

## Lesson 2

**Title:** Motivation and Engagement

**Time frame:** 1 hour 30 min - 2 hours

**Number of participants:** Ideally between 10 to 20 participants

**Learning outcomes:**

1. To understand the difference between motivation and engagement
2. To identify the main types of motivation: intrinsic and extrinsic
3. To learn some exercises that can enhance students' intrinsic motivation
4. To learn some evaluation systems to measure students' motivation levels

**Lesson structure:**

### Introduction: Why motivation and engagement are crucial when learning speaking in a foreign language?



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# EASE



An Emotionally-intelligent Approach to  
teaching Speaking in a forEign Language

Continuing  
Professional  
Development  
Sessions

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Welcome the participants and introduce yourselves. Display slide 2 and introduce the title of today's lesson. Show the table of contents on slide 3 and explain the main concepts that will be reviewed today. Ask participants why they think motivation and engagement are crucial when learning speaking skills in a foreign language (slide 4) and what the main differences between motivation and engagement are. Write on a whiteboard the main ideas (brainstorming).



# Motivation and Engagement

Increasing students' engagement and motivation while teaching speaking



1

**Introduction**  
Why motivation and engagement are crucial

**Teaching Content**  
Types of motivation: Intrinsic and extrinsic

2

3

**Sample Activities**  
Task-based learning, intrinsic motivation reflection

**Conclusion/Reflection**  
Measuring motivation

4

## Introduction

Why are motivation and engagement crucial when learning speaking skills in a foreign language?



After brainstorming about these concepts, explain the differences between motivation and engagement (slide 5).

### Slide 5

## Motivation vs. Engagement

Engagement and motivation are separate but related, and often confused

### Motivation



The driving force that causes a student to take action

### Engagement



The observable behavior or evidence of that motivation

Show the quotes on slide 6 and ask the participants if they agree with the statements.

### Slide 6

## Motivation

- Motivation is the force that drives and orients the activity of individuals to achieve a goal. (Sampascual, 2007).
- One of the factors contributing to motivation is the search for novelty, linked to the need to have to overcome obstacles and accept challenges. (Bueno, 2017).



### Content: types of motivation

Brainstorm by asking the whole class what the two types of motivation are (slide 7). Explain the main characteristics of intrinsic and extrinsic motivation on slides 9 and 10.

Slide 7



## Content

Types of motivation

Do you know the two types of motivation in education?



Slide 9

## Extrinsic Motivation



- Happens when the reason for learning is determined by external factors such as avoiding punishment or obtaining a reward.
- E.g.: Praise, grades, money, teachers using positive phrases, token boards (after students earn a certain amount of tokens they receive a prize or a reward)



Slide 10

## Intrinsic Motivation



- Intrinsic Motivation is how someone self-motivates.
- Occurs when learning is performed by internal elements. It involves doing something because it is both interesting and deeply satisfying.
- We perform such activities for the positive feelings they create, and they typically lead to optimal performances (Deci & Ryan, 2008)
- E.g.: giving a student a choice to do a project based on their interests or passion; students act as teachers in the class.



Explain that it is due to intrinsic motivation that learning is maintained and prolonged over time and that in order to increase it, teachers should engage learners according to their basic psychological needs. Reinforce the idea that as trainers, teachers should focus on stimulating these intrinsic motives as an engine for learning and a stimulus to maintain curiosity for further life-long learning (slide 11).

## Slide 11

### Intrinsic Motivation



"It is due to intrinsic motivation that learning is maintained and prolonged over time, and that this is possible to achieve taking into account the innate curiosity of humans." –Bruner, 1996



"In order to increase intrinsic motivation, we should engage learners according to their basic psychological needs." –Dr. Jeremy Sutton, 2021



As teachers, our work should focus on stimulating these intrinsic motives as an engine for learning and a stimulus to maintain curiosity for further lifelong learning

Encourage participants to reflect on the following questions on slide 15:

- Am I providing students with a degree of autonomy regarding when and how they do their work?
- Is this task engaging, novel, and encouraging mastery (competence)?
- Or, is it unthinking, bland, and learning by rote?
- Do the students understand the relevance or purpose of this piece of work?

## Slide 12

### Reflective Questions for Teachers



- Am I providing students with a degree of autonomy regarding when and how they do their work?
- Is this task engaging, novel, and encouraging mastery (competence)?
- Or, is it unthinking, bland, and learning by rote?
- Do the students understand the relevance or purpose of this piece of work?



## Sample activities

### ACTIVITY 1

Explain that the following exercises will follow a task-based learning approach based on three different stages (slide 15), whose main goal will be to improve students' motivation towards learning a foreign language. Tell the participants that in order to conduct a task-based project, they should reflect on the questions on slide 14.

- *What are we going to work on?*
- *What are we going to do?*
- *How are we going to do it?*
- *What will we need?*
- *What are we going to work with?*
- *How are we going to work?*

#### Slide 14



### Activity 1



The purpose is to demonstrate to students the importance of language in planning a travel itinerary using the Task-Based Approach.

In order to implement a task-based approach and work with projects, we must plan the work process in a series of phases that answer the following questions:

- What are we going to work on?
- What are we going to do?
- How are we going to do it?
- What will we need?
- What are we going to work with?
- How are we going to work?

#### Slide 15



### Task-based Session Stages

1

#### Pre-Task

Students are briefed on the task they will be performing and clear instructions are provided on the procedures to be followed

2

#### Main Task

Intermediate tasks are performed in order to achieve the final product

3

#### Post-Task

The students present the final product and reflect on the project and its evolution.

For this project, explain to trainers that they will plan a travel itinerary using a project-based approach (Slide 16). In the **pre-task** stage (15min), explain that the final product will be a

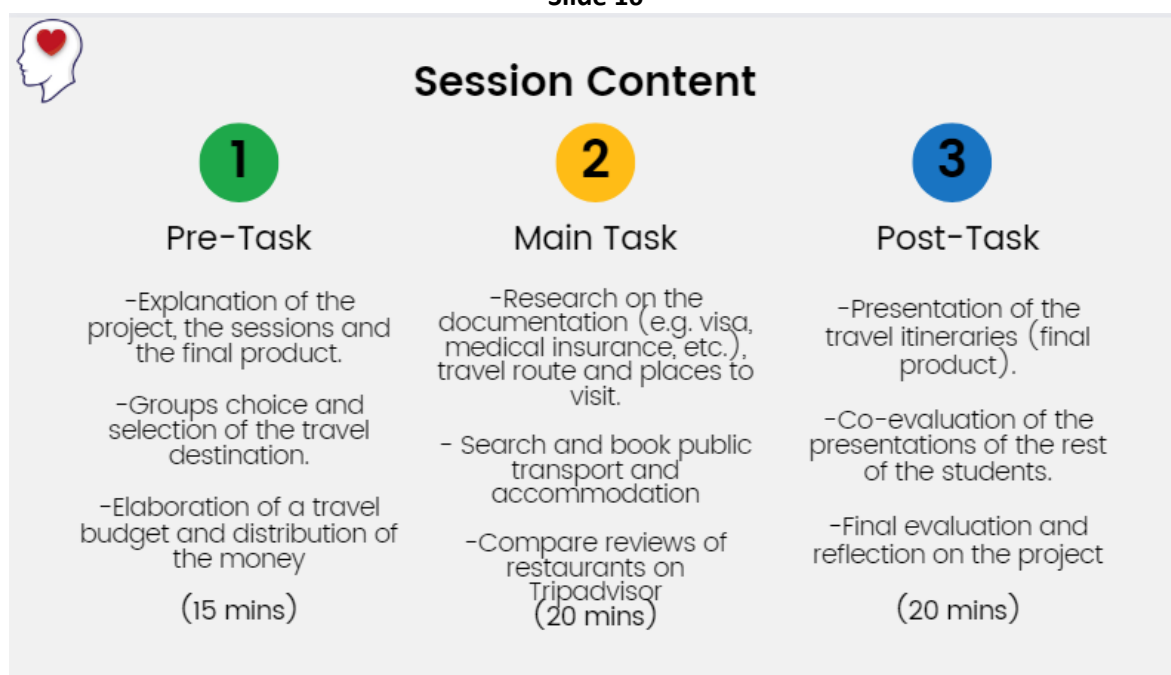


presentation of a travel itinerary where participants will present to the rest of the class their destination, travel budget, accommodation, public transport used, restaurants, etc. They will use at all times, real websites and online resources that could directly be applied in real-life situations.

As the **main task**, they will need to research the documentation (visa, passport, etc), public transport and accommodation, restaurant reviews and bookings.

Finally, in the **post-task** stage, they will present their travel itineraries in front of their peers who will co-evaluate the presentations. Lastly, participants will reflect on the final project and will evaluate it using “evaluation 3” (see annex).

#### Slide 16



#### Online adaptation (Zoom/Meet/Teams):

Divide the participants into small teams (depending on the group size). Allocate them into breakup rooms so they can work individually in their teams.

#### ACTIVITY 2


In this activity (slide 17), learners will reflect on their intrinsic motivations when learning a language. For this, they will follow 3 steps:

1. **Inner motivations (slide 17).** Teachers will reflect on the possible personal motivations that students might have for learning a foreign language. Encourage trainers to answer the following questions:
  - a. *What are the personal motivations that your students may have when learning a language?*
  - b. *Taking into account the motivations described above, what examples of classroom dynamics could you develop to make learning meaningful?*




- 2. Setting goals (slide 18).** This section will guide teachers in the process of setting small goals with their students in order to improve certain skills and competencies. It's important that teachers avoid at all costs "selling" students the expectation of achievements that will not materialise:
- Think of small goals or objectives that your students can set for themselves to improve certain language skills.*
  - Are these goals realistic, objective and concrete?*
  - How could you celebrate each achievement with your students to foster their intrinsic motivation?*
- 3. Get them involved (slide 19).** This section will help teachers question their role in the teaching and learning process and think about strategies to put the learner at the center of learning:
- What methods or strategies can you adapt in the classroom to involve the student as the protagonist of learning?*
  - Do you know of any learning model that places the learner at the centre of the learning process?*
  - What role does the student take in your classes: passive and receiving or active and involved? What do you think works best?*

#### Slide 17



### Activity 2



## 01 Inner Motivation

- What are the personal motivations that your students may have when learning a language?
- Taking into account the motivations described above, what examples of classroom dynamics could you develop to make learning meaningful?

#### Slide 18

## Activity 2



### 02 Setting Goals

- Think of small goals or objectives that your students can set for themselves to improve certain language skills.
- Are these goals realistic, objective and concrete?
- How could you celebrate each achievement with your students to foster their intrinsic motivation?



**Note:** Avoid at all costs "selling" your students the expectation of achievements that will not materialise.

## Slide 19

## Activity 2



### 03 Getting Them Involved

- What methods or strategies can you adapt in the classroom to involve the student as the protagonist of learning?
- Do you know of any learning model that places the learner at the centre of the learning process?
- What role does the student take in your classes: passive and receiving or active and involved? What do you think works best?



## Measuring motivation

Using slide 21, tell teachers that they can measure student motivation levels before (See annex "Evaluation 1"), during (See annex "Evaluation 2") and after the project (See annex "Evaluation 3").

End the session with slide 21.

## Slide 20

### Measuring Motivation

In order to check students' motivation, teachers can conduct a questionnaire to measure their motivation level before the project, during the project and after the project. See annex for more information.



## Slide 21

### Conclusion

- Motivation and engagement can affect language attainment positively or negatively
- Which types of classroom activities can be motivating for students?



### Bibliography and resources for further learning

Here you should provide the sources where the information came from and, if applicable, resources for finding out more about the session's topic.

Bruner, J. (1996). Frames for thinking: Ways of making meaning. In D. R. Olson & N. Torrance (Eds.), *Modes of thought: Explorations in culture and cognition* (pp. 93–105). Cambridge University Press.

Bueno i Torrens, D. (2017). *Neurociencia para educadores*. Todo lo que los educadores siempre han querido saber sobre el cerebro de sus alumnos y nunca nadie se ha atrevido a explicárselo de manera comprensible y útil. Octaedro.

Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227–268.

Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life’s domains. *Canadian Psychology*, 49(1), 14–23.

Sampascual, G. (Ed.). (2007). *Psicología de la Educación Tomos I y II*. Madrid: UNED.

Sutton, J. (2021). How to Increase Intrinsic Motivation (According to Science). Positive psychology. <https://positivepsychology.com/increase-intrinsic-motivation/>

### **Notes for the facilitator:**

For the online version of the sample activities, please see the explanation given after each slide.

### **Printable materials:**

Both the online and face-to-face versions include the use of a digital projector where this PPT presentation can be shown. In the online class, an online platform such as Zoom, Google Meet, and Microsoft Teams should be used.

## **ANNEX**

### **EVALUATION 1**

#### **Initial questionnaire on students' motivation to learn English (Pre-task)**

1. How much do you like English?

1                      2                      3                      4                      5

2. How important do you think English is in the world nowadays?

1                      2                      3                      4                      5

3. How much effort are you willing to expend in learning English?

1                      2                      3                      4                      5

4. How much do you think knowing English would help your future career?

1                      2                      3                      4                      5

5. How much do you believe English will enable you to understand English books, films, music, etc?

1                      2                      3                      4                      5

6. How important do you think English is for travelling abroad?

1                      2                      3                      4                      5

7. Do you think English will enable you to discuss interesting topics in English with people from other national backgrounds?

1                      2                      3                      4                      5

8. How determined are you to study English the best you can?

1                      2                      3                      4                      5

9. How much are you willing to get involved in team work?

1                      2                      3                      4                      5

10. How much do you think learning

1                      2                      3                      4                      5

## **EVALUATION 2**

### **Co-evaluation of final product/peer presentation (Post-task)**

Name of evaluator:

Group:

Presentation Title:

1. Fill in the chart with the information you listen from your colleagues:

<i>1. Which destination have they chosen and what's the final budget?</i>	1.	<i>5. Which type of food do they want to try? Which restaurants are they going to?</i>	5.
<i>2. Are there any travel restrictions for that destination? Do they need any special documentation to enter the country (visa, health insurance, etc.)?</i>	2.	<i>6. Where are they going to stay? Where did they book their accommodation?</i>	6.
<i>3. What travel route are they following? Which cities and tourist sites are they visiting?</i>	3.	<i>7. Have they encountered any difficulty while doing this project?</i>	7.
<i>4. Which means of transport are they taking and where did they buy their bus/train/plane tickets?</i>	4.		

2. Circle one option: *very little (1) - very much (5)*

a) How informative was this presentation and how much did you learn?

1                      2                      3                      4                      5

b) How interesting was this presentation and how much did you enjoy it?

1                      2                      3                      4                      5

c) Were the speakers natural and enthusiastic? Did they speak clearly? Were gestures, posture and expressions used appropriately?

1                      2                      3                      4                      5

d) Overall grade for this presentation:

1                      2                      3                      4                      5

### EVALUATION 3

#### Evaluation of the project by the students (Post-task)

Circle one option: *very little (1) - very much (5)*

1. I enjoyed the process and evolution of the different sessions and tasks.

1                      2                      3                      4                      5

2. The contents were suitable for my level and well structured.

1                      2                      3                      4                      5

3. The goal of the task was obvious from the very beginning and I always knew what the teacher expected from me.

1                      2                      3                      4                      5

4. I could see the practicality of the project in order to apply to real life contexts and situations.

1                      2                      3                      4                      5

5. I have learnt new vocabulary throughout the different sessions which is useful for my future.

1                      2                      3                      4                      5.

6. The teacher has monitored our learning process and guided us towards throughout all the lessons.

1                      2                      3                      4                      5

7. My motivation to learn English has clearly improved with the task development.

1                      2                      3                      4                      5

8. In general, I am more self-confident and fearless when speaking English through this methodology.

1                      2                      3                      4                      5



