

MODULE 1: ENGLISH FOR SPECIFIC PURPOSES (SPECIAL NEEDS AND DISABILITY)

LESSON 3 MOTIVATION

Phrases and Words	Transcription	Definition	Translate into your own language
Challenge	/ˈtʃæləndʒ/	a call or summons to engage in any contest, as of skill, strength, etc.	
Confidence	/ˈkɒnfɪd(ə)ns/	the belief that you are able to do things well	
Focus	/ˈfəʊkəs/	to concentrate on something and pay particular attention to it	
Goal	/ɡəʊl/	something that you hope to achieve	
Honesty	/ˈɒnɪsti/	an honest way of behaving, speaking, or thinking	
Imagination	/ɪˌmædʒɪˈneɪʃ(ə)n/	the ability to think of clever and original ideas, possibilities, or solutions have the imagination to do something	
Improve	/ɪmˈpruːv/	to make something better	
Inspiration	/ˌɪnspəˈreɪʃ(ə)n/	a sudden feeling of enthusiasm, or a new idea that helps you to do or create something	
Kindness	/ˈkain(d)nəs/	kind behavior, or kind feelings	

Opportunity	/ˌɒpə(r)ˈtjuːnəti/	a chance to do something, or a situation in which it is easy for you to do something	
Patience	/ˈpeɪʃ(ə)ns/	the ability to continue doing something for a long time without losing interest, especially something difficult	
Passion (n)	/ˈpæʃ(ə)n/	strong and barely controllable emotion.	
Self-Control	/self-kənˈtrəʊl/	the ability to control your behavior and not show strong emotions such as anger or sadness	
Skill	/skɪl/	the ability to do something well, usually as result of experience and training	
Progress	/ˈprəʊɡres/	the process of developing or improving	

What motivates you?

1. If someone in your family needs your help for several hours of hard work, which of these reasons would make you most likely to help?

- A. I would help because they are my family and I love them.
- B. If I help them, they will help me when I need it.
- C. If I don't, it will strain family relations or make them angry.
- D. If I don't, they will criticize me to other family members.

2. What can your boss offer you if he needs you to work extra carefully or extra long hours?

- A. Extra pay
- B. Job security
- C. Future promotion to a higher position
- D. Appreciation, respect, and the chance to help our company do better
- E. A threat: it will hurt your position in the company if you don't (or you might be fired)

3. What are you willing to spend a large amount of money to buy?

- A. Things that will help my family
- B. Things that will keep my family and home safe
- C. Things that will make life more comfortable
- D. Things that make life more enjoyable
- E. Things that will save us money or are priced very well

Task 1. Finish the sentences.

- 1. The older you get,...
- 2. The more money you have,...
- 3. The bigger the problem, ...
- 4. The bigger the dream,...

Task 2. In what situations would you use these expressions?

The sooner, the better.

The bigger they are, the harder they fall.

The more things change, the more they stay the same.

The more you know, the less you understand.

The more you get, the more you want.

find your PASSION

	#1	#2	#3
What do you love to do right now (present day)?			
What did you love to do as a child?			
If you could do one thing for the rest of your life what would it be?			
If you could be one person who would it be and why?			
What are your goals?			
What do you do with most of your time?			
What are your hobbies?			
What are your talents?			
Can you combine any of your hobbies, talents and loves?			
How can you turn any of these into a business?			

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MY BRAIN DUMP LIST



Procrastinations



Fear



Anger



Discouragements



Incomplete goals



Sorrow

Personal Development Plan

Use this worksheet to help yourself get better - at your career, health, skills, training, anything that you were planning to tackle for some time, but it never quite happened. Focus, think about what would you like to do and write it down:

What is my goal?	Why do I want to do it?	When will I achieve it?	How will I do it exactly?	What will count as a success?	What do I need to remember?

What am I good at?	What I would like to be better at?
What I would like to know more about?	What kind of skills would I like to have?

After you set your goals and fill in every space put this worksheet in a visible place and update it regularly. You will definitely be able to reach all of your goals if you keep track of them and complete all the steps!

FINDING MY LIFE PURPOSE

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1. LEARN ABOUT YOURSELF

In order to properly understand what your life purpose, you'd need to find out what gets you going and motivates you in life. Take your time, be honest and write your answers down.

1. What motivates me to get up in the morning?
2. What keeps me up at night?
3. What makes me proud of myself?
4. What do I do best?
5. Why do I do what I do?
6. Why do I admire whom I admire?
7. When am I happiest?
8. How can I be happier?
9. What are my dreams, and how are they achievable?
10. What is stopping me?

3. HOW CAN YOU IMPROVE YOURSELF

Make time for yourself, make room for what you love. Think about your purpose and how you can help yourself achieve it.

THINGS TO DO MORE

- 1.
- 2.
- 3.

THINGS TO DO LESS

- 1.
- 2.
- 3.

HAVE YOU DECIDED YOUR PURPOSE?

.....
.....



2. WHAT ARE YOUR OPTIONS

POSSIBLE OPPORTUNITIES

List down your possible opportunities. Be it big or small, a personal life choice, or a professional one. Write down what you think is possible for you.

- 1.
- 2.
- 3.
- 4.
- 5.

WHAT DO YOU THINK IS YOUR CALLING

What are your beliefs, what do you think is important to you in your life. List down the things that you feel for and makes you motivated. Be honest here. (You can list down things like, animals, cancer patients, money... etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

Setting Life Goals

For each category listed below, write down the things you are doing well, and the areas where you need improvement. Then, write a goal or two for each category.

Category	What I'm Doing Well	Where I Need Improvement	My Goals
Family			
Friends			
Work/School			
Spirituality			
Body			
Mental Health			

MOTIVATION- enthusiasm for doing something

COLLOCATIONS

#1



Adjective+ motivation (noun)

MAIN

PRIMARY

REAL

UNDERLYING + MOTIVATION

HIGH

STRONG

LOW

POOR

Examples:

1. The underlying motivation for her first step in business was her husband's success.

MOTIVATION- enthusiasm for doing something

2. To succeed means to have strong motivation and inspiration
3. If you have low motivation, you should listen some motivational speaker on YouTube.

QUANT. Level

1. His level of motivation was increasing day by day.

VERB + MOTIVATION

- ♥ HAVE
- ♥ LOSE
- ♥ GENERATE
- ♥ PROVIDE
- ♥ IMPROVE
- ♥ INCREASE
- ♥ STRENGTHEN

Examples:

1. By this time, she had lost all her motivation for writing her new novel.
2. Her motivation was improved by the work outs she was taking every day.
3. To be successful means to have high motivation.

PREPOSITIONS

- FOR
- IN + MOTIVATION
- BEHIND

10 MINUTES TO LET YOUR MIND WANDER

(WHO KNOWS WHERE IT MIGHT LEAD?)

_____ Date: _____

Two things you've
never done, but
would love to try:

One thing that might
scare others, but
doesn't scare you:

Three things about
this time of year:

Two things in your life or the world around you that
are changing:

1:

2:

Three little things
that mean a lot:

1

2

3

One thing you're thinking about, but not quite ready to
talk about yet:

Good vibes, Motivation and Inspiration

Think about 3 things that you are grateful for today



Who are your role models and inspiration in life?



What motivates you to study English?



What is your 'go-to-song' whenever you need motivation?



Name 3 things that you appreciate about your partner.



Share your favourite inspirational or motivational quote.

MAKE EVERYDAY COUNT

What is the nicest thing that someone has done for you recently?



Name 3 things that make you smile.



Think of a goal. How do plan to achieve it?



What lifts you up when life gets you down?



What little thing could you do to make someone's day better?



Compliment 3 things about your partner!



It's up to you whether to take this challenge or not.
*Every morning when you wake up or before you go to sleep,
 think about something you are grateful for.*

Do this for 30 days ☺

Trust me; it will change your life ^_~

**I'M VERY
PROUD OF
YOU**

**YOU
REALLY
MAKE MY
JOB FUN.**

**I THINK
YOU'VE GOT
IT NOW.**

TERRIFIC!

**NOTHING
CAN STOP
YOU NOW.**

**IT'S SUCH A
PLEASURE TO
TEACH WHEN
YOU WORK LIKE
THAT!**

**AREN'T YOU
PROUD OF
YOURSELF?**

**YOU ARE
REALLY
LEARNING A
LOT.**

**THAT'S
GREAT.**

THAT'S IT.

**YOU ARE SUCH
A BRILLIANT
STUDENT!**

EXCELLENT!

SENSATIONAL

**YOU ARE
REALLY
IMPROVING.**

**YOU ARE MY
SHINING
STAR!**

**I KNEW YOU
COULD DO IT.**

WAY TO GO!.

**GOOD FOR
YOU!**

**YOU ARE
GETTING
BETTER EVERY
DAY.**

***YOU ARE
LEARNING FAST.***

**THAT'S QUITE AN
IMPROVEMENT.**

MARVELLOUS!

**YOU ARE
VERY GOOD
AT THAT!**

KEEP IT UP!

**I'VE NEVER
SEEN
ANYONE DO
IT BETTER.**

**YOU ARE
DOING FINE!**

PERFECT!

**THAT'S MUCH
MUCH
BETTER!**

TREMENDOUS!

**YOU ARE
DOING FINE!**

**THAT'S THE
BEST EVER.**

**THAT'S THE
RIGHT WAY TO
DO IT.**

WELL DONE!!

***THAT'S THE
BEST EVER!***

***YOU ARE ON
THE RIGHT
TRACK NOW!***

***THAT'S
BETTER THAN
EVER.***

THAT'S GREAT!

***YOU ARE
REALLY
IMPROVING.***

***THAT WAS
FIRST CLASS
WORK.***

SUPERB!

***THAT'S REALLY
NICE.***

***NOW YOU'VE
FIGURED IT
OUT.***

***NOW THAT'S
WHAT I CALL A
FINE JOB.***

***THAT'S HOW
TO HANDLE
THAT!***

***YOU ARE
REALLY
GOING TO
TOWN.***

GOOD GOING!

***YOU ARE
DOING
BEAUTIFULLY!***

***THAT'S
GREAT!***

NICE GOING.

***THAT'S THE
WAY!***

***YOU MAKE ME
FEEL
GREAT! THANK
YOU....***

***HOW SWEET
YOU ARE!***

***GOOD FOR
YOU!***

WOW!

***I'M HAPPY TO
SEE YOU
WORKING LIKE
THAT.***

***MY SHINING
STAR!***

***MUCH
BETTER!***

RIGHT ON!

***CONGRATULATIONS.
YOU GOT IT RIGHT!***

OUTSTANDING!

"Different Views on Motivation & Motivation in the EFL Classroom – Brief Reference"

BROWN: the extent to which you make choices about goals to pursue and effort you will devote to that pursuit.

HARMER: some kind of internal drive that encourages somebody to pursue a course of action. Language learners who are motivated also perceive goals of various types: short term goals or long term goals. A teacher will find a student with a long term goal easier to teach than a student who has to study the language because it is in the curriculum.

A) Early Psychological Views on Motivation:

Positivist Approach: human motivation was accounted for in terms of what biological needs were being met during the early learning years and what kind of reward or reinforcement was provided for early attempts to learn.

Cognitive View: the most important factor is choice. People have choice over the way they behave and control over their actions. Motivation is concerned with why people decide to act in a certain way, what factors influence the choices they make and decisions as to the amount of effort to achieve goals.

Social Constructivist Perspective: each individual is motivated differently. People will make their own sense of the external influences that surround them in ways that are personal to them. An individual's motivation is also subject to social and contextual influences (culture, context, interaction).

Achievement Motivation: people differ markedly in their need to achieve or be successful. For some people, the drive to succeed dominates their lives and pushes them to be high achievers, whether for others, it really doesn't matter if they do well or not. A person might be inclined to avoid engaging in an activity because of a fear of failure. Achievement motivation

can be determined as the relative strength of the tendency to approach a task compared with the strength of the tendency to avoid the task.

B) Cognitive Definitions: 3 different theories.

1) **Drive Theory:** those who see human drives as fundamental to human behavior claim that motivation stems from basic innate drives. Ausubel created 6 different drives: (E.M.A.S.K.E.)

- ☐ Exploration: need to prove the unknown.
- ☐ Manipulation: need for operating on the environment (changes).
- ☐ Activity: movement.
- ☐ Stimulation: by environment / people.
- ☐ Knowledge: process results, solve problems.
- ☐ Ego Enhancement: approved by others / self esteem.

2) **Hierarchy of Needs Theory:** Maslow describes a pyramidally structured system progressing from the satisfaction of purely physical needs up through safety and communal needs, to needs of esteem and self actualization. A person is not adequately energized to pursue some of the higher needs until the lower foundations of the pyramid have been satisfied.

3) **Self-Control Theory:** the importance of people deciding for themselves what to think or feel or do. Motivation is highest when one can make one's own choices.

C) Intrinsic / Extrinsic Motivation & Integrative / Instrumental Orientation:

Extrinsic: when the only reason for performing an act is to gain something outside the activity itself.

Intrinsic: when the experience of doing something generates interest and enjoyment and the reason for performing the activity lies within the activity itself.

Harter (1981) views extrinsic and intrinsic motivation as the opposite ends of a continuum. She distinguishes 5 separate dimensions that comprise motivation, defined by an intrinsic and extrinsic pole.

Intrinsic

Preference for challenge
Curiosity, interest
Independent mastery
Independent judgment
Internal criteria for success

Extrinsic

Preference for easy work
Pleasing teacher/ getting grades
Dependence on teacher
Reliance on teacher's
External criteria for success

Orientation: means a context or purpose for learning.

Integrative Orientation: occurs when the learner is studying a language because of a wish to identify with the culture of speakers of that language.

Instrumental Orientation: describes a group of factors concerned with motivation arising from external goals such as passing exams.

Instrumental and Integrative Orientations are not to be confused with intrinsic and extrinsic motivation. They refer only to the context of learning.

Global Orientation: learner's overall orientation. Our orientation – how interested or not he's in the language. Conditioned by the learner's exploration, self esteem and autonomy.

Situational Orientation: the classroom, learning context.

Task Orientation: task itself, motivation having to do with the task.

D) Optimal Arousal

Hebb suggested that both human and animals seek a level of optimal arousal at which they function best without having to meet any other basic needs (1959). We can see that early psychological approaches to motivation were too simplistic based on a principle of homeostasis (animals and humans prefer not to be in a state of arousal and prefer a settled state) which does not always apply.

E) Motivation in Foreign and Second Language Teaching

One of the most influential models from the social psychology of Language is Gardner's socio educational model of language learning. The model incorporates the learner's cultural beliefs, attitudes towards learning situation, their integrativeness and *motivation*.

Gardner defines motivation as referring to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language.

$\text{EFFORT} + \text{DESIRE (GOAL)} + \text{ATTITUDE (LEARNING)} = \text{MOTIVATION}$

F) Arousal

A state of arousal needs to be maintained to enable someone to put in the effort to complete an activity satisfactorily. One major component of arousal is curiosity. This can be provoked by making tasks surprising, incongruous from existing ideas or beliefs. When people are involved in an activity in a manner which could be described as highly motivated, these conditions happen:

- ☐ Minds & bodies completely involved.
- ☐ Deep concentration.
- ☐ Know what they want to do.
- ☐ Know how well they're doing.
- ☐ Not worried about failing.
- ☐ Time passes quickly.
- ☐ No worries.

G) A Proposed Definition of Motivation: (Williams and Burden)

- ☐ A state of cognitive / emotional arousal
- ☐ Which leads to a conscious decision to act and,
- ☐ Gives rise to a sustained intellectual and / or physical effort
- ☐ In order to attain a previously set goal.

H) Learner's Preferences

- ☐ Visual Learners (cannot learn sth. until they have seen it)
- ☐ Aural Learners (need to hear sth. once or twice before they know it)
- ☐ Kinaesthetic Learners (physical action to the learning process)
- ☐ Field Independent (tends to separate details from the general background)
- ☐ Field Dependent (sees things holistically)

I) Age of Acquisition: Critical Period Hypothesis

In L1 acquisition, there is a critical period for SLA. There is a time in human development when the brain is predisposed to succeed in language learning. The critical period ends somewhere around puberty.

Young Learners have more time to devote to learning a language. They have more opportunities to hear and use the language in environments where they do not experience pressure to speak fluently. Older learners are in situations which demand more complex language. Adults are often embarrassed with their lack of mastery of the language and must develop a sense of inadequacy after experiences of frustration in trying to say exactly what they mean.

Motivation video: What is hard work?

<http://www.youtube.com/watch?v=rUTTAL98D3o>

VOCABULARY*

1. Match the words and their definitions

1	smart	A	not proud or not believing that you are important:
2	make excuses	B	To exercise in order to improve the strength or appearance of your body:
3	humble	C	a type of light, comfortable shoe that is suitable for playing sports
4	Acelebrity	D	to fasten shoes, boots, or a piece of clothing by tying the laces
5	to work out	E	to understand something, especially something difficult:
6	to grasp	F	to give false reasons why you cannot do something
7	sneakers	G	someone who is famous, especially in the entertainment business
8	to lace up	H	intelligent, or able to think quickly or cleverly in difficult situations

VOCABULARY**

2. Fill the gaps with the words.

smart make excuses humble a celebrity to work out to grasp
sneakers to lace up

1. I'm not _____ enough to understand computers.
2. I think I managed to _____ the main points of the lecture.
3. A _____ is a person who is famous for being famous.
4. She was wearing a pair of white _____, shorts and a T-shirt.
5. She can _____ her shoes and she's only five!
6. Tom _____ in the gym two or three times a week.
7. He's very _____ about his success.
8. You're always _____ for not helping me. Last week you said you had a headache and yesterday you said you had to work. I don't believe you!

COMPREHENSION

Watch the video and fill the gaps/ answer the questions.

1. "If you want to make it in this game, you need to do three things. You need to work

_____, you need to work _____, and you need to work _____."

2. What does working hard involve?

- a.
- b.

3. What choices do players have each time they enter the gym?

- a.
- b.

4. Complete Kevin Garnett's favourite quote:

"Hard work _____ when talent fails to _____"

DISCUSSION

1. What is your definition of hard work?
2. Do you agree with Kevin Garnett. Why (not)?

WORD-BUILDING

Complete the sentences using the correct form of the word in brackets at the end of each sentence.

1. She used to call me every day but we had an argument and now she _____ ever calls me (HARD).
2. Albert Einstein invented the Theory of _____ (RELATIVE).
3. Privately they thought the idea _____ (LAUGH).
4. You may feel a little _____ for a few days after the operation. (COMFORT)
5. There is something wrong with anyone who is so _____ rude. (HABIT)
6. He very _____ ascribes his success to his wife. (HUMBLE)

Info for teachers. Use this worksheet together with a video from youtube. Link:
<http://www.youtube.com/watch?v=rUTTAL98D3o>

It can be an intro/ follow up on such topics as: sport, motivation, work etc.

ANSWER KEY

VOCABULARY:

*KEY: 1-H, 2-F, 3-A, 4-G, 5-B, 6-E, 7-C, 8-D

** KEY: 1. smart, 2. grasp, 3. celebrity, 4. sneakers, 5. lace up, 6. works out, 7. humble, 8. making excuses

COMPREHENSION:

1. "If you want to make it in this game, you need to do three things. You need to work HARD, you need to work SMART, and you need to work CONSISTENTLY."

2. Hard work involves

a taking yourself out of your comfort zone and learning how to feel comfortable out of the comfort zone

b making working hard a habit

3. Choices

a to work hard

b not to work hard

4. "Hard work BEATS TALENT when talent fails to WORK HARD"

WORD-BUILDING:

1. hardly, 2. relativity, 3. laughable, 4. discomfort, 5. habitually, 6. humbly

<p><i>Bank of Stone</i></p>  <p>COLLECT & WIN!!</p> <p>1= 1 stamp 3= 1 sticker 5= 1 candy 10= 1 surprise</p>	<p><i>Bank of Stone</i></p>  <p>COLLECT & WIN!!</p> <p>1= 1 stamp 3= 1 sticker 5= 1 candy 10= 1 surprise</p>	<p><i>Bank of Stone</i></p>  <p>COLLECT & WIN!!</p> <p>1= 1 stamp 3= 1 sticker 5= 1 candy 10= 1 surprise</p>	<p><i>Bank of Stone</i></p>  <p>COLLECT & WIN!!</p> <p>1= 1 stamp 3= 1 sticker 5= 1 candy 10= 1 surprise</p>	<p><i>Bank of Stone</i></p>  <p>COLLECT & WIN!!</p> <p>1= 1 stamp 3= 1 sticker 5= 1 candy 10= 1 surprise</p>
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