
Differences between learners

What affects the success in learning a FL?

- ❑ the methods and materials
- ❑ the teacher's qualities and personality
- ❑ the learning conditions (e.g. age, time, learning outside school, opportunities for authentic contact with L2)
- ❑ the personality of the pupil
 - ❑ tolerance of ambiguity
 - ❑ a high capacity for empathy
 - ❑ willingness to take risks
 - ❑ a high level of self-esteem
 - ❑ a low level inhibition

Overall, **language aptitude** and **motivation** are the two most influential factors in terms of success in learning a FL.

Ability to learn

There is a link between general intelligence and second-language learning.

Success in learning L2 is related to language-specific set of learning abilities called **language aptitude**:

- the ability to identify and remember sounds
 - the ability to memorize words
 - the ability to recognize how words function grammatically in sentences
 - the ability to induce grammatical rules from language examples
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Motivation

Positive attitudes and motivation are related to success in L2 learning.

Motivation is the crucial force which determines whether a learner makes progress, how much energy he devotes to learning, how long he perseveres.

? *Remember a concrete „motivated“ and „unmotivated“ pupil from a class you teach.*

What characteristics and behaviours do we associate with the image of these learners?

Motivated learner

Motivated learner: one who is willing or even eager to invest effort in learning activities and to progress.

Characteristics of motivated learners

- ❑ Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.
 - ❑ Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
 - ❑ Goal orientation. The learner is aware of the goals of learning and directs his efforts towards achieving them.
 - ❑ Perseverance. The learner consistently invests a high level of effort in learning and is not discouraged by setbacks or apparent lack of progress.
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Types of motivation

Integrative

A learner with integrative motivation has a genuine interest in the second language community. He wants to learn the language in order to communicate and to gain closer contact with the people and their culture.

Instrumental

A learner with instrumental motivation is more interested in how the second language can be a useful instrument towards furthering other goals, such as gaining a necessary qualification or improving employment prospects.




? *Can you apply this classification to your own motivation for learning a foreign language?*

Types of motivation

Extrinsic

-  derived from external incentives, can be affected to a certain extent

Intrinsic



-  the urge to engage in the learning activity for its own sake
 -  typical of young children, tends to deteriorate with age
 -  largely rooted in the previous attitudes of the learners
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Ways of affecting extrinsic motivation

Some aspects cannot be affected, e.g. peer-group influences, the wish to succeed in an exam.

Teachers can work with success and failure:


Success


-  learners who have succeeded in past tasks will be more willing to engage with the next one, more confident and more likely to persevere
-  teachers should also recognize the investment of effort and care

? *In what ways do you inform your pupils of their success?*








Ways of affecting extrinsic motivation

Failure

 learners should be aware that they are failing if they have done significantly less than they could have

 too much anxiety hinders learning, a certain amount can stimulate a learner to invest more energy in the task – so called **facilitative anxiety** (just enough tension to get the job done, slight feeling of nervousness)

How to create interest in lessons and learning English:

-  clear goals (both short and long term)
 -  varied and meaningful topics and tasks
 -  contact with authentic L2 situations (native speakers, a trip to the UK, Internet...)
 -  appealing materials (visuals, booklets, realia...)
 -  fun activities (games, jokes, stories, songs, video clips...)
 -  personalisation (tasks that have to do with the learners' opinions, experiences, ideas; teacher must show interest in these, be open, accepting and encouraging)
 -  needs analysis (find out and take into consideration)
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The top motivating techniques

What technique or activity has proved to be highly motivating for teenage English learners?

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