

Unit 1 Motivation

Education: Language learning

Listening skills: Predicting what you will hear;

Listening for main points

Speaking skills: Introducing a topic

1 SPEAKING

a Look at photos a–b. Why do you think the students' attitude might be different in the two classes? Think of two or three possible reasons.

b Think about yourself as a learner. What motivates you about the subject(s) you are studying? Choose from this list and add other reasons of your own.

- ☐ I need it to pass my exams.
- ☐ It will help me get a better job.
- ☐ I enjoy reading about the subject – it's interesting.
- ☐ I feel I'm good at it so I feel confident.
- ☐ Other reasons: _____

c Which of your reasons are the most important to you? Compare your answers with other students.



2 LISTENING 1

a Listen to the introduction of a webinar on Motivation in language learning. Choose the three topics which Craig is going to talk about.

- 1 different opinions about motivation
- 2 different kinds of motivation
- 3 why it is difficult to motivate students in large classes
- 4 how knowing about motivation can help teachers

b Craig started the webinar with a question. Which of these was it?

- 1 How much do you know about the topic?
- 2 Are your learners motivated?
- 3 Why are you listening to this talk?

Why do you think he started with this question?

3 PRONUNCIATION Stressed words

a Listen to part of the introduction again. Which of these words or phrases are stressed?

first like to then going to finally

How do the stressed words help the listener?

b Listen to the stressed words again. Does his voice
a) fall then rise or b) fall and stay low on these words?
What does this indicate to the listener?

4 LISTENING 2

a Skills focus 1 Predicting what you will hear;
Listening for main points

Look at the slides from the next part of the webinar. What points do you think Craig will make about motivation?

History of motivation

**Social psychological period
(1959–1990)**

What motivates someone to learn a second language?

Robert Gardner:

- ▶ Integrative motivation
- ▶ Instrumental motivation

History of motivation

**Cognitive-situated period
(1990s)**

Zoltán Dörnyei:

- ▶ Learner confidence – success or failure
- ▶ Situation-specific factors: the course, the teacher, the environment

- b** **1.4** Listen to the next part of the webinar. Did Craig say what you expected?

STUDY SKILLS: PRESENTATION SLIDES

Lecturers often put their presentation slides online. Why is it a good idea to ... ?

- look at the slides before you listen to the lecture
- look at the slides after you've listened to the lecture

- c** **1.4** Listen again and answer the questions.

- 1 Who was Robert Gardiner?
- 2 Give an example of integrative motivation.
- 3 Give an example of instrumental motivation.
- 4 Give an example of how success can make you feel motivated.

- d** How might learners' motivation be affected by ... ?

- the course
- the teacher
- the environment

- e** **1.4** Listen to the recording again to check your ideas in 4d.

- f** **CRITICAL THINKING**
RELATING IDEAS TO YOUR OWN EXPERIENCE

Think about your own experience as a learner.

- 1 Which of the ideas in the webinar apply to you?
- 2 Can you think of times when ... ?
 - success or lack of success affected your motivation
 - you were influenced by the course, the teacher or the environment

Make some brief notes, then discuss your ideas with other students.

5 LANGUAGE FOCUS Introducing a topic

- a** **1.5** Listen to five sentences (1–5) from the beginning of the webinar. Match them with the descriptions below.

- a He announces the overall topic of the webinar (x2).

- b He introduces an opening question to start the webinar (x1).

- c He says what the first topic will be about (x2).

- b** **1.5** Complete the expressions using phrases in the box. Then listen again and check your answers.

to look at a starting point we're going to
I'd like to do what I'd like to start with

- 1 So today _____ **be looking at** learner motivation.
- 2 And as _____ **for** thinking about this, I'd like to ask you to reflect on ...
- 3 So **what** _____ in this lecture this morning is, I want to look at different kinds of learner motivation.
- 4 **First, I'd like** _____ the history of how motivation has been discussed in reference to English language teaching.
- 5 So _____ **is** just to look at some background.

- c** Discuss these questions.

- 1 Why does the speaker say 'We're going to be looking at' instead of 'We're going to look at'? Do they mean the same?
- 2 He says 'What I'd like to do is ...' instead of 'I'd like to ...'. Why do you think he says it in this way?

- d** Here are some sentences from the introductions to other presentations. Say them in a different way, using the words in brackets.

- 1 Today I want to talk about the present continuous tense. (What I'd ...)
- 2 First we're going to look at how babies acquire their first language. (The first thing ...)
- 3 To start, I'd like you to think about languages you have tried to learn. (As a ...)
- 4 Our topic today is testing in schools. (Today we're ...)
- 5 The topic of this presentation is activities for young learners. (What ...)

6 SPEAKING

- a** **Skills focus 2** Introducing a topic

You are going to introduce a presentation on a topic. Choose one of the topics in the box or a topic from your own field of study.

the use of social media climate change
English as an international language
the education system in your country
public transport in your home town or city

- 1 Make a rough plan of your presentation. Think of an interesting way to begin.
- 2 Plan a short introduction to your presentation and include the following:
 - what you're going to talk about
 - what the aim is
 - an outline of the main stages
 - how you are going to begin
 Use expressions from 5b.

- b** Introduce your topic to other students.

- c** Listen to other students' presentations.

- Is it clear what points they will cover in their talk?
- Did they begin in an interesting way?