

## Using Lexical Chunks from Songs for Expressing Intrinsic Motivation

*Shravasti Chakravarty*

**Focus:** Developing listening and speaking skills

**Level:** Intermediate

**Time:** 60 minutes

**Class Strength:** 10 to 30 students

**Objectives:** To identify lexical chunks expressing 'intrinsic motivation' in songs, using such chunks that reflect positive thinking

**Materials:** Audio-visual system/portable speaker/teacher's mobile; handout of lyrics of an English song (details given below)

### **Before Listening Activity (5 minutes)**

Teacher elicits responses to the following:

- a. How do you react when you feel scared/confused while attempting something new or challenging?
- b. What do you do to motivate yourself to overcome the situation?
- c. How effective is your solution?

### **Main Activity (30-40 minutes)**

#### **Procedure:**

1. The teacher provides the background of the popular song 'I have confidence in me' from the movie *The Sound of Music* (can be downloaded from <https://www.stlyrics.com/lyrics/thesoundofmusic/ihaveconfidence.htm>) where the young protagonist gets the job of a governess. She is concerned about performing her duties and on her way to the place of employment, she starts singing this song, which has different lexical chunks that express 'intrinsic motivation'.
2. Learners listen to the song first and read the lyrics from the handout subsequently, if need be. The teacher encourages students to return the handout. The song may be played again

- and students may be asked to listen attentively for specific information.
3. Learners underline the different kinds of phrases being used by the heroine to motivate herself:
    - a. asking questions: *'What's the matter with me?'*
    - b. making statements: *'I'm seeking the courage I lack'*
    - c. using modals to assert one's stance: *'I'll do better than my best', 'I must stop these doubts'*
  4. Learners arrive at motivating phrases used for 'self-talk' that can be used in different situations and give reasons for their choice (e.g. feelings before going for a job interview, attempting a difficult language task).

### Follow-On Activity (15 minutes)

The teacher divides students into pairs and gives them situations where they can practise the various motivating phrases written by them. Students take turns to speak out their monologues to their partner. At the end of the activity they discuss their lists of positive phrases. Sample situations can include:

- a. Imagine you have an impromptu job interview in 15 minutes. How will you motivate yourself?
- b. You have an elocution contest and you are afraid of speaking to a crowd. How will you motivate yourself?
- c. You are the leader of a group for an assignment. But, you are scared to speak to your classmates in order to lead them to complete the work in time. How will you motivate yourself?

### Evaluation of the Activity

Most students have some 'go-to' phrases for overcoming difficult situations. But, they are often unable to recollect them when required. This activity, therefore, helps learners become conscious users of specific lexical chunks to inculcate 'intrinsic motivation'.

*Shravasti Chakravarty has a PhD in ELE from the English and Foreign Languages University and is an Assistant Professor of English, Amity University, Tashkent.*

*shravasti.chakravarty@gmail.com*