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**Defining Moments:**

**Motivational Strategies in the L2 Classroom**

Graduate Presenters

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**Motivational Strategies for L2 Classrooms**

**Handouts** Participants pick up handouts as they walk in.

* Strategies suggested by Dornyei in his book, *Motivational Strategies in the Language Classroom.*
* Strategies prepared for use by presenters
* Outline of Presenters’ Lessons

**Hook**

***Objectives:***

Get to **know** each other’s names and other information as indicated on the survey

**Set** members **at ease**

**Involve** as much **action** as possible

Ensure that everybody gets to **talk** to everybody else.

**Involve** as much **humor** and **fun** as possible

Focus on positive qualities in their own personalities

***Essential skills:***

Oral communication

Working with others

Thinking skills

***Time:***

10 minutes

***Materials:***

**Introductory Survey in handout**

**Teacher’s Chart**

**Positive Qualities** for power point

**1.) Strategy [[1]](#footnote-1)**

**Ice-breaker**

***Instructions:***

1. Introduce yourself to the participants present.
2. Put **POSITIVE QUALITIES**[[2]](#footnote-2)on power point. Invite the participants to peruse the list of qualities and choose one. Ask them to envision having this quality in their lives. How would they feel? What would be different in their lives? Encourage them to enjoy the image for a minute.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| love | harmony | beauty | goodness | compassion |
| understanding | confidence | courage | cooperation | friendship |
| determination | order | discipline | stability | happiness |
| joy | gratitude | generosity | appreciation | energy |
| humility | patience | loyalty | optimism | freedom |

Positive qualities (72) *Imagine That, p. 172*

1. Invite the participants to fill in the information about themselves in each column on p. 5 in your handout.
2. Invite the participants to get to know each other by talking to as many participants as possible and exchange information as per, the survey.
3. After about three minutes, have the participants return to their seats. Have them circle the person that comes from the farthest away, that came with the largest group and whose birthday is closest to Oct. 11. Elicit information from them and the presenter records on the teacher’s chart.
4. Relate to group – Who came from the farthest away? Who came in the largest group? and Who has a birthday closest to Oct. 11? Participants can pick a prize.

**Introductory Survey**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Name** | 1. **Distance** | 1. **# of people from my school** | 1. **Birthday** |
| **Frieda - Generosity** | **23 hours driving - 1994 km** | **2** | **Jan. 29** |
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**Teacher’s Chart**

|  |  |  |
| --- | --- | --- |
| **Farthest Distance** | **Most People** | **Birthday closest to Oct 11** |
|  |  |  |
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**Book**

***Objectives:***

Gain knowledge about Dornyei’s theory

*Understand how it applies to L2 learners*

***Essential skills:***

Thinking skills

Continuous learning

***Time:***

5 minutes

***Materials:***

***Power Point:***

***Dornyei’s theory L2 Motivational Self System***

***Practical Application***

***Instructions:***

1. Explain the **L2 Motivational Self System** using the power point.

Present the information of Dornyei’s theory using the presenter’s notes.

**Presenter’s Notes**

**Theory**

**The L2 Motivational Self System**

1. **Ideal L2 Self**, referring to the L2-specific facet of one’s ideal self. If the person we would like to become speaks a L2, the **ideals L2 self** is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves.
2. **Ought-to Self**, referring to the attributes that one believes one **ought** to possess (i.e. various duties, obligations or responsibilities) in order to **avoid** possible negative outcomes.
3. **L2 learning Experience,** which concerns situation-specific motives related to the immediate learning environments and experience….past research …has provided ample evidence of the pervasive influence of the executive motives related to the immediate learning environment and experience.[[3]](#footnote-3)

**The Components of Motivational Teaching Practice in the L2 Classroom**

**1. Creating the basic motivational Conditions**

* Appropriate teacher behaviors
* A pleasant and supportive atmosphere in the classroom
* A cohesive learner group with appropriate group norms

1. **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

1. **Maintaining and protecting motivation**

* Making learning stimulating and enjoyable
* 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
* Creating learner autonomy
* Promoting self-motivating strategies
* Promoting cooperation among the learners.

1. **Encouraging positive retrospective self-evaluation**

* Promote motivational attributions
* Providing motivational feedback
* Increasing learner satisfaction
* Offering rewards and grades in a motivating manner

**Look**

***Objectives:***

Understand that the ice-breaker was an example of motivational strategy

Participants choose a partner to do the strategies.

***Essential Skills:***

Oral Communication

Working with Others

Continuous Learning

Thinking Skills

Use of Imagination

***Time:***

20 minutes

**Materials:**

Motivational strategies

Quotes

***Instructions:***

1. Explains that the purpose of this first task is to find a partner
2. Place cards with quotes on them on two tables. On Table # 1 will be half the quotes and on Table # 2 will be the other half of the quotes. For example, “Ability is what you are capable of doing. Motivation determines what you do.” will be on one table and Attitude determines how well you do it.” will be on the other table.
3. Ask participants pick a card from Table #1 or Table # 2. Now each participant must find the partner who has the other half of the **Quotes.**
4. Explain that they will have this partner when they do the other strategies.

**Quotes**

|  |  |
| --- | --- |
| “Ability is what you're capable of doing. Motivation determines w | what you do. Attitude determines how well you do it.”  ― [Lou Holtz](http://www.goodreads.com/author/show/85179.Lou_Holtz) |
| You can't build a reputation on | what you are going to do.”  ― [Henry Ford](http://www.goodreads.com/author/show/203714.Henry_Ford) |
| ‘there are no magic motivational buttons that can be pushed to “make” people want to learn, work hard, and act in a | responsible manner. Facilitation, not control, should be the guiding idea in attempts to motivate people.’  (Martin Ford 1992;202) |
| ‘Self-esteem grows from the beliefs of others. When teachers believe in students, | students believe in themselves. When those you respect think you can, you think you can.’ (James Raffini 1993:147) |
| Motivation is probably the most important characteristic | that students bring to a learning task. (O’Malley & Chamot, 1990, p. 160) |
| People often say that motivation doesn't | Last. Well, neither does bathing--that's why we recommend it daily.”  ― [Zig Ziglar](http://www.goodreads.com/author/show/50316.Zig_Ziglar) |
| "In short, the ideal motivational scenario is one in which students attribute outcomes to personal ability, | and negative outcomes to temporary shortcomings that can be remedied."  Ema Ushioda 1996:13 |
| Motivation is responsible for **why** people decide to do something, **how hard** they work to pursue the activity | and **how long** they are willing to sustain it |
| ‘Motivation is, without question the most complex and challenging issue | facing teachers today.’  (Scheidecker and Freeman 1999:116) |
| The more teaching I observe, | The more strongly convinced I become that **motivation is what matters.** From an e-mail message from Christopher Ryan, a teacher trainer friend) |
| ‘the elusive concept of self-esteem is really spelled | SUCCESS. The only way true self-esteem is built is through making people successful.’ (David Scheidecker and William Freeman 1999:129) |
| ‘Rewards and punishment are too often the only tools available in the motivational arsenal of many teachers. their indiscriminate use can | can seriously undermine students’ intrinsic motivation for the activities and behaviors being controlled.’ (James Raffini 1996:1) |
| “…the appropriate question no longer seems to be how we can motivate | our learners? But how can we help learners to motivate themselves?” (Ema Ushioda 1996:20 |
| ‘The real problem with motivation, of course, is that everyone is looking for a single and simple | answer. Unfortunately, and realistically, motivating students yesterday, today, and tomorrow will never be a singular or simplistic process.’ (David Scheidecker and William Freeman 1999:117) |

**2.) Strategy [[4]](#footnote-4)**

**Learning Contract**

***Objectives:***

Establish constructive group norms

Negotiate and accept ‘class rules’ that you are willing as a teacher or student to give to the group

Specify duties and responsibilities of teachers and students.

Agree on mutually accepted rules

***Essentials Skills:***

Oral communication

Working with others

Thinking Skills

***Time:***

20 minutes

***Materials:***

**Learning Contract** in the handout.

***Instructions:***

1. Look at the sample of the learning contract.
2. Appoint a scribe.
3. Together decide on ground rules that you think are important for this class. Have the scribe write contract on the construct on the wall.[[5]](#footnote-5)

You could put this sample of a ‘learning contract’ on power point.

**We the undersigned have decided to keep the following rules:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **IS/ARE**  **ALLOWED** | **MUST** | **MUST NOT** |
| **Teacher** | **To make jokes**  **Ask for feedback** | **Finish/start on time Come prepared** | **Ignore anyone’s opinion** |
| **Student** | **To make jokes**  **Miss some classes** | **Turn up on time** | **Be late** |

(Signatures of every member)[[6]](#footnote-6)

**Contract**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **IS/ARE**  **Allowed** | **MUST** | **MUST NOT** |
| **Teacher** |  |  |  |
| **Student** |  |  |  |

**3.) Strategy** [[7]](#footnote-7)

**The Irregular-Verbs Gym**

***Objectives:***

Memorize irregular word forms.

Make learning stimulating and enjoyable by enlisting them as active task participants.

Learn the actions involved

Review the different irregular word forms

***Essential Skills:***

Oral Communication

Thinking Skills

Physical Participation

***Time:***

5 minutes

***Materials:***

**List of irregular verbs**

|  |  |  |
| --- | --- | --- |
| **Simple Form** | **Simple Past** | **Past participle** |
| arise | arose | arisen |
| be | Was, were | been |
| bear | bore | borne/born |
| beat | beat | beaten/beat |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bet | bet | bet |
| bid | bid | bid |
| bind | bound | bound |
| bite | bit | bitten |
| bleed | bled | bled |
| blow | blew | blown |
| break | broke | broken |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| find | found | found |
| grow | grew | grown |
| leave | left | left |
| put | put | put |
| ride | rode | ridden |
| ring | rang | rung |
| speak | spoke | spoken |

[[8]](#footnote-8)

**Instructions:**

1. Appoint a participant to lead the group.
2. Ask the other participants to stand up and watch you. Say the first form of an irregular verb that has all three different forms, carrying out specific movement at the same time. Say the past participle, again making another – again different – movement. For example:

**Say Do**

Write stretch out your arms high above your head

Wrote touch your knees

Written touch your toes

1. Then ask them to work through another irregular verb in the same way (again, select where the three forms are different from one another, e. g. *swim*).
2. Get them to select an irregular verb where past and present participle forms are the same, e. g. *find*, and ask your participants to work through it. They will repeat the three different movements, but you should get them to make an identical movement for *found* (past) and *found* (past participle) instead.
3. Get them to do an irregular verb where all three forms are the same, e. g. *put*; they will need to make only a single movement.
4. Carry on practicing with all the irregular verbs you want your participants to consolidate.
5. ( For future reference) They will be making three different movements the first time (because you will have named an irregular verb with three different forms), so praise them and says YES, holding up three as a visual anchor. Do the same with two fingers (for a verb with two different forms) and one finger for a verb whose three forms are all the same. These finger signs will further help them to remember the irregular verb forms.[[9]](#footnote-9)

**4.) Strategy [[10]](#footnote-10)**

**Objectives**: Teach (Interactional strategies – appeal for help, asking for repetition, clarification, non-understanding and interpretive summary)

Help learners to understand that different intonations have different meanings.

Listen to a tape and recognize the intonation.

Learners read with different intonations, showing understanding, while partner listens.

***Essential Skills:***

Thinking skills

Working with others

Listening skills

Oral Communication

**Time:**

15 minutes

It would have taken a few lessons to teach or review the material.

**Materials:**

Information sheets on***Rising and Falling Patterns***and ***Rising Intonation***

**Pair Exercise** with **tape**

**Pair Exercise** without **tape**

**Rising and Falling**

“WH’ Questions and Statements

A. Statements usually have a rising and falling pattern with the intonation curve on the last important word in the sentence. If you change the pattern, you change the meaning**.**

**1.) I’m fifty years OLD. This is a normal statement.**

**2.) I’m FIFTY years old. Emphasizing the number of years.**

**3.) I’M fifty years old. Talking about me and not someone else.**

**4.) I’m fifty years old? This indicates a question, surprise, or disbelief.**[[11]](#footnote-11)

B. “Wh” questions (who, what, where, when, why and how) usually have a rising and falling patterns with the intonation curve on the last important word in the sentence. If you change the pattern, you change the meaning.

**1.) Where does he COME from? A normal question.**

**2.) Where does HE come from? Asking specifically about “him”.**

**3.) Where DOES he come from? 3, 4. These two questions indicate some annoyance**

**4.) WHERE does he come from? or aggression. I have been asking and haven’t got-**

**ten an answer. Now I want an answer.**

1. **Where does he come from? This is a question about a question. It means: I**

**didn’t hear you clearly. Is this what you want**

**to know. Where does he come from??**

1. **What did you say? Also, it might indicate surprise: “Is this really what**

**you said?”**[[12]](#footnote-12)

**Rising Intonation Patterns**

1. Usually a “yes” or “no” question will have a rising intonation at the end with the rise on the last important word in the sentence. If you change the pattern, you change the meaning.

**Yes” – “No” Questions**

1. **Is he coming, too? A normal question.**
2. **Is he coming, too? This means that you don’t like him and you**

**Don’t want him to come.**

1. **Will you help me with this? A normal polite request for help.**
2. **Will you help me with this? I am angry. You’re not helping me. This is an**

**order.**[[13]](#footnote-13)

1. Direct Address: Normally, when you address someone, you should use a rising intonation on their name. This is the most polite way to say it.

|  |  |
| --- | --- |
| 1. **Mary, are you busy?** | **A normal polite address** |
| 1. **Mary, are you busy?** | **This means that you don’t think Mary is working hard enough and you sound a little angry.** |
| 1. **Mother, what happened?** | **A normal polite address.** |
| 1. **Mother, what happened?** | **This means that something serious happened and that you are very concerned.** |
| 1. **Corey, could you clean your room?** | **Normal polite question.** |
| 1. **Corey, clean your room.** | **Now, I’m really mad.** |
| 1. **Linda, nice to see you.** | **Greeting an acquaintance or** |
| 1. **Howard, we’re over here.** | **Getting someone’s attention.** |

[[14]](#footnote-14)

Rechecking Information – If you don’t hear someone, you can check the information by repeating one or two words or ask a question using a rising intonation:

**A: I need 30 dollars.**

**B: 13 dollars?**

**C: No, 30 dollars.**[[15]](#footnote-15)

Surprise/ Disbelief – On this exercise the first “wh” question in each dialogue is asking for information (rising, falling intonation), but the second question is showing surprise or disbelief (rising intonation).

**A: I’ve got a surprise. I bought some plane tickets.**

**B: Where are we going?**

**A: We’re going to Siberia.**

**B: Where are we going? [[16]](#footnote-16)**

**Instructions:**

1. Review the above information. (It should have been taught prior to this lesson).
2. The group listens to the tape together. Each participant identifies where the voice rises and falls and draws an intonation curve over each sentence on a paper, similar to the one below.

**Pair Exercise** with **tape**

|  |  |
| --- | --- |
| **Where do you come from?** | **From Hong Kong**  **From Vietnam**  **From El Salvador** |
| **When did you come to Canada?** | **In 1985.** |
| **How many years have you been here?** | **I’ve been here five years.** |
| **Who came with you?** | **My wife and ten children.** |
| **Why did you come to Canada?** | **To make a lot of money.** |
| **What do you do?** | **I’m a businessman.**  **I’m a technician.**  **I’m a housewife.** |
| **How many hours do you work per week?** | **I work sixty hours a week.**  **I’m not working right now.** |
| **How do you like your present job?** | **I like it a lot.**  **I don’t like it.** |
| **Where do you live?** | **I live in the Northwest.**  **I live downtown.** |
| **What do you do for recreation?** | **I like fishing.**  **I like to play the piano.** |

1. Appoint a reader. The other participants each give a real answer and write it down. Remember to use a strong intonation pattern and lengthen the vowel on the intonation curve.

**Pair Exercise** without **tape**

|  |  |
| --- | --- |
| **Where do you come from?** |  |
| **When did you come to Canada?** |  |
| **How many years have you been here?** |  |
| **Who came with you?** |  |
| **Why did you come to Canada?** |  |
| **What do you do?** |  |
| **How many hours do you work per week?** |  |
| **How do you like your present job?** |  |
| **Where do you live?** |  |
| **What do you do for recreation?** |  |

**5.) Strategy**

***Objectives:***

Understand a literal proverb translation from Chinese (Mandarin).

Find the English version of it.

***Essential Skills:***

Reading Skills

Oral Communication Skills

Thinking Skills

Working with Others

Discussion skills

***Time:***

15 minutes

***Materials:***

**List of proverbs that translate well between English and Mandarin**

**Cards with proverbs**

**33 Proverbs that Translate Well Between English and Mandarin**

**1. There’s no use crying over spilt milk.**覆水难收 fù shuǐ nán shōu (“Spilt water is hard to recover.”)

**2. The early bird gets the worm.**捷足先登 jié zú xiān dēng (“A fast foot is first to climb.”)

**3. Misery loves company.**同病相怜 tóngbìngxiānglián (“Patients with similar conditions empathise with each other.”)

**4. We’ll cross that bridge when we come to it.**船到桥头自然直 chuán dào qiáotóu zì rán zhí (“The ship will reach the end of the bridge in due course.”)

**5. What goes around, comes around.**善有善报，恶有恶报 shànyǒushànbào, èyǒu’èbào (“Kind deeds pay rich dividends, evil is repaid with evil.”)  
种瓜得瓜 zhòngguādéguā (“As you sow a melon, so you shall reap one.”)  
种豆得豆zhòngdòudédòu (“As you sow a bean, so you shall reap one.”)  
媳妇熬成婆 xífù áo chéng pó (“A daughter-in-law who suffers will one day become a mother-in-law.”)

**6. Like father, like son.**有其父必有其子 yǒu qí fù bì yǒu qí zǐ (“The son is like his father.”)  
虎父无犬子 hǔ fù wú quǎn zǐ (“A tiger does not father a dog.”)

**7. A friend in need is a friend indeed.**患难见真情 huànnàn jiàn zhēnqíng (“In adversity, true feelings are revealed.”)

**8. No pain, no gain; nothing ventured, nothing gained.**不入虎穴，焉得虎子 bù rù hǔxuè, yāndé hǔ zǐ (“If you don’t enter the tiger’s den, how will you get the tiger’s cub?”)

**9. Don’t put off until tomorrow what can be done today.**今日事，今日毕 jīnrì shì, jīnrì bì (“Today’s task, today’s job to complete.”)

**10. If you want something done well, do it yourself.**求人不如求己 qiúrén bùrú qiújǐ (“It’s better to rely on yourself than on the help of others.”)

**11. Once bitten, twice shy.**一朝被蛇咬，十年怕井绳 yī zhāo bèi shé yǎo, shí nián pà jǐng shéng (“Bitten by a snake on one morning, afraid of the rope by the well for ten years.”)

**12. All good things come to an end.**人无千日好，花无百日红 rén wú qiān rì hǎo, huā wú bǎi rì hóng (“There is no person that has 1000 good days in a row, and no flower that stays red for 100 days.”)

**13. When in Rome, do as the Romans do.**入乡随俗 rù xiāng suí sú (“When entering a village, follow its customs.”)

**14. When it rains, it pours.**屋漏偏逢连夜雨 wū lòu piān féng lián yè yǔ (“When the roof is leaking, that’s when you get several continuous nights of rain.”)  
一波未平，一波又起 yī bō wèi píng yī bō yòu qǐ (“Just as one wave subsides, another one comes.”)  
喝口凉水都能塞牙缝 hē kǒu liángshuǐ dōu neng sài yáfèng (“Even water gets stuck in your teeth.”)

**15. Two heads are better than one.**三个臭皮匠，胜过诸葛亮 sān ge chòupíjiàng, shèng guò Zhūgé Liàng (“Three unskilled cobblers are superior to one [Zhuge Liang](http://en.wikipedia.org/wiki/Zhuge_Liang).”)

**16. Easy come, easy go.**三十年河东，三十年河西 sān shí nián hé dōng, sān shí nián hé xī (“Thirty years on the east side of the river, thirty years on the west side of the river.”)

**17. There’s more than one way to skin a cat.**山不转路转 shān bù zhuǎn lù zhuǎn (“A mountain cannot turn, but a road can.”)

**18. Practice makes perfect.**熟能生巧 shú néng shēng qiǎo (“Experience can give way to skill.”)

**19. Rome wasn’t built in a day.**冰冻三尺，非一日之寒 bīng dòng sān chǐ, fēi yī rì zhī hán (“Three feet of ice is not the result of one cold day.”)  
罗马不是一日建成的  Luómǎ bù shì yī rì jiàn chéng de (literal translation)

**20. Heaven helps those who help themselves.**皇天不负苦心人 huángtiān bù fù kǔxīn rén (“Heaven won’t betray people who try their best.”)

**21. Beggars can’t be choosers.**饥不择食 jībùzéshí (“The starving can’t choose their meals.”)

**22. Speak of the devil and he shall appear.**说曹操，曹操到 shuō Cáo Cāo, Cáo Cāo dào (“Speak of [Cao Cao](http://en.wikipedia.org/wiki/Cao_Cao) and he arrives.”)

**23. The first step is the hardest.**万事起头难 wànshì qǐtóu nán (“The first step in a thousand different matters is always difficult.”)

**24. Birds of a feather, flock together.**物以类聚 wù yǐ lèijù (“Similar things are categorised together.”)

**25. You get what you pay for.**一分钱，一分货 yī fēn qián, yī fēn huò (“Ten *yuan* of money, ten *yuan* of goods.”)

**26. Great minds think alike.**英雄所见略同 yīngxióng suǒjiànlüètóng (“The views of heroes are roughly alike.”)

**27. One can’t have one’s cake and eat it too.**鱼与熊掌不可兼得 yú yǔ xióng zhǎng bù kě jiān dé (“One cannot get fish and bear’s paw at the same time.”)  
又要马儿好，又要马儿不吃草 (“You want a good horse, but won’t give it grass to eat.”)

**28. Haste makes waste.**欲速则不达 yùsù zé bùdá (“You desire speed but cannot reach your destination.”)

**29. How time flies!**光阴似箭 guāngyīn sì jiàn (“Time is like an arrow.”)

**30. Seeing is believing.**百闻不如一见 bǎi wén bùrú yī jiàn (“Hearing something one hundred times is not as good as seeing it once.”)

**31. Every cloud has a silver lining.**塞翁失马，焉知非福 sàiwēngshīmǎ, yān zhī fēi fú (“When the old man from the frontier lost his horse, how could one have known that it would not be fortuitous?”)

**32. Money talks.**钱可通神 qiánkětōngshén or 钱能通神 qiánnéngtōngshén (“Money is divine.”)  
金钱万能 jīnqián wànnéng (“Money is almighty.”)  
有钱能使鬼推磨 yǒu qián néng shǐ guǐ tuīmó (“If you have money you can ask for favours.”)

**33. Beauty is in the eye of the beholder.**情人眼里出西施 qíngrén yǎnlǐ chū Xī Shī (“In the eyes of a lover, [Xi Shi](http://en.wikipedia.org/wiki/Xi_Shi) [one of the renowned [Four Beauties](http://en.wikipedia.org/wiki/Four_Beauties) of ancient China] appears.”

www.stumbleupon.com/content/2A6MML

***Instructions:***

1. Group of four sits around table.
2. One participant hands out five cards to each person and places the other cards upside down on a pile in the centre of the table.
3. Participants check their cards to see if they have a pair. If they do, they set it aside.
4. If the participant who starts does not have a pair, he picks up a card. If this card does not give him a pair, he picks again. He does this until he gets a pair.
5. The person on the right continues the same way. The game continues following this format until the cards in the centre of the table are gone.
6. The participants then read the proverbs to each other.
7. If they do not agree with another’s idea of a proverb’s translation, they need to discuss it with the group and come to a consensus.
8. The game is over when all the proverbs have been read and everybody is satisfied with the proverbs and their translations.

**English Mandarin translation**

|  |  |
| --- | --- |
| **There’s no use crying over spilt milk.** | **Spilt water is hard to recover** |
| **The early bird gets the worm.** | **A fast foot is first to climb.** |
| **Misery loves company.** | **Patients with similar conditions empathize with each other.** |
| **We’ll cross that bridge when we come to it.** | **The ship will reach the end of the bridge in due course.** |
| **What goes around comes around.** | **As you sow a melon, so you shall reap one.** |
| **A friend in need is a friend indeed.** | **In adversity, true feelings are revealed.** |
| **No pain, no gain; nothing ventured, nothing gained.** | **If you don’t enter the tiger’s den, how will you get the tiger’s cub?** |
| **Once bitten, twice shy.** | **Bitten by a snake on one morning, afraid of the rope by the well for ten years.** |
| **All good things come to an end.** | **There is no person that has 1000 good days in a row, and no flowers that stay red for 100 days.** |
| **When in Rome, do as the Romans do.** | **When entering a village, follow its customs.** |
| **There’s more than one way to skin a cat.** | **A mountain cannot turn, but a road can.** |
| **Practice makes perfect.** | **Experience can give way to skill.** |
| **Heaven helps those who help themselves.** | **Heaven won’t betray people who try their best.** |
| **Beggars can’t be choosers.** | **The starving can’t choose their meals.** |
| **Birds of a feather flock together.** | **Similar things are categorized together.** |
| **One can’t have one’s cake and eat it too.** | **One cannot get fish and bear’s paw at the same time.** |
| **Rome wasn’t built in a day.** | **Three feet of ice is not the result of one cold day.** |
| **Great minds think alike.** | **Similar things are categorized together.** |
| **Haste makes waste.** | **You desire speed but cannot reach your destination.** |
| **How time flies!** | **Time is like an arrow.** |
| **Seeing is believing.** | **Hearing something one hundred times is not as good as seeing it once.** |
| **Money talks.** | **Money is divine.** |
| **Every cloud has a silver lining.** | **When the old man from the frontier lost his horse, how could one have known that it would not be fortuitous.** |
| **The first step is the hardest.** | **The first step in a thousand different matters is always difficult.** |

**6.) Strategy**[[17]](#footnote-17)

**Where Animals Live - Lesson 56**[[18]](#footnote-18)

***Objectives:***

Raise the students’ expectations of something interesting and important to come.

Have students describe inner pictures

Have students express themselves in writing

***Essential Skills:***

Writing Skills

Listening Skills

Oral Communication

Thinking Skills

Sharing

***Time:***

20 -30 minutes

***Materials:***

**Chart** – Where animals live

**Chart** – List of Animals

**List of Animals**

|  |  |  |
| --- | --- | --- |
| ***Camel*** | ***duck*** | ***frog*** |
| ***Goldfish*** | ***kangaroo*** | ***butterfly*** |
| ***Rattlesnake*** | ***bee*** | ***monkey*** |
| ***Eagle*** | ***cow*** | ***Polar bear*** |
| ***Mosquito*** | ***shark*** | ***turtle*** |
| ***skunk*** | ***Wild cat*** | ***horse*** |

**Instructions:**

1. Appoint a leader.
2. The leader asks the participants to relax and close their eyes if they wish.
3. They are given a name of an animal followed by a 10-second pause for them to picture the place or places where they might see the animal, the place it lives in, and the environment it moves around in.
4. The leader says the names of the above animals, pausing for 10 seconds between each.
5. Asks participants to decide which animal name gave them the most vivid idea of a place or environment, and to get into pairs and describe what they saw, heard and felt as clearly as they can to their partner.
6. **Variation** The participants individuallyfill in the first column with their own answers and then interview their partner.

**Chart- Where Animals live**

|  |  |  |
| --- | --- | --- |
|  | **Me** | **My Partner** |
| **Which animal brought you the brightest most colorful picture?** |  |  |
| **Did you see yourself with any animal?** |  |  |
| **Which animal had you hearing the most sounds?** |  |  |
| **Which animal brought you the most smells?** |  |  |
| **Which animal made you most aware of heat?** |  |  |
| **Which animal made you most aware of cold?** |  |  |
| **Which animal had you feeling the weather the most?** |  |  |
| **Which animal would you most like to see?** |  |  |

**7.) Strategy[[19]](#footnote-19)**

**The ideal classroom, according to Tim Murphey can be anywhere.[[20]](#footnote-20)**

**Come to your senses[[21]](#footnote-21)**

***Objective:***

Understand what the senses mean

Recognize words that represent the senses

***Essentials Skills:***

Oral Communication

Working with Others

Thinking Skills

Use of Imagination

***Time:***

20 minutes

***Materials:***

***White Board***

White board or sheet of paper with names of five senses on it

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sight** | **Smell** | **Taste** | **Touch** | **Hear** |
| Daisies | Bread baking |  |  |  |

**Instructions:**

1. Each participant writes names of the verbs of the senses on a white board or on a piece of paper.
2. Together brainstorm things they like in each category and write them under the appropriate word.
3. Pairs sit together and give each other gifts for each of the five senses. They begin with ‘see’ and each gives an image to the other, using their name each time. Examples:

**A: ‘B’ I want you to see a garden of flowers.**

**B: ‘A, I want you to see a mountain of snow.’**

**A: ‘B, I want you to hear the piano.’**

**B: ‘A, I want you to hear children playing in a park and laughing**.’

1. When everyone has given and received all five senses, participants discuss the following with their partner:

Which image could you visualize most easily? Tell me some details about it. What feelings did you have about it? Were there any images you could not visualize?

1. If there is time, the activity can be repeated by changing pairs,

**8.) Strategy [[22]](#footnote-22)**

**67 My Ideal Language Self[[23]](#footnote-23)**

***Objectives:***

Have students understand the values of learning English

Have students visualize what they could be they learned the language

Have students articulate orally and in writing

***Essential Skills:***

Oral Communication

Working with Others

Thinking Skills

Writing Skills

***Time:***

40 – 50 minutes

***Materials:***

**Worksheet**

**Instructions:**

1. Appoint a leader
2. Together brainstorm all the reasons you can think of why knowing English would be useful or enjoyable for them. Be prepared to help them if they get stuck.
3. Give each participant a photocopy of the following worksheet and time to answer the questions thoughtfully.

**Worksheet**

|  |
| --- |
| **How would knowing English better be good for me now?** |
| **How would knowing English be better for me in the future?** |
| **How would know English better affect my self confidence?** |
| **What tools and abilities do I have to learn more English?** |
| **What tools and abilities do I have to learn more English?** |
| **What could I do to learn English better?** |

1. Give participants a few minutes to compare their answers with someone else.
2. The leader asks them to sit comfortably and close their eyes if they wish and then says the following in a gentle voice. It could be adapted.

***Relax and breathe deeply. Imagine yourself looking very far away. In the distance you see someone … You move closer and recognize yourself a few years from now … You are with a group of people about your age and you are speaking English to them. You are very excited about what you are saying, and everyone is listening to you with enthusiasm. Several people make comments, and you understand them perfectly, and enjoy being able to communicate with them in English about things you are all interested in …The group goes over to a coffee shop and you all enter and sit down. When the waiter asks in English what you want, you answer and he smiles as he writes down your order. Everyone in the group wants to know your opinion about something very important to all of you. You explain your ideas very clearly and then listen to them expressing theirs. When it is time to leave the coffee shop, you ask the waiter for your bill and you pay. Your friends want to see you again at the weekend to take a trip some place you really want to visit. As you leave you agree on a time to meet them, and say goodbye.***

***Now you walk towards a building where you work. In your job, you use English a lot. You enjoy what you are doing, and are very successful, and you are able to communicate well in English with people from many countries.***

1. Participants have an opportunity to say one word that expresses how they feel at the moment.
2. (For lower level, to give participants ideas, you could have on the board a fairly complete list of adjectives expressing states such as *happy, confused, confident, pleased, capable, motivated, tired.*)

**9.) Strategy [[24]](#footnote-24)**

**51 Remember Then[[25]](#footnote-25)**

**Objective:**

Help students remember things from their childhood.

Have them talk about it in the past tense with a friend

***Essentials skills:***

Oral Communication

Working with others

Thinking Skills

Memory Skills

***Time:***

30 – 40 minutes

***Materials:***

A photo of a school in the past

Paper sample

**Instructions:**

1. Look at picture below of a school from the past.

**Photo of school in the past**



1. Together recall memories from your childhood. As a group, make a list of 8 categories of things that you remember about your childhood. It could include *my favorite toy, what I liked for breakfast, a friend, my favorite teacher.*

**Sample**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Favorite toy** | **I like for breakfast** | **A friend** | **My favorite teacher** | **My favorite book** | **What I had for lunch** |  |  |
|  |  |  |  |  |  |  |  |

1. In partners, ask each other questions. For example, one of the partners (A) asks (B) a question about what is on (A’s) list. (See below).

**Remember your childhood and tell me about your favorite toy**

**Remember your childhood and tell me what you liked for breakfast**

1. Then (B) asks (A) to talk about the things on (B’s) lists. A discussion follows.
2. They keep going until they have questioned and discussed with each other about a few of the categories on each list.

**Took**

**10.) Strategy**

**Feedback Activity – The string toss game**

***Objectives:***

*Instructors give participants* structured opportunity to realize the emotional ties amongst each other and to share some positive feelings by giving others in the group a compliment or word of thanks.

Awareness of symbolic significance of the string: it is first used to link each member of the group, and then cut in the end to have as a keepsake.

***Time:***

10 minutes

***Essential Skills:***

Oral Communication

Working with Others

Thinking Skills

Making connections

***Materials:***

Ball of string

Scissors

Chairs in a circle

**Instructions:**

1. The group sits down in a circle.
2. The presenter begins by telling the group a special memory she/he has of the class.
3. A participant volunteers to do the same. The presenter throws the ball to that participant, but hangs unto the end of it.
4. That participant shares and when another one volunteers and the ball is thrown to that person.
5. This continues until the string crosses back and forth across the room and everyone has spoken. The ball then gets thrown back to the presenter. She cuts the end from the ball and ties the two ends together.
6. **Teacher’s speech:** We are all connected, like this string that we are holding now. We have been influenced by each other and learned a lot. However, we will soon be parting and this string is just a reminder that we have been connected and made friends and left impressions on each other. When one person in the group pulls the string, it affects all of us. That has been our class experience. I would like to offer you a part of the string to take with you as a memory of the things you have done here, the friends you have made, the learning you have done. I am going to cut the string now in the middle, between each one of you. Please hold on to your part. Some people might tie their string above their desks and some keep it for a while in their purses. Eventually most people will lose their piece of string and that is OK. But when you see other pieces of string, you may still think of the ties you made in this group and in other group. Thank you for your participation.[[26]](#footnote-26)

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