

## 1. Types of motivation

- Integrative

Learner wants to be part of the culture

- Instrumental

Needs language to do something e.g. work or study

- Intrinsic

Innate interest in the language, inner cognitive drive

- Extrinsic

For a reward or to avoid punishment motivation from outside

- Global

Overall social status of the language and speaking languages in the native culture

- Situational

Learning environment

- Task

Interest in task, relevance of the learning procedure

## 2. Integrative motivation

Traditionally it meant that the learner is motivated to learn the language because they want to belong to the target language's culture.

Wider interpretation: the learner wants to belong to or establish and maintain some closeness with any culture, sub-culture or social group where the target language is used for communication; to be integrated in today's world of the EU, multicultural, multinational environments and the international world of the Internet.

### The 'Sleeping' activity

- How do you like to sleep?
- You are an astronaut on an international space station. How do you have to sleep? Tell and show each other in small groups. Draw or make a photo. Present it to the class.
- Compare your ideas / work to
  - Text
  - picture
  - video

Compare: listen and show. You are getting ready for you night's sleep. Do as you hear.

Clayton Anderson about sleeping aboard the ISS.

You may sleep in any orientation you choose. Absent of gravity, the only true needs are adequate ventilation (including cooling), peace and quiet and a few tie-downs. On my first night of sleep on a shuttle I was tied to Atlantis' forward wall between fellow first-time fliers. I slept vertically, my head toward the

ceiling. The bed of choice is a sleeping bag. It includes a zip-up front and armholes, allowing sleeping astronauts to take on the appearance of a zombie, arms extended forward and parallel to the ground. I also donned an eye cover mask to help ward off any light sneaking in from the sunrises and sunsets happening every 90 minutes. (16 times a day as it takes 1 ½ hours to orbit Earth aboard an ISS.)



Sleeping in Space <https://www.youtube.com/watch?v=UyFYgeE32f0>

3. Instrumental



**Holiday game**

Make a little *exhibition of small* objects (pebbles, shells, nuts, buttons etc.). Do not include anything that comes from any well-known game. Tell Ss that they are on holiday and they collected the small objects. Today it is a rainy day, so they can't go to the beach and they have nothing to do. They only have the objects to play with. Ss in groups of three or four invent a game using some of the objects. They write the rules. Groups exchange the rules and try out each other's games.

Experiencing using the language as a means to an end and not an end in itself  
*Language as a tool, not as an aim.:* In the MLA books, you find this kind of tasks.



An example from the elementary book

Make sure students have the language to talk about the tasks and organise their work in English.

- Monitor language use while students are doing the task and find what language is needed.
- Elicit / per-teach.
- Provide language help
  - On board
  - On a task sheet
  - On wall posters

## 4. Extrinsic – intrinsic

Intrinsic motivation leads to enjoying learning, autonomous learning, life-long learning

Teresa Amabile - Creativity and Motivation

[https://www.youtube.com/watch?v=YRnvox6\\_o2M&t=592s](https://www.youtube.com/watch?v=YRnvox6_o2M&t=592s)



### Positive feedback loop

Creativity is a survival skill and it comes with a prize: good feelings. Thus creativity is intrinsically motivating and creative work leads to positive feelings, which leads to more intrinsic motivation.

## 5. Situational motivation and task motivation

- Pleasant, creativity-supporting, appreciative learning environment
- Well-chosen and well-conducted intrinsically motivating creative tasks

### Creative tasks

- Intrinsic motivation
- Task motivation
- Situational motivation
- Outcome motivation
- Real communication
- Instrumental, real-life use of language
- Learning by doing, learning by using
- Student output informs teacher input

## 6. The task-based framework

### A Task

- a. A task is goal directed.
- b. A task involves a primary focus on meaning.
- c. The participants choose the linguistic resources needed to complete the task.
- d. A task has a clearly defined outcome.

Ellis

### B. Learning cycle

- a. Pre-task
- b. Main task
- c. Post-task

## a. Pre-task

Warmer  
Lead-in  
Activation  
Pre-emptive focus on form: eliciting, pre-teaching  
Planning

## Pre-task

Task Time 3, p. 38

- Back-to-back descriptions
- Wall sorting: summer-winter
- Venn diagram
- Word spies: items, colours, special details, accessories
- Ten-second viewing: what is on the page?
- Planning



### *Back-to-back description*

Pairs, A + B stand up and look at each other's clothes for 1 minute. Then for one minute A describes B's clothes and B counts all the correct details mentioned. Then they swap.

### *Wall sorting*

Assign two opposing walls these meanings: Summer – winter/casual – elegant/men's – ladies'. Say names of clothes items and ask Ss to position themselves between the two walls to express their opinion about the clothes, and then ask them why they are where they are.

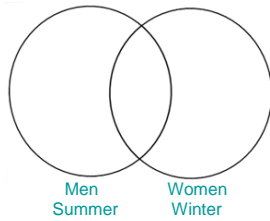
### *Word spies*

- > Students sit in groups of four at a table. Each table has a number. Each S gets a letter: A, B, C, or D. Each groups has an A3 sheet, which they divide into four parts. Each part will have a category word (e.g. with the topic of clothes: *items, colours, special details, accessories*).
- > Groups get 2 minutes to collect words that fit the first category. Then S A goes to the next table, where they check the words and add to them in one minute. Now groups have two minutes to collect words for the 2<sup>nd</sup> category. Then Ss A and B move to the next table.
- > It goes on like this until all the categories are finished. Always one more person moves. Always 2 minutes for collecting, and 1 for checking and adding.
- > Ss return to their original table. They check the collected words. Ask each other, the teacher, consult dictionaries.
- > Cut the sheet up into the four parts. Each student gets one. They mingle and find Ss from different groups with the same category and share info.
- > Keep the same category pieces of paper together and available for Ss, e.g. on the wall or on paper plates.

### *Ten-second viewing*

Ss look at a page in their book for 10 seconds, and then they reconstruct the page on the board or on flipchart paper. Use words and drawing. Then look at the page and compare.

Venn diagram of clothes items



**b. Main task**

Creating  
Instrumental language use  
Presenting, sharing  
Pre-emptive and reactive focus on form

**Main task**

Task Time 3, p. 39

- Provide task alternatives: E.g. work on poster paper, make a collage, dress up and make photos, search for items on the computer, a special school - e.g. rock school, students' ideas
- Monitor, help and collect evidence of language use

**c. Post-task**

Reflective learning  
Corrective feedback  
Reactive focus on form: language practice activities as needed  
Watching / listening to native speakers doing the same task  
Doing a similar task

**Post-task**

Task Time 3, pp. 40-41

- Feedback
- Language focused tasks and exercises
- Add features from other groups' designs to yours
- Similar task, e.g. clothes for an event

**7. Task Time Intermediate pp. 60-61, 64-65:**

**Add your ideas**

Pre-task ideas  
Task Time 3, p.60

- Jigsaw grouping
- Shape dictation
- Guided imagination tour of a house

Part of build	Cost	Total for build
Construction services		
Labour		
Materials		
Other		
Special features		
Special features		

**Main task alternatives**  
Task Time 3, p.61

- Design a flat or a mobile home.
- Plan a home with and for a group of your school friends.
- Plan a home for characters in a story.
- Work on a computer using images you collect, e.g. on Padlet, ppt. or Prezi

Part of build	Cost	Total for build
Construction services		
Labour		
Materials		
Other		
Special features		
Special features		

## Your post-task ideas

Task Time 3,  
pp.64-65

- Board game / card game with the language
- Re-design the house with smaller or larger budget OR a different owner / climate

LANGUAGE HIGHLIGHTS

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The task cycle in TBL is similar to ...



how people perfect doing things in real life.

Activate and mobilise the resources you have. Perform the task. Reflect on the task execution and its outcome and see what and how can be perfected.