

Criteria for the Selection of Tasks Increasing the Motivation of Young Learners

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1. Motivation

"Motivation is like food for the brain. You cannot get enough in one sitting. It needs continual and regular top ups."

(Peter Davies)

The term *motivation* in general means the movement, challenge or encouragement. An instinct of every one of us is to motivate or to be motivated and this moves us ahead. Motivation becomes an extremely important factor in education to achieve good results for students and teachers at the same time. However, without sufficient motivation not much learning is likely to be done. When we look for some ways how to motivate our students, we are often influenced by those who have motivated us or who are famous for motivating the others. In many cases we try to study some didactic books or manuals to help us find some tricks or techniques not to bore the students in our classrooms.

Motivation influences learners in complex ways. For example, in a single situation there may be numerous factors motivating learners to be fully involved and participate in the process and an even greater number of factors motivating them to avoid to be a participant of the process. Especially, in teaching foreign languages we need to pay a great amount of our time to motivate students to be involved and participate in the learning process during lessons.

There are many experts and writers dealing with motivation. Jeremy Harmer says, '*Motivation is some kind of internal drive that encourages somebody to pursue a course of action*' (Harmer 1991:3). According to him if we perceive a goal (that is something we wish to achieve) and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal. Goals can be different, for example if we would like to own a new compact disc player, a bike or a horse we may work overtime in order to earn the necessary money.

Douglas Brown also writes about motivation. He defines it like this: '*Motivation is commonly thought of an inner drive, impulse, emotion, or desire that moves one to a particular action*' (Brown 1987: 114). Another person who writes about students' motivation is Haycraft John. His definition of motivation is: '*Motivation*

can be summed up, briefly, as the student's desire and need to learn – the driving force that makes him work hard, pay attention, and so on' (Haycraft 1978: 6). All these definitions have one thing in common that motivation is an inner power to achieve certain success. However, we can say that students have different types of motivation, but the highly motivated ones do better than those ones without any motivation.

In general, the source of motivation can be categorized as extrinsic motivation (where factors outside the task play a major part) and intrinsic motivation (willing to learn because the task is the personal interest). Both of these play an important part in classroom motivation and teacher influence.

1.1. Extrinsic motivation

Extrinsically motivated behaviours are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. We also consider behaviours initially to avoid the punishment as extrinsically motivated (Brown 1987: 38). For example, a student who does his homework only because he is afraid of the parents' punishment for not performing is extrinsically motivated. He does the work in order to avoid sanctions. Similarly, a student who does the work because she personally believes it is valuable for her chosen career is also extrinsically motivated because she also does it for its instrumental value rather than because she finds it interesting. Both examples involve instrumentalities, personal endorsement and a feeling of choice, and represent intentional behavior, but the two types of extrinsic motivation vary in their relative autonomy.

Extrinsic motivation drives us to do the things for tangible rewards or pressures rather than for the fun of it. We cannot reach many sources of extrinsic motivation to influence our students in classrooms e.g. their wishes and desires to be successful in external exams. According to Penny Ur there are some sources which are affected by teacher action. Success and its reward '*is the learners' own awareness of successful performance*' (Ur 2004: 278), and the teacher makes sure that learners are aware of it. Failure and its penalties is a part of the teacher's job as well. We should let our students know when they are failing. For some ones it is a big motivation to start again and the others are disappointed by their personal failure. Authoritative demands are also a part of teachers' attitude. Often we need to use the commands and orders to push the students to work. Tests, competitions as well as group contests are highly motivating factors, especially when students want to do their best. If there is not too much stress put on learners, we can get the enjoyable result of it.

1.2. Intrinsic motivation

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination (Deci 1975: 23).

We can undoubtedly say that what happens in the classroom is very important for our students. The main target of the teacher is to create an environment in which students are willing to do their best or to reach their personal goals. There are many factors affecting intrinsic motivation of students. In this chapter we are going to write about the significant factors which promote intrinsic motivation.

1.2.1. Challenge

Challenge is one of the most powerful factors influencing intrinsic motivation. We consider this as an individual factor because students can be challenged without involving other people. They are challenged when they set their activities towards achieving personal goals in such a way that attainment of the goals is uncertain - when neither success nor failure is guaranteed. As students work towards these goals, they are motivated to receive feedback and feel that the eventual success will enhance their self-esteem.

1.2.2. Curiosity

Curiosity is the second factor influencing individual intrinsic motivation. There is something in the physical environment which attracts the student's attention. Learners are more motivated by curiosity than by learning tasks which are just presented them as simple facts or knowledge. We distinguish two types of curiosity:

- *sensory curiosity*: physical factors such as changes in tone of voice, light, or sound disturb the learner, for example, the teacher changes her tone of voice to catch students' attention.
- *cognitive curiosity*: we make a student wonder about something, for example, history study books make students wonder what the life was like in a certain period in the past.

1.2.3. Control

In general we have the basic intuition to control what happens to us. Also it is an individual factor because we feel in control and responsible without other person's involment. Control to intrinsic motivation is influenced by *cause-and-effect relationship* in order to obtain something if certain steps have been taken before, by *powerful effects* (to feel in control), and *free choice* to allow students to choose the way how they will learn and also what they want to study. They will feel in control of their learning.

1.2.4. Fantasy

Another factor which influences our individual motivation is fantasy. Learners use mental images of things and situations which are not present to stimulate their behaviour. Every one of us has a great imagination and fantasy which we sometimes share with the others. Our fantasy is in connection with challenge, curiosity and our feeling in control. How to use fantasy in learning? The most important is to make a game out of learning. Building games around learning activities helps many students to go through difficult topics to study. For example, in many language classes the most difficult task for learners is vocabulary and using particular games makes vocabulary teaching easier. Secondly, we should encourage our students to imagine themselves using the learned knowledge in real life environment.

1.2.5. Interpersonal factors: competition, cooperation, recognition

Competition is one of the interpersonal factors. It occurs naturally and for some students is more important than for others. It is obvious that learners like comparing between each other and the feeling being the best of all or better than others gives them an incredible power to move themselves ahead and improve. On the other side some of them feel very disappointed in the case of losing and they suffer. However, losing the game is also motivation not to give up and carry on. For example a student graduates with a high mark to get to the university by his choice.

A second interpersonal factor in intrinsic motivation is cooperation. It occurs naturally as well as competition and for some students is more important than for others. Students feel satisfied by helping others achieve their goals. In classroom environment it is very useful to use pair work, group studies and team plays. Learners learn how to use their skills to work together which is a good predisposition for real life. For example, 'If we all work on this project, we might win.'

The last of interpersonal factors is recognition. Learners feel satisfaction when others recognize and appreciate their accomplishments. To achieve this accomplishment the process or the result must be visible and recognizable to others. There are some differences between recognition and competition. Recognition does not involve a comparison to someone else's performance and competition does not require the approval of others. For example, a list of students who did an outstanding work for their school appears in the local newspaper.

2. Factors affecting the motivation of young learners

Children learn the foreign language in a natural way which is similar to their mother tongue acquisition. If we want them to learn something they must be motivated. This mainly depends on the teacher's role and style. Of course all teachers try hard to create the conditions in which students do significantly better but on the other side we know that students sometimes succeed in the least favourable conditions. Students bring a lot of their motivation into the classrooms, but successful or unsuccessful language learning is influenced by a number of other different factors. Such factors are divided into subjective and objective ones influencing the teaching process.

2.1. Subjective factors

Subjective factors include the teacher/lecturer/educator and the learner/student/pupil. In the case of the teacher there are several facts which play an important role in the teaching process such as his/her educational background, personality, socio-economic level, mastery of English, theoretical level and interests. On the other side we consider the learner's age, native language, education, socio-economic level, intellectual capabilities, previous experience in foreign language learning, personality and language needs.

2.1.1. The role of the teacher

At first we are going to deal with the teacher as a *controller*, where the teacher controls not only what students do, but also when they speak and what language forms they use. The teacher must create the climate in which students feel comfortable, do not hesitate to speak and use the foreign language and react spontaneously. It means that students should use as much as possible the language they are learning, because they are the people who need the practice, not the teacher. Harmer comments on this problem by the words: '*In general terms, therefore, a good teacher maximises Student Talking Time and minimises Teacher Talking Time*' (Harmer 1984: 4).

Good teachers should also talk about interesting things or tell stories which will attract students' interest, wish and desire to learn harder. It is the best way how to attract and simultaneously to motivate students.

Besides the controller role the teacher has also the role of a *director*. In this case it is the teacher's job to keep the teaching and learning process flowing smoothly and efficiently. The teacher should lead the students into the real-life of improvisation, using everyday social communicative English; and these events bring the reward of successful learning.

Another important teacher's role is being a *manager*. We can say that this role of the teacher is one of the most difficult and important. It is worth saying that the success of a particular activity depends on a good organisation and the students' familiarity with what their task is. The success of a good lesson has its roots in the precise lesson planning and organisation. The main aim of the teacher is to give clear instructions to the students what they are going to read, write and talk about, then to tell them how to do certain activities and at the end to get the feedback when they finish.

A less directive or managing role is the role of a *facilitator*. It is a process of making learning for students easier, helping them to get rid of readblocks, to find shortcuts and their own pathways to successful learning. Sometimes it is better when teachers just watch and listen to what is happening in their class. However the teacher's help is essential, especially when activity is not going smoothly. Harmer comments this by the following words: '*If someone in a roleplay cannot think of what to say, or if a discussion begins to dry up, the teacher will have to decide if the activity should be stopped-because the topic has run out of steam or if careful prompting can get it going again*' (Harmer 1998: 95). Facilitating is very, as with correction, teachers should do it sensitively and effectively.

The teacher's role as *resource* is also significant. His function here is to offer help when it is needed. The teacher plays a part of an adviser or counsellor. We can say that there are different situations when students need and expect help from the teacher e.g. a student was ill and he needs a consultation, or students have a writing task, they work individually and a teacher should support them only when they need the help.

2.1.2. *The young learner*

Some children learn more than one language from birth or from a very young age. These children can be said to have two mother tongues: neither language is foreign to that child. Children should, if possible start learning foreign language as early as possible. The older they get the more difficult it is for them to learn and produce the specific sounds every language has. However, most experts agree that the earlier a child is introduced to a second language, the greater the chances are that the child will become truly proficient in the language.

We are convinced that the more years a child can devote to learning a language, the more competent he or she will become. Regardless, introducing children to alternative ways of expressing themselves and to different cultures generally broadens their outlook and gives them the opportunity to communicate with many more people. Definitely, there are some teaching differences between certain learning levels. Especially young learners' teachers use various methods and ways and it is easier to interest and motivate young learners than adults. Children can learn much about English by learning the structure of their mother tongue or other languages. Common vocabulary also helps children learn the meaning of new words in English. Basically they learn mainly the names and titles of objects and people.

2.2. Objective factors

In this part we will closely specify different objective factors. The most important ones such as goals, methods, conditions and the content might also have an impact on the teaching and learning process.

2.2.1. Objectives

People learn English for many and extremely varied reasons. Taking these reasons into consideration as well as language acquisition needs is crucial for a successful learning experience when planning a lesson or individual instruction. This is probably as important for the student as for the teacher. When a student understands his/her reasons for learning English well, he/she can better plan his/her learning strategy. In the classroom, he/she can help the teacher identify needs and desires. If the student is learning alone, he/she can find learning materials based on a better knowledge of what his/her objectives are. *'Objectives as a didactic category are an expression of the social needs and general abilities of the learner. They are an intersection of social and personal needs – they reify them'* (Repka – Halušková 2005: 13).

According to English language teaching we use three types of objectives: communicative, cognitive and formative. *Communicative objectives* have their main function in the communicativeness of the language. The aim is to achieve the learner's proficiency level in speaking. *Cognitive objectives* such as a set of cognitive skills (analogy, induction, deduction, comparison, contrast, evaluation, etc.) should be developed by the teacher through the teaching and learning process. *Formative objectives* are connected with the education of good citizens. The teacher should always remember that they also develop social, ethical, moral, cultural and personal qualities of learners.

2.2.2. Contents

The content of a language course should harmonize with objectives, structure and quantity. The structure of the content (Repka – Halušková 2005: 14). consists of

- (1) Communicative skills (listening, speaking, reading, writing)
- (2) Language means, or language exponents – linguistic forms of realisation, phonology, vocabulary, grammar, together with linguistic rules and terminology.
- (3) Situations of language use, or communicative situations, which constitute the platform for interaction processes.
- (4) Information on culture (spiritual and material values, social behaviour, way of life, literature) and realia.

It is very important for teachers to choose the right contents of the language lessons for different age levels. On the other side it is also very difficult, complicated and it contains a certain amount of subjectivity. The overall programme of what is to be taught and learned is set in the syllabus, and each course is equipped with materials e.g. textbooks, audio cassettes or computer programmes.

According to Brown (1987) we use a term *input* in this case which means the language that learner hears and reads

- roughly-tuned input = slightly above the students' level, students can more or less understand it
- finely-tuned input = language is precisely selected to be at exactly the students' level, selected for conscious learning.

2.2.3. Methods

Choosing the right language learning method is essential to success in learning a new language. The decision to learn a new language is very exciting, but all too often we lose our focus or get discouraged while looking around for the right method, or even worse, waste time or money working with the wrong method. Understanding how we learn and how a program will be teaching can make a big difference in how much success we have in this new endeavour.

Everyone is different. Everyone has different resources, strengths and needs. The teacher should be aware of whether the chosen method is appropriate to the content or interesting for the students. Besides all the classroom didactic methods there are also many different ways how students learn a foreign language, e.g. doing all these activities in a foreign language: talking to friends, listening to music, writing to penfriends, being a member of language club, watching films, memorizing texts, reading magazines, teaching classmates, etc.

Young children in learning their first language do a lot of listening before they speak and listening is accompanied by physical responses e.g. reading, grabbing, moving, etc. A lot of teachers associate language with physical activity. The teacher plays the role of the instructor/director of a stage play and students pretend to be actors. This method utilized the imperative mood e.g. Stand up! Close the window! Come here! Sit down!

2.2.4. Conditions

This part of our work is all about the physical environment of the classroom and conditions in which a teacher and students work e.g. lightness/ brightness, the temperature and fresh air, the acoustics, the lines of vision and the layout of the desks or tables.

It is well known that the light in the classroom is a very important factor because too dark classrooms will make gloomy lessons as well as gloomy students. Teachers should move all the pictures that are on the windows and move the furniture to make the best use of the light. On the other hand if the room is too bright, it makes everyone hot and uncomfortable. In this case teachers might ask for blinds, or let students sit out of the direct sunlight. In order to improve the temperature and the freshness of the air we should keep the air in our room circulating. Fresh and pleasant air in the classroom is very significant, because it improves the whole atmosphere and makes learning as well as teaching more comfortable and easier.

It is worth pointing out that the reality when students can clearly see and hear their teachers is very important. Obviously teachers do not want their students to look at the board during the whole lesson, but it is important for them to be able to see brightly and hear clearly without having to strain to do so. The teacher should see everyone's face and speak on the level of voice not to make echos in the classroom.

We know very well that moving people around is much easier than moving desks. Indeed, the informality which results from having to form pairs and groups without shifting desks and tables can be a positive advantage in motivating students and getting them to communicate with each other. We are convinced that convenient and perfect physical conditions enable a pleasant classroom environment both for teaching and learning.

3. Motivating classroom activities

One of the main aims in teaching very young learners is create an enjoyable and successful climate during the lessons for them. Skillful teachers at primary levels know that when children enjoy various learning activities and they are successful in most of them they become highly motivated. There are many language learning activities which are used for both young and adult learners e.g. games, quizzes, crosswords, pair works, discussions, etc. According to Satchwell and De Silva (1995) there is a list of activities in Figure 1 that help motivate young learners.

<ul style="list-style-type: none"> ● Opportunities to work in groups
<ul style="list-style-type: none"> ● Pupils are given clear instructions
<ul style="list-style-type: none"> ● A supportive atmosphere is provided, in which children are not afraid to try again and in which they feel to “fail in safety”
<ul style="list-style-type: none"> ● A range of teaching strategies are used including music, role-play, drama, thereby encouraging active participation by pupils
<ul style="list-style-type: none"> ● The pace is appropriate with plenty of opportunities for repetition and practice, but in as many different ways as possible to avoid any possibility of boredom
<ul style="list-style-type: none"> ● The use of extensive stimuli such as objects to handle and make
<ul style="list-style-type: none"> ● The provision of extensive support to aid pupil understanding, including the use of visuals, mime and gesture
<ul style="list-style-type: none"> ● A variety of activities are provided involving the use of rhymes, poems, games and puzzles

Figure 1 Some aspects of ELT that help motivate very young learners (Satchwell and De Silva 1995)

3.1. Games

A game is a structured or semi-structured activity undertaken for enjoyment and also used as educational tools. In the case of language learning games play indirectly a significant role of practical language exercises. Learning through games is interesting, effective and easier. In general children learn well by playing various kinds of games so teachers should prepare productive and task-orientated activities. Children can practise all language skills and improve their vocabulary. It is also important to point out that games can be played by all levels of students. They may be used by beginners, intermediate and advanced learners. They are mainly played in pairs or groups.

In language teaching processes teachers use different kinds of games such as word or story games. Some games may involve comparing and contrasting pictures as well as finding similarities or differences. There are also games which require thinking and active participation. Many games are competitive which is highly motivating for students. It provokes their interest to study harder and be better than the others. The games are often used as warm up activities such as below:

A game – Guess the person I am thinking of

Aim of the activity: Students practice asking Yes/No questions to get the right information about an object that the teacher I thinking of.

Skills: Speaking

Controll: Free and guided

Level: All

Time: 10 minutes

Instructions: The teacher writes the name of a person on a piece of paper and keeps it in secret. A group of students use yes/no questions to get some information about the person, the teacher is thinking of. The teacher can answer only 'yes' or 'no'. The group continues asking unless the teacher's answer is 'no'. Then another group takes turn and carries on asking questions. The team that calls out the right name is winning.

Beginning of the activity

Stage 1: The class is divided into three groups of five people. They are given instructions about the activity.

Stage 2: They are asked to think about some useful questions (2-3 minutes).

3.2. Quizzes

A quiz in language learning is of a great importance. It is a form of game (as individuals or in teams), attempt to answer questions correctly. We can say that quizzes are competitive which increases students' motivation. Using quizzes during learning process helps students gain a lot of information and new knowledge. The most popular types among learners are General knowledge quizzes. The questions in the knowledge quiz can cover different topics e.g. science, biology, physics, geography, history, etc. Students should not know the questions before so then they discuss or speculate the answers in groups or pairs. We may also say that through various quizzes students can perfectly practise all skills. In conclusion, we would like to say that different types of games as well as quizzes are significant classroom activities, because of providing a challenge and what is more important they stimulate motivation of students.

A quiz – General knowledge quiz ¹

Aim of the activity: To answer any questions of facts, Wh-questions, agreeing, disagreeing

Skills: Reading and speaking

Control: Free

Level: Intermediate

Time: 15 minutes

Materials: A list of questions

The wh-questions of the quiz:

Where does the word 'alphabet' come from? (Greek)

What kind of weather does the Beaufort Scale measure? (wind)

Which European countries does the Danube flow through? (Germany, Austria, Slovakia, Hungary, Croatia, Serbia, Bulgaria, Romania, Ukraine)

Who was the first man in space? (Yuri Gagarin)

What does NASA stand for? (National Aeronautics and Space Administration)

Who did Adolph Hitler marry? (Eva Braun)

When did Margaret Thatcher become Prime Minister of Britain? (1979)

Which Latin American country did Montezuma II rule in the 16th century? (Mexico)

Who was the youngest American president? (Theodore Roosevelt)

Where is the town of Timbuktu? (Africa)

Instructions: Students read the quiz, make sure they understand all questions, help them with translation if it is needed and then they try to guess the answers. When they have completed the quiz, start the discussion in the whole group about the answers. The teacher should encourage the group to agree or disagree with individual answers, for instance using additional questions:

What do you think?

Do you agree?

Does anybody disagree?

Beginning of the activity

Stage 1: Students are given instructions about the activity. They do the quiz individually (5 minutes)

Stage 2: Students work in one group and give their answers.

Stage 3: Finally the teacher says the correct answers.

1 SOARS, J.& L., New Headway English Course, Intermediate, Workbook, OUP 1996, p.66

3.3. Crosswords

A crossword is a word puzzle which is usually used as a warm up activity to practice or revise new vocabulary. The aim is to fill squares with letters, forming words (or word phrases) reading from left to right and from top to bottom, by solving clues which lead to the answers. There are topics which include a set of words and they are often connected with the theme of the lessons. Crosswords are useful at any age levels of teaching and learning process. Students practise reading skills, grammar and spelling mainly. This activity can be done individually or in pairs. If teachers like doing crosswords with their students they need to be careful and choose the one which is appropriate for the students' level of English. Otherwise students may lose their motivation for learning and studying becomes more difficult for them. We also know other types of crosswords e.g. crossword forms with vowels filled in, a wordsearch, spelling puzzles, etc. As an example we have chosen our own prepared a wordsearch:

A wordsearch – School subjects

Aim of the activity: To revise the vocabulary, practice spelling

Skills: Reading

Control: Controlled

Level: Beginners

Time: 10 minutes

Materials: a copy of wordsearch

Instructions: The teacher hands out copies to students. They work individually and look for the words of school subjects in the wordsearch.

Beginning of the activity

Stage 1: Students are given copies. They do the wordsearch individually (7-8 minutes)

Stage 2: The teacher monitors.

Stage 3: At the end they check the answers with the partners and then with the teacher.

A WORDSEARCH

M	I	G	E	O	G	R	A	P	H	Y	R	O	J	A	J	O	X	V
B	D	R	A	W	I	N	G	P	U	R	P	L	L	Y	E	W	O	L
S	P	K	U	T	A	C	V	K	X	V	E	A	I	X	D	T	C	F
A	H	O	R	B	I	O	L	O	G	Y	C	I	T	V	V	P	E	R
Z	Y	P	F	Y	X	W	A	C	G	K	A	C	E	K	D	A	F	E
K	S	T	A	S	R	D	V	N	T	R	E	S	R	Y	V	D	P	N
L	I	W	H	I	J	F	I	R	S	E	G	R	A	M	M	A	R	C
E	C	V	T	C	D	G	A	J	Y	M	N	R	T	J	V	D	T	H
Y	S	I	A	P	N	A	H	B	E	T	A	E	U	A	M	S	P	R
A	N	N	Y	I	P	Y	B	I	G	E	L	O	R	A	A	B	F	C
G	A	S	C	H	O	O	L	S	S	U	B	J	E	C	T	S	M	N
Q	U	E	B	U	P	F	A	E	E	T	F	E	P	M	H	C	A	E
K	A	T	T	A	E	U	J	U	K	D	O	L	A	I	E	K	C	E
C	C	H	E	M	I	S	T	R	Y	S	S	R	P	S	M	I	G	N
O	B	Z	A	L	C	H	A	N	I	V	B	A	Y	D	A	O	N	G
I	G	R	C	I	V	I	C	S	H	Q	G	D	Q	K	T	B	I	L
X	A	A	A	X	I	H	L	U	E	O	Y	A	I	T	I	V	D	I
P	E	C	N	E	I	C	S	P	S	P	M	L	R	R	C	W	A	S
A	O	R	G	N	O	E	K	A	C	I	P	V	J	Z	S	C	E	H
K	S	L	O	V	A	K	L	A	N	G	U	A	G	E	F	G	R	E

Words: Physics, Biology, French, English, Slovak language, Gym, Civics, Chemistry, History, Art, Singing, PE, Literarute, Grammar, Mathematics, Science, Writing, Reading, Drawing

3.4. Role plays

Role plays are another type of highly motivating classroom activities. It is an activity when students take the part of a particular person. For instance, they can act as a customer, a doctor, a shop-assistant, a waiter, a member of family, etc.. The students take part in different situations such as at business meetings, shops, hotels, airports, even more; and acting out a conversation. It is not written activity so students try to imagine themselves in English spoken environment and solve the everyday life problems. In some cases they might prepare the questions or notes. Role plays give the students a chance to improve their fluency, through a wide range of language, in a variety of situations and with different speakers. They are used in pairs mainly and teachers monitor the process.

A role play – In the family

Aim of the activity: To practise everyday language

Skills: Speaking and listening

Control: Controlled

Level: Pre-Intermediate

Time: 10 minutes

Materials: Student's sheet of role

Instructions: The teacher divides the classroom into the pairs / Student A and Student B/ and hands out copies of roles. They work in pairs and practise the conversation.

Beginning of the activity

Stage 1: Students are given copies. They read their roles (2 minutes)

Stage 2: They practise the conversation according to their role and the teacher monitor.

Student A - sister/brother

Your parents promised to give you and your sister/brother pocket money if you share more housework – washing the dishes, shopping, vacuum cleaning, cleaning the stairs in your block of flats and helping with cooking. You would not mind shopping, vacuum cleaning, but you definitely don't want to wash the dishes and clean the stairs in your block of flats! You already do some things like watering the flowers and going out with your dog. You would like to take turns especially with the dog, because it is quite hard work.

You start!

Student A - sister/brother

Your parents promised to give you and your sister/brother pocket money if you share more housework – washing the dishes, shopping, vacuum cleaning, cleaning the stairs in your block of flats and helping with cooking. You do not mind washing the dishes if your sister/brother agrees with taking turns. You definitely do not want to clean the stairs outside and helping with cooking! You already do some housework like taking the rubbish out and helping mum with washing. But you definitely want more pocket money

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3.5. Discussions

Discussions belong to those classroom activities that also develop students' motivation. Through them students can practise their speaking as well as express their own thoughts and opinions about certain matters. We may say that discussions with a class can often be successful. Students are interested in subjects and they like to express their own ideas even if they do not agree or dislike something. This kind of activity creates the need to speak and communicate.

Discussions can be led in individual groups in which students have better chance to speak. We can also communicate with the whole group but during a 45-minute lesson not all students might get a chance to speak. Discussions are good from pre-intermediate levels where students can put into practice already learned vocabulary, phrases and grammar structures. In the low classes beginners may have problems to express themselves. Such activities are fully recommended in intermediate and advanced classes.

A discussion – Things you like and hate²

Aim of the activity: To practise everyday language

Skills: Reading, speaking and listening

Control: Controlled

Level: Pre-Intermediate

Time: 15 minutes

Materials: Worksheets

Instructions: The teacher divides the classroom into the groups of four students and hands out the worksheets. They work in groups and discuss the situations. They should think about the activities in the box and divide them into four groups: those they love, those they like, those they do not like and those they hate. Then they work with other three students, compare their answer and tell them why they like, hate or do not mind these things.

Beginning of the activity

Stage 1: Students are given instructions about the activity and are divided into groups

Stage 2: They read the worksheets (2 minutes)

Stage 3: They discuss and compare their answers in the groups.

WORKSHEET

- getting letters from very old friends
- people arriving to stay with you unexpectedly
- sending and receiving greetings cards
- children you don't know talking to you in public places
- phoning companies (airlines, hotels, etc.) to get information
- walking into a roomful of strangers at a party
- meeting your old school teachers
- receiving phone calls late at night
- having a party with all your family and relations
- making appointments with the doctor, dentist, etc.
- complaining about the meal in a restaurant
- standing next to strangers in a crowded train or lift

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