

**TEACHER:** Ingrid Razente

**TOPIC OF LESSON :** Motivation

**LEARNERS :** A group of 9 novice teachers (2 study Language (Letras) at University, 3 have been working as monitors giving remedial work for learners for 6 months, 3 have been teaching for 1 to 2 years at a private institute, 1 Law student who wants to become a teacher). Language level – CEFR B2 / C1 level – (Law student is C2)

Teachers have been divided into 3 working groups of 3. (University student + monitors + experienced teachers )

**COURSE:** Online Pre-Service Teacher Training Course with a f2f component, when they do some peer teaching and classroom observation, and one meeting a month with the group and tutor.

**TIME FIT** We've already been through  
a) Theories of Learning  
b) Teaching Language Skills  
c) Teaching Vocabulary

**OBJECTIVES:** Learners will become aware of the importance of students' motivation and the role teachers play in the process.

**PRINCIPLES:** Learners learn best by  
a) referring to their own experience;  
b) Interacting with each other;  
c) Doing some complementary reading;

**ANTECIPATED PROBLEMS AND SOLUTIONS:** Learners might not participate in the discussion, in which case I will step in and encourage the discussion, either by giving a thought provoking situation or by asking questions.

**MATERIAL:**

UR, P. *A Course in Language Teaching*. CUP, 1998

HARMER, J. *The Practice of English Language Teaching*. Pearson Education Limited, 2000

[http://www.vgtu.lt/upload/filosof\\_zurn/a\\_liuoliene\\_metiuniene\\_filologija\\_nr2.pdf](http://www.vgtu.lt/upload/filosof_zurn/a_liuoliene_metiuniene_filologija_nr2.pdf)

<http://iteslj.org/Articles/Norris-Motivation.html>

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motivate.htm>

For further ideas

<http://www.lingualearn.co.uk/learners/motivation.htm>

<http://www.youtube.com/watch?v=MAfqno6CztY>

[http://www.youtube.com/watch?v=K\\_6GUx1Zx0w&feature=related](http://www.youtube.com/watch?v=K_6GUx1Zx0w&feature=related)

<http://www.youtube.com/watch?v=qwX0OLrWbFg&NR=1&feature=fvwp>

<b>Name of e-tivity:</b>	<b><i>Thinking about Motivation</i></b>
<b>Purpose:</b>	<ol style="list-style-type: none"> <li>1. <i>To promote awareness of the importance of motivation in the learning process;</i></li> <li>2. <i>To foster reading and discussion on the topic.</i></li> </ol>
<b>Number of participants:</b>	<i>3 groups of 3 teachers</i>
<b>Tools &amp; Materials:</b>	<ol style="list-style-type: none"> <li>1. <i>Reading Exercise</i></li> <li>2. <i>E-tivity instructions</i></li> <li>3. <i>Extra reading texts</i></li> <li>4. <i>Moodle platform [ Forum and wiki]</i></li> </ol>
<b>Spark:</b>	<i>Situation: Watch a video extracted from Monty Python's film. Think about the motivation that guided the action.</i>
<b>Structure</b>	<ol style="list-style-type: none"> <li>1. <i>Ls read, watch the snippe, reflect and answer 4 short questions.</i></li> <li>2. <i>Et 1.(individual posting) Ls post their motivation for learning English and for wanting to become English teachers.</i></li> <li>3. <i>(individual post) Ls read, comment and answer posts received.</i></li> <li>4. <i>Et 2 – (individual posting) Ls. Post a list of teacher's actions that motivate sts.</i></li> <li>5. <i>(individual posting) Ls read and comment on other learners lists.</i></li> <li>6. <i>(Group posting) Learners agree in their groups on the 6 most important actions</i></li> <li>7. <i>(individual) Ls read, comment on other groups' lists.</i></li> </ol>
<b>Interaction</b>	<p><i>Three steps:</i></p> <ol style="list-style-type: none"> <li>1. <i>Individual work – Learners describe their motivation for learning English and wanting to become English Teachers</i></li> <li>2. <i>Group work – discussion on the most relevant actions teachers should take to motivate their students and the principles behind them.</i></li> <li>3. <i>Individual - Commenting and answering posts.</i></li> </ol>
<b>Participant time needed</b>	<p><i>About 14 hours distributed in 5 days' work</i></p> <ol style="list-style-type: none"> <li>1. <i>Reading: 3 hours [given texts and researched ones]</i></li> <li>2. <i>Reflection: 2 hours [individual thinking]</i></li> <li>3. <i>Discussion: 4 hours [asynchronously] and 2 hours in synchronous meeting [chat]</i></li> <li>4. <i>Posting: 1 hour</i></li> </ol>
<b>E-tutor's Actions</b>	<ul style="list-style-type: none"> <li>- <i>Check posts, read, make comments when needed, to guarantee there's a discussion, or encourage learners who haven't posted.</i></li> <li>- <i>Summarize ideas at the end of the E-tivities.</i></li> </ul>
<b>Assessment:</b>	<i>Based in terms of task completion for overall grade in the course.</i>

## **INSTRUCTIONS**

### **READING TASK AND REFLECTION**

Read the prescribed reading (Appendix 1) and do the task.

Think about your own motivation to learn English. How much was it extrinsic? How much was intrinsic? Perhaps you had both kinds? What were the factors that increased/decreased your motivation along the years?

#### E-TIVITY 1

Post 1 - Describe your experience, giving examples. Post it to the Forum.

Post 2 - Read your friends' posts and comment on at least one of them. How similar was your friend's motivation to yours? (by Tuesday 2 PM)

#### E-TIVITY 2

There's no doubt that we, teachers, have a great influence on our learners' motivation. Write a list of teachers' actions that may increase students' motivation.

Post 1 - Post your list to the Forum.

Post 2 – Post a response to at least 2 posts. Ask for clarification, or comment on the functionality of the list. (By Wednesday 2 PM)

#### E-TIVITY 3

With your group, select and agree on the 6 most important ways a teacher can help students develop their motivation.

Post 1 - Post to the Forum a list of 6 most important actions a teacher can take

Post 2 – Read the other groups contributions and post a response to at least one of the groups. (By Friday 2 PM)

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## APPENDIX 1

### MOTIVATION

There are several definitions for MOTIVATION. It is said that it is “*The thoughts and feelings we have which makes us want to do something. Or that It is the driving force that causes us to achieve goals.* What is your definition of MOTIVATION? What was your motivation for learning English? What was your motivation for wanting to become an English teacher?

Motivation is usually said to come from the inside (intrinsic, integrative), that is, students want to learn for their own pleasure and fulfilment, or it may come from the outside (extrinsic, instrumental), that is, students learn to get a reward, or to escape punishment. It is believed that intrinsic motivation is more powerful than the extrinsic one.

- 1) Watch the video snippet <http://www.youtube.com/watch?v=Xbl-fDzUJXI> from Monty Python’s film and answer the questions:
  - a) What was the man’s motivation to write on the wall?
  - b) What was his motivation to write the sentence correctly later?
- 2) Read either Penny Ur’s passage (page 274 to 281), or Harmer’s passage (page 51 to 54), or any of the articles and then do the exercise below:

[http://www.vgtu.lt/upload/filosof\\_zurn/a\\_liuoliene\\_metiuniene\\_filologija\\_nr2.pdf](http://www.vgtu.lt/upload/filosof_zurn/a_liuoliene_metiuniene_filologija_nr2.pdf)

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### EXERCISE

Complete with the kinds of motivation: intrinsic (internal), extrinsic (external), instrumental or integrative(Gardner), global, situational and task (Brown)

1. The kind of motivation that comes from parents, from the desire to get a better job, etc. Is usually called ..... motivation, which Gardner would call ..... motivation and Brown would call, ..... motivation;
2. Brown calls ..... motivation, the motivation a student has to do the homework well.
3. A teenager who loves Justin Bieber and wants to sing all his songs as well as visit him one day has a ..... kind of motivation
4. A student who comes to English Institute because he loves his friends and his teacher, probably has a ..... motivation

Answers: 1. (extrinsic, instrumental, situational) // 2. (task) // 3. (intrinsic / integrative); 4. (extrinsic)