



# Motivation in a Teenage-Class sroom

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TALK AT THE ETAS PROFESSIONAL  
DEVELOPMENT DAY – 10TH SEPT. 2022

## What about my Professional Development:

- CELTA
- DELTA
- Education for the qualification of English at Primary School – PH St. Gallen
- Master in Professional Development for Language Education Nile/Chichester University
- Teaching secondary students (all levels) for 21 years in Canton St. Gallen

## Content of this Lecture

1. Setting the research question.
2. Explaining the research process
3. Setting the principles of the material
4. Maintaining motivation levels in a teenage classroom.
5. Showing some pillars of the Student's Book
6. Seeing evaluation results of the research
7. Asking questions



# Motivation in a Teenage Classroom

What Questions led me to the actual Research Question:

1. What do teenage learners lose interest and lack motivation?
2. How can we raise their motivation level?
  - teacher performance (respect, tolerance)
  - teacher education (language level, up-to-date teaching methodology, professional training)
  - learning environment (school, classroom management, class members and relationships within class, available technical resources, books and other materials)
  - learner (**motivation, interests, needs, future language use**)
3. What aspects of learning can be measured or can I single out to research?
  - teaching: be aware of teacher roles, establish a learning atmosphere in the classroom, **pay attention to the learners and their needs** and **provide appropriate materials**
  - learning or learner: **motivation, interests**, attitude to learning, grades.

- Perry (2009:1-2) states: ‘The challenges they [teenagers] experience themselves and present for those around them can get a lot harder to sort out.’
- Lewis (2007:3) writes that ‘they [teenage learners] are labelled as difficult, moody, restless, intransigent, undisciplined....’

- Lewis (2007:3) further writes: ‘yet, as some second language acquisition research shows, they are also at an ideal age to learn things including languages.’
- Furthermore, there is the natural instinct so typical of adolescents to experience life and, to learn, and the irrepressible energy and hunger for life that is so typical of young people.

Furthermore:

- Dörnyei and Ushioda (2011), that motivation is a key feature in successful learning and can be influenced by a number of different factors.
- Lewis (2007:5) describes that 'can make working with them [teenagers] so enriching'.
- Lewis (2007:3): 'if we regard teenagers as a golden opportunity rather than as a noxious problem, then we can tap into the abundant energy, curiosity, and critical awareness which this age group displays.'
- Lewis (2007:3) emphasizes '... one of the keys to accessing this energy (see above) and to enlisting the co-operation of teenagers is respect and tolerance for them'.
- Puchta and Schratz (1993:4,) conclude: 'By doing so (including teenager in the choice of topics) you can, by degrees, bring apathetic and unruly students into full and willing participation in classroom learning.'

## Research Questions:

The specific focus for the materials designed in the study will be how teaching and learning materials impact on the learners' motivation. In the light of relevant literature as well as relevant experience I aim:

- to examine the learning needs of the target learners in relation to their motivation.
- to provide a rationale for the design of teaching and learning materials that seek to address the needs identified.
- to investigate the following research questions:
  1. What are the prevalent types of motivation and learning needs in relation to motivation of the learners chosen for this study?
  2. To what extent do the materials designed for this study address the learning needs identified?

A research into the impact on learner motivation of designing and delivering tailored teaching and learning materials for A2 level 9th grade EFL students in Eastern Switzerland.

## Different Stages of my Dissertation

- Gathering **information** from participants, their parents (as the participants are minors), as well as the school principal and the president of the school board.
- **Collection and signature of content parents' forms.**
- The **assent form** has to be handed out to the learners that they can sign.
- **Obtaining consent from the school president.**
- **Identifying learning needs – leading to the design of teaching and learning materials**
- **Measuring effectiveness – teach materials and collect data to measure effectiveness using questionnaires, interviews and observation by a fellow teacher**
- **Analysing of research data** – leading to suggestions for further actions
- **Debriefing** – information for the participants about where the data is stored and where they can obtain information about the research and the data collection.

## Needs Analysis Process

1. **The questionnaire** was divided into different sections. The form served as an instrument to gauge the learners' needs.
2. **The structured interview** had previously defined questions; however, there was space for other possible questions or deviations from the given frame to respond to individual questions or answers.
3. **The posters** were designed by groups of 2-3 learners and based on pre-defined questions which were handed out before the design process.

One major decision based on the need's analysis process, was the one to apply a communicative approach (Finocchiaro and Brumfit (1983:91-93) :

1. Meaning is paramount.
2. Language learning is learning to communicate.
3. Drilling may occur, but peripherally.
4. Any device that helps the learners is accepted.
5. Attempts to communicate may be encouraged from the very beginning.
6. Judicious use of native language is accepted where feasible.
7. The target linguistic system will be learnt best through the process of struggling to communicate.
8. Communicative competences are the desired goal.
9. Linguistic variation is a central concept in materials and methodology.
10. Teachers help learners in any way that motivates them to work with the language.
11. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
12. Intrinsic motivation will spring from an interest in what is being communicated by the language.

Dörnyei (2009) explains the development of CLT to the PCA and lists these seven principles:

1. the personal significance principle
2. the controlled practice principle
3. the declarative input principle
4. the focus-on-form principle
5. the formulaic language principle
6. the language exposure principle
7. the focused interaction principle

## **Maintaining motivation levels in a teenage classroom is a constant struggle for teachers at this level.**

Dörnyei (2001:71-109) talks about maintaining the motivation level and lists the following principles These principles helped to the following decisions in regards to the material writing:

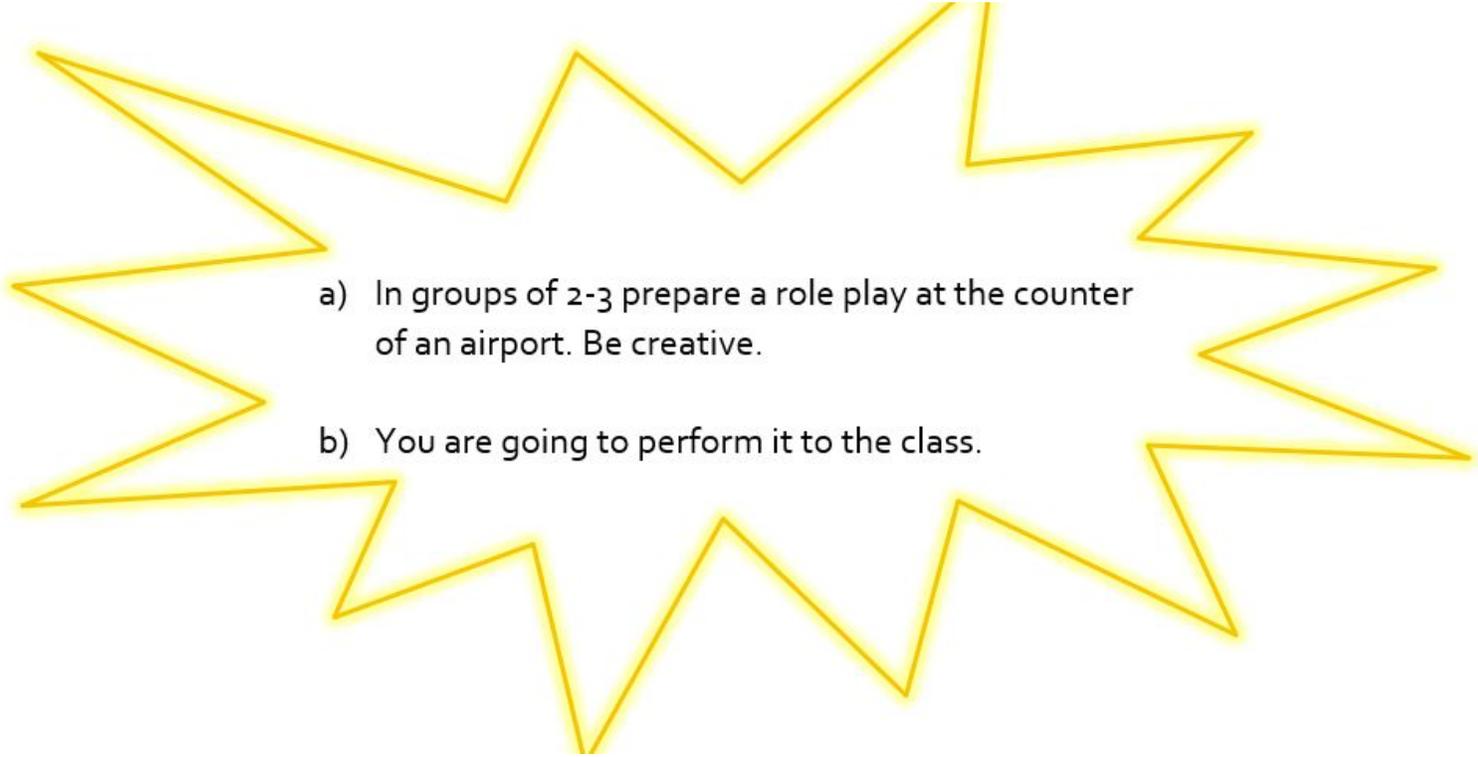
1. making learning stimulating and enjoyable – include **role plays, partner work, music and games**
2. presenting tasks in a motivating way – **a lot of partner work, music and games**
3. setting specific learner goals – **set clear tasks and give a clear description of the tasks**
4. protecting the learners' self-esteem and increasing their self-confidence – **provide situations in which learners can apply the language in free tasks, feedback culture (positive one)**
5. allowing learners to maintain a positive social image – **scaffold as much or less as is need**
6. promotional cooperation among the learners – **Laura a teenager guides the learners through the material**
7. creating learner autonomy – **provide tasks in 'real-life situations and presumably future use of language**
8. promoting self-motivating learner strategies – **learners can decide themselves to listen while reading have a table where the learners take note of their progress (lyrics training),**

## My Materials consist of:

- Student's Book
- Teacher's Notes
- ABC travelling game

Examples of Main Principles applied in the Material:

**1. role plays, partner work, music and games**



a) In groups of 2-3 prepare a role play at the counter of an airport. Be creative.

b) You are going to perform it to the class.

## Song of the unit



Listen to the song and fill in the gaps. The song is available via  
or or through the link to the website: [www.youtube.com/watch?v=IVFIUYvadXs](https://www.youtube.com/watch?v=IVFIUYvadXs)

'This is my city, London song'

I hire my Barclays \_\_\_\_\_ and cycle down the pavement  
following the Thames I arrive at the embankment  
and the view \_\_\_\_\_ my breath away, although I see it every day  
this place I call my home, this city that invites the world to stay.

Tea with the \_\_\_\_\_, winning gold in the park,  
stand up in the Houses of Parliament, and get \_\_\_\_\_ in time for the changing of the guard.  
Re-live the history through the winding cobbled \_\_\_\_\_  
or get on down, go underground, ride the Tube to the places you've always wanted to \_\_\_\_\_.

Camden, Knightsbridge, double decker buses,  
Oxford Street \_\_\_\_\_ Tower Bridge to Piccadilly Circus  
Portobello Market, bound to get a bargain,  
head to Brick Lane for a curry if you're feeling 'hank ~~marvin~~' (Rhyming slang = ~~starvin~~ / feeling hungry)

There is \_\_\_\_\_ else quite like it,  
you'll be welcomed with opened \_\_\_\_\_  
in a land of gals and geezers  
you'll be sucked in \_\_\_\_\_ its charms

Have a pint in the local boozier  
\_\_\_\_\_ there is still so much to do.  
See a show, hit the shops, 'cause \_\_\_\_\_ never stops  
and she's waiting, she's waiting for you

This is my \_\_\_\_\_, and my city's waiting for you.  
This is my city, and my city's waiting for you.  
She's waiting for you. ... (4x)

Production, Concept & Composing by: Khalid ~~Zeidan~~  
Vocals, lyrics: ~~Katie~~ Gill

## 2. a lot of partner work, music and games

# Kahoot!

*Figure 8 Source: it.wikipedia.org*

Your teacher will allocate a Kahoot to each one of you to practise the language and vocabulary. Please take your mobiles, open Kahoot and enter the pin.  
Good luck!



L'app di Kahoot! è ora disponibile in italiano! [Scopri di più](#)

- Kahoots
- Kurse
- Meine Ordner +
- Team-Ordner +
- ?

 5 Fragen	<b>Sightseeing in a city</b>	Manhart	Aktualisiert vor 1 Jahr • 0 Mal gespielt	Zuweisen	Start
 10 Fragen	<b>countable and uncountable nouns</b>	Manhart	Aktualisiert vor 2 Jahren • 4 Mal gespielt	Zuweisen	Start
 15 Fragen	<b>some, any, anything, something etc.</b>	Manhart	Aktualisiert vor 2 Jahren • 4 Mal gespielt	Zuweisen	Start

### 3. set clear tasks and give a clear description of the tasks

#### **Pre-reading**

You are going to read about something that happened to Laura during one of her holidays.

- a) Look at the following vocabulary. Match the words on the right with their synonyms (words that mean the same) on the left. Work in pairs:

#### 4. provide situations in which learners can apply the language in free tasks, feedback culture (positive one)

##### 1.7 Activity Box

a) Interview a person your teacher tells you about: e.g. a manager of a tourist office, a worker in a cable car company or a shop assistant in a sports' shop.

Prepare the questions with your interviewee in mind.

b) Tell your class about your interviews.

## 5. scaffold as much or less as is need

### Listening

b) Listen to Laura's idea about where to go on holiday and how she booked. If you want to read along while Listening, go to the transcript on page 77.



## 6. Laura a teenager guides the learners through the material



Figure 1 Source: Photo by Laura 1

Hi everyone, my name is Laura G. Like you, I attended secondary school in Unterterzen, Kanton SG, Switzerland, some years ago. In this short course, I feel particularly excited to share my travel experiences with you. Together, we are going to think back on holidays that we've already had and dream about places we would like to visit in the future. One of the main themes of these lessons is about my trip to London. I'm going to show you the most beautiful and interesting places that I saw there and give you some useful tips too, such as how to get around this gigantic city. My goal is to show you how to plan, book, prepare for and enjoy a trip to London, or even apply this to any destination you might want to visit in the future. I am not really here to teach you grammar and vocabulary in the classic classroom way, but to encourage you to learn and use your English in your future life. You will see, you'll even get a chance to use what you've learnt in real life in the last part of our journey together.

Now, I wish 'us all' a pleasant journey! Let's get ready to take off. Fasten your seatbelts!

## 7. provide tasks in 'real-life situations and presumably future use of language

### Interview People at the Airport

- a) You are going to interview people at the airport. Ask them the questions in the table below. Please ask if you could film the interview with your mobile. We will watch some of the videos in class to round up the unit and the experiences.



Figure 40 Source:  
vectorstock.com

## 8. learners can decide themselves to listen while reading have a table where the learners take note of their progress (lyrics training)

- b) Read the text about Laura's feelings and impressions. If you want to listen while reading, use the QR code.



Figure 28 Source: *Photo by Laura*

I visited London for the first time when I was 17 years old. I remember, it was just between Christmas and New Year. My aunt, my sister and I flew from Zurich to London Heathrow airport. From there, we took the fast train to get into the heart of the city. My first impressions of the capital city of Great Britain were a little mixed. The houses in the suburbs all seemed a little gloomy, small and cold. However, when we approached the city centre, my views changed completely. Everything was decorated with Christmas lights and all the people seemed busy getting from one place to the other.

The first time we entered an Underground station, I was a little nervous. The stairs to the tracks went very deep into the ground and I felt pretty insecure and anxious when I thought about being stuck down there. But these feelings were soon replaced with pure wonder at this beautiful city. The architecture of London is stunning. You find everything from modern skyscrapers to quaint little shops in the side streets and colourful,

### Minutes of your [www.lyricstraining.com](http://www.lyricstraining.com) scores:

Please fill in the table, so that you can see your scores. Put a cross where you have a choice (e.g. level, mode and how did you get on with this song). Have fun!!!

date:	artist:	song:
level: <input type="checkbox"/> beginner <input type="checkbox"/> intermediate	mode: <input type="checkbox"/> write <input type="checkbox"/> choice	gaps: _____ / _____ <i>(reached/possible)</i>
hits:	fails:	
How did you get on with this song? 		

date:	artist:	song:
level: <input type="checkbox"/> beginner <input type="checkbox"/> intermediate	mode: <input type="checkbox"/> write <input type="checkbox"/> choice	gaps: _____ / _____ <i>(reached/possible)</i>
hits:	fails:	
How did you get on with this song? 		

Units	Goals	Language	Skills	Explore
Unit 1 Pages 4-16	Past Holidays <ul style="list-style-type: none"> <li>o Talk about past holidays</li> </ul>	<b>Language Check</b> <ul style="list-style-type: none"> <li>o Past simple</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>o Packing for a holiday</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>o Of the past simple</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>o About Laura's holiday</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>o About a city you would like to visit</li> </ul>	<b>Activity Box</b> <ul style="list-style-type: none"> <li>o Interview someone from the tourism industry</li> </ul> <b>Consolidation</b> <ul style="list-style-type: none"> <li>o Grammar and Worksheets</li> </ul> <b>Song of the Unit</b>
Unit 2 Pages 17-28	From the Idea to the Booking <ul style="list-style-type: none"> <li>o Talk about future holidays and the booking process</li> </ul>	<b>Language Check</b> <ul style="list-style-type: none"> <li>o Modal verbs: can, could, should</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>o Flight and Accommodation</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>o Of short forms</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>o Interview about ideas and booking</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>o About a place you would like to visit</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>o About a booking app</li> </ul>	<b>Activity Box</b> <ul style="list-style-type: none"> <li>o Give a talk about the place you would like to visit</li> </ul> <b>Consolidation</b> <ul style="list-style-type: none"> <li>o Grammar and Worksheets</li> </ul> <b>Song of the Unit</b>
Unit 3 Pages 29-40	Packing and Traveling <ul style="list-style-type: none"> <li>o Talk about packing</li> <li>o Talk at the airport</li> </ul>	<b>Language Check</b> <ul style="list-style-type: none"> <li>o Modal verbs: must, have to, need to</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>o Packing, Flight and Airport</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>o Of difficult words</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>o Interview about packing</li> <li>o Check in at the airport</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>o About the day of departure</li> </ul>	<b>Activity Box</b> <ul style="list-style-type: none"> <li>o Do a roleplay at the airport counter</li> </ul> <b>Consolidation</b> <ul style="list-style-type: none"> <li>o Grammar and Worksheets</li> </ul> <b>Song of the Unit</b>
Unit 4 Pages 41-54	Striding through London <ul style="list-style-type: none"> <li>o Talk about London</li> <li>o Talk about the Tube</li> </ul>	<b>Language Check</b> <ul style="list-style-type: none"> <li>o Future tenses</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>o Shopping and Tube</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>o The schwa /ə/</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>o London sightseeing tour</li> <li>o Interview about London</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>o About Laura's first impressions</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>o About a sightseeing destination</li> </ul>	<b>Consolidation</b> <ul style="list-style-type: none"> <li>o Grammar and Worksheets</li> </ul> <b>Song of the Unit</b>
Unit 5 Pages 55-60	Exploring the City <ul style="list-style-type: none"> <li>o Talk to staff at different places</li> </ul>		<ul style="list-style-type: none"> <li>o Play board games</li> <li>o Do role plays at different locations</li> </ul>	
Unit 6 Pages 61-62	Let's go to the airport - Project	<b>Learning by doing</b> <ul style="list-style-type: none"> <li>o Prepare for your visit to the airport</li> </ul>	<ul style="list-style-type: none"> <li>o Use what you have learnt in Units 1-5</li> </ul>	

As I want to apply a systematic or structured (action research)AR, I designed forms for all the different actors to answer questions. Burns (2010:2) writes: 'Observation sheets collect data which can be treated quantitatively and summarised in numerical form.' Furthermore, I followed the suggestion of Allwright (1993, cited in Burns, 2010:18) and chose the following instruments for the research:

1. Diaries
2. Interviews: An interview will be conducted after Units 2, 4 and 6 to find out which exercises were motivational for the learners and what could be done to increase their motivational level. A form was designed to guarantee reliability as all the learners answer the same questions and then the answers are comparable.
3. Teacher-observation: A fellow-teacher will observe lessons in Units 1, 3 and 5.
4. Teacher's field notes (diary): To complete the picture, I decided to take notes during or shortly after the lessons.

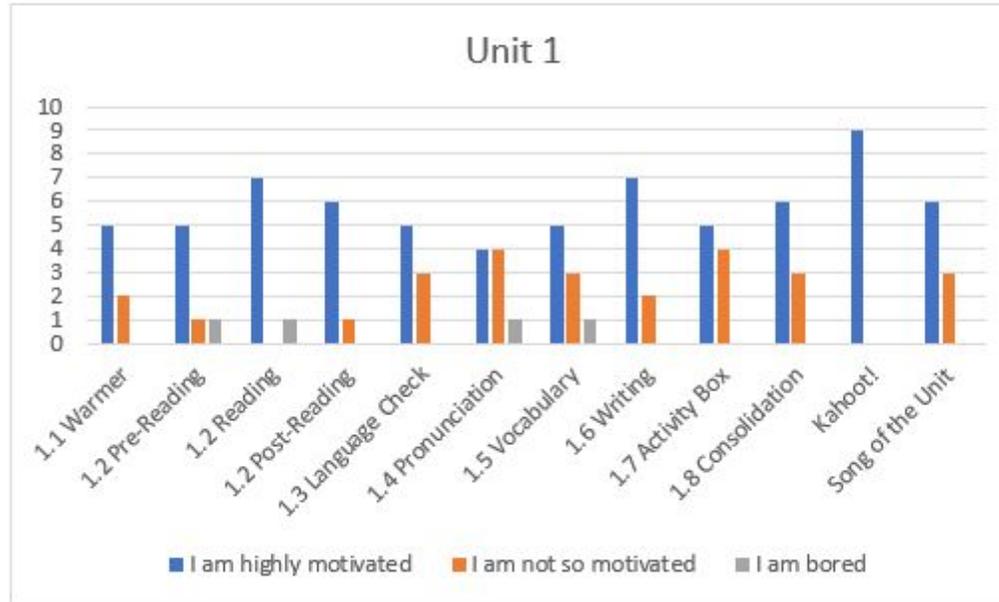
## Results from the Evaluation of the Different Measures:

### 1. Diaries (Units 1, 3 and 5

Unit 1 - Summary of Diaries (Total of 9 Learners)

	I am highly motivated	I am not so motivated	I am bored	Comments
1.1 Warmer	5	2		
1.2 Pre-Reading	5	1	1	
1.2 Reading	7		1	
1.2 Post-Reading	6	1		
1.3 Language Check	5	3		
1.4 Pronunciation	4	4	1	
1.5 Vocabulary	5	3	1	
1.6 Writing	7	2		
1.7 Activity Box	5	4		
1.8 Consolidation	6	3		
Kahoot!	9			
Song of the Unit	6	3		St. 1: Gaps were too small

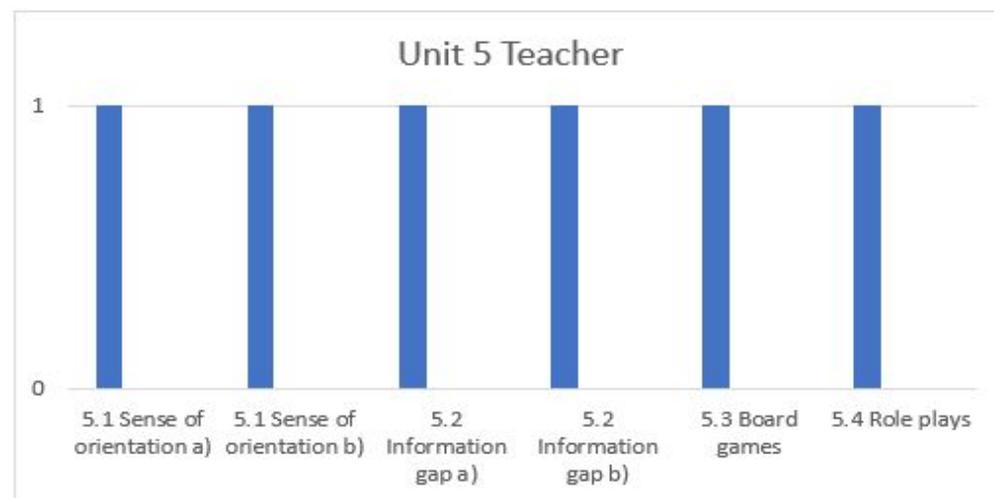
Unit 1 (Total of 9 Learners)



## Unit 5 - Teacher Observation Form

	Motivation Level			Comments
	High	Middle	Low	
5.1 Sense of orientation a)	1			Some didn't like it as they couldn't find the way.
5.1 Sense of orientation b)	1			
5.2 Information gap a)	1			
5.2 Information gap b)	1			especially the speaking
5.3 Board games	1			Start was a bit difficult until students knew how to play.
5.4 Role plays	1			Motivation very high! They played like small children, nothing else to say 😊.
General comments, ideas, reasons etc.				
Getting to know London and find their ways in and around London was very motivating to them. They found, they could use this in future and they could learn things they can use.				

### Unit 5 – 1 Teacher



## 2. Interviews (Units 2, 4 and 6)

General Impression of Materials	
Question	Answers of students
Do you like working with this material?	<ul style="list-style-type: none"> <li>- I like it</li> <li>- Yes</li> <li>- Yes, very much</li> <li>- I liked working with it.</li> <li>- Yes, I find it cool to try out apps.</li> <li>- Yes</li> <li>- Very good</li> <li>- Yes, very, you have something in the hands with this booklet.</li> <li>- Very good so far</li> </ul>
Why?	<ul style="list-style-type: none"> <li>- Always activity, VR videos, topic: London</li> <li>- It is clear, you can understand most.</li> <li>- A lot of group work, speaking exercises</li> <li>- I liked it in general, you can do and work in your own pace.</li> <li>- It is something active, interactive use of language</li> <li>- Because it is simple, not too difficult</li> <li>- It's clear and understandable.</li> <li>- You don't use the papers, I like the booklet.</li> <li>- Vocabulary and listening are very motivating.</li> </ul>
What is different from the books you have worked with?	<ul style="list-style-type: none"> <li>- More interesting; London, one topic into more detail</li> <li>- There are more units you learn better and more with Let's go.</li> <li>- Was boring, topics not interesting</li> <li>- I find this is more interesting.</li> <li>- It is more motivating.</li> <li>- Too difficult, clutter of difficult exercises</li> <li>- It's up to my needs, old books very monotonous.</li> <li>- Up-to-date exercises, simple I understand it better.</li> <li>- More texts for listening and comprehension</li> </ul>
What did you like most?	<ul style="list-style-type: none"> <li>- I like everything.</li> <li>- group work</li> <li>- matching exercises</li> <li>- Kahoot!, lyrics training, activity boxes</li> <li>- Kahoot!</li> <li>- the whole process</li> <li>- role plays</li> <li>- listening</li> </ul>

What did you not like at all?	<ul style="list-style-type: none"><li>- nothing</li><li>- comprehension questions</li><li>- the old-fashioned songs</li><li>- sometimes the songs</li><li>- nothing</li><li>- There's nothing I don't like.</li><li>- post-listenings were difficult.</li></ul>
<p>Comments:</p> <ul style="list-style-type: none"><li>- No loose papers, I like the booklet.</li><li>- You can learn really with let's go and with fun.</li></ul>	

Focus on Motivation	
Question	Answers of students
What exercises did you find motivating?	<ul style="list-style-type: none"> <li>- Kahoot!, music, listening, WhatsApp, reading and listening of Laura</li> <li>- listening, music, Kahoot!</li> <li>- matching, answer questions, music, activity boxes</li> <li>- matching exercises, Kahoot!, music</li> <li>- activity box</li> <li>- exercises like the ones that refer to my experiences</li> <li>- trying out Apps</li> <li>- role plays, lyrics training</li> <li>- multiple choice, matching, try Apps out and post the experiences</li> </ul>
Why were you so motivated doing them?	<ul style="list-style-type: none"> <li>- Because I like hearing about other people's experience.</li> <li>- Because I prefer doing them, I am interested/engaged.</li> <li>- Because there is a lot of information that is new.</li> <li>- You learn a lot if you have to decide (Kahoot!).</li> <li>- use of language, the form of the exercises</li> <li>- They are interesting to me.</li> <li>- It's different, new, interesting.</li> <li>- makes fun, music connected to school</li> <li>- Interesting because I could guess, not only know (multiple choice), diverse.</li> </ul>

<p>What exercises did you not find motivating?</p>	<ul style="list-style-type: none"> <li>- music</li> <li>- comprehension questions</li> <li>- nothing</li> <li>- song-gap filling</li> <li>- grammar exercises</li> <li>- listening early in the morning</li> <li>- post-listenings</li> </ul>
<p>Why were you not motivated doing them?</p>	<ul style="list-style-type: none"> <li>- Because they speak too fast (in music).</li> <li>- They are boring for me (comprehension questions).</li> <li>- I could not concentrate on the music.</li> <li>- only writing (grammar exercises)</li> <li>- too early, especially in the morning</li> <li>- too difficult (post-listenings)</li> </ul>
<p>Is there anything that could have helped you with motivation?</p>	<ul style="list-style-type: none"> <li>- no</li> <li>- no</li> </ul>
<p>Comments:</p> <ul style="list-style-type: none"> <li>- It was very motivating and I had fun. Some exercises were more or less motivating but nothing was boring.</li> <li>- Reading and listening of Laura makes fun.</li> <li>- Laura's stories are cool.</li> <li>- especially more role plays</li> </ul>	

# Summary of all Action Research Results:

## Unit 1:

	<b>Exercise</b>	<b>Score</b>
<b>Best rated</b>	Kahoot!	9
<b>2<sup>nd</sup> best rated</b>	Writing, Reading	7
<b>Worst rated</b>	Pronunciation	5*
<b>2<sup>nd</sup> worst rated</b>	Vocabulary	4*

\* Sum of "I am not so motivated" + "I am bored"

## Unit 2 (Interviews):

	<b>Answers</b>
<b>Most motivating exercises</b>	Kahoot!, Music, Listening, Activity Box
<b>Least motivating exercises</b>	Grammar exercises, Music, Listening

	<b>Answers</b>
<b>Most liked exercises</b>	Group work, Kahoot!, Activity Box, Matching exercises, Listening, Role plays
<b>Most disliked exercises</b>	Comprehension questions, Songs, Post-Listening

## Unit 3:

	<b>Exercise</b>	<b>Score</b>
<b>Best rated</b>	Pre-Listening, Pre-Reading, Reading, Listening, Vocabulary	9
<b>2<sup>nd</sup> best rated</b>	Post-Listening, Kahoot!	8
<b>Worst rated</b>	Language Check, Pronunciation, Speaking, Song of the Unit	3*
<b>2<sup>nd</sup> worst rated</b>	Listening, Post-Reading, Consolidation	2*

\* Sum of "I am not so motivated" + "I am bored"

Unit 4 (Interviews):

	Answers
Most motivating exercises	VR Video, Kahoot!, Listening, Activity Box, Music
Least motivating exercises	Post-Listenings, Reading, Comprehension questions

	Answers
Most liked exercises	VR Video, Activity box
Most disliked exercises	-

Unit 5:

	Exercise	Score
Best rated	Board games, Role plays	9
2 <sup>nd</sup> best rated	Information gap, Sense of orientation	6
Worst rated	Sense of orientation, Information gap	3*
2 <sup>nd</sup> worst rated	-	-

\*Sum of "I am not so motivated" + "I am bored"

Unit 6 (Interviews):

	Answers
Most motivating exercises	Trip to Airport, Language in use
Least motivating exercises	Preparation tasks

	Answers
Most liked exercises	Trip to Airport
Least liked exercises	Preparation tasks, Songs

Summary of Teacher Evaluation / Observation Forms:



	<b>High Motivation Level</b>	<b>Low Motivation Level</b>
<b>Unit 1</b>	Warmer, Reading, Pronunciation, Writing, Song of the Unit	-
<b>Unit 3</b>	Warmer, Listening	Language Check, Pronunciation, Consolidation Language Check
<b>Unit 5</b>	Sense of orientation, Information gap, Board games, Role plays	-



## Conclusion based on this Action Research:

- My teenagers took this research really seriously and provided clear, reflective and thoughtful comments about the materials as well as their own learning.
- It Increased level of motivation, because:
  - easy to understand.
  - topics are interesting.
  - Topic London appeals.
  - Laura's texts are engaging.
  - the 'peer-teaching' character of the materials
- Maintaining of motivation level: A very positive impact was the learners applied the language they had learnt throughout the materials in Units 5 and 6.

the board games (games in general)  
the topic: London appeels  
the element of personalization

This research has proved the importance of providing materials that interest teenage learners through personalization and adaptation of coursebooks that we have to use in classrooms, which is the daily-life for teachers of teenage classes.

**personalization**

The entire material is available at Schularena:

(<https://shop.schularena.com/de/c/neuheiten:2>)



Neuheiten

Let's Go on a Trip to London

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Indicating your name and email address und I will send it to you.

Thank you for listening to this presentation.

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