Oral Communication Skills A
(CELEN069)

Core Unit 3
Language learning:
Affective factors

Lesson 5.1

Lesson aims and objectives

By the end of this lesson, **you should have enhanced your speaking and listening ability through practice.**

In addition, you should be better able to …	Intended Learning Outcomes
recognise key terms and definitions in a lecture	1.1-1.6 2.7 3.3 3.5 3.6
produce lecture notes with clearly displayed key terms and definitions	
apply content knowledge from a lecture to your own context	

Getting started

Talk about your experience learning English at the following times:

- Elementary school
- High school

Was it an **enjoyable** experience? Why or why not?

Do you think your English developed well at that time?

Do you think there is a link between the level of enjoyment and how much your English developed?
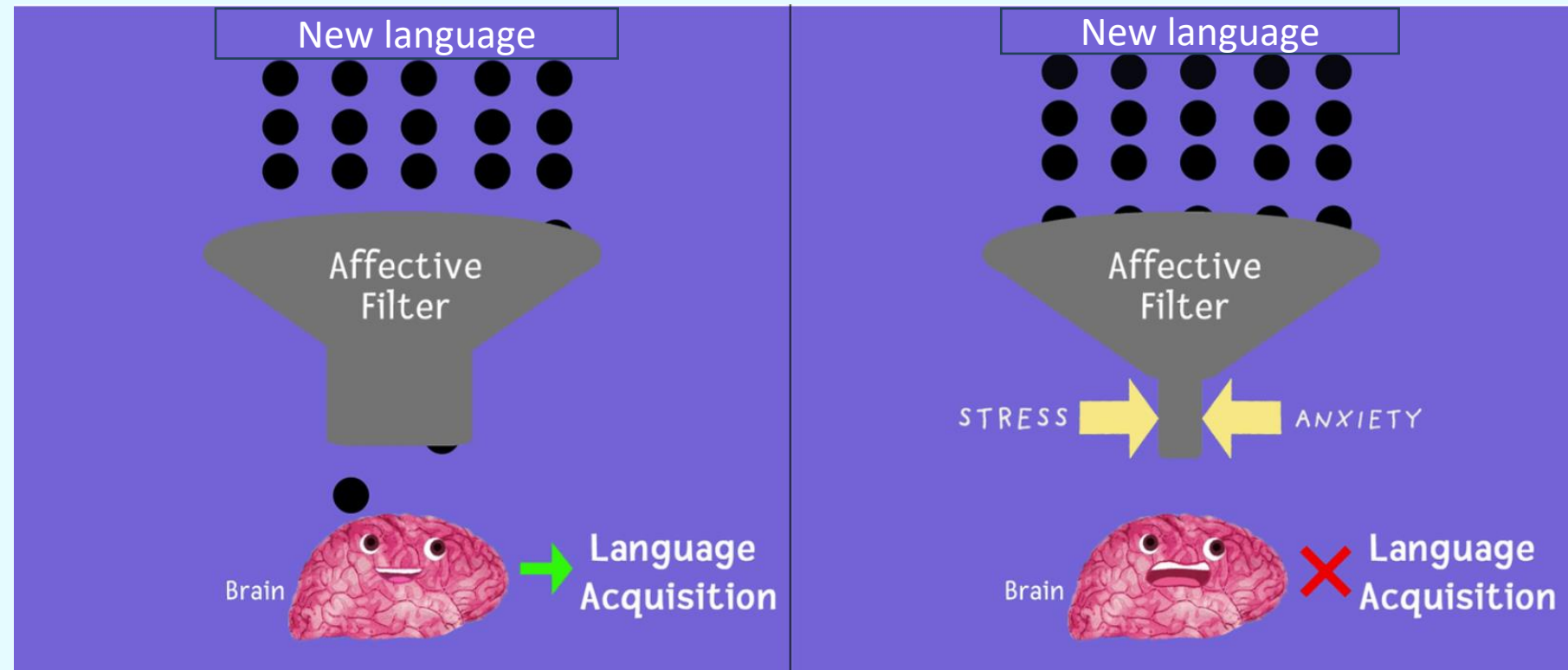
Getting started

The '**affective domain**' is a major part of studies into language learning. The affective domain is concerned with **feelings**, **emotions** and **attitudes**.

The Affective Filter Hypothesis is an important idea relating to the affective domain in language learning.

Look at the diagram on the right.

Work with a partner to explain how the Affective Filter Hypothesis works.

Think about your current language learning situation. What **affective factors** positively or negatively impact your learning?

Give specific examples from your own experience.

Positive	Negative
• Love the teacher	• Feel embarrassed to speak

"My teacher creates a relaxed atmosphere, which really helps me learn"

Preparing for the lecture

Preparing for the lecture: Vocabulary building (A)

Check your answers to the homework task.

1	A **combination** of factors determine language learning success; it is not simple.		
	(a) a number of things together	(b) a choice	(c) a small amount
2	Speaking in front of large groups can cause feelings of **anxiety** in language learners.		
	(a) boredom	(b) anger	**(c) worry**
3	Stephen Krashen's ideas were **influential** in changing the way we understand emotions in language learning.		
	(a) to have a big effect on how people think	(b) well researched	(c) unusual
4	The use of language is a major aspect of a person's **self-identity**.		
	(a) how a person explains their ideas	**(b) how a person defines themselves**	(c) how a person appears to others
5	Modern language theories usually **retain** some well researched ideas from earlier theories.		
	(a) ignore	(b) change	**(c) keep**

6	An important part of language development is **interacting** with other learners.		
	(a) communicating and contacting	(b) teaching	(c) caring for
7	Success in language learning helps a person build a positive **ego**.		
	(a) a person's opinion of a situation	(b) a person's opinion of others	(c) a person's opinion of themselves
8	A language learning **hypothesis** should be supported by the findings of subsequent studies.		
	(a) a fact proven by research	(b) a proposed idea that stimulates research	(c) an idea causing extensive debate
9	Interest in a culture can be a strong **motivation** for learning a language.		
	(a) the causes of an event	(b) the reasons for doing something	(c) the effects of doing something
10	At times, it is necessary to **persevere** with a new language – it can be very frustrating.		
	(a) continue despite difficulty	(b) take a break	(c) give up

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Compare the sentences you completed for homework with the sample answers below.

1	Negative factors **combined** with positive factors make up the affective domain of most language learners. (*a combination of*)
2	Peers have an **influence** on a person's second language development. *(are influential in)*
3	Social media **interaction** with other students is useful communication practice for online language learners. (*interacting with*)
4	The use of games is an effective method of **motivating** language learners. *(motivation … for)*
5	Speaking in front of large groups can cause feelings of **anxiety** in language learners. *(feel anxious)*

Key terms

A lecturer will use **key terms,** which are words or phrases that are critical to understanding ideas in the lecture. These are often specialised terminology, and therefore, may be new to you.

In order to highlight a key term, the presenter may:

- Repeat it

- Pause before or after

- Speak more loudly or slow down

- Use a signposting phrase:

    - *This is known as…*

    - *A key idea/ theory/ concept is…*

    - *The first idea/ theory/ concept is…*

Definitions

For some key terms, the speaker may provide a **definition**.

- This could be as part of the sentence introducing the term:

The proposal that emotions can act as language filters, <u>referred to as/ known as/ which is called</u> 'Affective Filter Hypothesis'…

Anxious students will have high filters, <u>which means </u>they can absorb little of the language.

- It could also be in a separate sentence before or after the key term is introduced.

… the affective filter hypothesis. <u>This refers to</u> the idea that…

<u>This can be defined as</u>…

…the idea that the brain has language filters based on emotional state. <u>This is known as</u> 'Affective Filter Hypothesis.'

Listen to an extract from today's lecture and make notes on the definitions for the terms below.

Term	Definition
extrinsic motivation	
intrinsic motivation	

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Listen to the extract again and fill in the gaps with the missing signposting language.

Now, let's look at (1) _____ of it, (2) _____ motivation. So, you are all sitting there now, studying English… well, why? Is it just because you want to get good grades or keep your parents happy? Or do you feel engaged in the process? Perhaps interested in language or your subjects, and enjoy interacting with your classmates? Well, your motivation is likely to be a combination of factors, that are both extrinsic – (3) _____ based on external needs and requirements, and intrinsic – (4) _____ based on enjoyment and interest; an inner motivation. (5) _____ 'extrinsic' motivation- (6) _____ the need to get a good job or do well in tests, and intrinsic motivation – genuine interest in communication, culture and self-development.

Listening to the lecture

Listening to the lecture: Lecture content focus

You are going to watch **Lecture 3A** *'Affective factors in language learning'*.

Before you watch, talk to your group. Rank the three students below according to how likely they are to be successful at developing their English ability.

Kim

- Has parental pressure to learn English
- Feels English is necessary to get a good job
- Feels embarrassed to speak in English

Julia

- Enjoys studying her major in English
- Interested in studying abroad
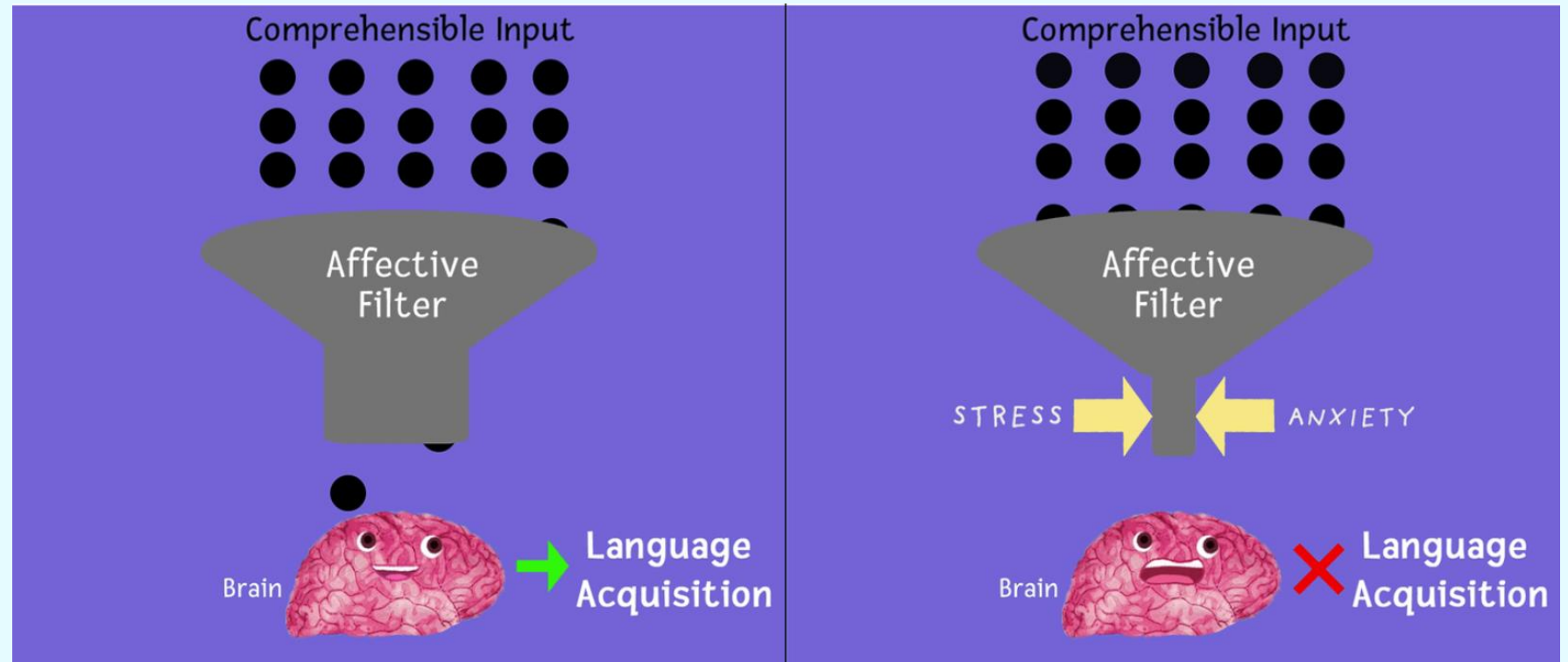- Some communication issues, but perseveres

Yiming

- Happy his English is improving
- Wants to be a more 'international person'
- Feels lower level than his classmates, but likes class

Watch **Lecture 3A** *'Language learning: Affective factors'* and take notes as you listen.

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Fill in the blank spaces to complete each key term from the lecture. Then match each one to its definition.

Key term		
1	**affective domain**	C
2	**affective filter hypothesis**	E
3	**extrinsic motivation**	A
4	**intrinsic motivation**	D
5	**ideal self**	F
6	**language ego**	B

Definition	
A	external reasons for doing something (e.g. expectations of other people)
B	how a person feels about themselves in a language learning context
C	the area of language learning related to factors such as emotions and attitudes
D	internal reasons for doing something (e.g. enjoyment)
E	the proposal that negative and positive emotions impact ability to absorb language
F	the person you would like to be at a point in the future

Work with a partner. Explain the ideas related to **motivation** from the lecture. You should use the notes you took during the lecture as the basis.
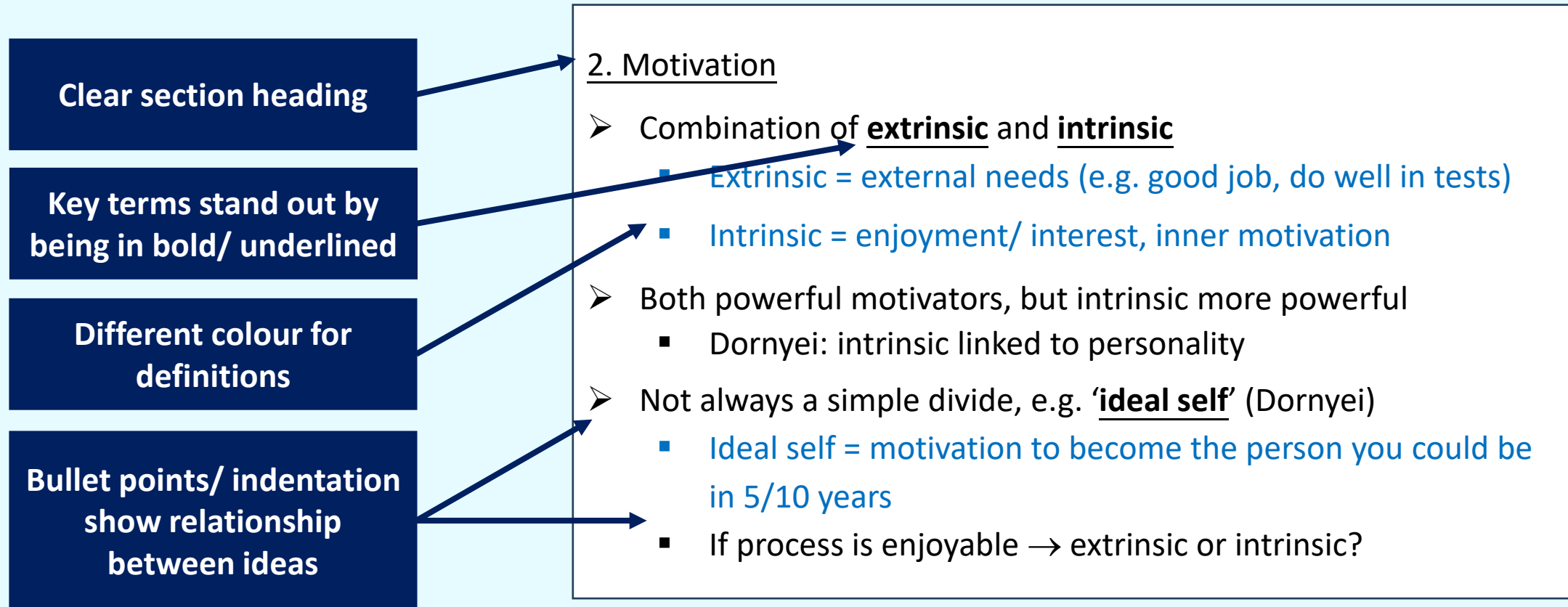
Then, repeat the activity using the sample notes on the next slide.

Finally, discuss whether it was easier using your notes or the sample notes. Give reasons for your answer.

Listening to the lecture: Listening reflection

Clear section heading

Key terms stand out by being in bold/ underlined

Different colour for definitions

Bullet points/ indentation show relationship between ideas

2. Motivation

➢ Combination of **extrinsic** and **intrinsic**
  ▪ Extrinsic = external needs (e.g. good job, do well in tests)
  ▪ Intrinsic = enjoyment/ interest, inner motivation

➢ Both powerful motivators, but intrinsic more powerful
  ▪ Dornyei: intrinsic linked to personality

➢ Not always a simple divide, e.g. '**ideal self**' (Dornyei)
  ▪ Ideal self = motivation to become the person you could be in 5/10 years
  ▪ If process is enjoyable → extrinsic or intrinsic?

Self-study: Do you think you need to develop the organisation and content of your notes after class?

Developing your notes after seminars and lectures is a great way of reviewing content and ensuring you have usable notes.

Developing the topic

Developing the topic

Go to the '**Language learner profile survey**' you completed for homework.

What do you think each section of the _Language learner profile survey_ is trying to establish? Think about the concepts in today's lecture.

Section 1	
Section 2a	
Section 2b	
Section 3	

Developing the topic

Using your *Language learner profile survey* results or your own ideas, think about yourself as a language learner. Prepare to talk about it to another classmate. You should aim to speak for around two minutes.

Below are some ideas of things you may wish to talk about.

- Your **motivation level**

- **Examples** demonstrating your motivation level

- The balance between your **extrinsic** motivation and your **intrinsic** motivation

- **Examples** of extrinsic and/or intrinsic factors that motivate you

- Whether your **language ego** is more positive or negative, with examples

Reflecting on your level of motivation and the factors that influence it can help you to become a more **autonomous learner**.

Extra resources for OCSa **this week** on the **Writing Lab Moodle** page:
- Listening → Lecture listening
- Speaking → University speaking tasks
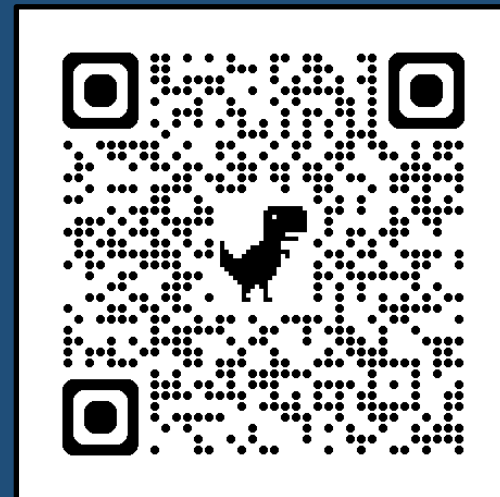
Next week (Week 6 – beginning 4th of November):
- **Utalk** continues!
- Lunch time 1:00 – 1:50.
- Monday, Tuesday, Thursday, Friday: PB 115
- Wednesday: PB 201
- Evening sessions available – check the SPDPO credit system.

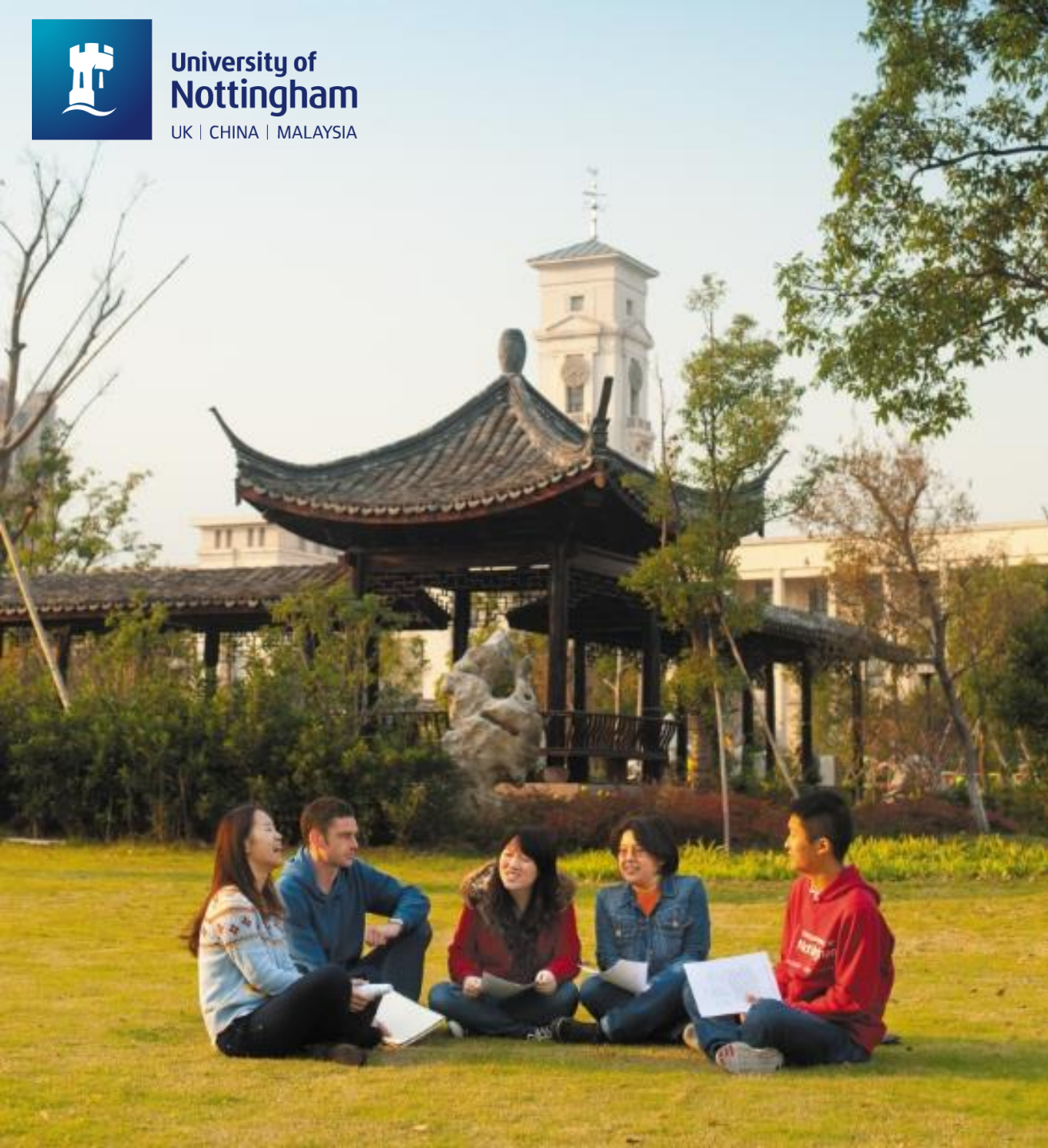- Sign-up using the SPDPO credit system.

Homework

Due	Task
Lesson 5.2	• Watch the YouTube video '*TEFL: What is the communicative approach?*' and write down the main ideas. You can find the link to the video on the **OCSa Moodle** page, in the Week 5 section. **N.B.** You should be connected to *eduroam wifi* to watch the videos.

Oral Communication Skills A

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Lesson 5.2

Lesson aims and objectives

By the end of this lesson, **you should have enhanced your speaking and listening ability through practice.**

In addition, you should be better able to …	Intended Learning Outcomes
respond to and build on other students' ideas in a discussion	1.1-1.3 1.5 1.6
use appropriate language to respond to and build on other students' ideas in a discussion	2.1 2.5 2.6

Getting started

Getting started

Discuss the questions below with your partner. Use information from the video you watched for homework on the basics of *Communicative Language Teaching* to support your ideas.

1. How does the OCSa class develop your language skills?

2. What is the role of the teacher?

3. What is the role of the students?

Language and skills focus

In an academic discussion, it is important that there is a natural development of ideas and that the contributions of each speaker are linked to each other – giving a sense of continuity.

This can be achieved through the way that each speaker **builds on the contributions of the other group members**.

Language and skills focus: Building on others' ideas

Watch the short discussion about the most important aspect of Communicative Language Teaching.

What are the **two** aspects of Communicative Language Teaching that the speakers mention?

- Active use of the language
- Creating a supportive environment for the students

Which one do they agree is the most important?
Creating a supportive environment for the students

Which speakers contribute to each idea?
All speakers contribute to each idea.

Robert   John   Michaela

Watch the discussion again and fill in the blank spaces in the Class Workbook.

1. **that's true** — agreeing
2. **Absolutely** — agreeing
3. **A good example of that** — developing an idea
4. **those points** — developing an idea
5. **Yes, yes** — agreeing
6. **Sure** — agreeing
7. **but I don't think** — disagreeing

8. **OK but don't you think that** — disagreeing
9. **They do but** — disagreeing
10. **And a point related to that** — developing an idea
11. **that's a valid point** — agreeing
12. **going back to what you were saying earlier about** — developing an idea
13. **I totally agree with that** — agreeing
14. **I'd go along with that** — agreeing

Now decide on the function of each phrase: **developing an idea (DI)**, **agreeing (A)**, **disagreeing (D)**.

Language and skills focus: Building on others' ideas

Look at the column on the right of the transcript. Consider how the speaker develops the discussion in each of the contributions labelled F1 to F6. The first one is done for you as an example.

F1 Robert agrees with John's statement, then develops the idea by introducing the role of the teacher.

F2 Michaela develops the idea further by giving an example of the teacher's role.

F3 Michaela disagrees with John's statement, then provides an alternative idea.

F4 John questions Michaela's statement.

F5 Robert develops Michaela's statement further by adding the idea of learning difficulties.

F6 John agrees with Michaela's statement (changes his mind), then develops the idea by referring back to an earlier point (about teachers).

Discussion focus

Discussion focus: Prepare

In your group, read the statements below (one by one). Try to build on each other's ideas as you discuss each statement (i.e. agree/ disagree/ develop the idea).

Use the phrases that were assigned to you by your tutor.

1. Since I have joined UNNC, my English has improved.
2. There is enough language support available at UNNC.
3. The self-study materials on the OCSa Moodle page are useful in helping me develop my listening skills.

That's true	Absolutely
A good example of that	those points
Yes, yes	Sure
but I don't think	OK but don't you think that
They do but	And a point related to that
that's a valid point	going back to what you were saying earlier about
I totally agree with that	I'd go along with that

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During the Group Discussion Exam, the task will require you to **agree on** certain features of a topic and **rank** them in order of importance. You will need to try to **reach a consensus** as a group.

agree on

topic

Agree on 2-3 **ways** to improve speaking and listening skills.

Rank them starting with the most **effective**.

rank

Agree on: benefits / drawbacks / similarities / differences

Topic: the video lectures from the six Core Units on the course

Rank them starting with the most important / significant / effective / ...

This prompt is similar to the final Group Discussion Exam.

In your group, have a discussion based on the prompt in the box.

Agree on 2-3 **ways** to improve speaking and listening skills.

Rank them starting with the most **effective**.

This prompt is similar to the final Group Discussion Exam.

Discussion focus: Reflect

Reflect on your group discussion and answer the questions below.

		Yes	Partly	No
My group	We used all the time			
	The discussion developed naturally			
	We agreed on 2-3 features of the topic			
	We attempted to rank the features			
Me	I helped developed the ideas of other group members			
	I supported my ideas and opinions			
	I contributed at both the '*agree on 2-3*' and the '*rank*' stages			

1 or 2 things I did well…

1 or 2 things I could do better in the next discussion…

Homework

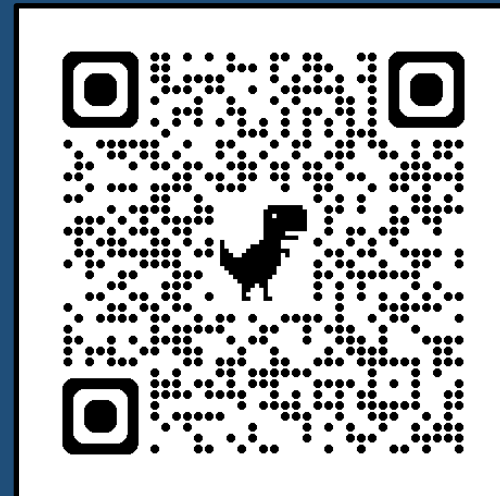| Due	Task
Lesson 6.1	Watch Lecture 3B: *Learning differences: How they affect language learning* and take notes. **You will use these notes later when you revise for the Group Discussion Exam.**
	• Complete '*Language features worksheet*' (Class Workbook - Lesson 6.1). • Complete '*Vocabulary building*' tasks A & B (Class Workbook - Lesson 6.1).

Self-study

Please note that self-study materials are available on the OCSa Moodle page for this week.

Extra resources for OCSa **this week** on the **Writing Lab Moodle** page:

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