THE ROLE OF MOTIVATION IN THE LANGUAGE CLASSROOM

AUTHOR: IVETT STEIB

SUPERVISOR: HANNE ROOTHOOFT

MASTER'S DEGREE FINAL THESIS

MASTER'S DEGREE IN SECONDARY EDUCATION TEACHING

MINOR: ENGLISH

PUBLIC UNIVERSITY OF NAVARRE

2019/2020

Abstract

This thesis addresses the topic of what motivates students in the language classroom. Language learning motivation has been a debated field since the mid-1950s and since then its importance has grown. My first aim is to provide a summary of two main motivational theories: Gardner´s Socio-Educational Model and Dörnyei's L2 Motivational Self System and investigate their contributions to the theory and to the research of motivation in SLA. Then I analyse the effectiveness of motivational strategies in the language classroom in terms of motivating students. However, language learners need to achieve different skills, hence I study the significant connection between motivation and achievement in the next part. Following the implications of the wide variety of studies analysed in my thesis, my didactic proposal attempts to outline a lesson plan of four sessions where motivational strategies are used to motivate students in a secondary education classroom. Purposefully, I adapt a part of a chapter of a currently used English language book and transform it into a didactic plan which is more motivating and engaging for secondary school students.

Keywords: *motivation, integrative motivation, L2 motivational self system, motivational strategies, achievement.*

Resumen

Esta tesis pretende abordar la cuestión de qué motiva a los alumnos en el aula a la hora de aprender una lengua. Desde mediados de los años 50 la motivación dentro del aprendizaje de lenguas ha sido objeto de debate y su importancia no ha dejado de crecer en todo este tiempo. Mi primer objetivo es aportar un resumen de dos distinguidas teorías motivacionales: el modelo socioeducativo de Gardner y el sistema motivacional del yo en una L2 de Dörnyei y ahondar en sus contribuciones a la teoría e investigación de la motivación en la adquisición de una segunda lengua. A continuación, analizaré la eficacia de las estrategias motivacionales en el aula en lo que respecta a la motivación de los alumnos. No obstante, a la hora de aprender un idioma, los alumnos necesitan adquirir diferentes destrezas, de ahí que, en la siguiente parte, mi estudio se centre en la conexión existente entre motivación y logros obtenidos. A raíz de las implicaciones de la gran variedad de estudios analizados en mi tesis, mi propuesta didáctica trata de diseñar un plan de clase de cuatro sesiones donde se hace uso de estrategias motivacionales que estimulen a los alumnos en un aula de educación secundaria.

Deliberadamente, he adaptado una parte de un capítulo de un libro de inglés vigente en estos momentos y la he transformado en un plan didáctico que resulta más motivador e interesante para alumnos de educación secundaria.

Palabras clave: *motivación, motivación integradora, sistema motivacional del yo en una L2, estrategias motivacionales, logros*.

Table of contents

1. Introduction

The notion of motivation in Second Language Acquisition has been of great interest for researchers and there have been many attempts to provide a model that explains the different driving forces that foreign language learners have (Dörnyei 2001, 2008; Dörnyei & Kormos, 2004; Kormos & Csizér, 2008). Apart from all the differing ideas, researchers seem to agree that the role of motivation is essential for cognitive engagement and achievement (Dörnyei & Kormos, 2004) as it generates the initiation of the learning process and later it works as a constant driving force that assists this long process (Dörnyei & Cheng, 2007). Without motivation, even the most talented learners can fail (Csizér & Dörnyei, 1998; Dörnyei, 2001), therefore its significance is unquestionable in Second Language Acquisition.

Since the emergence of the role of motivation in Second Language Acquisition there have been two main motivational currents. Gardner's (1985) Socio-Educational Model was the dominant theory for many decades and its relevance is still unquestionable today. However, with the changes of the role of English in the globalised world, the need arose for a new model and in answer to this Dörnyei (2009) introduced the L2 Motivational Self System. In this paper I intend to provide an overview of these two motivational theories and then analyse how motivation contributes to achievement according to a wide selection of researches.

While it is of great interest to know what motivation consists of and how it contributes to learning, the central question for teachers is undoubtedly whether they can influence students' motivation, and in what ways. Motivation can be generated and teachers are responsible for creating a learning environment that is motivating (Dörnyei, 2018). Therefore, implementing Dörnyei's (2001) motivational strategies teachers can consciously transform the classroom into an environment where students are motivated to learn. Hence, the purpose of my didactic proposal is to present a motivating lesson plan that follows a unit in a secondary education student's book but departs from the pages by using Dörnyei's motivational strategies.

2. Motivation in L2 Research

2.1 SLA and Motivation

Second Language Acquisition (SLA) is a field of study that investigates how people learn a second language (L2). The emergence of the interest in SLA dates back to the second half of the 20th century as this was the era when people started to expand their communication beyond their communities. Learning a second language before used to be a hobby for the rich but from then on it became a necessity for many people to get employment. Therefore, the empirical and theoretical interest was born in parallel with this new necessity. Rod Ellis (2012, 2015) defines SLA as the way how people learn a language that is different from their mother tongues in a school context or in a natural way. Even though SLA is quite a young field of study, myriads of researches have been carried out to understand and contribute to a more effective L2 acquisition.

SLA research has helped teachers to develop their teaching skills and many approaches have contributed with practical ideas on how to implement useful teaching practices. However, there are individual differences in acquiring an L2 because different psychological dimensions affect the way people learn. Motivation is one of these dimensions and it explains the individuals' attitude and affective state towards learning an L2 (Dörnyei, 2001, 2008, 2018; Ellis, 2003). Therefore, motivation in SLA has been considered to be one of the most important factors in successful language acquisition or possible failures (Dörnyei, 2001, 2008, 2018; Ellis, 2012). Generally teachers would agree to this as they tend to describe successful or unsuccessful learners as motivated or unmotivated ones (Dörnyei, 2001, 2008, 2018).

Motivation has been primarily used as a technical term in psychology as an explanation of why people think and behave in a certain manner (Dörnyei, 2008, 2018, 2019a). Originally the word motivation comes from the Latin verb "movere" meaning "move" which gives explanation to the magnitude and the direction of human behaviour (Dörnyei, 2018; Ushioda, 2008), in other words it refers to what moves a person to choose to do something, to act in a certain way, to persist in that action and how much effort one makes to do that action. The concept of motivation has become of great importance in foreign language acquisition as it reveals the primary impetus to learn a language and then the driving force that preserves the learning process (Dörnyei, 2018).

Without motivation it is hard to maintain and succeed throughout the long, often challenging and many times tedious process of L2 acquisition.

The role of motivation in the language classroom has been investigated for decades (Dörnyei & Kormos, 2004; Dörnyei, 2019a) and research has shown that motivation is a key factor in language learning (Dörnyei, 2001, 2019a). Throughout these decades different researchers attempted to define what motivation means in the SLA field, but it is not possible to accept a single definition as the concept of motivation has been constantly changing and adapting to the changing world of SLA. Moreover, motivation affects learners and teachers likewise all the time so it is a complicated and elusive concept (Dörnyei, 2019a).

2.2 The Socio-Educational Model of SLA

L2 motivation research was born in Canada which is a bilingual country with two powerful official languages: English and French (Dörnyei, 2001, 2008, 2019a) and one of the first and most influential motivation researchers in the L2 field was a social psychologist, Robert Gardner. He (1985) defines motivation as the combination of effort and desire to learn the L2 and throughout the learning process the individual shows a positive attitude towards the L2. Therefore, a motivated organism is the combination of these components: goal, effort, desire to achieve and positive attitude. A motivated L2 learner has a goal, the acquisition of L2, he or she makes an effort to learn the language and shows positive attitudes towards the language because he or she desires to achieve. The goal is the purpose that drives the motivated human behaviour, it provides the meaning to a particular action (Dörnyei, 2019a). The desire, effort and attitude components are what we call motivation and all these three components have to be active because having only a goal and nothing else is not sufficient to learn an L2 (Gardner & Lalonde, 1985). To be able to have a motivated human behaviour, none of these components can stand alone as an individual who only desires to learn but does not make any effort or does not achieve is not a motivated individual.

Gardner (1985) also refers to these components using different terms to expand his theory. He categorizes the goal as the type of motivation and the individual´s desire, effort and attitude as the intensity of motivation. Using these terms he highlights that the type of motivation, the goal is something static and it answers the question why someone learns an L2. Gardner claims that the answers can be categorized into two

orientations: integrative and instrumental. *Integrative orientation* describes the wish to become involved in the L2 culture and be accepted by its members whereas *instrumental orientation* refers to the pragmatic gains of learning a language for example getting a higher position (Dörnyei, 2001; Gardner, 1985).

Contrary to the type of motivation, the motivational intensity is an active component in which the desire, the effort and the positive attitude need to be in constant action to be able to maintain the individual's motivation. Motivational intensity can also be categorized into integrative and instrumental motivational intensity. A person who is integratively motivated has integrative orientation of the L2 and this person also exhibits integrative motivational intensity towards learning the L2 (Gardner, 1985). This motivation originates from the desire to understand and communicate in the L2 and get to know the culture of the L2. In some extreme cases it may even mean learners want to assimilate with the people, the culture or the country of the L2 (Gardner et al., 1992). Therefore, having only a goal, an orientation doesn't mean that the individual shows a positive motivated attitude towards the L2. The same is true to instrumental orientation and instrumental motivational intensity (Gardner, 1985). An individual can have an instrumental orientation towards an L2 but without having motivational intensity the picture is not complete. Integrative and instrumental motivations include orientation and motivational intensity. According to the several studies analysed by Gardner, he concluded that motivation plays the most important determining factor in SLA achievement and integrative motivation plays an even more important driving force to acquire the L2 rather than instrumental motivation (Gardner, 1985).

As language is a part of the individual's identity Gardner and Lalonde (1985) argue that when one learns another language, it is unavoidable that he or she also incorporates attitudes towards the ethnicity of that language. Hence according to the socio-educational model *integrativeness* is the main cause of motivated behaviour in L2 acquisition (Gardner & Lalonde, 1985) which means a positive disposition toward the culture of the L2 group and openness to interaction with them (see Figure 1). *Attitudes toward the learning situation* is   another central component of integrative motive because languages are mainly learnt in classroom environments thus this concept covers the learners' attitude towards the course, the materials, the teacher and the environment. Clearly this part of the model shows how teachers can play a central role in motivating or demotivating students and how they can change the level of motivation in the

classroom. The third component is *motivation* which is the motivational intensity of the student and the attitudinal components support this motivation and help maintain it throughout the long and demanding process of language learning. This three way construct is referred to as the *integrative motive* to highlight its attitudinal and motivational elements (Gardner, 1985).
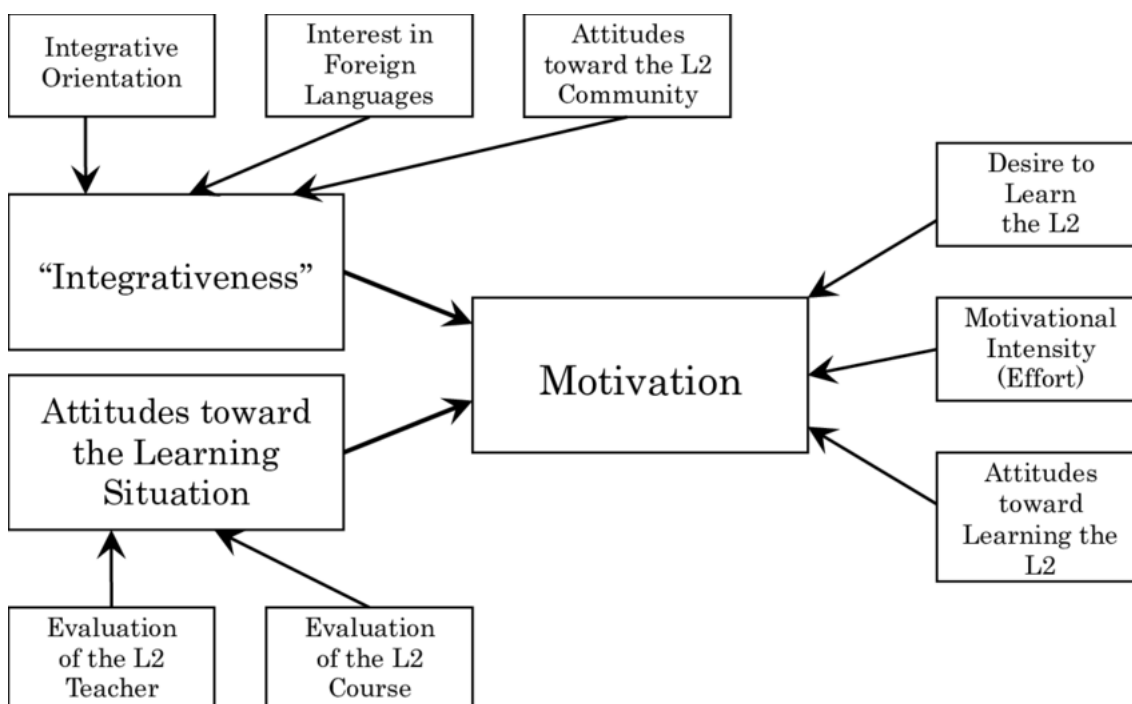

Figure 1: Gardner's Integrative Motive Construct (Dörnyei, 2001. p 17)

Integrative motive in the L2 motivation field has been widely researched and claimed to play the most important role in promoting proficiency in L2 (Gardner et al., 1992; Lamb, 2004). A study by Gardner, Day and McIntyre (1992) measured the effects of integrative motivation and anxiety on computerized vocabulary learning with 49 university students in Canada. Integrative motivation was proved to be an influential factor in achievement as students who were integratively motivated learnt better and faster than the others and moreover they exhibited less anxiety. Integratively motivated students took less time to learn vocabulary items and they were willing to answer questions sooner than the others and with more accuracy. Future researches also reinforced that integrative motivation is an important driving force for L2 learning (Dörnyei & Clement, 2001; Masgoret & Gardner, 2003) and that integrative motivation plays an important role in enhancing interaction in the L2 and this leads to L2 improvement.

The role of integrative and instrumental motivation and interaction with Spanish culture in shaping oral performance was investigated by Hernández (2010). The importance of this investigation also lies in the fact that the L2 is not English. Ushioda (Ushioda & Dörnyei, 2017) criticizes L2 research claiming that more than 70 % of motivation research focuses on English as an L2 and she urges researchers to set the balance right and promote a more holistic aspect of language learning. Hernandez's (2010) study involved 20 participants from the United States in a 1-semester study abroad programme in Spain. A 2-part questionnaire was used to obtain background information on the students and to measure their motivation index. A pre-test and a post-test were introduced to measure and compare the oral proficiency of the participants. The findings indicate that students with higher integrative motivation tend to interact more with the L2 culture and students' contact with L2 has a significant positive effect on their oral proficiency. Consequently, the data from both studies draw attention to the importance of focusing on teaching strategies that enhance integrative motivation and interaction with the L2 in formal classroom teaching and in study-abroad programmes.

2.3 The L2 Motivational Self System

Gardner's theory of motivation was born several decades ago and was mainly restricted to Canada and to two L2s: English and French. The main focus of his socio-educational integrative motivation theory has been the desire to learn a language because the individual wishes to communicate or even become a member of the L2 community (Dörnyei, 2009). However, there has been dissatisfaction with this theory as the language learning environment has changed. When English is taught as a secondary school subject without any contact with the L2 community, integrativeness does not always fit in the motivational driving forces. Since English has become an international language and it is the language of the new globalised world, it is not quite clear anymore what the L2 community is (Dörnyei, 2005, 2009, 2018; Dörnyei & Clement, 2001; Kormos & Csizér, 2008; Lamb, 2004; Ryan, 2006). Globalisation means "a shift from the national to the transnational and this has immense implications for the role of language" (Ryan, 2006, p. 26). The English language as the unquestionable lingua franca of the globalised world has become detached from its native speakers and their cultures so the term integrativeness has lost its relevance (Dörnyei, 2005, 2009; Kormos & Csizér, 2008; Ryan, 2006). As Ryan points out (2006) the changes brought by globalisation ask for rethinking of the English language community, of the English

language as a fixed entity and of its native speakers bearing the sole ownership of English language. Instead of its traditional role, English has shifted to a 'disembodied' must-have language with a dominant status that goes beyond borders and cultural boundaries (Ushioda & Dörnyei, 2017).

Accordingly, as early as 2002 Dörnyei and Csizér started to rethink the idea of integrativeness after conducting a wide-scale investigation in Hungary. The two authors examined how socio-cultural changes influenced school children's attitude towards different L2s after the fall of Russian ruled communism in 1989. A large number of 8,593 students were involved between the ages of 13 and 14 and the study was repeated in 1991 and 1999. Ergo the study compared not only the motivational aspects towards 5 different languages but also the differences in two years. Comparing the two phases, the shift toward English is clear leaving behind the other languages Russian, German, Italian and French, even though Hungary has more connections and geographical closeness to the other four languages and their cultures. This highlights the fact that in parallel with the globalisation of an ex-communist country, English as the language of the globalised world shows more popularity amongst teens. Therefore, Dörnyei and Csizér introduce the idea of rethinking the concept of Gardner's integrativeness as learners do not strive to become actual members of a community as a unit. These students express a more globalized self-concept that belongs to the globalised world. Reacting to this criticism Gardner conducted a study in Poland in 2018 which dealt with 18 samples of 216 Polish secondary school students. Through his results Gardner argues that integrative motivation is still a leading motivational force but as English has become an international language, the term integrativeness does not refer to the L2 culture and its community but integrative motivation is influenced by openness to the other culture's materials without willingness to assimilate (Gardner, 2001, 2018). In other words, instead of real L2 communities and their native speakers now language learners are influenced by media, internet and movies and through these learners develop their imagined cultural images linked to the L2. Furthermore, according to a study conducted by Lamb in Indonesia (2004), the difference between integrative and instrumental motivation has also disappeared in the globalized world. 219 Indonesian children aged 11-12 years old were given open-ended questionnaires and were interviewed. The findings revealed that "Meeting with westerners, using computers, understanding pop songs, studying or travelling abroad, pursuing a desirable career – all

these aspirations are associated with each other and with English as an integral part of the globalization processes that are transforming their society and will profoundly affect their own lives" (p. 13). Therefore, integrative and instrumental orientation towards English as an L2 are hard to be distinguished anymore in the globalised world (Lamb, 2004).

Dörnyei (2009, 2019a) suggests that the lack of the real L2 community diminishes Gardner´s integrative motivation theory and he introduces a revolutionary reformation of previous thinking. Motivation is a concept of psychology and was borrowed by researchers and theoreticians of the L2 field to describe the driving force of why students choose to learn a language and why or how they can maintain the learning process (Dörnyei, 2001, 2009, 2019a; Ushioda & Dörnyei, 2017). Likewise, Dörnyei's new approach is based on an often used term *the self*, in psychology combined with theories of the L2 field. Generally speaking, humans need to have a goal and envisioning a future possible self accomplishing this goal creates an image that one would like to become in the future and this triggers and maintains motivation. To be able to achieve this Dörnyei (2009) claims that imagination has a vital role. Students develop a mental image of their future possible selves and this mental image activates a powerful motivation and endurance throughout the learning process. In his article he even claims that image as a major motivating driving force goes back to Aristotle who defined the imagination as the most important motivating power in human action. The technique of active imagination is widely used with top sportspeople to motivate them so it can be effective in other fields as well. Ryan (2006) also suggests that if the individuals can visualize themselves performing a task "the more detailed and more specific these images, the more likely a successful outcome" (p. 39). Notwithstanding, possible selves can only be effective if they are possible so the mental image of the future self has to be based on a realistic ground and to be able to get closer to this image, people need to have strategies or steps to follow (Dörnyei, 2009). During the language learning process the linguistic and cognitive demands rise and it is a long process so learners need to set goals and apply strategic thinking processes. Ushioda (2016) refers to this as self-regulating and this strategic thinking helps students deal with challenges and overcome difficulties that they face step by step.

Furthermore, the future possible self has two components: the ideal and the ought-to self. In psychology the ideal self is the representation of the attributions of what people

would like to have for example hopes and wishes. On the other hand the ought-to self is the representation of the attributions that people think they should have for example sense of duty or responsibilities (Higgins, 1987). The ideal self guides us to our future imagined self and the ought-to self regulates the behaviour by guiding us away or towards different actions. Simply put if the ideal self is a vision of a future speaker of English, the ought-to self would represent the personal responsibilities and obligations that a learner needs to accomplish for example practising pronunciation or incorporating new vocabulary.

The psychological concept of the possible self and the changes in the role of English as a lingua franca of the globalised world led Dörnyei (2009) to reconsider L2 motivation. He borrows the concepts of ideal self and ought-to self from psychology and introduces The L2 Motivational Self System which is a revolutionary theory of motivation in SLA. This theory attempts to give an answer to the challenges of the changing world of SLA motivation (Kormos and Csizér, 2008). However, Dörnyei adds a third constituent which is connected to the learning environment as in SLA the classroom learning situation has major motivational impacts on the individual. In a study in 2006 Gardner also differentiates two kinds of motivation: language learning motivation and classroom learning motivation. The first one refers to the individual general willingness to learn a language whatever opportunity arises. However, the second one is clearly a resemblance of Dörnyei´s L2 Learning Experience constituent as it refers to the classroom environment and how students' motivation can be influenced by different factors: teacher, classroom environment, content, material, facilities and the personal characteristics of the student.

Hence the three components of The L2 Motivational Self System are:

1. Ideal L2 Self

    A powerful motivational impact as this is the ideal self who one wishes to be when one is a competent L2 speaker. Since there is a gap between the actual self and the ideal self, one is motivated to reduce this gap and become the ideal self. Gardner's integrative motives would fall into this category as the idealized L2 self is closest to an L2 speaker (Dörnyei, 2005, 2009, 2019a; Ushioda & Dörnyei, 2017; Kormos & Csizér, 2008). But instead of a native speaker community students connect this notion to a cosmopolitan community of L2 speakers.

2. Ought-to L2 Self

These are the attributes that a L2 learner thinks one should possess to be able to reach the ideal self and also attributes that one should avoid as these might lead to negative outcomes throughout the learning process (Dörnyei, 2009).

3. L2 Learning Experience

This relates to the immediate learning environment and the learning experience for example the curriculum, the teacher or the peer group.

According to Dörnyei (2009) his new model of L2 motivation offers new ways of motivating language learners. The Ideal L2 Self bears the novelty in terms of L2 motivation because helping students create a future possible image of themselves enhances motivation. Teachers can ignite language learning visions and thus construct their Ideal L2 selves. This feature was not tried before with language learners but the same way as it works with sportspeople, the technique of creative imaginary can be utilised in Ideal L2 self-images. However, if this self-image is too far from reality, it could have a demotivating effect on the students so the self-image has to be connected to realistic expectations and has to be activated on a regular basis. Ryan (2006) suggests that many young students might not only have an imagined identity but as they share interests, hobbies and common experiences through music, media and movies, they might share a kind of membership in an imagined community as well. Lamb's (2004) Indonesian study supports this finding as young teenagers responded that English is mainly around them in the form of music, radio, TV shows etc. Hence according to Ryan (2006) efforts to learn English can be seen "as an essential part of establishing one's own identity within an evolving community" (p. 34). Hence Ryan considers the Ideal L2 Self as the individual's imagined interaction with an imagined language community.

Empirical validations of the theory of the L2 Motivational Self-System were invited by Dörnyei (2005, 2009) therefore Kormos and Csizér (2008) investigated the role of the Ideal L2 self and the Ought-to L2 Self as the main factors that affect L2 motivation in an age-related study. 623 Hungarian secondary school, university and adult students were involved in this first empirical test on Dörnyei´s theory and students needed to fill in a questionnaire which measured different factors in L2 motivation in a single L1 environment. Results revealed that all the three age groups of Hungarian L2 learners show positive attitude towards English and they consider it as the international

language, the lingua franca of the globalised world. Analysing the attitudinal and motivational scales, the Ideal L2 Self results showed the highest mean in all three age groups thus Dörnyei's Ideal L2 Self was proved to be valid and to be an important factor in L2 motivation. The study also indicated that the Ideal L2 Self and integrativeness are distinct constructs. Participants from all age groups related the Ideal L2 Self to international posture rather than to native speakers. So integrativeness and the Ideal L2 Self cannot mean the same at least in this Hungarian context. The desire to become a successful future speaker of English as an international language affects one's self-image and motivated behaviour more than being a member of the L2 culture and its native speakers so the Ideal L2 Self can indeed replace the notion of integrativeness. Ryan (2006) also claims that integrativeness makes the learner, the culture and its community fixed entities and this concept is a product of a previous era which does not exist anymore. However, not all of Dörnyei's theory of the L2 Motivational Self System became supported by this study as the existence of the Ought-to L2 Self could not be ascertained. Therefore Kormos and Csizér (2008) suggest that it is implausible to define a universal theory of motivation that can be applied to anywhere and to any age groups as different factors play different roles in L2 motivation at a particular setting and for specific age groups. For example the study was carried out in Budapest which is a capital city and more cosmopolitan than the rest of the country therefore the researchers think that other areas of Hungary would show different values of English as an international language, let alone other countries with completely different cultures.

To fill this gap a comparative motivational study was carried out with the objectives of validating Dörnyei's L2 Motivational Self System in Japan, China and Iran (Taguchi et al., 2009). The research was based on Dörnyei and Csizér´s Hungarian study (2005) which involved 8593 pupils of 13-14 years old and was repeated twice: in 1993 and in 1999. The authors claim that even though Gardner's integrativeness became the most important component of L2 motivation, the original concept did not make sense in the Hungarian context as there is no salient L2 community. The authors proposed that integrativeness equates with the Ideal L2 Self because of the lack of realistic L2 community or culture. Students are motivated more by the international, globalized world of English. Taguchi, Magid and Papi's (2009) aim was to replicate the Hungarian study in three Asian countries with nearly 5000 participants and see how different or similar the results are in completely different cultural and L1 backgrounds and whether

Dörnyei's (2009) L2 Motivational Self System is valid. The third component of this new motivational theory, the L2 Learning Experience, had never been assessed before therefore this was the first study that intended to empirically test the whole construct. The main finding was that the concept of integrativeness can be replaced by the Ideal L2 Self as this new concept provides a better explanation for the learners' motivational efforts. Moreover, researchers identified a similar pattern in the three Asian countries to the previous Hungarian studies so the findings in Hungary have external validity. Even though the study confirmed the validity of Dörnyei's L2 Motivational Self System in a different context, they claim that certain cross-cultural differences were obviously present in terms of the L2 Learning experience. For example in China enjoyment throughout the learning process is not as important as in Japan and Iran. It seems that learning does not have to be enjoyable for Chinese students, it has to be effective in order to achieve their future possible selves.

2.4 Motivational Strategies in the Language Classroom

It is not easy to define motivation and theorists struggle to find a common ground in the L2 motivation field as the world of SLA and the world itself changes constantly (Ushioda & Dörnyei, 2009). Even though researchers have conducted many investigations and their results led to further research, one factor remains unchanged: teaching has to remain motivating (Dörnyei, 2001; Dörnyei & Csizér 1998). Ushioda (2016) criticises the SLA motivation field of research stating that only few studies of L2 motivation have focused on actual practice. Research should be grounded in the needs of learners and teachers in classroom settings. Studies should be based on actual teaching practice and they should be aimed at shaping teachers' pedagogical practices. Therefore, the author (2016) believes that all research should facilitate actual teaching and support teachers with practical ideas.

To move toward a more classroom focused research and approach teachers more, Dörnyei and Csizér (1998) investigated the practices of motivational strategies used by Second Language (SL) teachers. The empirical investigation questioned 200 English teachers in Hungary about their experiences on what strategies they consider to be important, which ones they apply in the classroom to motivate students and how frequently. The aim was to obtain data on the most used motivational strategies and conclude a set of ten strategies that they called: *Ten Commandments for Motivating Language Learners*. In 2007 Dörnyei and Cheng repeated the modified replication of

this same empirical survey with 387 Taiwanese teachers of English and then compared the results with the previously mentioned survey. The study seeks to reveal the similarities and dissimilarities of strategy uses and preferences between these two diverse cultures. Interestingly, appropriate teacher behaviour comes on top of the list in both cultures therefore being a role model and setting a personal example appear to be powerful tools in motivating students. However, the most underutilised strategy in the Taiwanese survey is "making the learning stimulating" which highlights the low level of interest in providing students with enjoyable learning experiences. The difference in the lack of enjoyment in the classroom environment in China was also highlighted in the study by Taguchi et al. (2009). Hence some motivational strategies can be universal in FL teaching practices while others show discrepancies that corroborate the culture-specific characteristics of pedagogical relevance (Dörnyei & Cheng, 2007). Creating more interesting and student-centred classes through Dörnyei's (2001) motivational strategies may not trigger the same motivational effects in different cultures and therefore may not lead to better achievement.

Dörnyei (2001) published a book called *Motivational Strategies in the Language Classroom* which aims at connecting theory and practice by providing a collection of useful practical tips of motivational strategies for teachers to apply and improve students' motivation. According to Dörnyei motivating students means that teachers need to reshape their mind-sets by using motivating techniques and providing the appropriate conditions in the classroom. All individuals are different and people cannot be motivated in the same way but students' motivation can be increased by adapting and changing teaching strategies. Students' motivation can be affected by the teachers' practices in a positive way and a wide collection of research has shown that a motivating pedagogical practice can affect learners' motivations and attitudes to learning a second language (Dörnyei, 2007; Madrid, 2002). Therefore, implementing motivational strategies should be central to effective teaching (Dörnyei, 2001; Dörnyei & Csizér, 1998; Kormos & Dörnyei, 2004). However, in a school context this is not a straightforward task as teachers are rushed by the curriculum and by the many exams so time is quite limited. Still Dörnyei argues that it is a good investment of time and teachers should not neglect motivation in the classrooms. Previously Gardner (1985) also highlights the importance of the dynamics of the classroom and the methodology as these can shape the students' attitudes towards the L2. Representing the subject in a

classroom setting in a positive way enhances positive attitudes and motivational effects on the students. This is especially true for L2 subjects because other school subjects bear cultural heritages in the society but an L2 is something that is not always culturally linked to the background of the students.

The motivational strategies that Dörnyei offers us to use are practical techniques that improve the learners' goal-related behaviour, they are "motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (Dörnyei, 2001, p. 28). The order of these strategies follows the motivational process from *Creating the Basic Motivational Condition, Generating Initial Motivation, Maintaining and Protecting Motivation* to *Encouraging Positive Retrospective Self-Evaluation.* Dörnyei provides a number of possible strategies but he also suggests that these are not rules to follow, teachers should be able to select and test as one strategy may work wonderfully with one group but may fail completely with another group. Even though many times these motivational strategies are used in an unconscious way, Dörnyei invites teachers to use these in a more conscious way.
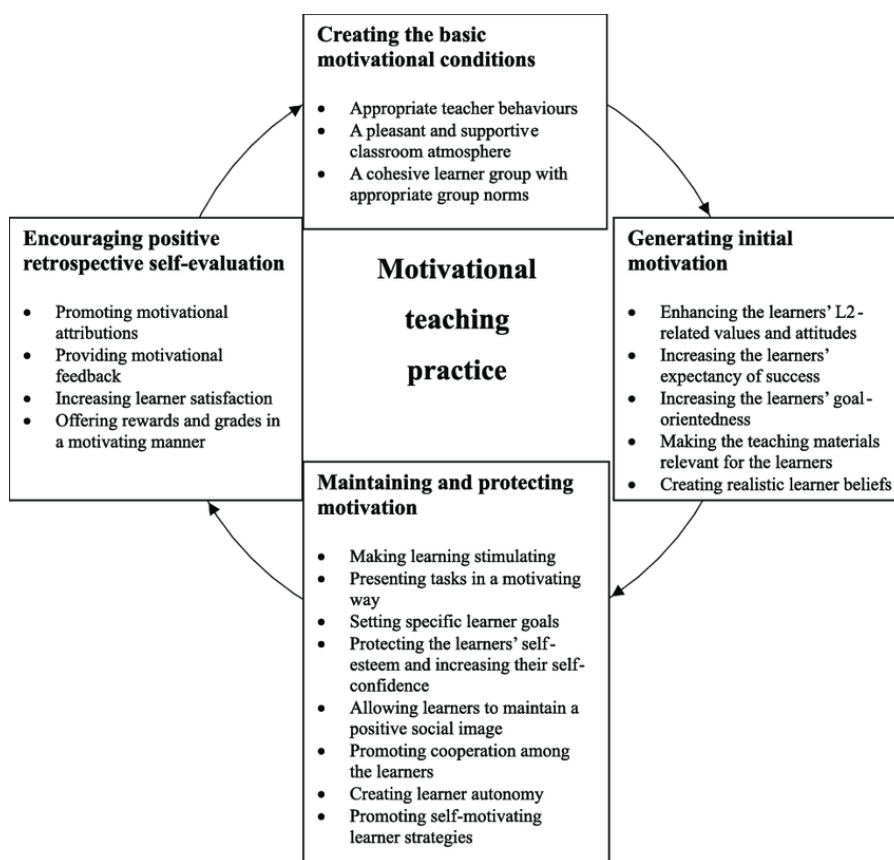

Creating the basic motivational conditions
- Appropriate teacher behaviours
- A pleasant and supportive classroom atmosphere
- A cohesive learner group with appropriate group norms

Motivational teaching practice

Encouraging positive retrospective self-evaluation
- Promoting motivational attributions
- Providing motivational feedback
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner

Generating initial motivation
- Enhancing the learners' L2-related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' goal-orientedness
- Making the teaching materials relevant for the learners
- Creating realistic learner beliefs

Maintaining and protecting motivation
- Making learning stimulating
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Promoting cooperation among the learners
- Creating learner autonomy
- Promoting self-motivating learner strategies

Figure 2: Dörnyei's (2001, p. 29) Motivational Teaching Practice

Considering the usefulness of motivational strategies Madrid D. (2002) performed an investigation which included 319 students of Primary, Secondary and Upper-Secondary education and 18 teachers of the same educational levels in Granada. He investigated the effectiveness of 18 motivational strategies and how students and teachers perceived the motivational effects of these strategies in the Foreign Language classroom. Results show that out of the 18 motivational strategies audio-visual resources and new technologies obtained the highest scores followed by group work and then satisfying the students' needs and interests from both teachers and students.. The weakest motivational strategies are no participation or passive listening from the students' part, individual work and then using the L2 in the classroom. However, the study also shows some discrepancies between how teachers and students see the effectiveness of different motivational strategies as teachers find rewards, easy tasks and good results as important factors as classroom motivators while students mark these factors low. Overall, the research implies that teachers should promote the most popular motivational strategies in the FL classroom because these are the possible methods to promote the interest of the students. As motivation stimulates, directs and sustains behaviour towards learning, manipulating this motivation in class can lead to more motivated students. Ushioda (2016) proposes to research language learning motivation "through a small lens" (p. 15) meaning that teachers and researchers should not only focus on motivational strategies and pedagogical methods but also on critical incidents in the classroom. If single incidents are analysed, we can get an insight into why a student involved behaves in a particular way and how one's motivation contributes to this event. "It is thus conceivable that the analysis, though anchored in one specific classroom event, may yield interesting insights into how processes of motivation evolve cumulatively among teachers and learners in a particular classroom" (p. 15). This idea would push research in SLA motivation more onto the side of the learner and actual teaching practice and would provide more helpful pedagogical tips to apply in the classroom setting.

In answer to this demand Dörnyei (2019b) offered a new understanding to his third core component of the L2 Motivational Self System. This term has been hardly researched so far (Dörnyei, 2019b; Taguchi et. al., 2009) compared to the Ideal L2 Self and Ought-to L2 Self partly because the concept is too broad "thereby leaving the L2 Learning Experience the Cinderella of the L2 Motivational Self System."(Dörnyei, 2019b, p. 22).

However, the L2 Learning experience refers to the actual process, to motives that are situation-specific, to the actual learning experience and environment so many times it is the most important predictor of motivated behaviour. Therefore, in 2019 Dörnyei proposes that the L2 Learning Experience can be understood as "the perceived quality of learners' engagement with various aspects of the language learning process" (Dörnyei, 2019b, p. 26), and also assesses the learners' attitude towards learning. Thus the concept offers new opportunities to research which may help actual teaching practices for example rethinking motivation deriving from the school context, syllabus, materials, learning tasks, peers and teacher-student rapport.

One of the most recent articles by Dörnyei (2019c) focuses on the relationship between task motivation and task engagement. The four motivational conglomerates that he provides are the "ingredients" of successful task motivation: interest, productive learner roles, motivational flow and vision. Interest means that the student has curiosity in the L2; productive learner role means the expected behaviour of the student in the learning situation; motivational flow refers to intensive involvement in the task; vision is the mental image of a future self-image after accomplishing the learning experience, it is the bigger picture of the ultimate language attainment. Dörnyei claims that if a student is motivated it indicates a potential for successful learning but various distractions can put even the strongest motivational commitments on hold. According to Gardner (1985) there is a clear connection between behaviour in the classroom and students' motivation and attitudes. Consequently, teachers need to make sure that the motivated student's positive attitude towards learning is realised (Dörnyei, 2019c). So motivation is an important necessity for learning but what is even more important is engagement in the task. Without engagement teachers cannot eliminate the surrounding distractions and temptations. This is very important especially in our days as students have much more distractions than ever before. Therefore, the characteristics of an engaging task are: task presentation; task goals; task contents; task ownership and challenges-skills balance; task structure and positive emotional tenor of task completion. Dörnyei (2019c) recommends some of his motivational strategies to give guidelines on how to accomplish these characteristics. A task presentation needs to indicate how the actual task contributes to reaching the L2 vision for example by making a connection to the students' personal lives. The goals have to be meaningful for the students and their learning for example linking the goal to a tangible outcome. The task content has to be

relevant and real to the students for example by adding novelty or exotic elements. The students need to feel as owners of the task, they need to be able to control the task by matching the demands to the skills of the students. A task has to be clearly-structured as students need to know where to start and what the final outcome is. Finally, positive emotionality can be established by promoting acceptance and cohesiveness in the class. These recent ideas bear a lot of similarity to the motivational strategies enlisted in his book in 2001 but nearly 20 years later students have more distractions than ever before. For this reason task engagement is even more important. Ushioda's (2016) previously mentioned motivation research through a small lens could support teachers by analysing distractions as incidents and this can lead to the creation of new strategies on how to deal with students' distractions and possible behaviour consequences in the classroom.

2.5 Motivation and Achievement

When learning an L2, students need to achieve a level of development. Achievement shows the extent to which the students have learnt the material and how much they can use this knowledge through their cognitive and behavioural repertoire (Gardner, 1985). In SLA this refers to the four skills: reading, writing, speaking and listening but in most recent years more focus has been put on communicative skills so when teachers test achievement, normally they focus on the combination of these skills. However, Gardner offers an extra component to this traditional definition of achievement. He claims that interest in the L2 and the desire to know and use the L2 more are part of the achievement of the students. Consequently, an L2 teacher should not only focus on the content but also on how to raise interest that goes beyond the classroom environment. In other words, there are some students who might achieve high in curricular tests and exams but may feel shy and reluctant to use the L2 when they meet a native speaker. So a language teacher should awaken the interest and the desire in the students to expand their competence outside of the classroom.

In a later article (2006) Gardner differentiates two kinds of motivation: language learning motivation and classroom learning motivation. The first one refers to the individual general willingness to learn a language whatever opportunity arises. However, the second one refers to classroom learning motivation which is restricted to the classroom environment so it can be influenced by different factors: teacher, classroom environment, content, material, facilities and the personal characteristics of the student. This study investigated the relationship between six variables and students'

grades in English amongst 166 2nd ESO students, and 136 4th ESO students in Barcelona and the highest correlation was with the motivation variable. Grades in English are more highly related to the measure of motivation in both year groups, indicating that more motivated students clearly have higher grades. Gardner also claims that teachers are clearly responsible for this motivation factor in the classroom. According to this author, teachers' activities influence students' motivation.

Kormos and Dörnyei (2004) investigated a wide range of characteristics of the oral contribution of the participants in the light of motivation and motivational influences during interaction. The research was based on an oral argumentative task carried out by 44 secondary school students in Hungary. Results clearly proved that motivation has an instrumental role in generating engagement in conversations and a motivated partner improves the other participant´s engagement as well. However, the authors also revealed that motivation determines the behaviour rather than the quality. For example motivated students tended to produce extended speeches but not more accurate ones than unmotivated students. This research only focuses on oral production and claims that more qualitative data would be needed to expose the role of motivation in L2 performance. Following this line of investigation, Guilloteaux & Dörnyei (2008) carried out a large-scale investigation of 40 classrooms involving 27 teachers and more than 1300 learners in Korea and they observed the correlation between motivating teaching and students' motivation. The investigation was carried out through lesson observations and results proved that there is a strong correlation between motivating teaching and promotion of students' motivation, so employing motivational strategies in the classroom does matter even in a culture where teaching is quite strict and old-fashioned. However, it implies that further research could focus on the correlation between a motivated way of teaching and its effects on the students´ improved learning, if there is. Corroborating this Masgoret and Gardner (2003) conducted a meta-analysis which included 10,489 individuals and used the Gardner's Attitude/Motivation Test Battery. The results showed overwhelming evidence that motivation is highly related to second language achievement, in other words, more motivated students achieve better. However, further investigation should include interventions to obtain stronger proof of this.

To be able to see the correlation among teachers' motivation, students' motivation and students' achievement Bernaus, Wilson and Gardner (2009) conducted a study in

Catalonia, Spain with 31 teachers and their 694 students. The obtained data from the students included attitude measures, motivation measures, and level of language anxiety, achievement and strategy use in the classroom, while teacher's motivation level and teaching strategies were also measured. The findings revealed that motivated teachers use motivational strategies and this in turn is related to the motivation of the students and their achievement as well. Even though the study has its limitations as it was mainly based on the perceptions of the teachers and the students, it shows that teachers' motivation is highly influential in enhancing positive attitudes toward learning, students' motivation and their marks in English. When teachers are motivated they tend to use a variety of motivational strategies and this is related to students' motivation, engagement in activities and thus achievement. Ergo the study implies that motivation often derives from the teachers and teachers need to be motivated too.

Taken together, all the previously mentioned theories and related researches highlighted the importance of incorporating motivating teaching practices in the classroom. By implementing Dörnyei's motivational strategies (2001) teachers can enhance motivation and achievement in the classroom and they should all employ this transformational power for the benefits of their students.

3. Didactic Proposal

Dörnyei (2001) emphasizes the importance of focusing not only on the information flow but also on the motivational flow in the lessons and I have previously highlighted how important motivation is in terms of achievement. Although, in Secondary Education teachers have to follow a book and meet exam date deadlines and material has to be covered hence unfortunately motivation is not prioritized in many cases. Therefore, in my didactic unit my intention is to propose a possible plan which follows the course book but departs from it by using Dörnyei's (2001) motivational strategies.

In my didactic proposal I use the *Complete Preliminary for Schools* (2019) book which is currently used in Secondary Education in Spain and prepares the students for the revised Preliminary B1 level Cambridge exam from 2020 onwards. The topic of Unit 10 is about food, shops and services thus the objective is to learn topic related vocabulary, the grammar structure of commands and instructions and how to use linking words. In my didactic proposal I followed the book from the very beginning of the unit and intended to cover every exercise but by using different motivational strategies instead of the traditional book pacing.

In the following table I highlight the objective of each exercise, I explain the activity development, the dynamics and the duration of the activities and the necessary resources. Under each exercise I describe which motivational strategies I used from Dörnyei's (2001) list (see Appendix 1 for the list of Motivational Strategies) and I outline how I adapted the exercises from the book in my lesson plan (see Appendix 2 for the original exercises). As this book is used in the 2nd year of Compulsory Secondary Education I attempted to plan tasks that would be appropriate and fun for this age group. It is important to note that my aim is to provide a possible lesson plan to show how a typical Secondary Education book can be transformed into a more motivating, active, kinaesthetic and visual series of lessons that are less teacher-centred. However, the same exercises can depart from the book in many different ways depending on the teachers, on the interest and the dynamics of the groups as one activity can work really well with one group, but fail with the other.

SESSION 1.				50 mins
OBJECTIVES	**ACTIVITY DEVELOPMENT**	**DYNAMICS**	**RESOURCES**	**DURA TION**
To lead in and raise interest in the topic of food.	Teacher (T) projects his/her own photos of different kinds of food in different countries. T asks Ss: *What am I doing in these pictures?* T asks Ss: *What is the topic of our next classes?* T points at a picture of a beautiful cake and elicits the title of the unit: *LOOKS AMAZING!*	Teacher-whole group	-Interactive Whiteboard (IWB) -Teacher's own photos (see Appendix 3)	5 mins
MOTIVATIONAL STRATEGIES	Integrative values can be promoted by including sociocultural elements in the classroom so I use photos of my own travelling to different countries for this reason (Strategy 11). The other reason I use my own photos is to include a personal element (Strategy 18) which is always attractive to teenagers.			
ADAPTATION	Title: The idea is to draw attention to the title and the topic of the unit without opening the book. Starting a class with opening the book immediately can be demotivating for teenagers.			
To understand the meaning of the vocabulary connected to groups of food: *carbohydrates, fruit and vegetables, dairy products, protein, fats* To listen and repeat the pronunciation of these vocabulary items many times.	Teacher divides the class into 4 groups of 4 and gives out pictures of food from all groups of food. T asks the groups to choose and show a picture of carbohydrates, then fruit and vegetable etc. This way the teacher makes sure that students (Ss) know the meaning of the new vocabulary and they know which food belongs to which group. Then T organizes a mini competition. T says a group of food and the groups have to show a picture that goes into that category. The first to lift up the picture, gets a point. For example: T: *Carbohydrates* S: *A picture of bread* After 3 rounds T asks someone from a group to do the same and then another person from the next group etc. T corrects pronunciation mistakes here by recasting.	4 groups of 4 Whole group	-4 sets of photos connected to groups of food (see Appendix 4)	8 mins

	Then T projects 3 questions on the IWB and asks Ss to discuss the questions in small groups. When they finish T asks some students individually to get feedback and possible responses: 1. *What are your favourite things to eat and drink?* 2. *Are there any types of food you don't eat? Which ones? Why not?* 3. *How often do you eat out?*			
MOTIVATIONAL STRATEGIES	Rigid seating plans can be avoided by using small groups and let Ss sit together and small-group competitions can encourage inter-member relationships (Strategy 6). Hence I use a mini-competition at the beginning of the class to enhance group relationships and thus upcoming collaboration during the class.			
ADAPTATION	p. 88 "Starting off" ex. 1 &2: Adapting two exercises of the book without using the book, I intend to offer a more enjoyable starting off the class. In this part I divide the class into small groups and keep this group dimension for the whole class. The mini competition can be suitable for visual and kinaesthetic learners and I consider that adapting and starting the class this way would raise interest and draw attention to the topic.			
To practise Reading Part 2 for the PET B1 level Cambridge exam.	T projects a picture of Greenwich Market in London which is famous for its international food stalls, and asks questions from the whole class: *What kind of food can you see?* *What are these called? (Stalls)* *What kind of food do these stalls sell? (Italian, Indian..)*	Teacher-whole group	-Picture of Greenwich Market in London (see Appendix 5) -IWB -Students' Book p 88 and p 89.	3 mins
	T asks Ss to open their books on p 88 and p 89. T reads out exercise 1 from Reading Part 2. The whole group look at the name of the stalls and the pictures on p 89 and answer the question.	Teacher-whole group		1 min
	T asks Ss to look at Exercise 2 on p 88, projects the same on the IWB and reads out the instructions. T reads out the first description and underlines the important information together with the whole group. Then T asks the groups to go through the following 4 descriptions and do the same in groups. Then T projects the solution on the IWB and groups check and ask if there is any doubt.	In groups		5 mins

	p. 89 ex. 3. T asks Ss to look at the questions in exercise 3 and the class answer the first question together. Then each group answer the next 4 questions. Then the whole class shares their different ideas.	Whole class correction.		3 mins
	T asks Ss to do Exercise 4 which is the PET Reading Part 2 practice. Ss need to read the "Street Food market guide" individually and then they match the people to the most suitable food stall in their groups.	In groups		12 mins
	T circulates but does not help as Ss need to read for specific information without understanding every single word so they need to be able to complete this exercise without support.			
	Whole class feedback.	Whole class		
	T clarifies the mistakes and justifies the correct answers. This is very important as Cambridge exams tend to be tricky and Ss need to understand the techniques of how to do Part 2 Reading.			
MOTIVATIONAL STRATEGIES	Again I include the sociocultural element (Strategy 11) to promote integrative values by showing a photo collage of Greenwich market which is famous for its international food. Then my aim is to provide sufficient preparation (Strategy 13) for the Reading task and let Ss help each other in groups, work cooperatively in teams (Strategy 28). Also, I incorporate some techniques and learning strategies of how to complete a Reading task successfully (Strategy 26).			
ADAPTATION	p. 88 ex 1, 2 & p. 89 ex 3, 4: In this part my objective is to give an example of how to make a Reading task more collaborative and enjoyable. Reading seems to be less enjoyable for Ss, many times they claim that it is boring so it is advisable to adapt it. In this set of exercises I follow the order in the book but through some motivational strategies the tasks are turned into less book focused and more collaborative. Another important fact is that weaker learners would not be left behind if they are in a group as they are supposed to support each other and success is inevitable like this for each member of the class.			
To end the class with a revision of newly learnt vocabulary and leave in a good mood.	T projects a set of new vocabulary items and collocations from this class and from the Reading: *Carbohydrates, stall, dairy products, lunchbox, light lunch, suitable, sort of food etc.*	Groups	-New vocabulary items projected on the IWB	13 mins
	T projects a self-written rap phrase on the IWB. T asks Ss to clap and T recites the rap song following the rhythm: Opened the fridge and there's no milk, We always run out like China of its silk.	Whole class	-Pen and paper for each group	

	The shop's closed until lunch So I have time for a quick brunch. I wish I was a real vegetarian Like the Hungarian librarian Who always has veggies on her plate And every day she has a new date. T gives out a laptop for each group and T writes http//:www.rhymezone.com on the IWB and asks Ss to use this website to write a short rap phrase of minimum 4 lines with the help of this website. Then T projects the vocabulary again and then circulates and helps. A representative sends the song to the T before the next class.			
MOTIVATIONAL STRATEGIES	This task intends to break the monotony of learning (Strategy 17) by doing something that is close to the interest of this age group (Strategy 18). Focusing on the motivational flow and not only the information flow (Strategy 17) and do the unexpected from time to time to keep the interest of the students and to avoid boredom.				
ADAPTATION	This task is not in the book but my intention is to revise and use the new vocabulary of the class and practise pronunciation in a different way. Ending the class with this task could make the Ss leave in a good mood and enter our next class with positive expectations as well.				

SESSION 2.					50 mins
OBJECTIVES	**ACTIVITY DEVELOPMENT**		**DYNAMICS**	**RESOURCES**	**DURA TION**
To lead in the class and to quickly revise the vocabulary from the last class.	Ss sit in their groups from previous class and they have their rap songs ready so now they all start to clap and each group present their rap song. T projects the joined version of the 4 rap songs and the whole class clap and sing the new class song.		Groups of 4	-IWB -Rap song	7 mins

MOTIVATIONAL STRATEGIES	This activity enhances the group image by creating a song that belongs only to this group. This contributes to the building of a group legend and group cohesiveness (Strategy 6).			
ADAPTATION	This task is not in the book but my intention is to start the class with a fun activity and set the mood for English.			
To clarify some vocabulary items that Spanish students often make mistakes with: *course, dish, food, meal, plate.*	T asks Ss to stand up and mix the groups, everyone needs to sit in a completely different group of 4. T gives the vocabulary and their meaning to 2 students in each group and without showing it to the other 2, they have to teach and explain the meaning of the vocabulary: *course, dish, food, meal, plate* T projects a "Kahoot" quiz on the new vocabulary on the IWB and the groups compete against each other. https://create.kahoot.it/details/food-vocabulary/03fe7b09-28c3-49ca-815c-a059115b7818	Groups of 4 Whole class	-Handout with vocabulary (see Appendix 6) -IWB	8 mins
MOTIVATIONAL STRATEGIES	Mixing the groups regularly and avoiding Ss sitting in a rigid seating plan (Strategy 6) can lead to better group work. In addition, handing over some teaching roles to the students (Strategy 29) can increase autonomy among the learners. The element of the "Kahoot" quiz encourages the newly formed groups to work together and enhances inter-member relationships (Strategy 6).			
ADAPTATION	p. 90 ex 1. & ex 3.: In this part of the class I use the same content of the two exercises in the book but by using different motivational strategies the exercises seem to be more interesting than the matching and gap-filling exercises in the book. Also, I add some extra elements of spelling mistakes and vocabulary from the previous class to revise and draw attention to possible spelling mistakes.			
To learn and practise the grammar structures of *Commands and Instructions.*	T asks the whole class to stand in a circle and T starts giving instructions: *Stand in a circle! Don't move now!* Then T asks students to follow his commands: *Touch the shoulder of the person on your right. Now lift up both arms…etc.* Then T stands in the middle of the circle and blindfolds himself/herself and students give commands to him/her. *E.g.: Turn around 5 times. Touch your nose. Don´t touch your nose etc…* T takes the blindfold off and asks for volunteers to take his/ her place and continue with the game. After the game T asks Ss to sit down and elicits the structure of the *Imperative* and writes it on the board.	Whole class	-Whiteboard -Blindfold	15 mins

	Varying the aspects of the teaching and doing an unexpected activity (Strategy 17) may prevent boredom in class. Also, this task includes humour (Strategy 18) and involves mental and bodily participation in the class (Strategy19)			
ADAPTATION	p. 136 "Commands and Instructions": The departure from the book and the learning of the new grammar structure without the typical gap-filling exercises can be more motivating to acquire grammar. Eliciting the structure together as a class can make Ss remember the grammar better. This is true especially for kinaesthetic learners at this point.			
To pre-teach and practise instructions used in recipes: *cook, wash, use, try, mix, add, chop, peel, fry, boil etc*	T projects a set of 16 flashcards and a set of 16 words on the whiteboard. Ss need to match the words with the pictures and then create an imperative sentence. e.g.: *Chop the onions. Do not cook for a long time.* Ss volunteer one by one to go to the board and move the words next to the photos. After each match T asks Ss to say an imperative sentence in negative or affirmative to make sure Ss understand the meaning and practise imperatives and pronunciation.	Whole class	-IWB -Set of 16 flashcards and vocabulary (see Appendix 7)	5 mins
MOTIVATIONAL STRATEGIES	This activity offers opportunity to participate actively through mental and bodily involvement (Strategy 19).			
ADAPTATION	p. 90 ex. 3 & 4: The content of these exercises is the instructions used in recipes and the verbs connected to this. In my adaptation I skip the listening task because the next main exercise in the book is a PET Listening task. Hence I prefer Ss to move around and also this way I can control more that they surely understand the vocabulary and the negative and affirmative forms of instructions. If I observe any doubts about meaning, this task could be extended into a miming game of the same vocabulary.			
To introduce and start to prepare for a PowerPoint presentation on a recipe project: *Mini MasterChefs*	T projects a genial-ly presentation on how she made a lemon cake that includes instructions, measurements and ingredients: https://app.genial.ly/editor/5eae7da2eacf4c0d6716fdf1 T hands out two laptops for each group and gives the instructions for the *Mini MasterChef Project.* Each group gets an allocated country where English is spoken and Ss need to create a presentation on a recipe from that country including a short introduction of the country and its cuisine. Requirements: 5-7 minutes; minimum 8 slides; 150 words; use of imperative forms: negative and positive; linking words: *firstly, secondly, then…*; pictures or short videos of themselves on each slide; collaboration of all participants in the group. T gives a copy of the evaluation rubrics to each group and asks Ss to revise it.	Whole class	-IWB -Laptops -Rubrics (see Appendix 8)	15 mins

	Ss use the rest of the class starting with the project, T circulates and supports groups with language issues, ideas or grammar issues.
MOTIVATIONAL STRATEGIES	Presenting my own recipe gives a personalized element (Strategy 18) to this project and Ss may pay more attention if they see their own teacher at home in the pictures. Allocating different countries to each group promotes integrative motivation (Strategy 11) and encourages Ss to find information about different countries where English is spoken. By providing the evaluation rubrics I make the assessment transparent and this may reduce possible anxiety in the learning environment (Strategy 25) and the project work can promote cooperation in the groups (Strategy 28).
ADAPTATION	p. 90 ex. 5: This task is very short in the book with the intention of some extra practice of the structure of negative and affirmative instructions in writing. Yet I think that food as a topic is a nice idea for a small group project so personalizing the introduction and allocating different English speaking countries my intention is to make Ss interested and try to do their best in this project. Making the requirements clear is very important at this point as Ss will be evaluated on this project so they need to know exactly what is expected from them. The rubrics are provided for this same reason. Moreover, I choose to evaluate this project to lower anxiety about marks and this can be an alternative to traditional memory based evaluations. In SLA I consider this as a more appropriate evaluation.

SESSION 3.				50 mins
OBJECTIVES	**ACTIVITY DEVELOPMENT**	**DYNAMICS**	**RESOURCES**	**DURA TION**
To continue with the *Mini Masterchef* project.	Lesson starts with Ss sitting in their groups, T hands out the laptops and Ss continue working on their projects in their groups. T informs the class that all groups need to finish by the end of the lesson as next class it is time for the presentations. T projects the requirements again and circulates to support each group and to observe how each student functions in the group.	Groups	-IWB -Rubrics -Laptops	50 mins
MOTIVATIONAL STRATEGIES	During this class Ss get the opportunity to improve their autonomy and the T adopts the role of a facilitator (Strategy 29).			

SESSION 4.				50 mins
OBJECTIVES	**ACTIVITY DEVELOPMENT**	**DYNAMICS**	**RESOURCES**	**DURA TION**
To prepare for the peer evaluations of the *Mini MasterChef* projects.	Ss sit in their groups and T gives a rubric and 3 empty rubrics to each student. T asks them to shortly revise the rubrics again and asks Ss to evaluate each group's presentation according to the rubrics and add at least one comment to each category to justify the marks that they give to their peers.	Whole class	-16 copies of Rubrics -48 copies of blank rubrics	5 mins
MOTIVATIONAL STRATEGIES	Starting the presentation class I try to make sure that the assessment system is completely transparent for everyone. In addition, I integrate a peer evaluation technique by which Ss can also express their views (Strategy 35). This motivational strategy also makes the Ss focus and listen to each other more and helps them not to lose concentration.			
To hold the presentations of the *Mini MasterChef* projects.	Ss start the presentations in groups, taking turns. Each student takes part in the presentation and Ss who listen need to fill in a rubric about each presentation with justifications for their marks. T sits in the back and evaluates each student and the group as a whole using the rubrics.	Groups one by one	-IWB -Rubrics	32 mins
MOTIVATIONAL STRATEGIES	During the presentations the Ss take over the central role of the class so they get a new function in class(Strategy 29). Holding these projects is important as Ss get the chance to display publicly their work and their skills (Strategy 33).			
To give constructive feedback to students	When all the 4 groups finish, T comes to the front and asks the whole class about positive feedback for the first group and then some points that they could improve. T adds his/her own comments as well after the Ss. Then T repeats the same for all groups. T thanks for all Ss contributions, collects Ss' rubrics and ends the class with handing out a copy of *Metacognition Questions*. Ss need to fill it out as homework for the next class.	Whole class	- Rubrics - 16 copies of Metacognition Questions (see Appendix 9)	13 mins
MOTIVATIONAL STRATEGIES	At the end of the presentations Ss get positive information feedback (Strategy 32) and some constructive criticism. However, to reduce anxiety I avoid any humiliating criticism from anyone in the class and I do not put students individually in the spotlight (Strategy 27). With the *Metacognition Questions* I intend to encourage self-assessment and provide self-evaluation tools to reflect back on their performances (Strategy 35).			

4. Conclusion

The present study discussed the role of motivation in SLA commencing with Gardner's (1985) Socio-Educational Model which was the most influential theory of motivation for many decades. Gardner´s integrative and instrumental motivation have been the subjects of many researches and proved to be concepts that are still valid in present times. The author suggests that integrativeness plays an even greater motivating role in SLA as learners wish to become involved in the L2 culture and accepted by its members. Nonetheless, during the last decades English has become the lingua franca of the globalized world thus it has become detached from its native speakers and its cultures. Hence, Gardner's theory was questioned by many researchers and the need arose for a new model of motivation. Dörnyei's (2009) L2 Motivational Self System addressed this gap and borrowing the often used term "the self" from psychology, he proposed the new model consisting of the Ideal L2 Self, the Ought-to L2 Self and the L2 Learning Experience. In this theory the motivating factor is a mental image of a future possible self, an ideal self that the learners would like to become when they are successful speakers of the L2.

Even though Gardner and Dörnyei have differing theories, they both agree on the fact that teaching has to be motivating and teachers are responsible for the motivation factor in the classroom. To support teachers, Dörnyei (2001) provides a list of motivational strategies and invites teachers to use them in their teaching practices. The authors also recognize that achievement in SLA is closely connected to motivation and several studies have found consistent results to prove this. For example a Gardner's study from 2006 showed that grades in English are highly related to the level of motivation in secondary education. Ergo implementing Dörnyei's motivational strategies can enhance motivation in the classroom and accordingly it may increase achievement. Because of this my didactic proposal was undertaken to design 4 sessions taken from a B1 level secondary student's book using Dörnyei's motivational strategies. My aim was to propose an example of how teachers can depart from the book and transform lessons into more motivating ones.

The pedagogical implication of this paper is the recommendation of incorporating motivational strategies in the classroom. Many times teachers do this unconsciously and use many strategies at the same time but if they adopt a variety of them, their classes

could become more enriching and motivating and we may encounter higher achievement among our students. Although, teachers should be aware that some strategies might work with one group but fail with the other and there might be discrepancies how teachers and students perceive the effectiveness of different motivational strategies. Therefore, it is essential to get to know the groups and test what works with them. In my proposal I consciously choose to work with a book as many times we can encounter fantastic lesson plans but in reality secondary school teachers' time is limited and driven by the curriculum material. There is hardly any time left for anything else except for the book pacing and exams so I think I have shown that with just a few adaptations, it is possible to cover the same material as in the book, while hopefully making it more motivating for students.

One source of weakness of this thesis is that Dörnyei's motivational strategies date back to 2001 and the world has changed a lot since then. In present days distractions are even more powerful than ever and this is especially true when it comes to teenage students. They can be easily distracted and if they are not engaged, they might lose concentration and then misbehave. Books for them are many times boring as they are more used to computers and mobile phones. Consequently, varying the tasks and using New Technologies in the classroom can mean essential motivating factors in the classroom these days to avoid boredom and approach teenage students from a perspective that they consider motivating.

The main limitation of this study is the lack of experiment of the actual effects of the motivational strategies. It was not possible to carry out any investigation involving hands on experience, therefore I lack information on whether implementing the proposed didactic unit would have enhanced motivation among secondary school students. Putting this lesson plan into practice and implementing a pre-test, post-test and delayed post-test research method could establish fruitful findings in terms of the connection between motivation and achievement. Also, a motivational questionnaire for students could demonstrate preferences for motivational strategies and this could support actual teaching practices.

5. Acknowledgement

I would like to express my gratitude to Hanne Roothooft for giving me her support and guidance throughout writing my thesis. I am extremely grateful for her constructive feedback all through writing my thesis and her availability to answer every question and doubt that I had. I would also like to thank Raúl Azpilicueta Martinez for helping me find "my topic" and who initiated my enthusiasm for this thesis by giving me ideas on what to read and how to start.

6. References

Bernaus, M., Wilson, A., & Gardner, R. C. (2009). Teachers' motivation classroom strategy use, student motivation and second language achievement. *Porta Linguarum, 12*, 25-36.

Cheng, H. F. & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: the case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching, 1*(1), 153-174.

Csizér, K. & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *Modern Language Journal, 89* (1), 19-36.

Csizér, K. & Kormos, J. (2008). Age-related differences in the motivation of learning English as a foreign language: attitudes, selves, and motivated learning behaviour. *Language Learning, 58*(2), 327-355.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom.* (1st ed.). Cambridge: Cambridge University Press.

Dörnyei, Z. (2005). *The Psychology of the language learner: individual differences in second language acquisition.* Mahwah, NJ: Lawrence Erlbaum Associates.

Dörnyei, Z. (2007). Creating a motivating classroom environment. In J. Cummins & C. Davison (Eds.), *International Handbook of English Language Teaching* (pp. 719-731). New York: Springer.

Dörnyei, Z. (2008). Motivation and the vision of knowing a second language. In B. Beaven (Ed.), *IATEFL 2008: Exeter conference selections* (pp. 16-22). Canterbury: IATEFL.

Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 9-42). Bristol: Multilingual Matters.

Dörnyei, Z. (2018). Motivating students and teachers. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-6). Alexandria VA: John Wiley & Sons, Inc.

Dörnyei, Z. (2019a). From integrative motivation to directed motivational currents: the evolution of the understanding of L2 motivation over three decades. In M. Lamb, K. Csizér, A. Henry & S. Ryan (Eds.), *Palgrave Macmillan handbook of motivation for language learning* (pp. 39-69). Basingstoke: Palgrave.

Dörnyei, Z. (2019b). Towards a better understanding of the L2 Learning experience, the cinderella of the L2 motivational self system. *Studies in Second Language Learning and Teaching, 9*(1), 19-30.

Dörnyei, Z. (2019c). Task motivation. What makes an L2 task engaging? In Z. Wen & J. A. Ahmadian (Eds.), *Researching L2 task performance and pedagogy: In honour of Peter Skehan* (pp. 53-66). Amsterdam: John Benjamins.

Dörnyei, Z. & Clement, R. (2001). Motivational characteristics of learning different target languages: results of a nationwide survey. In Z. Dörnyei, & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 399-432). Honolulu, HI: University of Hawaii Press.

Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: results of an empirical study. *Language Teaching Research, 2*(3), 203-229.

Dörnyei, Z., & Csizér, K. (2002). Some dynamics of language attitudes and motivation: results of a longitudinal nationwide survey. *Applied Linguistics, 23,* 421-462.

Ellis, R. (2003). *Second language acquisition*. (1st ed.). Oxford: Oxford University Press.

Ellis, R. (2012). *Language teaching research and language pedagogy*. (1st ed.). Chichester: Wiley-Blackwell.

Ellis, R. (2015). *Understanding second language acquisition*. (2nd ed.). Oxford: Oxford University Press.

Gardner, R.C. (1985). *Social psychology and second language learning: the role of attitudes and motivation.* London: Edward Arnold.

Gardner, R. C. (2006). Motivation and second language acquisition. Retrieved February 2, 2020, from: publish.uwo.ca/~gardner/docs/SPAINTALK.pdf

Gardner, R. C. (2001) Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 1-20). Honolulu, HI: University of Hawaii Press.

Gardner, R. C. (2018). Integrative motivation and global language (English) acquisition in Poland. *Studies in second language learning and teaching, 2*(2), 215-226.

Gardner, R. C., Day, J. B. & Macintyre, P. D. (1992). Integrative motivation, induced anxiety and language learning in a controlled environment. *Studies in second language acquisition, 14,* 197-214.

Gardner, R. C., & Lalonde, R. N. (1985). Second language acquisition: a social psychological perspective. Retrieved February 2, 2020 from https://files.eric.ed.gov/fulltext/ED262624.pdf

Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: a classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly, 42*(1), 55-77.

Hernandez, T. A. (2010). The relationship among motivation, interaction, and the development of second language oral proficiency in a study-abroad context. *The Modern Language Journal, 94*(4), 600-617.

Heyderman, E. & May, P. (2019). *Complete preliminary for schools. Student's book without answers.* (1st ed.). Cambridge: Cambridge University Press.

Higgins, E. T. (1987). Self-discrepancy: a theory relating self and affect. *Psychological Review, 94*(3), 319-40.

Kormos, J., & Dörnyei, Z. (2004). The interaction of linguistic and motivational variables in second language task performance. *Zeitschrift für Interkulturellen Fremdsprachenunterricht [Online], 9*(2), 1-21.

Lamb, M. (2004). Integrative motivation in a globalizing world. *System, 32* (1), 3-19.

Madrid, D. (2002). The Power of the FL teacher´s motivational strategy. *CAUCE, Revista de Filología y su Didactica, 25*, 369-422.

Masgoret, A. M. & & Gardner, R. C. (2003). Attitudes, motivation and second language learning: a meta-analysis of studies conducted by Gardner and associates. In Z. Dörnyei (Ed.), *Attitudes, orientations, and motivations in language learning* (pp. 167-210). Oxford: Blackwell.

Ryan, S. (2006). Language learning motivation within the context of globalization: an L2 self within an imagined global community. *Critical Inquiry in Language Studies: an International Journal, 4*(2), 23-45.

Taguchi, T., Magid, M. & Papi, M. (2009). The L2 motivational self system among Japanese, Chinese and Iranian Learners of English: a comparative study. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 66-97). Bristol: Multilingual Matters.

Ushioda, E. & Dörnyei, Z. (2009). Motivation, language identities and the L2 self: a theoretical overview. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 1-8). Bristol: Multilingual Matters.

Ushioda, E. & Dörnyei, Z. (2017). Beyond global English: motivation to learn languages in a multicultural world: introduction to the special issue. *The Modern Language Journal, 101*(3), 451-454.

Ushioda, E. (2008). Lessons from good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 19-34). Cambridge: Cambridge University Press.

Ushioda, E. (2016). Language learning motivation through small lens: a research agenda. *Language Teaching, 49* (4), 564-577.

❖ **List of Figures:**

❖ **List of Pictures:**

Appendix 4:

https://www.flavcity.com/low-carb-keto-bread/

https://tipsforwomens.org/pasta-rice-and-cereals-carbohydrates-during-pregnancy/

http://brianstpierretraining.com/index.php/potatoes-the-misunderstood-carb/

https://www.nhs.uk/live-well/eat-well/beans-and-pulses-nutrition/

https://www.facebook.com/pg/AZ-Quality-Meat-Egg-and-Fish-438494123000649/posts/

https://elgourmet.com/receta/pizza-al-molde

https://www.cnet.com/news/best-meat-delivery-in-2020-omaha-steaks-porter-road-crowd-cow-and-more/

https://www.shutterstock.com/es/search/fish%20and%20meat

https://pinchofyum.com/fruit-pizza

https://time.com/5234787/dirty-dozen-pesticides/

https://www.cosmopolitan.com/uk/body/diet-nutrition/advice/a29399/best-foods-to-eat-before-a-night-out/

https://food.ndtv.com/ingredient/milk-701257

https://www.vpr.org/post/whats-behind-low-dairy-prices-and-too-much-cheese#stream/0

https://food.ndtv.com/food-drinks/butter-or-oil-which-is-better-1779658

https://eating-made-easy.com/lactose-intolerant-what-can-you-eat/

http://lifestyleclinic.co.za/the-truth-about-fats-oils/

Appendix 5:

https://horizonlondonblog.files.wordpress.com/2016/10/greenwich-market-entrance.jpg?w=768 https://3.bp.blogspot.com/-TeVOVAeS6OQ/U0tsumiMLtI/AAAAAAAAQ8Y/I64BmvXPLPk/s1600/8+(6).JPG

Appendix 6:

https://en.islcollective.com/english-esl-worksheets/grammar/verb-patterns/cooking-verbs/46425

7. APPENDIX

APPENDIX 1

Taken from Dörnyei, Z. (2001). *Motivational strategies in the language classroom* (pp. 137-144). Cambridge: Cambridge University Press.

MOTIVATIONAL STRATEGIES:

CREATING THE BASIC MOTIVATIONAL CONDITIONS

1. Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.

- Share your own personal interest in the L2 with your students.
- Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life.

2. Take the students' learning very seriously.

- Show students that you care about their progress.
- Indicate your mental and physical availability for all things academic.
- Have sufficiently high expectations for what your students can achieve.

3. Develop a personal relationship with your students.

- Show students that you accept and care about them.
- Pay attention and listen to each of them.
- Indicate your mental and physical availability.

4. Develop a collaborative relationship with the students' parents.

- Keep parents regularly informed about their children's progress.
- Ask for their assistance in performing certain supportive tasks at home.

5. Create a pleasant and supportive atmosphere in the classroom.

- Establish a norm of tolerance.
- Encourage risk-taking and have mistakes accepted as a natural part of learning.
- Bring in and encourage humour.
- Encourage learners to personalise the classroom environment according to their taste.

6. Promote the development of group cohesiveness.

- Try and promote interaction, cooperation and the sharing of genuine personal information among the learners.
- Use ice-breakers at the beginning of a course.
- Regularly use small-group tasks where students can mix.

- Encourage and if possible organise extracurricular activities and outings.
- Try and prevent the emergence of rigid seating patterns.
- Include activities that lead to the successful completion of whole group tasks or involve small-group competition games.
- Promote the building of a group legend.

7 Formulate group norms explicitly, and have them discussed and accepted by the learners.

- Include a specific `group rules' activity at the beginning of a group's life to establish the norms explicitly.
- Explain the importance of the norms you mandate and how they enhance learning, and ask for the students' agreement.
- Elicit suggestions for additional rules from the learners and discuss these in the same way as the rules you have proposed.
- Put the group rules (and the consequences for violating them) on display.

8. Have the group norms consistently observed.

- Make sure that you yourself observe the established norms consistently.
- Never let any violations go unnoticed.

MOTIVATIONAL STRATEGIES:

GENERATING INITIAL MOTIVATION

9. Promote the learners' language-related values by presenting peer role models.

- Invite senior students to talk to your class about their positive experiences.
- Feedback to the students the views of their peers, e.g. in the form of a class newsletter.
- Associate your learners with peers (e.g. in group or project work) who are enthusiastic about the subject.

10. Raise the learners' intrinsic interest in the L2 learning process.

- Highlight and demonstrate aspects of L2 learning that your students are likely to enjoy.
- Make the first encounters with the L2 a positive experience.

11. Promote `integrative' values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general.

- Include a sociocultural component in your language curriculum.
- Quote positive views about language learning by influential public figures.
- Encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).
- Promote contact with L2 speakers and L2 cultural products.

12. Promote the students' awareness of the instrumental values associated with the knowledge of an L2.

- Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.
- Reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community.
- Encourage the learners to apply their L2 proficiency in real-life situations.

13. Increase the students' expectancy of success in particular tasks and in learning in general.

- Make sure that they receive sufficient preparation and assistance.
- Make sure they know exactly what success in the task involves.
- Make sure that there are no serious obstacles to success.

14. Increase your students' goal-orientedness by formulating explicit class goals accepted by them.

- Have the students negotiate their individual goals and outline a common purpose, and display the final outcome in public.
- Draw attention from time to time to the class goals and how particular activities help to attain them.
- Keep the class goals achievable by re-negotiating if necessary.

15. Make the curriculum and the teaching materials relevant to the students.

- Use needs analysis techniques to ®nd out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.
- Relate the subject matter to the everyday experiences and backgrounds of the students.
- Enlist the students in designing and running the course.

16. Help to create realistic learner beliefs.

- Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.
- Raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.

MOTIVATIONAL STRATEGIES:

MAINTAINING AND PROTECTING MOTIVATION

17. Make learning more stimulating and enjoyable by breaking the monotony of classroom events.

- Vary the learning tasks and other aspects of your teaching as much as you can.
- Focus on the motivational flow and not just the information flow in your class.

- Occasionally do the unexpected.

18. Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.

- Make tasks challenging.
- Make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.
- Personalise learning tasks.
- Select tasks that yield tangible, finished products.

19. Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.

- Select tasks which require mental and/or bodily involvement from each participant.
- Create specific roles and personalised assignments for everybody.

20. Present and administer tasks in a motivating way.

- Explain the purpose and utility of a task.
- Whet the students' appetite about the content of the task.
- Provide appropriate strategies to carry out the task.

21. Use goal-setting methods in your classroom.

- Encourage learners to select specific, short-term goals for themselves.
- Emphasise goal completion deadlines and offer ongoing feedback.

22. Use contracting methods with your students to formalise their goal commitment.

- Draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which you will help and reward them.
- Monitor student progress and make sure that the details of the contract are observed by both parties.

23. Provide learners with regular experiences of success.

- Provide multiple opportunities for success in the language class.
- Adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.
- Design tests that focus on what learners can rather than cannot do, and also include improvement options.

24. Build your learners' confidence by providing regular encouragement.

- Draw your learners' attention to their strengths and abilities.
- Indicate to your students that you believe in their effort to learn and their capability to complete the tasks.

25. Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.

- Avoid social comparison, even in its subtle forms.

- Promote cooperation instead of competition.
- Help learners accept the fact that they will make mistakes as part of the learning process.
- Make tests and assessment completely `transparent' and involve students in the negotiation of the final mark.

26. Build your learners' confidence in their learning abilities by teaching them various learner strategies.

- Teach students learning strategies to facilitate the intake of new material.
- Teach students communication strategies to help them overcome communication difficulties.

27. Allow learners to maintain a positive social image while engaged in the learning tasks.

- Select activities that contain `good' roles for the participants.
- Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.

28. Increase student motivation by promoting cooperation among the learners.

- Set up tasks in which teams of learners are asked to work together towards the same goal.
- Take into account team products and not just individual products in your assessment.
- Provide students with some `social training' to learn how best to work in a team.

29. Increase student motivation by actively promoting learner autonomy.

- Allow learners real choices about as many aspects of the learning process as possible.
- Hand over as much as you can of the various leadership/teaching roles and functions to the learners.
- Adopt the role of a facilitator.

30. Increase the students' self-motivating capacity.

- Raise your students' awareness of the importance of self-motivation.
- Share with each other strategies that you have found useful in the past.
- Encourage students to adopt, develop and apply self-motivating strategies.

MOTIVATIONAL STRATEGIES:

ENCOURAGING POSITIVE SELF-EVALUATION

31. Promote effort attributions in your students.

- Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.
- Refuse to accept ability attributions and emphasise that the curriculum is within the learners' ability range.

32. Provide students with positive information feedback.

- Notice and react to any positive contributions from your students.
- Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.

33. Increase learner satisfaction.

- Monitor student accomplishments and progress, and take time to celebrate any victory.
- Make student progress tangible by encouraging the production of visual records and arranging regular events.
- Regularly include tasks that involve the public display of the students' skills.

34. Offer rewards in a motivational manner.

- Make sure that students do not get too preoccupied with the rewards.
- Make sure that even non-material rewards have some kind of lasting visual representation.
- Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behaviour and offer novel experiences and consistent success.

35. Use grades in a motivating manner, reducing as much as possible their demotivating impact.

- Make the assessment system completely transparent, and incorporate mechanisms by which the students and their peers can also express their views.
- Make sure that grades also reflect effort and improvement and not just objective levels of achievement.
- Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.
- Encourage accurate student self-assessment by providing various self-evaluation tools.

APPENDIX 2

(Heyderman & May, 2019, pp. 88-90 & p. 136)

10 Looks amazing!

Reading Part 2

1 Work in pairs. Look at the title of the guide, the names of the stalls and the pictures. What do you think you have to do in this Reading Part 2 task?

2 The following people all want to have lunch at the Street Food market. Read the descriptions and underline the important information.

1 Katie's family have tried most of the stalls so want to try something brand new on Tuesday. They would much rather have fish and they want a hot drink with their meal.

2 Jack and his classmates have read that some of the stalls have won prizes and want to try one of those. They would like a vegetarian main meal but they are short of money.

3 Sara and her friends fancy having a light lunch together on Saturday. They would like to sit down to eat at the stall.

4 Samuel's grandmother would like to take him for a meal on Sunday, but she doesn't want to walk too far around the market. Samuel would like a proper meal, but she just wants a dessert.

5 Tania and her mum feel like trying a spicy vegetable dish before the cinema on Sunday. They won't have much time before the film, so they will need to take away their dessert.

Starting off

1 Work in groups. Look at the pictures. What groups of food can you see? Add at least two more examples of food or drink to each group.

2 Discuss the questions.

1 What are your favourite things to eat and drink?

2 Are there any types of food you don't eat? Which ones? Why not?

3 How often do you eat out? Where? Who with?

88

48

3 Answer questions 1–5, without reading the text.

1   Katie's family want a hot drink with their meal. *What type of drink could they have?*

2   Jack and his classmates fancy a vegetarian meal. *What sort of food do they not want to eat?*

3   Sara and her friends aren't willing to pay very much. *What words do you expect to read in the description of their most suitable restaurant?*

4   Samuel's grandmother doesn't want to walk too far around the market. *What sort of words do you need to look for in the descriptions?*

5   Jack and his classmates fancy a <u>main</u> meal while Sara and her friends fancy having <u>a light lunch</u>. *What words do you expect to read in the descriptions?*

> • To match the people with an answer, look for a text that says the same things, but in different words.
>
> • For each person or group of people, only one option is correct. Three options are not needed.

Exam advice

4 Read the Street Food market guide, and decide which food stall (A–H) would be the most suitable for each group of people (1–5).

5 Work in pairs. Which food stall would (or *wouldn't*) you like to eat at? Remember to say why.
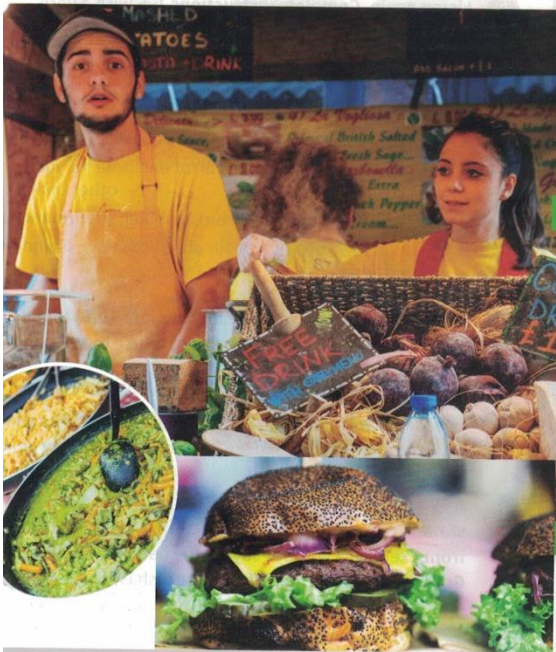
• OUR TOP PICKS AT THE •
STREET FOOD
MARKET

A *Amazing Food by Jason*

If you're looking for a main meal, try the delicious curry from Mauritius here. Don't miss the Creole Chicken, which is spicy fried chicken cooked in tomatoes and served with rice and salad. Not cheap, but visit the stall on Tuesdays for a free glass of hot tea.

B *Scandinavian Kitchen*

Looking for a light lunch? Order the picnic box at this stall which opens this week and you won't be disappointed. We recommend the top-quality turkey with bread and cheese. Or why not try the salmon special, which comes with free coffee and cake? Perfect for those who feel like a change but don't have much time!

C *Just Right Burgers*

All reviews recommend these reasonably priced beef or tuna burgers. The vegetarian burger is grilled vegetables and just the right amount of mushrooms, with or without cheese. Something new for those who fancy a light lunchtime meal. Order a homemade soft drink with your meal.

D *Aladdin's Cave*

Expect to queue for a light middle-eastern meal from this stall. Their lunchbox contains fresh salad, spicy potato chips, garlic sauce and bread. Even meat eaters will consider becoming vegetarians here. Not cheap, but their homemade desserts are amazing!

E *Barbecue Hut*

If you fancy a main meal, sit down here and for less than €10, the prize-winning chefs will barbecue a juicy steak and serve it with fries. Try their range of sauces, from hot pepper to yoghurt. Finish with their famous apple pie and a hot drink! Right next to the market entrance.

F *Blue Dog*

You must try a piadina (an Italian flatbread) from the newly opened Blue Dog. Vegetarians should try the Spinach and Mushroom piadina, which is very reasonably priced. Perfect for those who don't want a heavy meal. Ask for a piadina with chocolate sauce for dessert! - not suitable for a takeaway. Opposite the front gate - you can't miss it! Seating available.

G *Fred Gonzalez*

Fred Gonzalez has been voted chef of the month many times since he set up his Mexican food stall. His customers are happy to wait while his team prepares freshly cooked burritos filled with fish, beef or vegetables and rice, beans, lettuce and hot peppers. Half-price meals for students, but expect queues.

H *Food Planet*

If you think vegan curry is boring, think again. Their potato and pea curry is hot, but it is one of the most delicious dishes in the market. Ask for a slice of their carrot cake in a bag and save it for later. Above-average prices, but worth it. Very short waiting time. Comfortable seating area.

Looks amazing! 89

10

Vocabulary

course, *dish*, *food*, *meal* and *plate*

1 Exam candidates often make mistakes with the words *course*, *dish*, *food*, *meal* and *plate*. Match the words (1–5) with their definitions from the *Cambridge Learner's Dictionary* (a–e).

1 **course** *noun* [C]
2 **dish** *noun* [C]
3 **food** *noun* [C, U]
4 **meal** *noun* [C]
5 **plate** *noun* [C]

a food that is prepared in a particular way as part of a meal, e.g. *fish and chips* or *lasagne*
b a flat, round object which is used for putting food on
c when you eat, or the food that you eat at that time, e.g. *breakfast, lunch and dinner*
d a part of a meal, e.g. *starters and desserts*
e something that people and animals eat to keep them alive

2 Which of the words from Exercise 1 are countable nouns? Which are uncountable nouns? How do you know?

3 Elsa wrote an email to her friend, Lee, about the food in her country. Complete Elsa's email using *courses*, *dish*, *food*, *meals* and *plate*.

Hi Lee,

I'm from Quito, Ecuador. There are many different types of **(1)** _____food_____ in Ecuador – for example: meat, fish, vegetables, etc. We eat three **(2)** _____ a day: breakfast, lunch and dinner. In the morning, my mum often leaves different cakes or bread on a **(3)** _____ on the table. Lunch and dinner are usually a little heavier than breakfast. Lunch is three **(4)** _____ : a starter, which is often soup, a main course and a dessert. My favourite **(5)** _____ is *fanesca*, which is a fish soup, often made with cod.

Write back soon,

Elsa

Grammar

Commands and instructions

1 Work in pairs. Look at the photos of three dishes from around the world and answer the questions.

1 Where do you think the dishes are from?
2 What ingredients do you think you need to make these dishes?

2 Listen to three short recordings about the dishes from Exercise 1 and check your ideas.
46

3 Listen again. Complete instructions 1–6 with a verb.
46

1 First of all, ____*mix*____ the chicken together with salt, pepper and chili.
2 _____ it on a high heat, or the burrito will be rather dry.
3 _____ one and a half cups of sushi rice.
4 _____ cucumber, carrot and tuna for your first sushi rolls and then _____ other things.
5 _____ the dosa from an Indian supermarket.
6 _____ to serve your dosa with lassi, an Indian yoghurt drink.

4 What words do we use in the instructions (1–6) to tell people what to do? What words do we use to tell people what <u>not</u> to do?

5 Choose one of your own favourite dishes and write some instructions on how to make it. Don't forget to say what <u>not</u> to do.

6 Work in groups. Take turns to read your instructions from Exercise 5 without saying the name of the dish. Guess what each other's favourite dish is.

90

50

10

COMMANDS AND INSTRUCTIONS

We use the imperative form for giving commands.
Stand up!

The imperative form of verbs is the same as the infinitive without *to*. Imperative forms have no subject.

✓ *Wake up!*
✗ ~~You wake up!~~

✓ *Do not use your mobile phone.*
✗ ~~You do not use your mobile phone.~~

We can also use the imperative form for giving:
- instructions, for example in recipes:
  Boil for 10 minutes.
- advice:
  Put on a warm coat.
- encouragement:
  Keep trying.
- warnings:
  Be careful.

PRACTICE

1 Complete the meaning of the signs using the imperative form of verbs in the box.

be	drink	eat	turn	use

1 .... or
.... here.

2 .... left.

3 .... cameras here.

4 .... quiet.

HAVE SOMETHING DONE

- Use *have something done* to talk about things we ask other people to do for us, things that we do not want to, or cannot do ourselves.
  I'm having my teeth checked tomorrow.

- We can also use *get something done*. It has the same meaning but is more informal:
  I'm getting my hair cut tomorrow.

- Notice the order of words: *have + object + past participle*. A different word order changes the meaning.
  She has her hair cut. (= Someone does it for her.)
  She has cut her hair. = (She did it herself recently.)

- Use *have something done* in any tense.
  I (don't) have my hair cut every week.
  We're (not) having our flat decorated.
  We had (didn't have) our computer repaired yesterday.
  We'll have our car washed tomorrow.

PRACTICE

1 Put the words in order to make correct sentences.

1 you / your / had / cut / have / hair?
Have ....

2 bedroom / have / painted / I / might / my / blue
I ....

3 fixed / had / Michael / yet / bike / his / has / ?
Has ....

4 get / teeth / I / every / my / months / polished / six
I ....

5 checked / your / have / computer / viruses / should / you / for
You ....

2 Make sentences with *have something done* using the words given and the tense in brackets.

1 he – hair cut – beard shave off (present perfect simple)
....

2 she – car – wash – yesterday (past simple)
....

3 he – shoes – clean (present perfect simple)
....

4 they – house – paint (present continuous)
....

5 he – tooth – take out – this morning (past simple)
....

6 she – eyes – test – tomorrow (*will*)
....

51
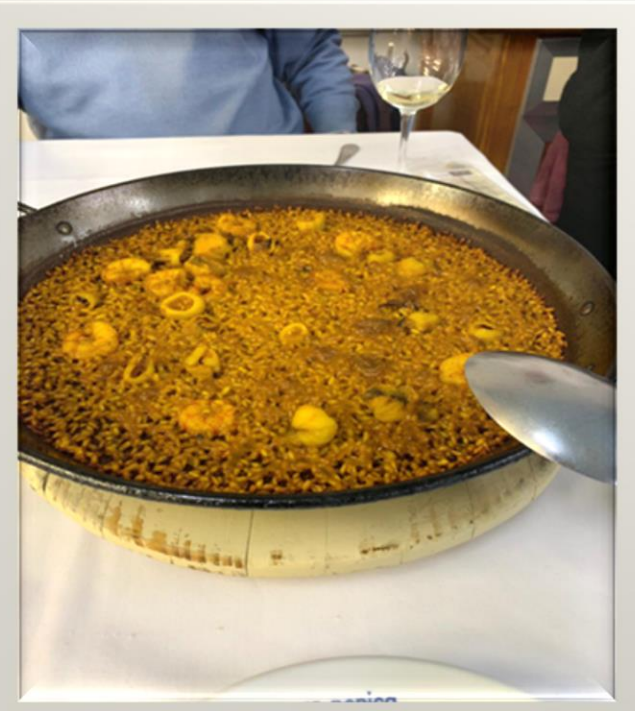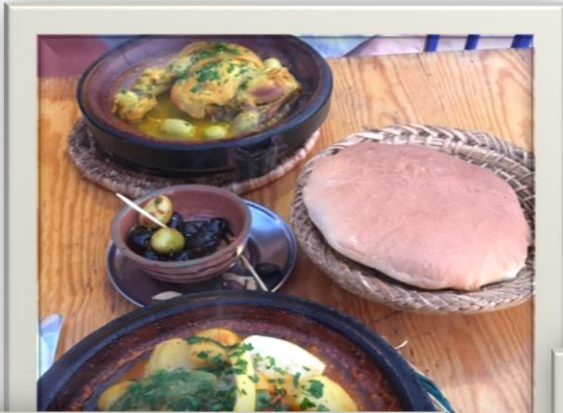
APPENDIX 4

APPENDIX 5

APPENDIX 6

Course: a part of meal, for example starters and desserts.

Dish: food that is prepared in a particular way as part of a meal, for example lasagne or fish and chips.

Food: something that animals eat to keep them alive.

Meal: when you eat, or the food that you eat at that time, for example breakfast or lunch.

Plate: a flat, round object which is used for putting food on.

Adapted from: Heyderman, E. & May, P. (2019). *Complete preliminary for schools. student's book without answers.* (1st ed.). Cambridge: Cambridge University Press. (P. 90, exercise 1)

APPENDIX 7:

to boil	
to grate	
to chop	
to slice	

to pour	
to spread	
to mix	
to roast	

57

to grill	
to fry	
to peel	
to roll	

to stir	
to steam	
to beat	
to cook	

APPENDIX 8

EVALUATION RUBRIC: TEACHER

Category	4: Exceeds Expectations	3: Meets Expectations	2: Needs Improvement	1: Inadequate	Score
Body Language	Excellent use of body language to effectively communicate with the audience including eye contact and gestures.	Satisfactory use of body language to communicate with the audience including some eye contact and gestures.	Limited use of body language to communicate with the audience including very little eye contact and gestures.	Little to no use of body language and eye contact to communicate with the audience.	
Content	Uses clear and purposeful content with examples to support ideas.	Uses content which is well structured and relevant with some examples.	Uses content which is generally related to the theme of the presentation	Uses content which is confusing and at times seems unrelated.	
Visual Props	Includes visual props such as slides, photos, etc. which are on target and helpful to the audience.	Includes visual props such as slides, photos, etc. which are on target, but may be slightly confusing.	Includes few visual props such as slide, photos, etc. which at times seem to have little relevance to the presentation.	Uses no visual props such as slides, photos, etc. or props that are poorly linked to presentation.	
Grammar and Structure	Grammar and sentence structure correct throughout the entire presentation with only a few minor mistakes: correct use of instructions and linking words.	Grammar and sentence structure mostly correct, although there are a number of minor grammar mistakes in using instructions and linking words.	Grammar and sentence structure lacking coherence with frequent mistakes in using instructions and presentation lacks of linking words.	Grammar and sentence structure are weak throughout the entire presentation: incorrect use of instructions and no linking words.	
Vocabulary	Varied and generous use of topic related vocabulary throughout the presentation.	Topic related vocabulary used in the presentation.	Limited use of very basic topic related vocabulary.	Overall lack of even basic topic related vocabulary.	

EVALUATION RUBRIC: STUDENTS

Category	3	2	1	Score
Understanding of Audience	You perfectly understand the presentation.	You understand the presentation but not always.	You find it hard to understand the presentation.	
Body Language	Excellent body language including eye contact, and gestures.	Satisfactory body language including some eye contact, and some gestures.	Limited use body language.	
Content	Uses clear and purposeful content during the presentation.	Uses clear and purposeful content during the presentation but it lacks some things.	The content is not connected to the topic or it is very poor.	
Visual Props	Includes appropriate visual props such as slides, photos or videos.	Includes visual props such as slides, photos or videos but not always appropriate.	Includes few visual props such as slide, photos or videos.	
Grammar and Structure	Grammar and sentence structure sounds appropriate for you. The presenters use instructions and linking words.	Grammar and sentence structure mostly correct. The presenters use some instructions and some linking words.	Grammar and sentence structure is confusing and there is no use of instructions and linking words.	
Vocabulary	Varied and generous use of topic related vocabulary throughout the presentation.	Some topic related vocabulary used in the presentation	Limited use of very basic topic related vocabulary	

APPENDIX 9

METACOGNITION QUESTIONS
How did I work in my team?
What did I like about my performance?
What didn't I like about my performance?
How can I improve my performance?
What did I learn about myself?
What did I learn from the others?