



**Which comes first -**

**integration, participation or  
motivation?**



○ The context

○ The background

○ The activities

○ The theoretical underpinning





Key ingredient

**MOTIVATION**



# Where does it come from?

- the desire to succeed (in obtaining a Master's)
- the likelihood of success
- the ability to set reasonable goals
- a comfortable environment, physical and mental
- interest in language and subject matter





# What is needed?

- reasonable language skills
- EAP classes and homework
- participation and integration, and therefore -
- something more than classes and homework



# Low level – IELTS 5

What are the problems facing the student?

- Cannot (?) participate or integrate
- Cannot cope with the work
- Feels out of depth
- Knows there is almost too much to do
- Encounters cultural difficulties
- This may all lead to a lack of motivation.





# The teacher's job

- Main task – motivate the student
- Since prescribed materials may be too difficult,
  - design materials that are academically and intellectually appropriate, yet using relatively simple English.
- Create a comfortable environment.



**Get out of the triangle!**



**ELT**

**Residence**

**Tesco**





# From the horse's mouth

- *“Why do Chinese students not integrate and find opportunities to use English, even though they know it is beneficial to do so?”*
- *“Students lack confidence and suffer anxiety for three main reasons.”*
- *“The east-west cultural divide may be the greatest obstacle.”*
- (Wu Hanyan, 2010, M.Litt. Dissertation)

# The underlying problem

pragmatics

Language problems

Adapting to western academic culture

Background knowledge