

Title:	Motivation Academic focus: definition and explanation
Designer:	Aida Tashbolot kyzy
Objectives:	Participants will be able to: <ul style="list-style-type: none"> • Listen for the main points; recognize signposting language; take detailed notes on explanation and examples • Understand written and spoken definitions; ask for and give definitions and short explanations; participate in seminar discussion • Predict the purpose of the text; understand main ideas; recognize cohesive language; recognize definitions, explanation and examples • Write definitions using prepositional phrases and relative clauses; write a paragraph that includes definition • Understand and use evaluative and classifying adjectives
Time:	100 minutes
Outline:	A. Warm up 15 min B. Listening: understanding main points 60 min C. Critical thinking: Presentations (mini-trainings) 10 min D. Feedback 5min E. Setting h/t 5 min F. Assessment 5min.
Materials:	Oxford EAP books (one copy/handout for each participant), markers

15 min	<p>A. Warm up</p> <p>1. <i>Discussion</i> (Oxford EAP book, page 035)</p> <p>a. Give examples and reasons where possible.</p> <p><i>teacher/professor</i> <i>professional footballer</i> <i>business person</i> <i>health worker</i></p> <p>1. What motivates people in these careers? Note down at least 3 ideas.</p> <p>2. Which of the following items are the most important motivating factors for each career? <i>achieving success in your field</i> <i>making money</i> <i>having power</i> <i>becoming famous</i> <i>helping people</i> <i>making changes</i></p> <p>3. Which of the items above are important motivating factors for you? Why?</p> <p>4.</p> <p>Work in groups and note down answers to the following questions.</p> <p>b. Are successful people always motivated?</p> <p>c. How can people motivate themselves to do something they don't want to do?</p> <p><input type="radio"/> We discussed.....</p> <p><input type="radio"/> Our group thinks that</p> <p><input type="radio"/> We came to the conclusion that...</p>
60 min	<p>2. Listening/lectures:</p> <p>1. Pre-listening: Pair work: Discuss how the following factors are linked to motivation at work.</p> <p><i>praise from your boss</i> <i>earning a lot of money</i> <i>your job title</i> <i>being creative</i> <i>having power</i> <i>doing challenging work</i> <i>respect from colleagues</i> <i>a good pension</i> <i>a sense of achievement</i></p> <p>Class work: Which factors do you think are the most motivating?</p> <p>3. Listening: Individual work: Watch Extract 3.1, make notes on the main points the lecture will cover. Answers: Theories of motivation</p>

4. Taylor's theory (money is the key motivation)
5. Maslow's theory (hierarchy of needs)
6. McGregor (and Maslow's influence on his ideas)
7. McClelland and Burnham (all about power)

Work in pairs. Use notes to tell each other what you understood from Extract 3.1

8. Understanding the organization of a lecture

Watch and complete the expressions to see how the lecture will be organized:

In today's lecture I'd like to look at a number of theories related to motivation...

First, we'll look *in more detail* at Taylor's idea that money is the key motivation...

Then, we'll *move on to* look at one of the most famous theories of motivation...

After that, we are *going to see* how Maslow's ideas influenced the work of McGregor.

And *then finally*, I want to *take a look at* a slightly different view of motivation...

Academic language: signposting, giving an overview, sequencing

Giving an overview

As we'll see from today's lecture...

In today's lecture I'd like to look at...

In this lecture, I'll be focusing on...

Sequencing

First, we'll look in more detail at...

Then, we'll move on to look at...

After that, we are going to see...

And then finally, I want to take...

9. Taking notes on key information

You are going to listen to 4 academics and their theories of motivation.

Watch Extract 2 and label the timeline with the people behind the theories of motivation

- | | | | |
|----------------------------------|------------------|------------------|-------------|
| 1. McClelland and Burnham | 2. <u>Taylor</u> | 3. <i>Maslow</i> | 4. McGregor |
| Early 20 th century | 1940s/1950s | 1960s | 1970s |

10. Individual work: Watch Extract 2 again and complete the notes focusing on understanding details

1. Taylor: **money** motivates everyone

2. Maslow: motivation = **5** main areas

3. McGregor: management styles = **2** groups: **Theory x** and **Theory y**

4. McClelland and Burnham: studies **managers** main motivation = **power**

11. Taking detailed notes on explanations and examples

Lectures usually support the main idea with explanations, examples or further details. This provides useful context, and strengthens the particular position the lecture takes.

Watch Extract 3 and complete the notes on each level of Maslow's hierarchy of needs.

	Explanation	Example related to work
Self-actualization	7. <i>sense of achievement</i>	8. <i>job that is challenging</i>
Esteem	status - being accepted and respected	6. <i>job title</i>
Belonging	4. <i>feeling part of a group</i>	5. <i>friends at work</i>
Security	2. <i>need for stability</i>	job security and 3 pension plan
Physiological	Basic survival needs – food, water, etc.	1. <i>basic salary</i>

12. Read and discuss in pairs the following questions.

Watch Extract 3 again and answer the questions

10 min	<p>1. Which need is fulfilled first? (physiological) 2. Can you move from security needs straight to esteem needs? (no) 3. What happens when one need is met?(there is a desire to meet the next need) 4. Does everyone have to reach the top of the pyramid to be satisfied? (no)</p> <p>13. Recognizing phrases for signposting a lecture Match the following phrases the lecture uses with functions a-c</p> <p><i>As I said</i> So for example <u>this can be understood as</u> <i>In other words</i> An obvious example of this is <u>How that works is</u> <i>As we've already seen</i></p> <p>a) giving an example b) <u>giving an explanation</u> c) <i>referring to something said earlier</i></p> <p>Watch the video 3 again and check your answers.</p> <p>14. Critical thinking – responding to the content of a lecture</p> <p>Work in groups and discuss the questions. Give reasons for your answers. Use your notes.</p> <ol style="list-style-type: none"> 1. Think of a job you have done, or a job you would like to have. Where on Maslow's hierarchy would you place that job? 2. Would you need to reach the level of self-actualization to be satisfied in your work? 3. Do you agree that everyone is motivated by money(Taylor), and managers are motivated by power (McClelland and Burnham)
3 min	<p>Setting home assignment</p> <ol style="list-style-type: none"> a. Pair work: create a 20-minute mini-training on listening b. Have each pair present their mini-training to the large group. c. Provide brief feedback after each presentation.
5min	<p>Provide feedback for the whole session</p>
5min	<p>Assessment</p>