

Motivation in L2 Learning

A Student or Teacher Problem?



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1970s ...



1980s



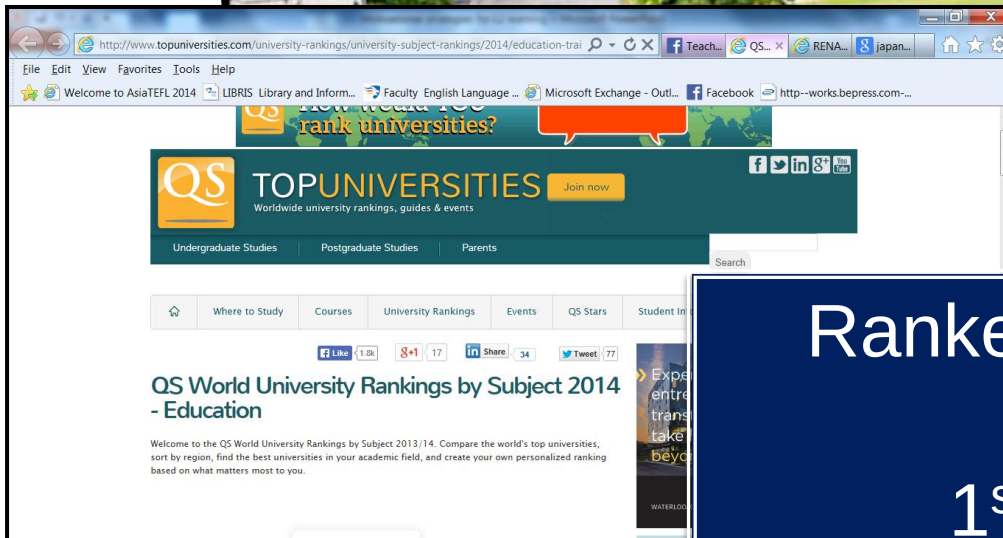
March 2014



The other side of me



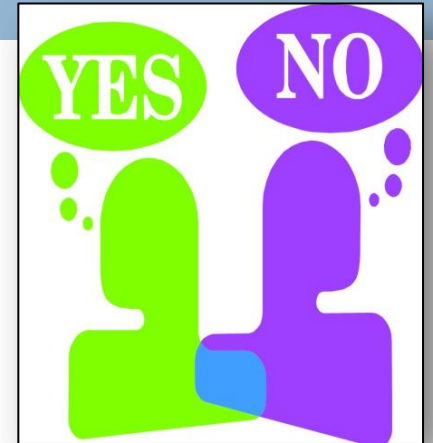
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world
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Quiz

- ❑ Motivation is key to L2 learning.
- ❑ Students are generally motivated to learn English.
- ❑ I'm motivated to learn English.



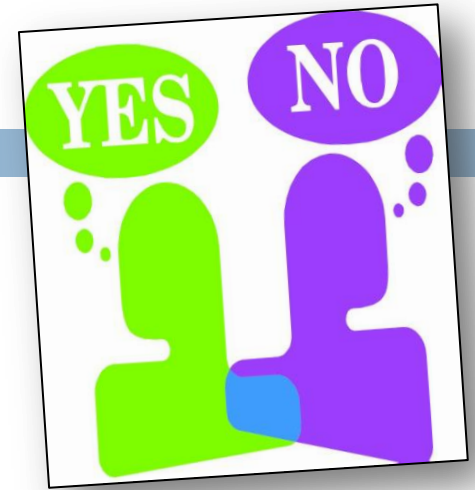
Quiz

- Student motivation is initially high but quickly fades away.
- Many English teachers that I know are dull and uninspiring.

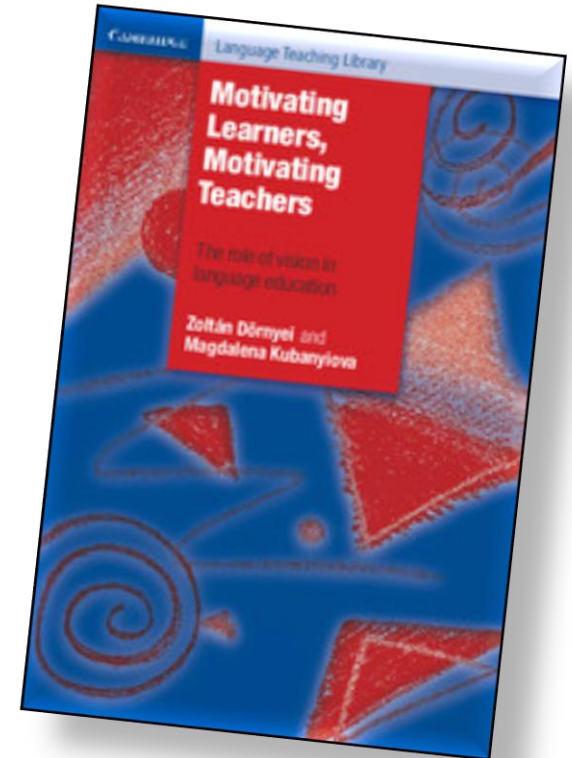
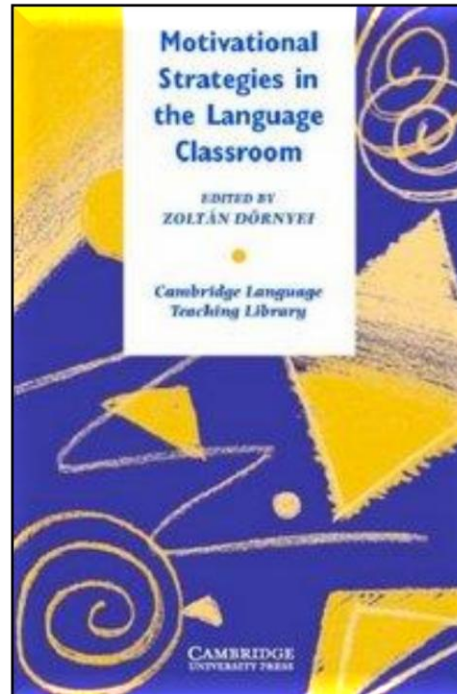
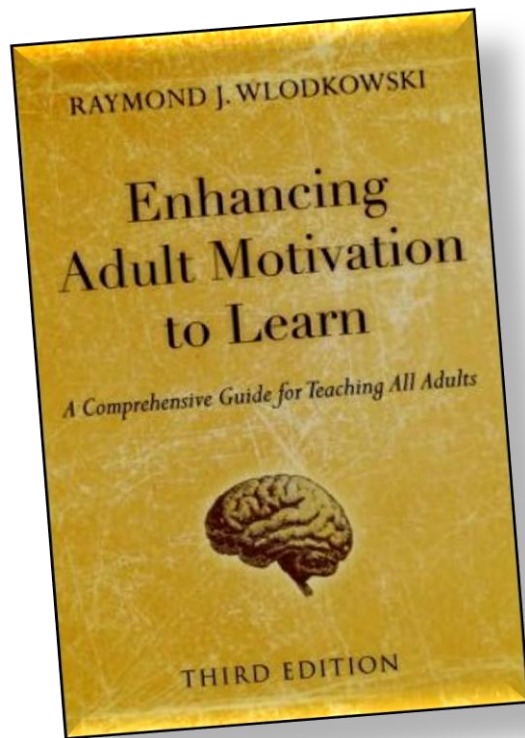


Quiz

- It's the students' fault that they are unmotivated.
- Motivation is a teacher problem.



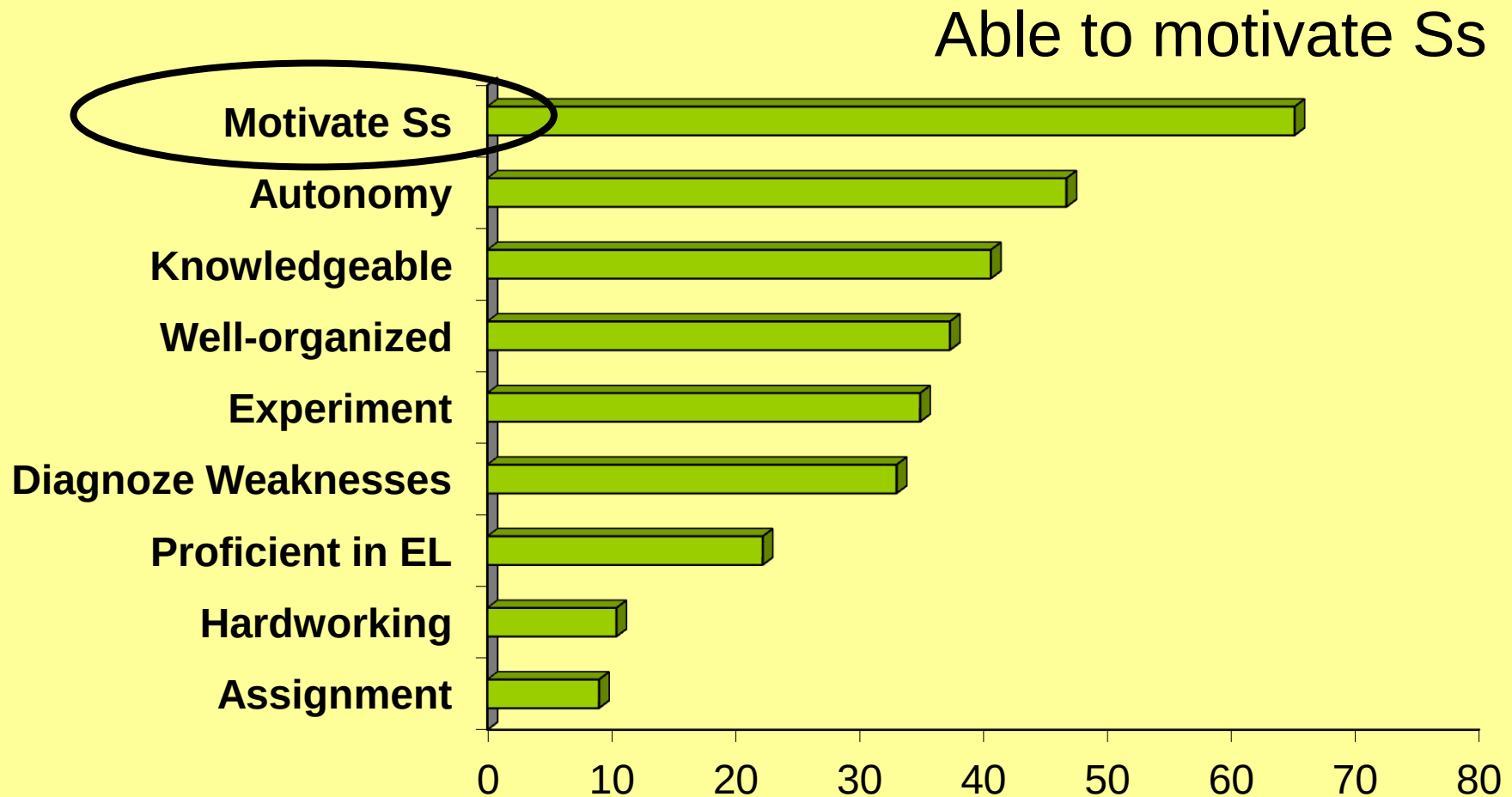
Good Resources



Why Motivation?

- There are three things about education:
- 1. The first is **Motivation**
- 2. The second is **M.....n**
- 3. The third is **M...**

What makes a good English teacher?



Professional Development Needs



Dornyei, 2001, p 5

- High motivation = success in learning

.. learners with sufficient motivation can achieve a working knowledge of an L2.





Am I a motivating teacher?

How Good a Motivator Am I?
A Self-Reflection Checklist

ARE YOU A MOTIVATING LANGUAGE TEACHER?

This survey will help you figure out the extent to which you have applied some motivational principles in your own teaching.

For each statement below, indicate whether you do it **Often**, **Sometimes** or **Never**.

Never = 0 point

Sometimes = 1 point

Often = 2 points

26-30 points = Excellent motivator

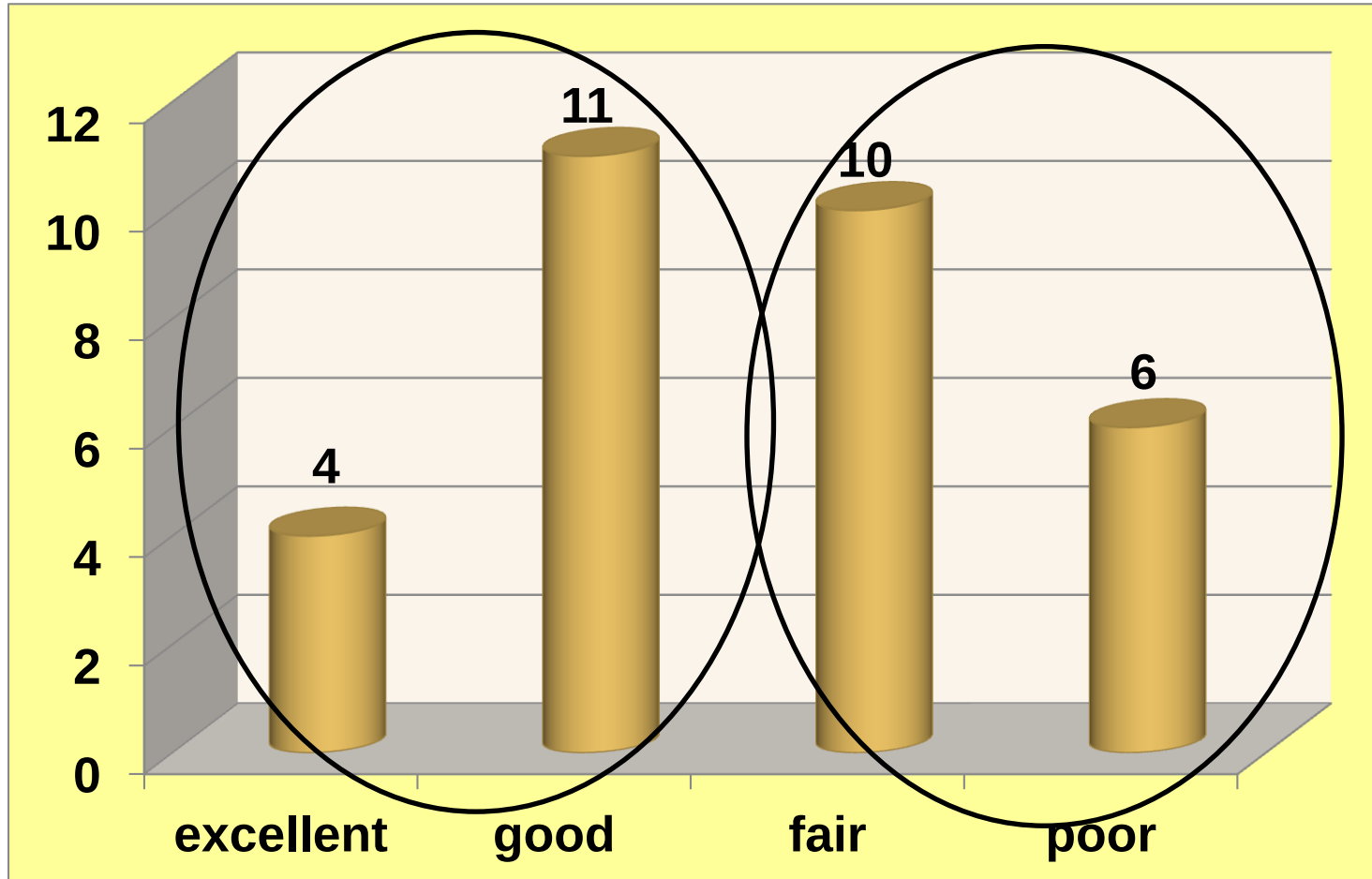
21-25 points = Good motivator

16-20 points = Fair motivator

15 and below = Need to use more motivational strategies

1. I listen to what my students have to say in order to find out more about their needs, interests and learning preferences.
2. I encourage my students to put in more effort and tell them that success in language learning is due more to effort than to special talents or abilities.
3. I strive to create a low stress classroom environment so that every student is willing to participate without fear of losing face when they make mistakes.
4. I structure my lessons in such a way so that students can have more success experiences in

English Teachers from China, N = 31



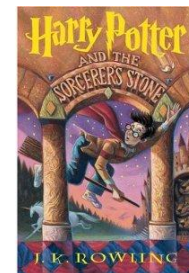
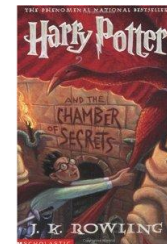
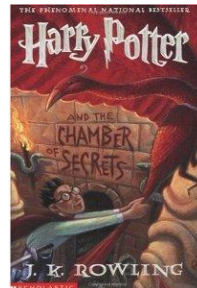
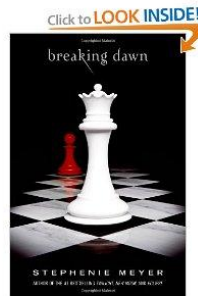
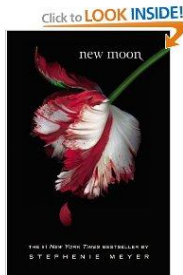
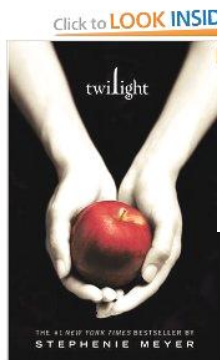
What is Motivation?

To be motivated means to be moved to do something ...
Someone who is energized or activated toward an end is considered motivated. (Ryan & Deci, 2000: 54)



Motivation theories

- Expectancy + Value theory
 - ▣ Success in performing valuable tasks
 - ▣ Lots success experiences in L2



Motivation theories

- Self-worth theory
 - ▣ Feel good, safe and appreciated
 - ▣ No fear of losing face
 - ▣ Confident

Motivation theories

- Self-determination theory
 - ▣ Interest, relevance, passion
 - ▣ Intrinsic or Extrinsic

Which one is more important?

Motivation defined in terms of

- **Perception:** attitudes, values and expectations
- **Action:** choice, effort, persistence, confidence, interest

What research says about motivation

Student motivation due to many factors

Many of these factors are either within or beyond the control of teachers

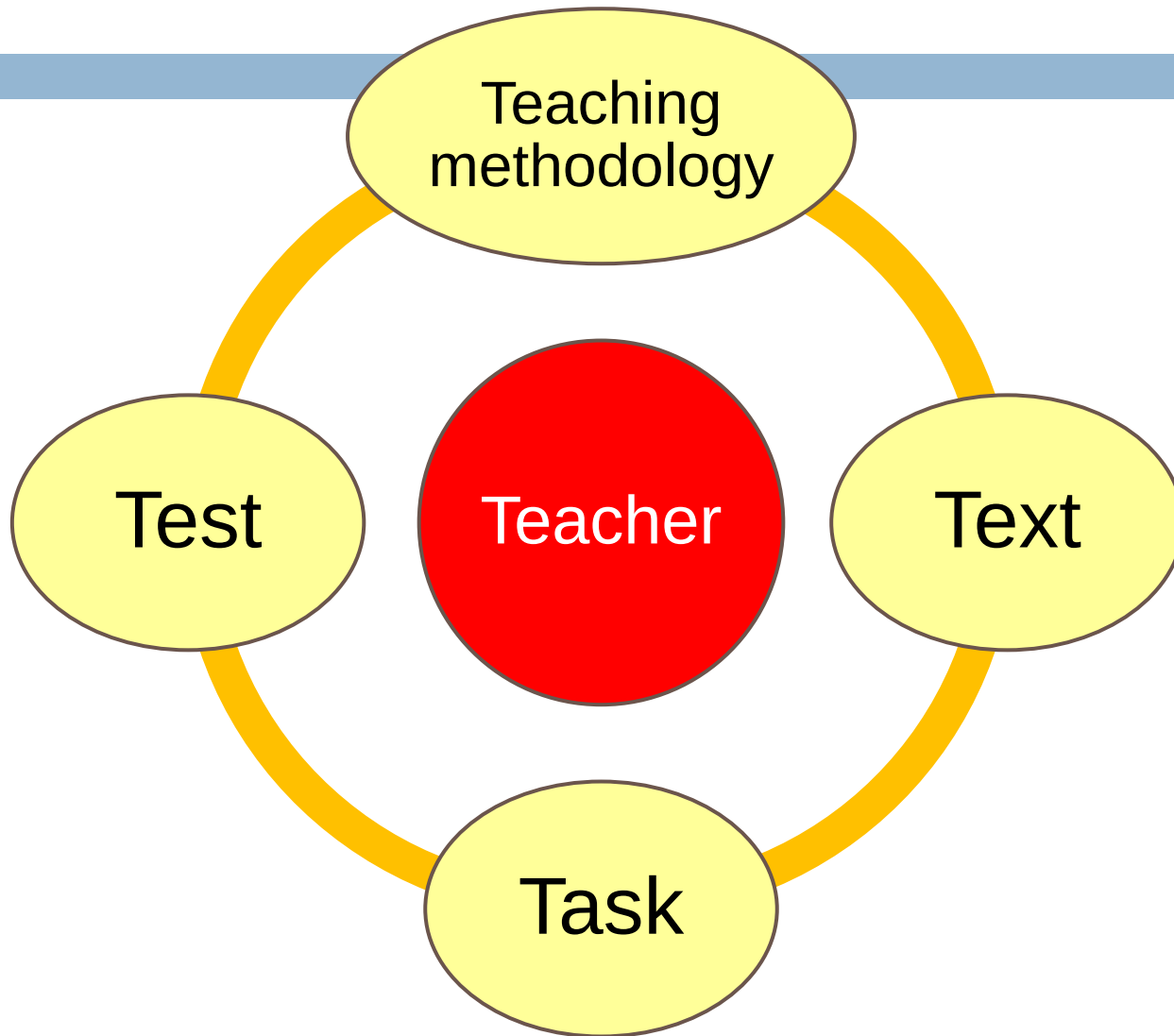
What research says about motivation



Teachers CAN learn to be more motivating.

Teachers are under-utilized motivating agents in the classroom.

The 5 Ts of Motivation



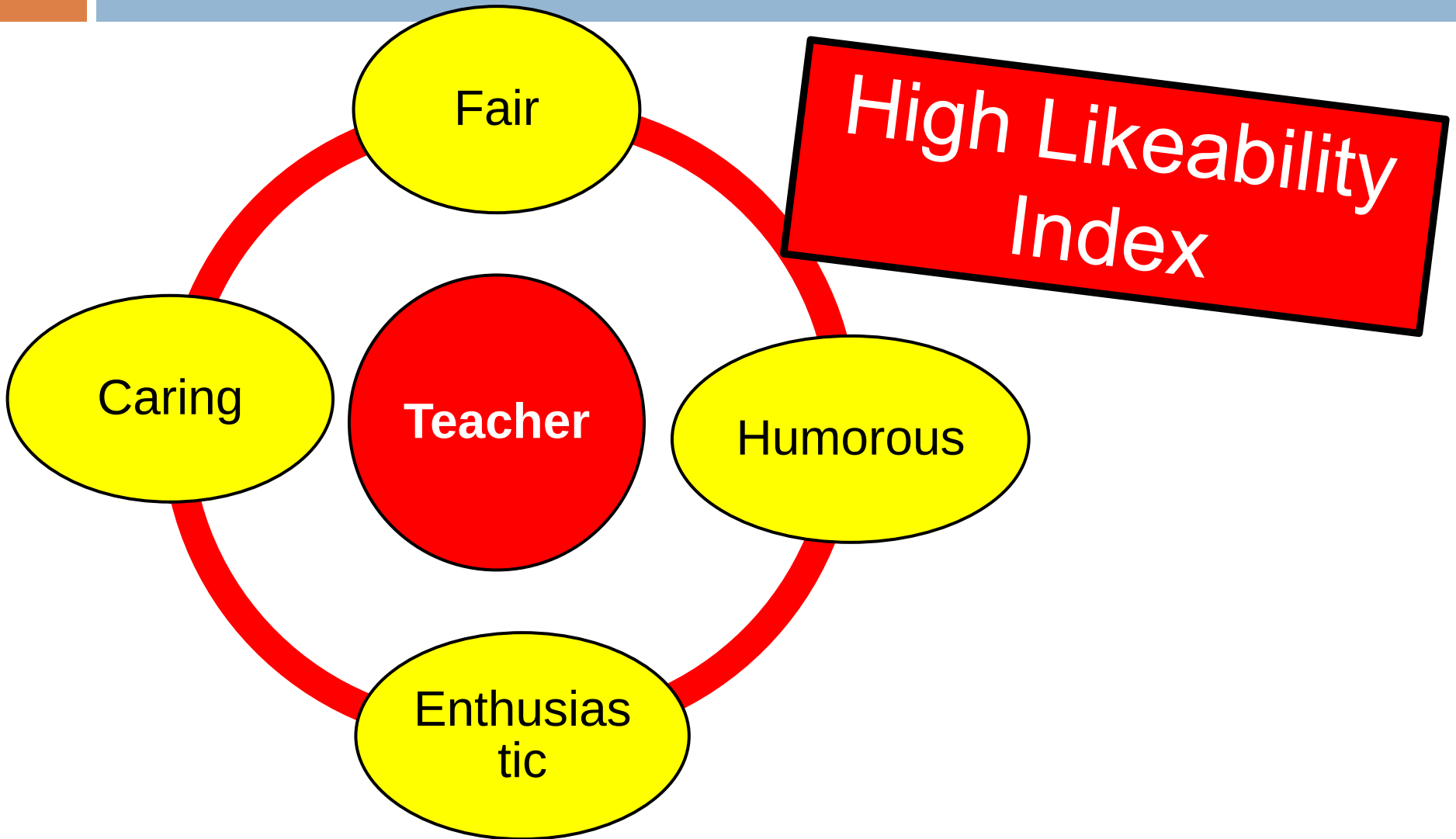
T1 = The Teacher

Willy says



Everything about the teacher
has a (de)motivating effect!!

Teacher Characteristics

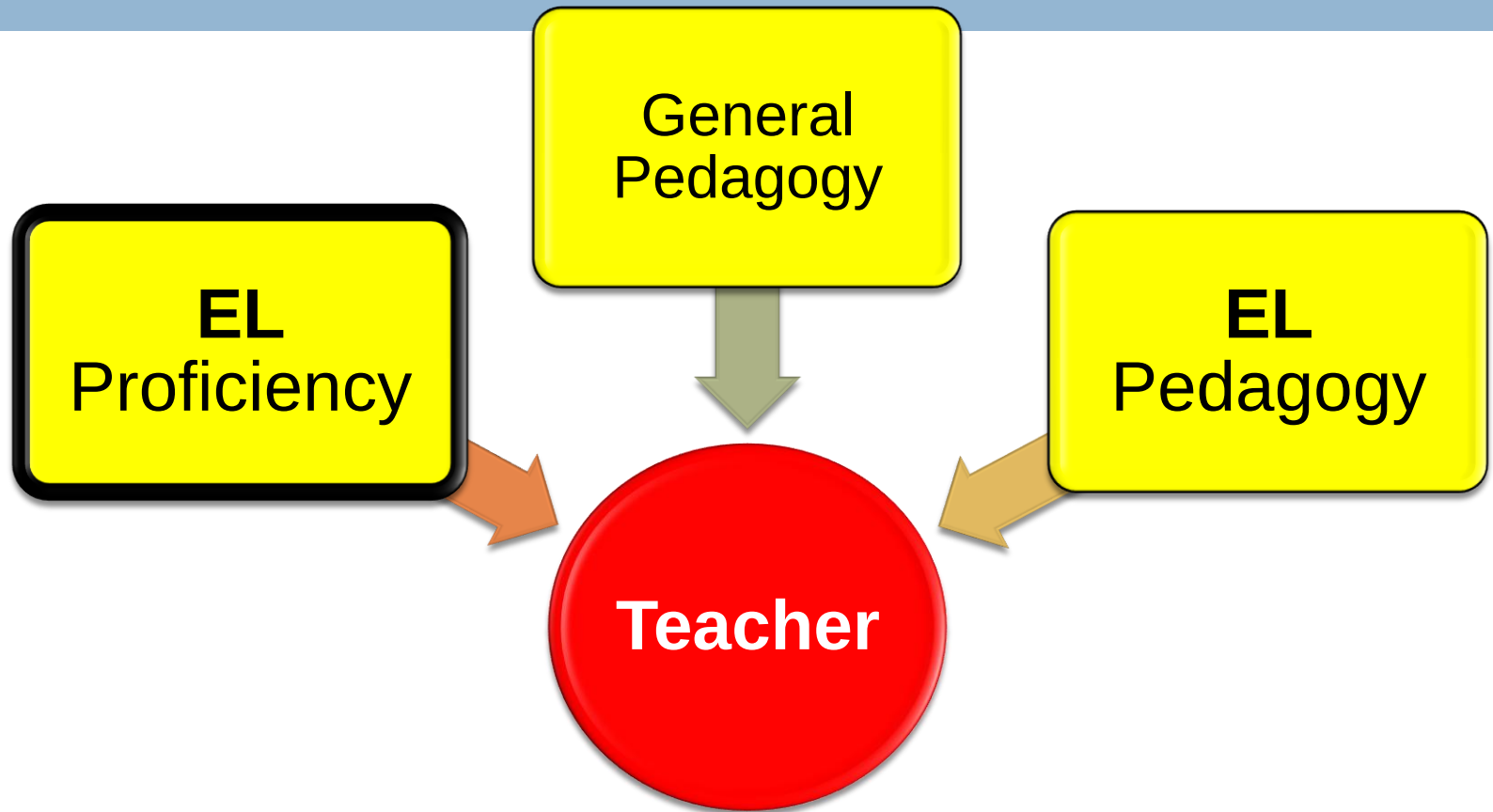


Reciprocity – Like and be Liked



Source:
Scholastic
Teachers

Teacher Knowledge and Skills



EL Proficiency

- How high is high?
- The higher the better.



English Teachers in Japan



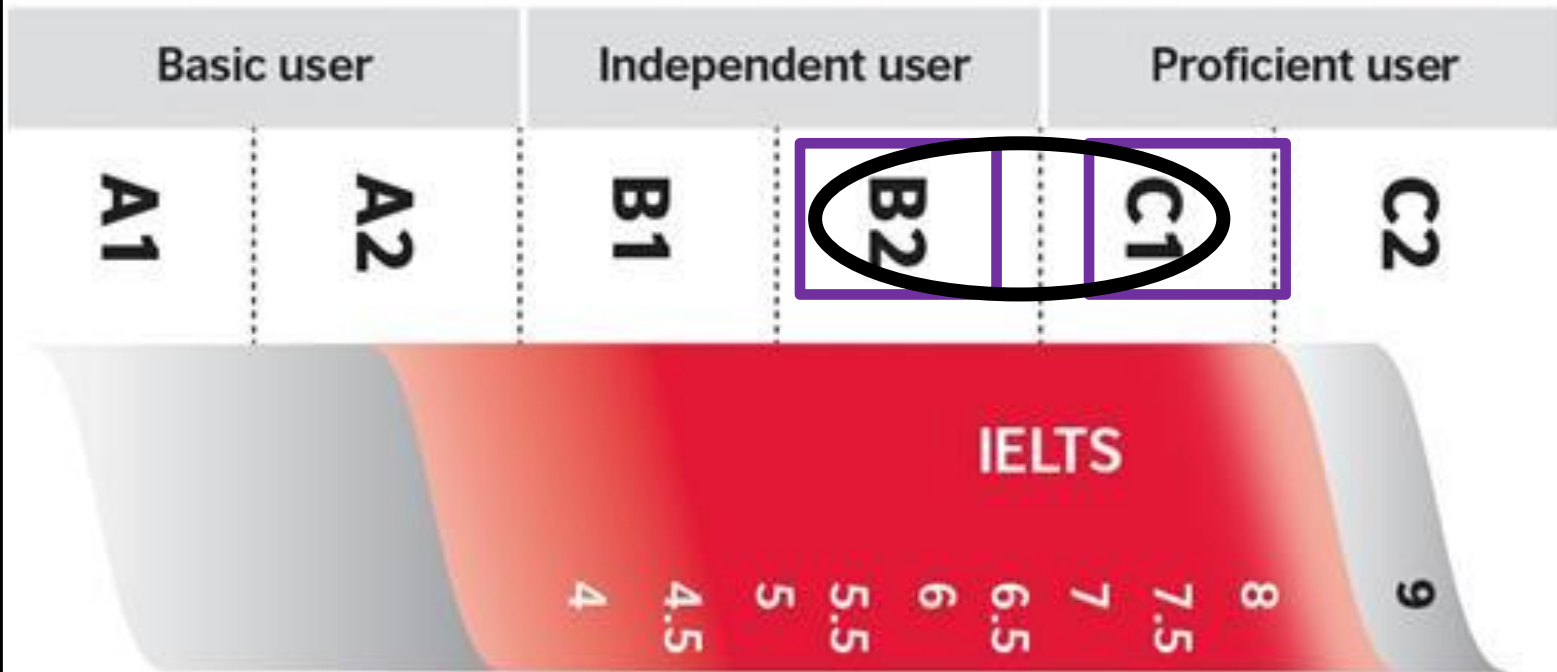
TOEFL iBT 80

IELTS 6.5

CEFR B2

CEFR

Common European Framework of Reference (CEFR)



C1 or C2 is possible?

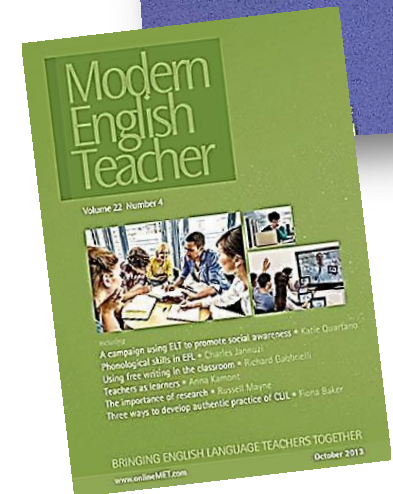


Hours of study

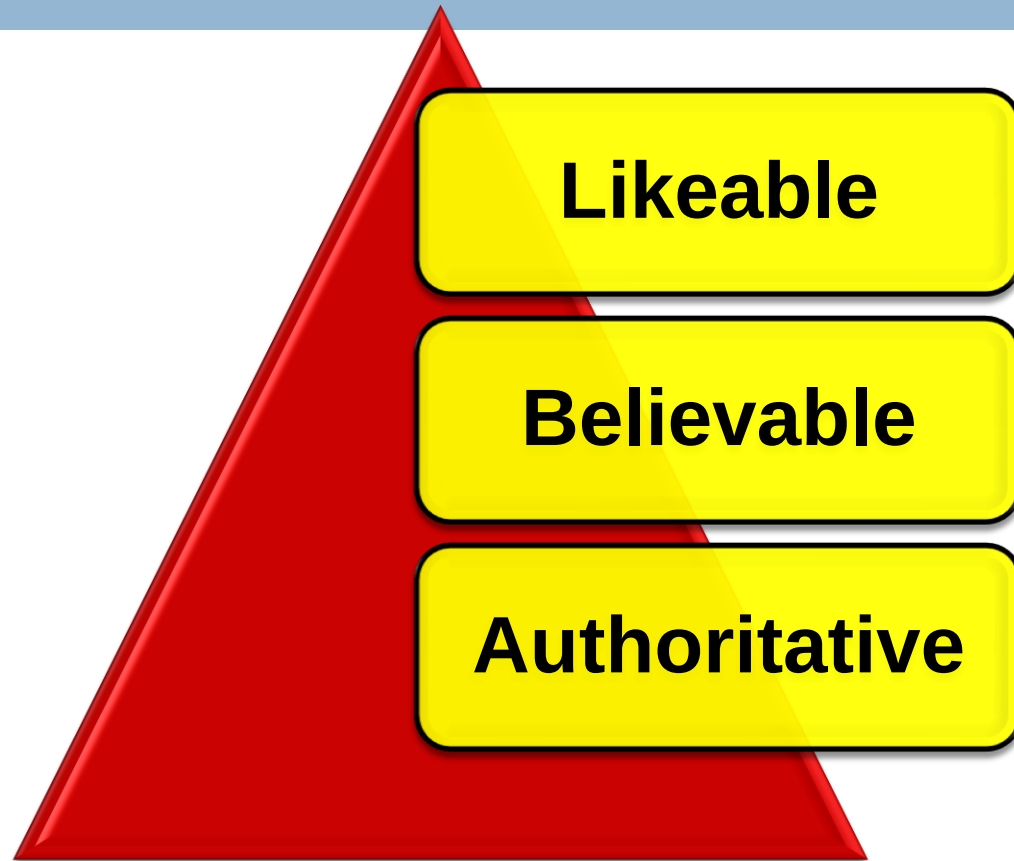
A1	Approximately 90 - 100 hours
A2	Approximately 180 - 200 hours
B1	Approximately 350 - 400 hours
B2	Approximately 500 - 600 hours
C1	Approximately 700 - 800 hours
C2	Approximately 1,000 - 1,200 hours

Thinking Break

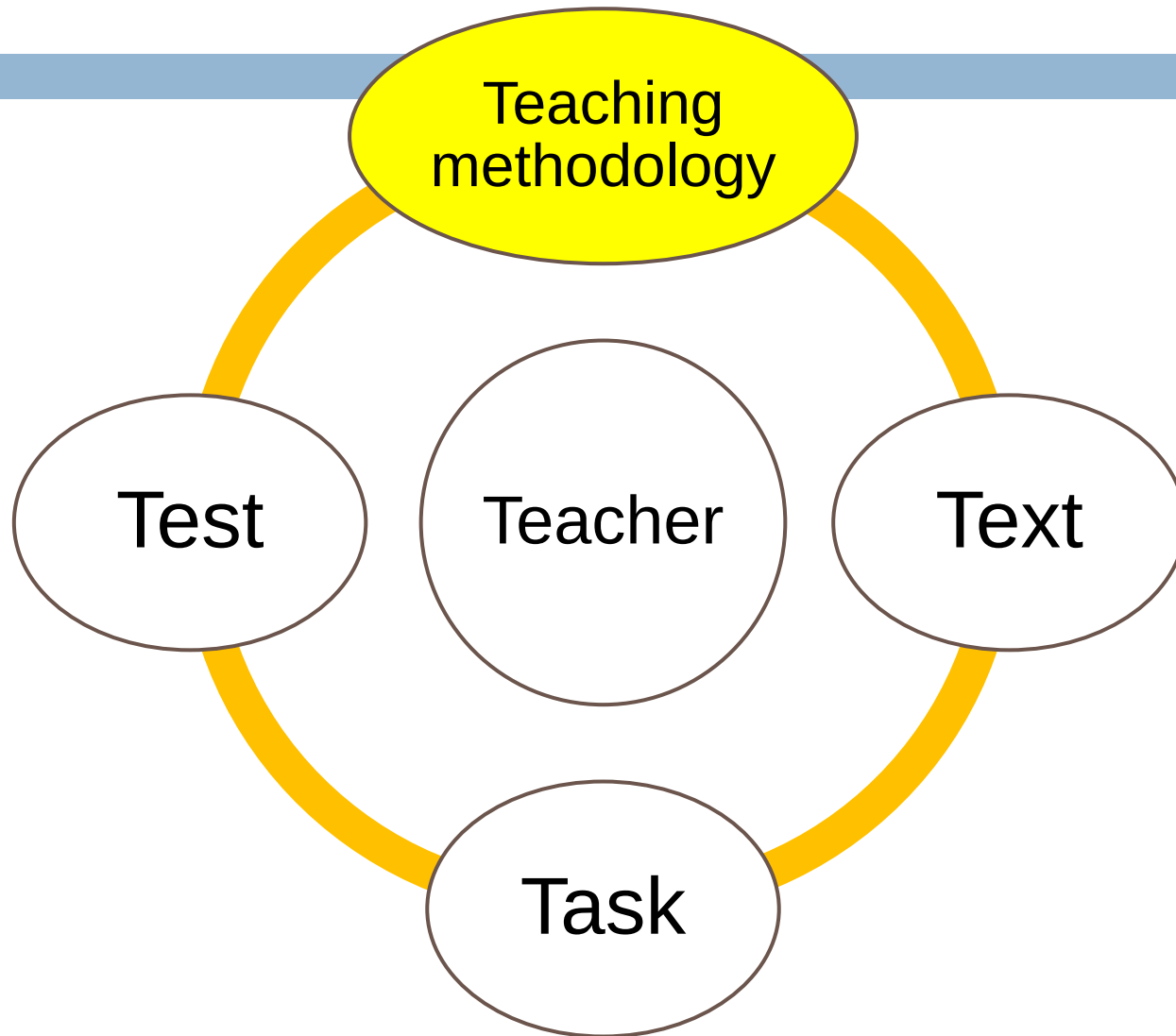
- Why high proficiency is critical in pre-service training?
- How is high EL proficiency related to student motivation?



Psychology of Persuasion

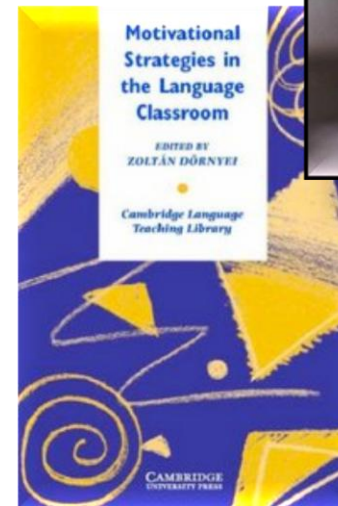


The 5 Ts of Motivation



T2 - Teaching Methodology

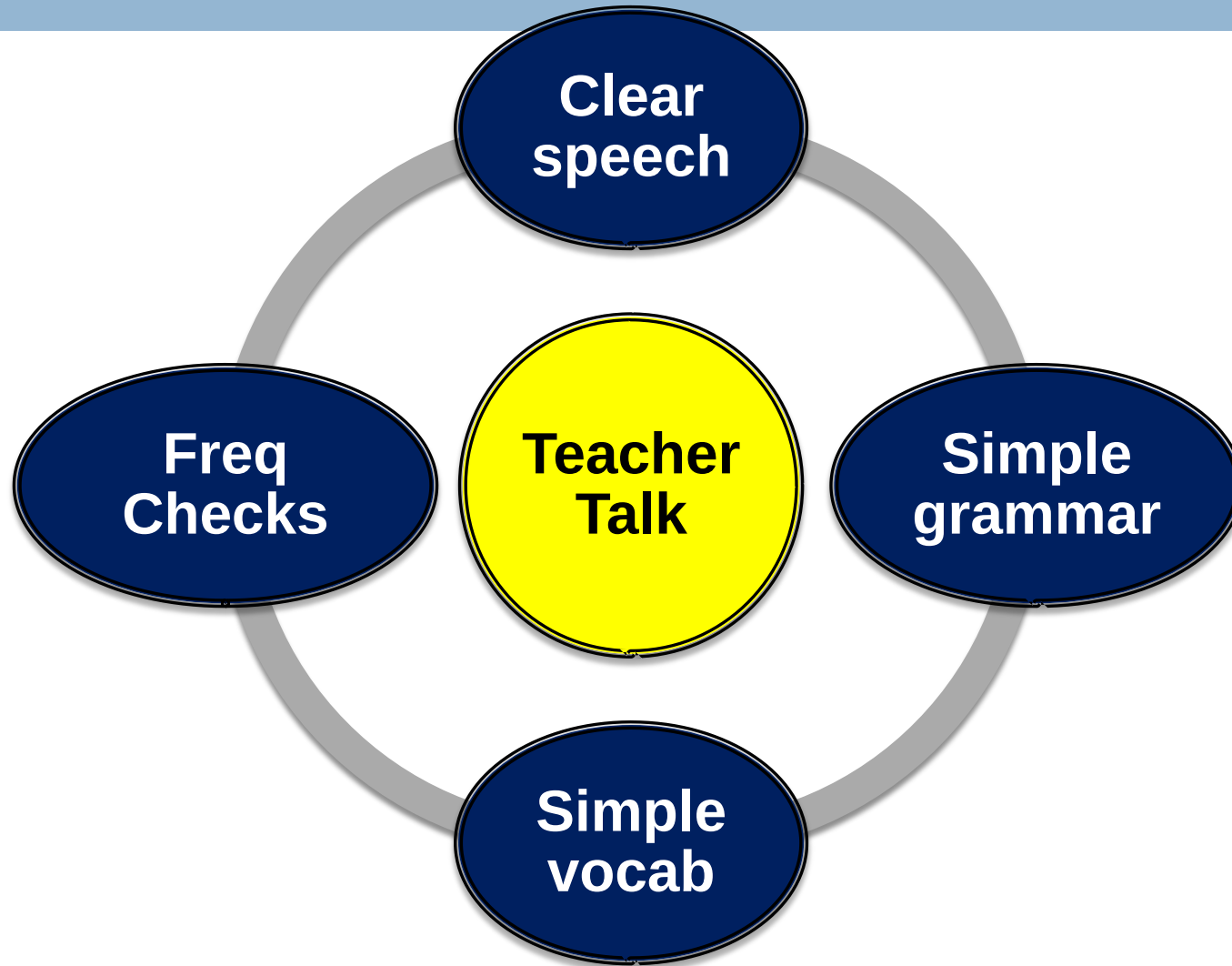
- Dörnyei (2001): 'the best motivational intervention is simply to improve the quality of our teaching' (p. 26).



T2 = Teaching Methodology

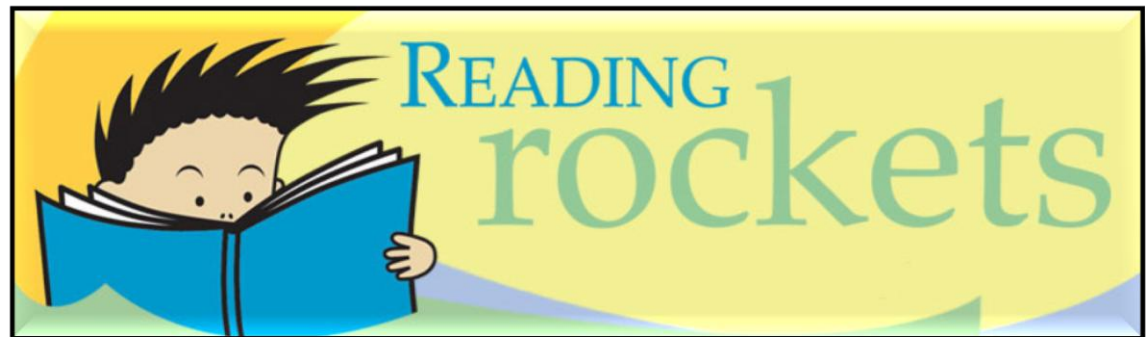
- Instructional clarity
 - ▣ Just right pace
 - ▣ Clear explanation
 - ▣ Etc.

T2 = Teaching Methodology



T2 = Teaching Methodology

- **Variety of teaching methodology**
 - ▣ Teacher-fronted, learner-focused etc.
 - ▣ Repertoire of teaching methods (e.g. pre-reading, post-reading activities)
 - ▣ Your input ...

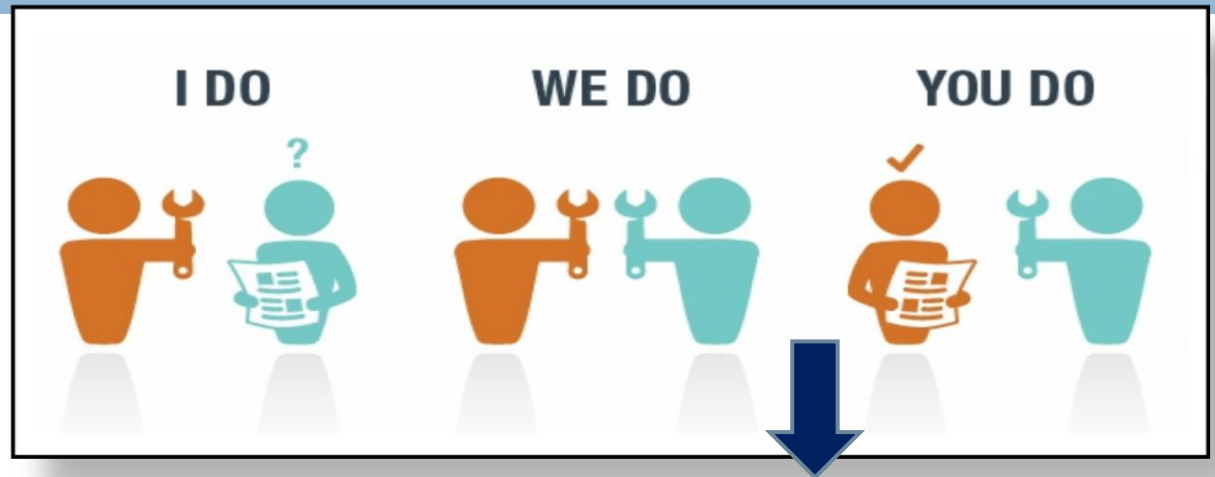


T2 = Teaching Methodology

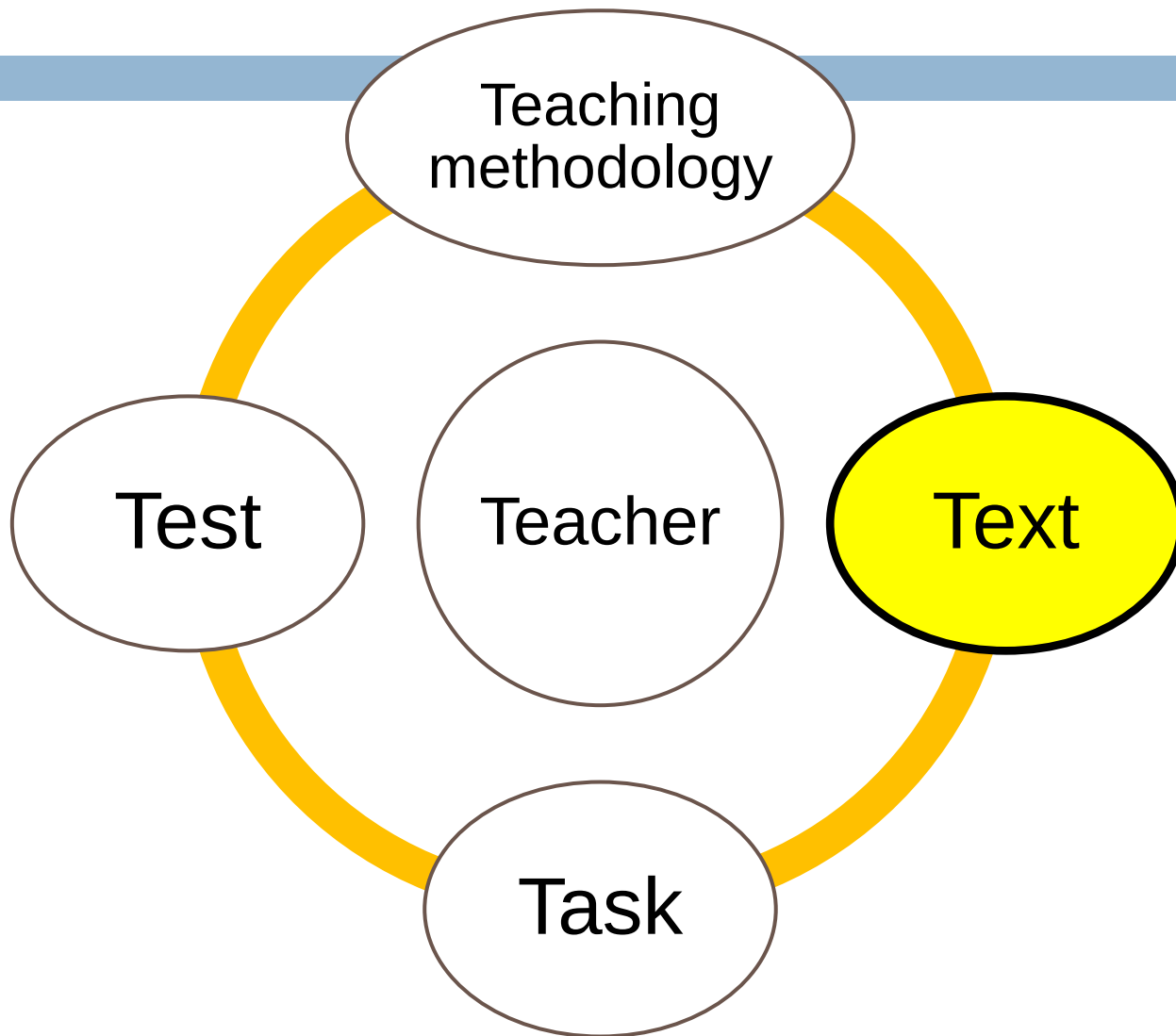
- **Learner-friendly teaching methodology**
 - ▣ Group work may not be the most popular
 - ▣ CLT may not be the most learner-friendly
 - ▣ Your input please...

T2 = Teaching Methodology

Modelling &
Scaffolding



The 5 Ts of Motivation



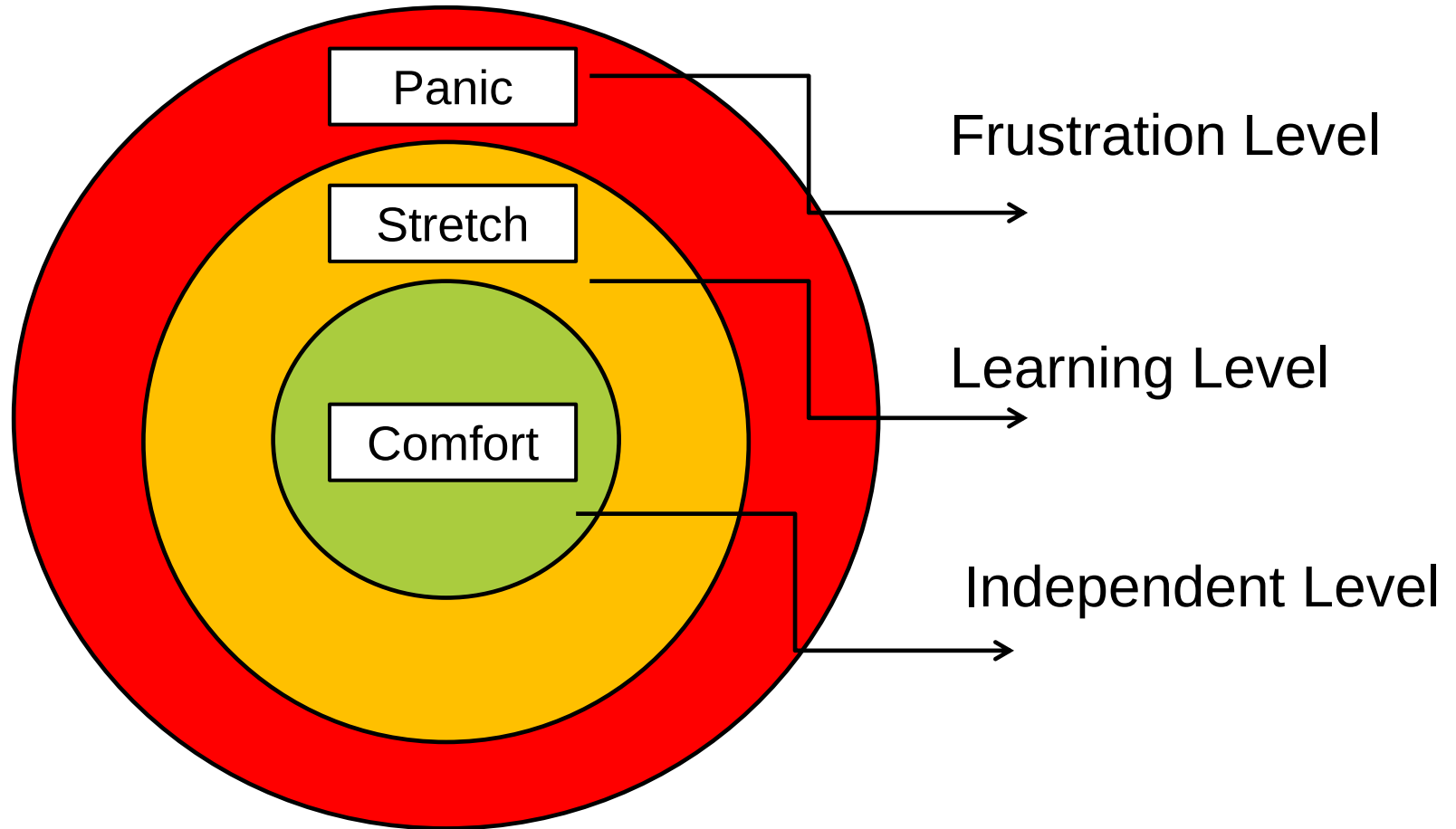
T3 = Text or Teaching Material

- Cognitively and emotionally engaging
- Linguistically appropriate

Tomlinson & Masuhara 2004

1. Text to Self & Text to World
2. Materials should engage the emotions of the learner. *Laughter, joy, excitement, sorrow and anger can promote learning; neutrality cannot.*

The 3 Zones





The Five Finger Test

Open to a page in the middle of the book and read one whole page. Make a fist and for each word you come to that you do not know hold up a finger.

0-1 Fingers

Easy

2-3 Fingers

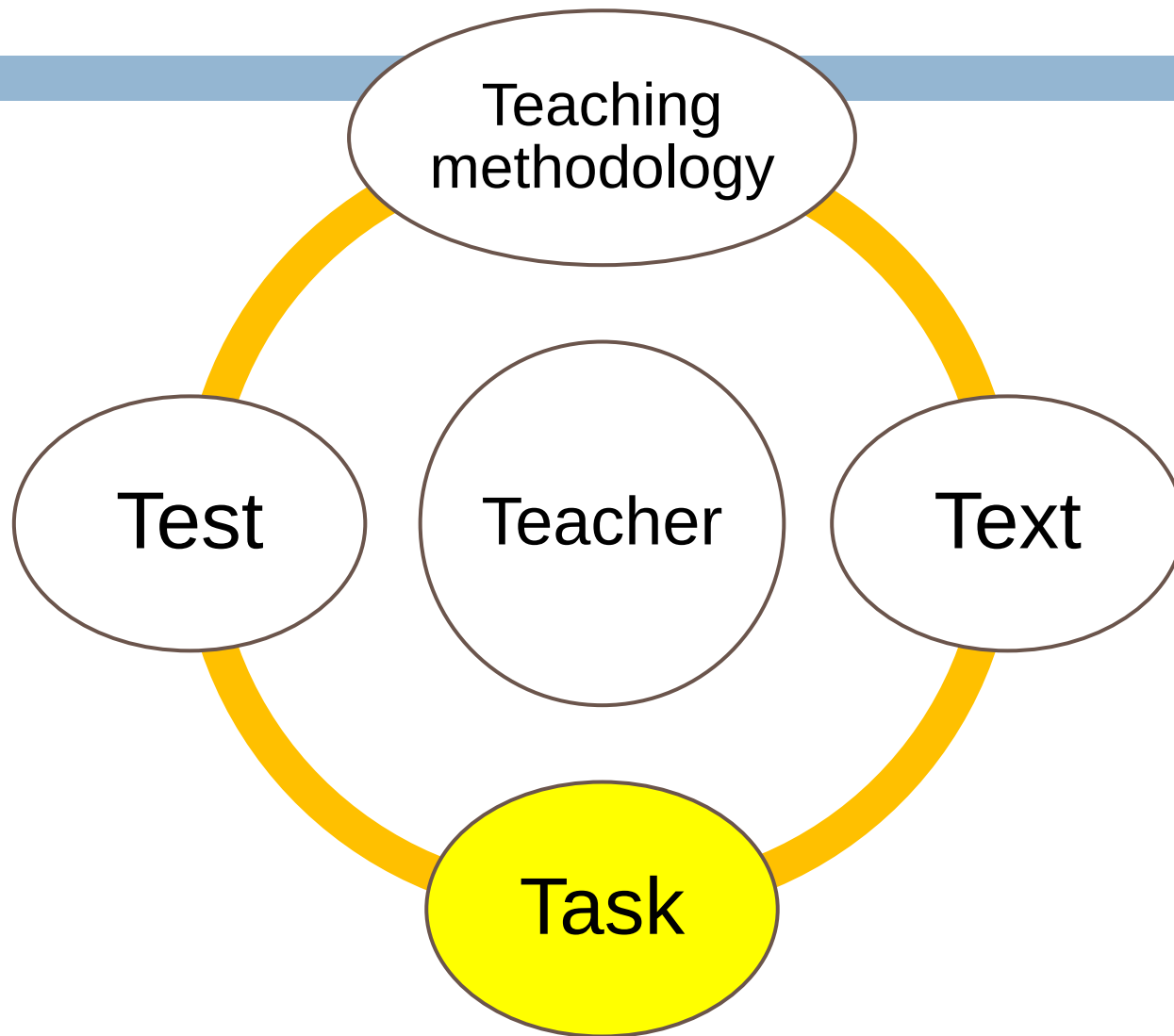
Just Right

4-5 Fingers

Difficult



The 5 Ts of Motivation



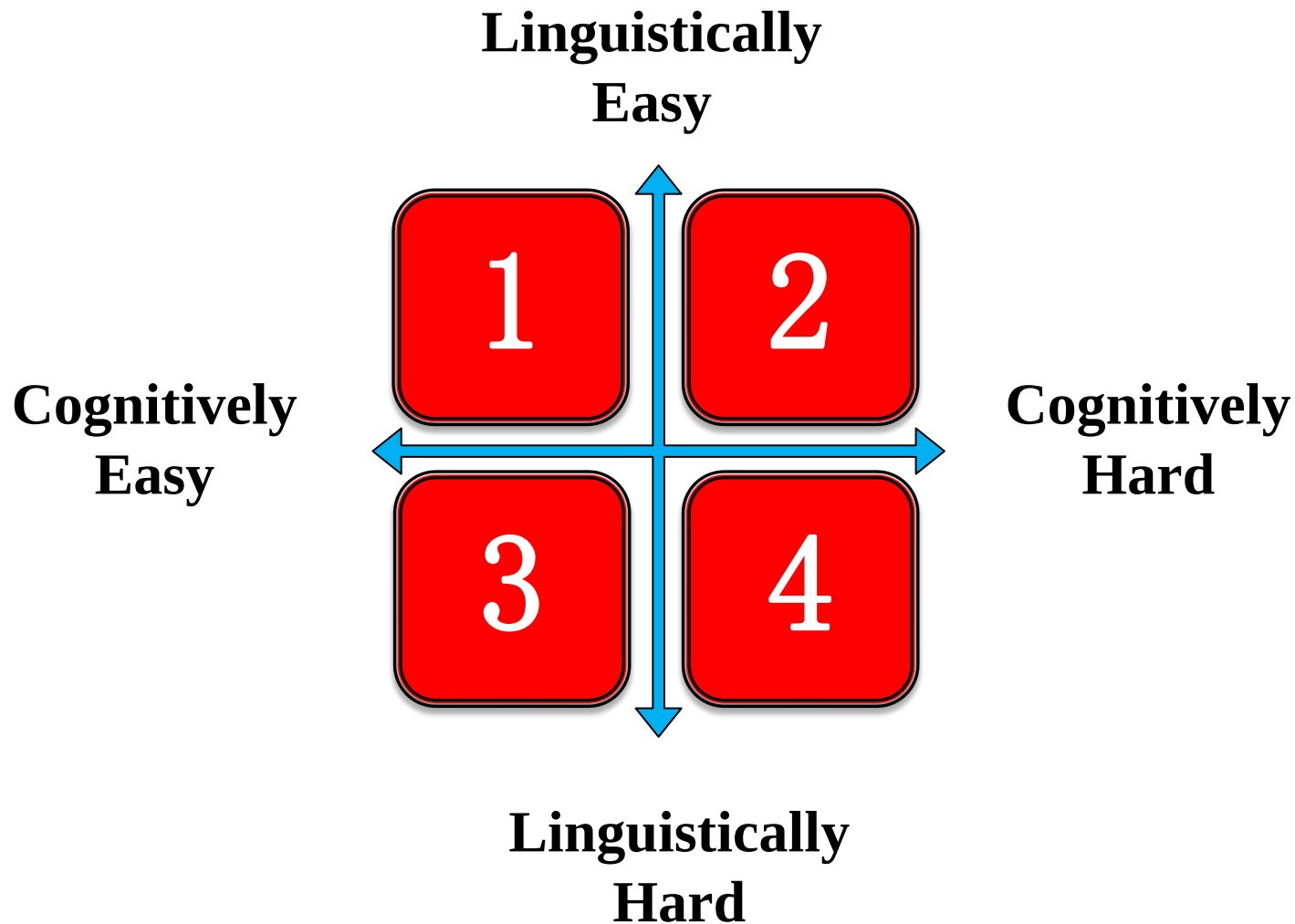
T4 = Task

- Cognitively challenging (solving a mystery, information gap) e.g., jigsaw reading, ranking task
- Intriguing (controversial, ambiguous, problematic etc.); stealing due to need not greed

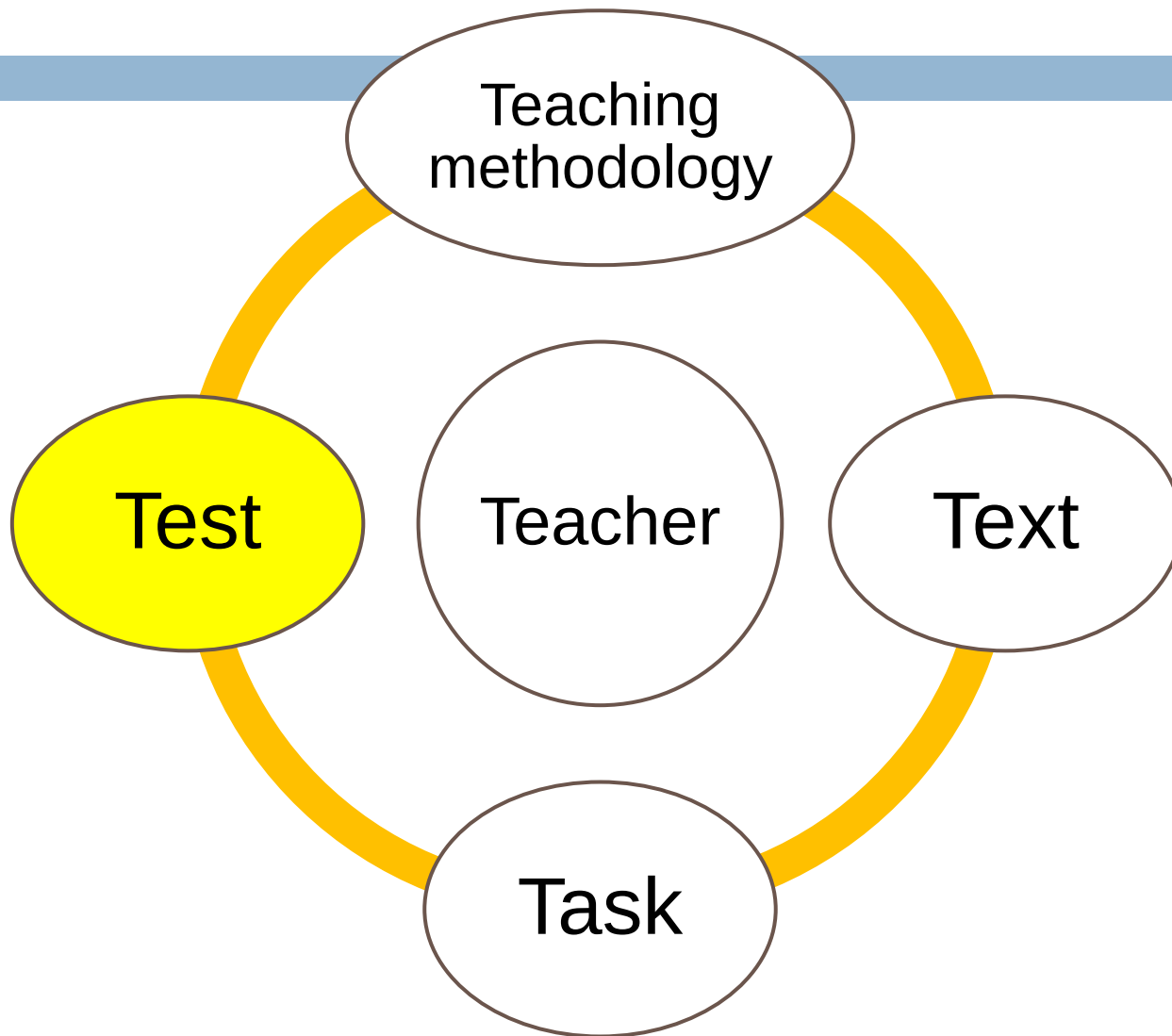
T4 = Task

- Element of competition (many categories, best design, most creative, humourous etc.)
- Project work
- Clear outcome (rubric provided)
- Your example ...

Text by Task Interaction



The 5 Ts of Motivation



T5 – T E S T

- To improve, not to prove
- To motivate, not to demotivate
- To inform teaching, so that we can teach better

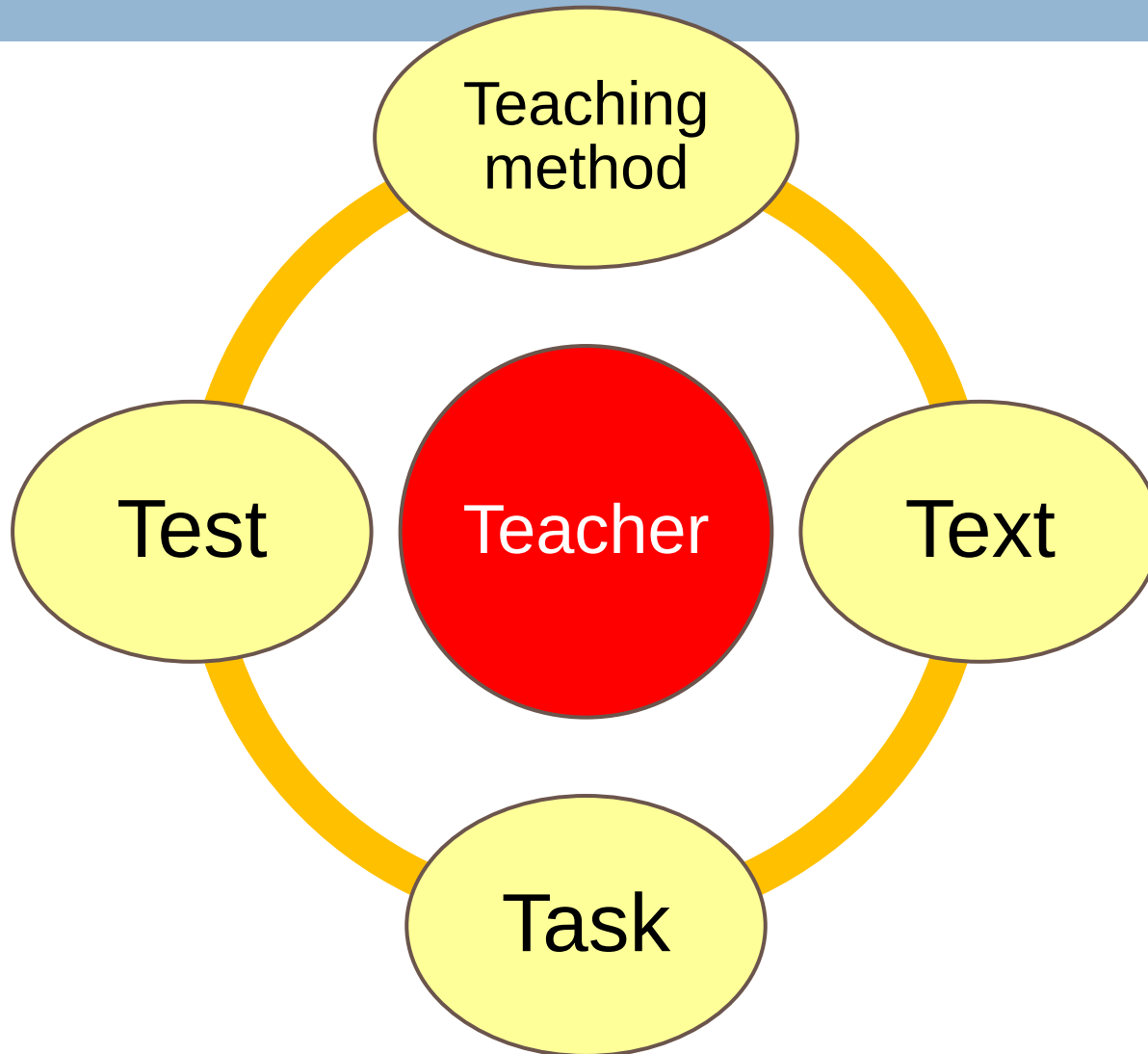
T5 – T E S T

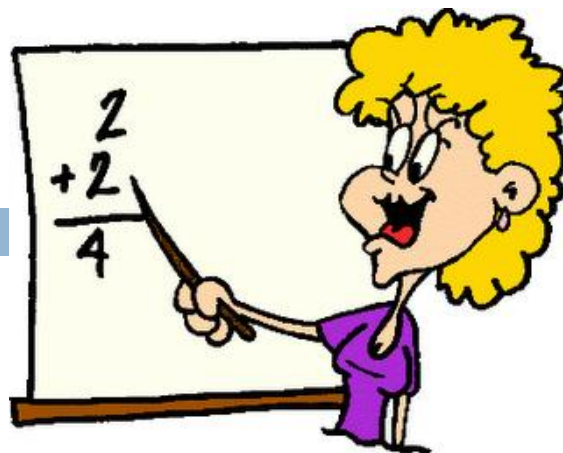
- Assessment of learning
- Assessment for learning
- Blurring distinction between testing and teaching

T 5 =Test

- Test what we teach
- Bite-sized tests
- Continuous assessment
- Self and peer assessment
- Don't be afraid to award good grades

The 5 Ts of Motivation





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감사합니다
[kamsahamnida]



http://nanyang.academia.edu/WillyARenandya

The image displays two overlapping screenshots of the Academia.edu profile page for Willy A Renandya. The top screenshot shows the profile header with the name 'Willy A Renandya' and affiliation 'Nanyang Technological University, National Institute of Education, Faculty Member'. Below this, the 'PAPERS' section lists three papers: 'Essential Factors Affecting Reflection', 'Spotting Bogus Journals in TESOL and Applied Linguistics', and 'Choosing the right international journal in tesol and applied linguistics'. The bottom screenshot shows the same profile but with additional statistics: 1,491 profile views, 18,071 document views, and 426 followers. It also displays a '55 Following' section with a row of profile pictures and a 'Recent Activity' section showing two recent follows.

Willy A Renandya
Nanyang Technological University, National Institute of Education, Faculty Member

Research Interests: Second Language Acquisition, Teaching English as a Second Language, Reading, and 3 more

PAPERS

- Essential Factors Affecting Reflection** more
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Statistics:
1,491 profile views
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55 Following

Recent Activity
Willy A started following the work of Panachanok Chanwalit, Western Galilee College, English for Academic Purposes, 4 days ago
Willy A started following the work of Lau Young, Hubei University Of