ways to achieve these goals or ask their group mates/teachers for some advice.

Next, students make promises in written form to take little steps regularly to keep on track.

Students can also regularly write entries (once a week/month) if they lived up to their promises and what they managed to achieve.

## I CAN'T ACCEPT NOT TRYING

*Grammar point:* Conditionals

*Skills:* reading, speaking

*Rationale:*

The task stimulates achievement motivation through setting interim goals. It also helps student teachers focus on their aims and enhances intrinsic motivation.

*Procedure:*

Ask students to read an extract from Michael Jordan's book, a basketball star, "I can't accept not trying", in which he explains his approach to any task as a process of concentrating on taking one step at a time. Then students fill in the gaps with if-clauses.

*If not, if it's complete, if that's your goal, if you tried as hard as you could, if you've done your best, if the only measure of success was becoming a doctor*

I think I could have applied that approach to anything I might have chosen to do. It's no different from the person whose ultimate goal is to become a doctor. (1) ..... and you're getting Cs in biology then the first thing you have to do is get Bs in biology and then As. You have to perfect the first step and then move on to chemistry or physics.

Take those small steps. Otherwise, you're opening yourself up to all kinds of frustration. Where would your confidence come from (2) .....

(3) ..... and didn't become a doctor, would that mean your whole life was a failure? Of course not.

All those steps are like pieces of a puzzle. They all come together to form a picture.

(4) ..... , then you've reached your goal.

(5) ..... , don't get down on yourself.

(6) ....., then you will have had some accomplishments along the way.

Acknowledgment: Adapted from George Yule's Oxford Practice Grammar, OUP 2006.

## MY ACHIEVEMENTS

*Topic:* Achievements

*Grammar point:* Future Perfect Tense

*Skills:* speaking, writing

*Rationale:*

The task promotes achievement motivation through goal-setting.

*Procedure:*

Tell the students to establish immediate and short-term goals and to set deadlines.

e.g., By the end of the week/month/year, I will have done...

By the time I am 25/30/40/50, I will have done...

## CHILDHOOD

*Topic:* education, problems of bringing up children

*Language focus:* words to describe feelings and emotions, hobbies; modal verbs used to, would for past habits

*Skills:* speaking, writing

*Rationale:*

The task develops empathy and observational skills. It also stimulates intrinsic motivation. Many effective teachers recourse to their childhood memories to understand their students' needs.

*Procedure:*

Students try to bring back memories of childhood. Ask them to remember happy scenes of their early days, how even trivialities made them feel cheerful, how involved and enthusiastic they were when doing something, going somewhere, meeting people, etc. They should arouse similar feelings and try to express them in writing.

Tell students that they may evoke a similar state of mind to inspire themselves. It will also help them in dealing with students.

## MY HOME IS MY CASTLE

*Topic:* dwellings, dealing with stress

*Language focus:* vocabulary to describe houses, furnishing, decoration

*Grammar point:* Present simple for habitual action

*Skills:* speaking

*Rationale:*

The task helps student teachers to control their feelings. Since stress is one of the principal causes of teachers' demotivation, it is essential to help student teachers deal with stressful situations.

*Procedure:*

Ask students to create an imaginary special place where they feel safe and comfortable. They decorate it and put inside anything they like. Students should think about what it looks like inside and outside, what they usually do there, how they feel there, and with whom they want to be in this place.

Explain that they can mentally transfer to their special place whenever they feel unsafe or anxious, like when they need to recover from stress and regain composure.

The mechanism of this activity is as follows: we usually bring positive feelings from the imaginary into real situations. It influences the way we behave, as well as our state of mind.



## MAGIC “IF”

*Grammar point:* Conditional sentences (e.g., if, in case, providing, supposing, what if)

*Language focus:* adjectives to describe feelings

*Skills:* speaking

*Rationale:*

The task develops skills of emotional self-regulation and artistic skills necessary in teaching.

*Procedure:*

Explain to students that one of the effective ways for teachers to practice assuming a positive frame of mind is magic “If” situations, i.e., mentally transferring into various situations where they feel happy.

It helps the teacher to create a relaxed atmosphere around them by transporting warm feelings from an imaginary world. It influences the way the teacher speaks, moves, and looks. It is also a source of inspiration for work.

Next, students act out the following situations, paying attention to the way “if” situations influence their feelings:

1. Suppose you enter a classroom. Half of the class is absent.
2. Supposing you noticed a student cheating on the exam, what would you do?
3. What if you had to give your brightest student an unsatisfactory mark – what would be your reaction?
4. Suppose a group of students wrote a poem in English for your birthday – what would you say?
5. Enter and greet a class as if you had good news for them.
6. Start a lesson as if this was the last in the group you have been teaching for five years.

Students make observations and comments on their emotions, behavior, and ability to express and control their feelings.

## VISUALIZING SUCCESS

*Topic:* professions

*Language focus:* feelings and emotions

*Skills:* speaking

*Rationale:*

The task activates achievement motivation and helps to combat fear and stress.

*Procedure:*

Students imagine that they are experiencing success and their dream has come true. They transfer mentally to the place where they can see what is happening. (e.g., What can they see, hear, or smell there? How does it make them feel?)

Then students run through possible problems they may experience. Students should live through their fears with all intensity. It will help them to prepare for anything unexpected, be able to think constructively, and plan their progress. A discussion follows.

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## A SAGE

*Topic:* nature

*Language focus:* description of natural scenes, giving advice

*Skills:* speaking, writing

*Rationale:*

The task helps student teachers combat stress and enhance emotional self-regulation and reflection.

*Procedure:*

Tell students to sit comfortably and close their eyes.

They imagine themselves walking in a forest full of sunshine and singing birds. They are in the forest meadow in the middle of which there is an old oak tree. A sage is leaning against its trunk. They look attentively into his eyes, noticing his serene wisdom. Students tell him their troubles and listen to his answers.

They open their eyes and note down what the sage said.

## THE WORST THING THAT COULD HAPPEN TO ME

*Language focus:* Conditional clauses

*Skills:* writing, speaking

*Rationale:*

The task helps student teachers combat stress. It also enhances emotional self-regulation and optimism.

*Procedure:*

Ask students to think about something that troubles them, causes anxiety, seems insurmountable, and write it on top of a sheet of paper.

Next, students have to imagine the worst consequences the problem may lead to and describe them using conditional clauses.

Then they should compare the situation they fear with the present state of affairs. As a result, students realize that “things are never as bad as they seem. Sometimes, the darkness only makes it easier to see the light”.

## PERFORMANCE ANALYSIS

*Topic:* Success

*Skills:* reading, writing, speaking

*Rationale:*

The task develops intrinsic motivation by strengthening interest in an activity.

*Procedure:*

Tell students to read the text below and think about their experience gained as language learners and as teachers during school practice. Ask them to identify the aspects of these experiences which could have been done differently or need improvement. They should summarize the main idea of the text. Then students write answers to the questions after the text and discuss the results.

### *Performance Analysis*

*Before you start trying to correct mistakes in performance it is essential to identify the reasons for those failures clearly and precisely. As computer pioneers Marvin Minsky and Seymour Papert have commented, "learning to learn is very much like debugging complex computer programs. To be good at it requires one to know a lot about describing processes and manipulating such descriptions."*

Discovering what's going wrong with action programs is often fairly straightforward. A tennis player may realize, for example, that her backhand is letting her down; the learner driver that poor clutch control makes him stall on hills; the math student that carelessness in checking answers is responsible for foolish mistakes in his calculations. Indeed, a primary task of coaches, instructors, and teachers is to provide both the practical advice necessary to bring out such improvements in performance and also objective feedback about the student's performance. However, action programs can often only be significantly improved upon once negative management programs have been identified and corrected.

I am going to describe a way of analyzing your performance in order to diagnose, as precisely as possible, the reasons for any failures in performance.

This method, which I call differencing, helps identify both the positive and negative aspects of any performance. Fourteen questions enable you to clarify in your mind both what is going wrong and what is going right in any activity. This is important since almost every performance contains both successes and failures, both things you do well and those you do poorly. Adopting too global a view of any outcome means that one tends to pay insufficient attention to either the good or bad features of that attempt. If you concentrate solely on errors then your feedback will prove excessively negative, which is likely to decrease motivation while increasing anxiety. On the other hand, focusing solely on your attainments can result in an overly rigid attitude that prevents you from adapting your performance to meet changing conditions.

From *The Alpha Plan* by David Lewis, Methuen.

1. What do I usually do wrong?
2. What do I usually do right?
3. What is distinctive about my failure?
4. Where do I usually do it wrong?
5. Where do I usually do it right?
6. What is different about the places where I do it wrong?
7. When do I usually do it wrong?
8. When do I usually do it right?
9. What is different about the circumstances when I do it right?
10. With whom or what is my failure usually associated?
11. With whom or what is my failure not associated?
12. How often do I fail?
13. How often do I succeed?
14. What is different between these two situations?

## WHEN THE GOING GETS TOUGH

*Topic:* success, personalities

*Skills:* reading, writing, speaking

*Rationale:*

The task develops skills of self-inspiration and motivational self-management in student teachers.

*Procedure:*

Students scan the motivational texts that follow, focusing on the secrets of success. They then note down these factors and compare them with their group mates. A discussion follows.

- When Thomas Edison invented the light bulb, he tried over 2,000 experiments before he got it to work. A young reporter asked him how it felt to fail so many times. He said, “I never failed once. I invented the light bulb. It just happened to be a 2,000-step process.”

- Walt Disney’s first cartoon production company, *Laugh-O-Gram*, went bankrupt. He later created Mickey Mouse and became the most famous name in film animation. He produced numerous classics such as *Snow White*, *Pinocchio*, *Fantasia*, *Bambi*, and *Cinderella* and founded Disneyland.

- Beethoven composed many of his symphonies as he was losing his hearing and some of his most famous after he became deaf.

- Helen Keller, one of the most famous women of all time, was blind, mute, and deaf. One of her goals was to help the less fortunate.

- Having never painted until she was in her 70s, Grandma Moses created more than 500 celebrated works of art.

- John F. Kennedy failed to make the football team at the Canterbury School, his Connecticut prep school, and failed Latin at Choate Academy. He lost the election for President of his freshman class at Harvard University, failed to win a post on the student council as a sophomore, and dropped out of Stanford University business school. Kennedy was elected to the U.S. House of Representatives in 1946, the U.S. Senate in 1952, and the office of the 35<sup>th</sup> President of the United States in 1960.

- Sir Isaac Newton is remembered for his explanation of the Law of Gravity. Newton said that for every action, there is an equal but opposite reaction. Some people who have suffered the most in life are the same ones who rise the highest. They find ways to take energy from obstacles. Newton, by the way, began as a poor farm boy whose father died before he was born and whose mother raised him on a total income of \$400 a year.

- The 15th of 17 children of a poor candlemaker, he had only one year of schooling. Therefore, he taught himself four languages, science, finance, politics, the classics, and how to write for publication. He went on to become a best educated and world-famous inventor, diplomat, and author... Benjamin Franklin.

- In 1962, an executive of Decca Records made the following statement about a singing group: “We don’t like their sound. Besides, groups playing guitars are on the way out anyway.” He was talking about the Beatles.

- Thomas Edison could never spell in his life, was reported to be dyslexic, and in childhood was sent home from school because he was “too stupid to learn anything.” He became one of the world’s greatest inventors.

- In 1944, Emmeline Snively, director of the Blue Book Modeling Agency, told modeling hopeful Norma Jean Baker, “You’d better learn secretarial work or else get married.” She went on to become Marilyn Monroe.

- Wilma Rudolph was the twentieth of 22 children. She was born prematurely, and her survival was doubtful. When she was 4 years old, she contracted double pneumonia and scarlet fever, which left her with a paralyzed left leg. At age 9, she removed the metal leg brace she had been dependent on and began to walk without it. By 13 she had developed a rhythmic walk, which doctors said was a miracle. That same year she decided to become a runner. She entered a race and came in last. For the next few years every race she entered, she came in last. Everyone told her to quit, but she kept on running. One day she actually won a race. And then another. From then on she won every race she entered. Eventually, this little girl, who was told she would never walk again, went on to win three Olympic gold medals.

*(reading material adapted from Harry K. Jones)*



## LESSON ASSESSMENT

*Topic:* school practice or any English lesson

*Language focus:* vocabulary related to teaching and learning

*Skills:* speaking, writing

*Rationale:*

The task develops critical reflection and intrinsic motivation and raises student teachers' awareness of the importance of lesson planning.

*Procedure:*

Ask students to analyze a lesson or its part according to various criteria, for example, its structure, aims, main activities, its strengths and weaknesses, teaching aids, the three things they remember best, how they benefited from the lesson, what was not clear and needs further attention in the future, how they would improve it, or one of the activities, etc.

## EVALUATION OF ENGLISH LESSONS

*Topic:* discussion and evaluation of lessons

*Language focus:* words related to teaching and learning

*Skills:* writing, speaking

*Rationale:*

The task enhances critical reflection in student teachers.

*Procedure:*

Ask students to evaluate their practical English course. Students may do it anonymously and share it with the class and you or only with their classmates. A possible chart is given below.

### *Evaluation Form*

|  |
|--|
| My overall impression  |
| Coursebook   |
| Contents of the course (bad, rather bad, quite good, good, excellent)                              |
| <ul style="list-style-type: none"> <li>• Speaking</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>• Listening</li> </ul>                                      |
| <ul style="list-style-type: none"> <li>• Writing</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Reading</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Grammar</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Organization</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>• Homework</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>• Tests</li> </ul>  |
| Language material (interesting, quite interesting, boring, monotonous, repetitive, add your own)   |
| Correction (too much, sufficient, not enough)  |
| The atmosphere in the lessons (relaxed, lively, strained, hostile, add your own)                   |
| The teacher is (demanding/undemanding, supportive/unsupportive, friendly/unfriendly, add your own) |
| Your wishes to the teacher   |
| I like   |
| I don't like   |
| I suggest  |

## SELF-ASSESSMENT

*Topic:* self-assessment

*Skills:* writing

*Rationale:*

The task develops reflection and activates self-motivation through self-regulation.

*Procedure:*

Issue students with copies of a self-assessment sheet and ask them to fill it out following the instructions.

*Self-Assessment Sheet*

Please answer these questions about your work this semester using this scale: 5 – very much like me; 4 – quite a bit like me; 3 – somewhat like me; 2 – not much like me; 1 – not at all like me.

1. I often volunteer to answer English teachers' questions.
2. I often volunteer during warmers.
3. I volunteer when the teacher offers additional tasks.
4. I did more studying than the teacher required.
5. I work actively during lessons.
6. I do my homework diligently.
7. How many classes did I miss? 1, 2, 3, 4, 5, or more
8. I evaluate the efforts I exerted for ... 1, 2, 3, 4, 5
9. Did I live up to the promises I made at the beginning of the term and the set goals?



**Л 11    Маріанна Леврінц**

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*Навчальне видання*

**Маріанна Леврінц**

## **МОТИВАЦІЙНІ ЗАВДАННЯ В ІНШОМОВНІЙ ПЕДАГОГІЧНІЙ ОСВІТІ**

Навчальний посібник

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Рецензенти:

*Ірина Козубовська* – доктор педагогічних наук, професор,  
завідувач кафедри загальної педагогіки та педагогіки вищої школи,  
Ужгородський національний університет (м. Ужгород)

*Ілона Густі* – доктор філософії з галузі освіта (педагогіка), доцент,  
доцент кафедри філології, Закарпатський угорський інститут  
імені Ференца Ракоці II (м. Берегове)

Технічне редагування: *Олександр Добош та Ласло Веждед*

Верстка: *Ласло Веждед*

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Відповідальний за випуск:

*Олександр Добош* (начальник Видавничого відділу ЗУІ ім. Ф.Ракоці II)

За зміст навчального посібника відповідальність несе автор

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