

## Classroom Activities, Interaction and Motivation



### Overview and Outcomes

This course concerns what kinds of activities help students to learn English well, through exploring factors we need to consider when choosing, using and adapting activities, such as interaction, motivation and classroom management.

We will also look at how to evaluate activities and adapt them or devise our own when necessary. Each course unit will also focus on activities related to a particular language area. Over the course you will build up a repertoire, or bank, of activities that you can use with your students and we will help you to organise and share this.

### Trainers

NILE's highly experienced trainers are experts, not only in their fields, but also in working online with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at [The NILE Team](#) on the [NILE website](#).

### Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence
- We use activities and tasks to help you apply the course content to your setting
- Courses are broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and community walls, and utilise a range of multimedia including images, audio files and videos.

### Certification

- Your end-of-course NILE certificate details the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.

### Who should apply?

- Teachers of children (from about 7), teens and adults, who wish to expand their repertoire of activities to foster interaction and encourage motivation in the language classroom.
- Participants should have a minimum language level corresponding to B1 on the Common European Framework.

### Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further two months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

### Content

*Classroom Activities, Interaction and Motivation* covers the following areas:

- Exploring what makes good activities
- Identifying aims for some activities
- Thinking about the importance of interaction
- Thinking about what motivates people generally
- Thinking about what the teacher should do before, during and after an activity
- Listening to some experienced teachers talking about how they built their repertoire of activities
- Choosing some evaluation criteria for activities for your class

This course will extend the participant's understanding and critical awareness of:

- How to discover a range of activities for recycling vocabulary
- Solutions to some common challenges in speaking classes
- How we can help students interact more in speaking activities
- Some reasons why students may not want to write
- How to plan the stages and instructions for a warmer, filler or booster
- Some online tools for storing, organising and sharing activities
- How to devise and share a short reading or listening activity
- How to evaluate some receptive skills activities

The programme also includes a complementary English language development course for your individual CEFR level to be completed through the learning platform Macmillan English Campus.

Each course has a maximum of 16 participants and consists of 8 units, each introduced and completed over two days, Monday to Friday, with an optional 4-week NILE Online assignment at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.



## Schedule

Each course consists of 45 hours' tuition over three weeks, plus 5 hours of social and professional interaction. Each unit requires approx. 3 hours work per day. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Course Structure				
Day 1	Day 2	Day 3	Day 4	Day 5
LIVE SESSION Introduction Unit 1 start	Unit 1 completion	LIVE SESSION Unit 2 start <i>School social activity</i>	Unit 2 completion	LIVE SESSION Week 1 Roundup Unit 3 start
Day 6	Day 7	Day 8	Day 9	Day 10
Unit 3 completion	LIVE SESSION Unit 4 start	Unit 4 completion <i>School social activity</i>	LIVE SESSION Unit 5 start	Unit 5 completion <i>School social activity</i>
Day 11	Day 12	Day 13	Day 14	Day 15
LIVE SESSION Unit 6 start	Unit 6 completion	LIVE SESSION Unit 7 start	Unit 7 completion Unit 8 start  LIVE SESSION Whole-school teacher research toolkit workshop	Unit 8 completion LIVE SESSION Course roundup LIVE SESSION Whole-school graduation ceremony

Classroom Activities, Interaction and Motivation	
Unit 1: Orientation and Introductions	Unit 2: Effective Classroom Activities
<p>This unit will introduce you to the course structure, platform and dates. You will also find out what you can expect from us and what we expect from you.</p> <p>You will learn to use the learning platform, introduce yourselves and get a general overview of the content, your teaching contexts and discuss what we mean by classroom activities.</p>	<p>This unit looks at what makes good classroom activities. You're going to learn to say what the aims are for some activities. There will be a focus on vocabulary learning, so here we will think about the importance of vocabulary recycling and look at a range of activities for reviewing vocabulary. Finally you will either teach a vocabulary activity or watch one being taught.</p>
Unit 3: Interaction	Unit 4: Motivation
<p>In this unit we are going to look at why we need to encourage students to interact with each other in classroom activities. There are many different interaction patterns we can include in a class. You are going to think about the benefits of each of these. Then we will focus particularly on speaking activities and you are going to explore several different speaking activity-types. You will then watch a presentation about setting effective discussion questions. Finally we will meet online for a live webinar where we will have a discussion ourselves about common problems teachers face in speaking classes and how we can encourage students to interact more.</p>	<p>In this unit we are going to look at motivation. You will start by thinking about what motivates people in general. And then you will use this knowledge to discuss how to make language learning activities more motivating. The other focus for this unit is writing, as teachers often ask how to motivate their students to write. We'll ask why students may not want to write and then you'll look at several classroom writing activities that should make them much more enthusiastic about writing. Finally, we'll take a look at a collaborative writing project and share your ideas for one you could use to motivate your own students.</p>
Unit 5: Classroom Management	Unit 6: Building and Sharing a Bank of Activities
<p>In this unit we are looking at classroom management for different stages of activities. We will especially look at giving good instructions. We'll see that classroom management is different for different contexts (where you work, who your students are, etc.). Then we'll look at a range of short activities that can be used at the beginning or end of a lesson, or when we need to wake students up or calm them down. Finally, we'll plan the stages and instructions for one activity. We'll share this with our course colleagues.</p>	<p>In this unit you are going to look at different ways that teachers can find new classroom activities. You will think about both paper and digital sources. Then you will focus on grammar activities and try to find some useful activities to satisfy particular grammar learning aims. After that you will look at some ways of storing and organising the classroom activities that you discover so you can easily find them the next time you need them. Finally you will look at ways you can share activities and resources online with colleagues. The work in this unit will be particularly useful for your final assignment.</p>
Unit 7: Evaluating, Adapting and Devising Activities	Unit 8: Course Review and Assignment Preview
<p>In this unit you are going to look at some ways of evaluating classroom activities. Then you will learn about some ways to adapt them where necessary, so they are more effective for your students. Finally there will be some hints for creating your own activities, and this will help you to make an activity yourself. The focus of this unit will be receptive skills – that is listening and reading activities.</p>	<p>In this final unit we will review the whole course and look at what you need to do for your assignment. You will have the opportunity to try out tasks from both assignments, so you can choose which one you want to do and get some feedback before you start the real thing. Finally we'll have a virtual goodbye party!</p>
Assignment	
Option A	Option B
<p>Find and evaluate four activities for a particular learning aim and group of learners.</p>	<p>Find two activities from the course and plan how to use them in a lesson with a particular group. Use them and reflect on how effective they were.</p>