Challenges to student motivation

- Intellectual
- Emotional
- Cultural
- Physical
Where do our students fit?

MASLOW'S Hierarchy of Needs

- Physiological Needs
- Safety Needs
- Belongingness & Love Needs
- Esteem Needs
- Need to Know & Understand
- Aesthetic Needs
- Self-Actualization
- Transcendence
Motivation

Motivation to Learn

Extrinsic
- Operant Conditioning
  - Social Cognition

Intrinsic
- Cognition
- Affect
- Conation
  - Biology
  - Spiritual
Task-Based Learning

A FRAMEWORK FOR TASK-BASED LEARNING

Components of the TBL framework

Pre-task
Introduction to topic and task
Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task.

Task cycle

Task
Students do the task, in pairs or small groups. Teacher monitors from a distance.

Planning
Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered.

Report
Some groups present their reports to the class, or exchange written reports, and compare results.

Language focus

Analysis
Students examine and discuss specific features of the text or transcript of the recording.

Practice
Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.

Students may now hear a recording of others doing a similar task and compare how they all did it.
Stages of a TBL lesson

- **Pre-task**
  - Build language they will need
  - Make sure instructions are clear

- **Task cycle**
  - Students must produce something
  - Writing or speaking
  - Talk about their learning

- **Language focus**
  - Becomes more relevant
Types of tasks

(increase in difficulty)

- Listing
- Ordering
- Comparing
- Problem-solving
- Sharing personal experience
- Creative tasks
Language focus

- Return to the text
- Predict what they will need
- Opportunity to address what comes up during the task cycle
- New vocabulary, error correction
- Think about repeating the task with the new language learned
Adapting our textbooks

- **Research**
  - More focused on comprehension not interaction
  - 70% - 80% of tasks, students work alone
- “Cut it up.” Kathleen Graves
- Let the text serve you. You do not serve the text.
Advantages to Task-Based Learning

- Students use language rather than just practice
- Language is personalized
- Students have varied exposure to language (lexical phrases, collocations, etc.)
- Language arises from student needs
- Students spends a lot of time communicating
- Enjoyable and motivating
- Jane Willis A Framework for Task-Based Learning, Longman publishing