

Neil J Anderson



Neil is a Professor of English Language Teaching at Brigham Young University–Hawaii. His research interests include second language reading, motivation in language teaching and learning, language learner strategies, learner self-assessment, and ELT leadership development.

Neil served as President of TESOL International Association from 2001-2002. He was the 2014 recipient of the TESOL International Association James Alatis Service Award. In 2016, on the 50th anniversary of the TESOL International Association, he was recognized as one of the 50 individuals who has made a significant contribution to the profession of teaching English to speakers of other languages.



U.S. DEPARTMENT OF STATE





Enhancing Learner Motivation in the EFL Classroom

Neil J Anderson

Brigham Young University–Hawaii, Laie, Hawaii - USA



© 2019 by Neil J Anderson. *Enhancing Learner Motivation in the EFL Classroom* for the Office of English Language Programs. This work is licensed under the Creative Commons Attribution 4.0 License, except where noted. To view a copy of the license, visit: <http://creativecommons.org/licenses/by/4.0/>

Session goals

1. Justify why motivation is an essential part of our planning for student learning success in the classroom.
2. Explore a four-part framework for fostering and sustaining motivation in our classrooms.
3. Examine practical ideas for applying the framework in your classes.



How do you define *motivation*?

Latin verb *movere*: “to move”

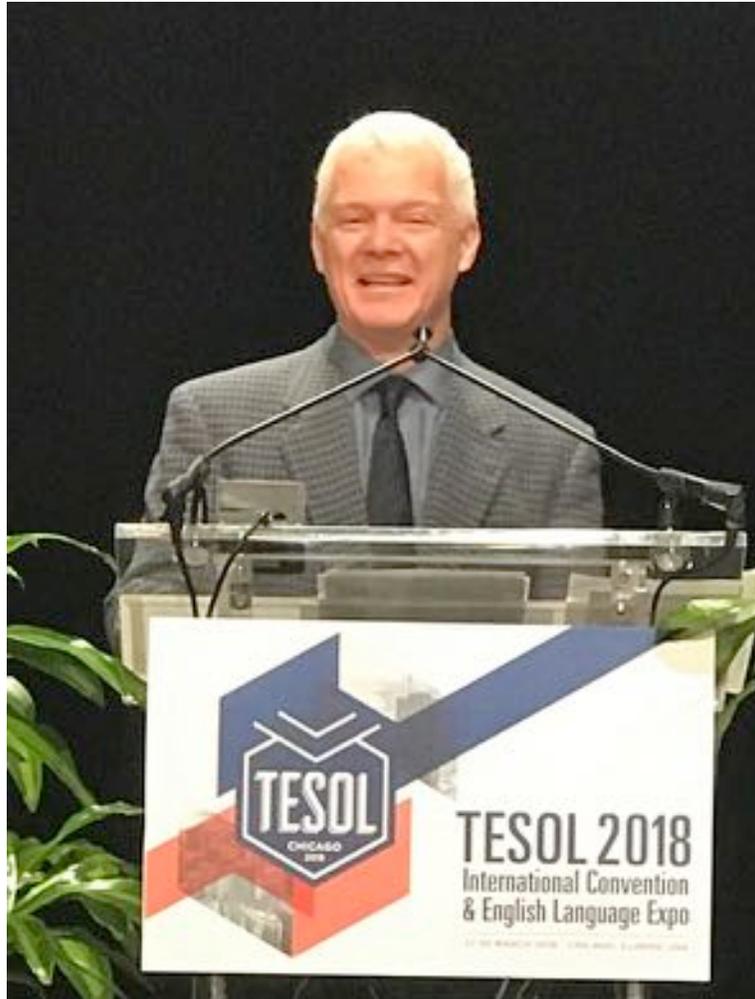
Motivation is what moves you to take action.

Why is the topic
of enhancing
learner
motivation
important for us
to consider?

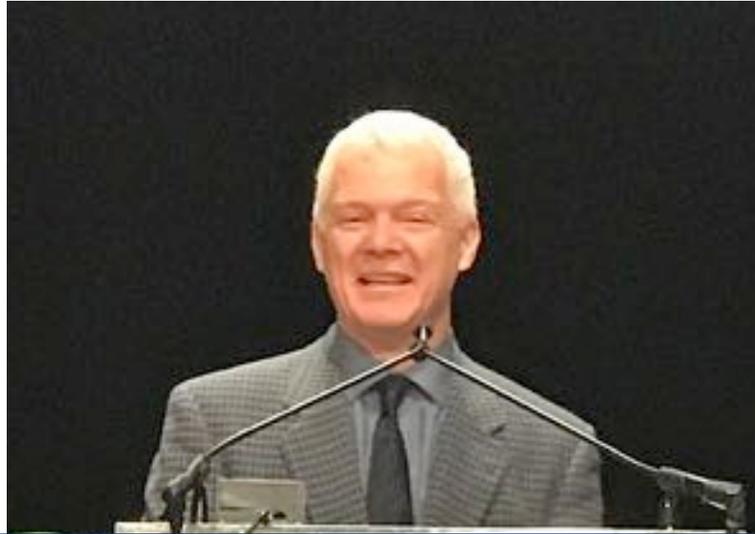




Whose
responsibility is it
to motivate
students?



Dörnyei (2001) notes “by-and-large, promoting learner motivation is nobody’s responsibility. Teachers are supposed to teach the curriculum rather than motivate learners, and the fact that the former cannot happen without the latter is often ignored. . . . My guess is that it is every teacher’s (responsibility) who thinks of the long-term development of his/her students” (p. 27).



In other words:

Teachers must actively think about **fostering and sustaining student motivation** as an essential part of language instruction.

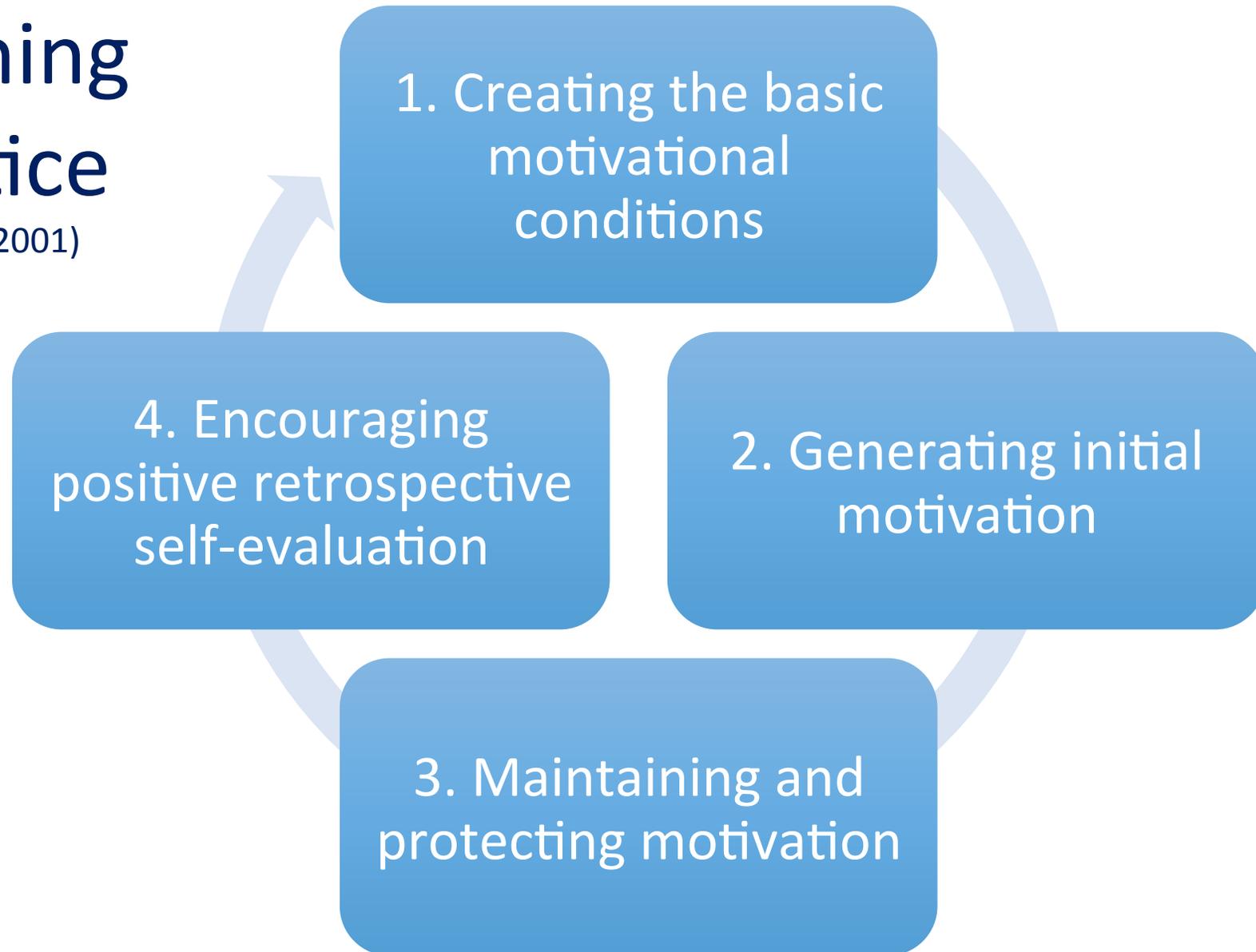
Dörnyei (2001) notes “by-and-large, promoting learner motivation is nobody’s responsibility. Teachers are supposed to teach the curriculum rather than motivate learners, and the fact that the former cannot happen without the latter is often ignored. . . . My guess is that it is every teacher’s (responsibility) who thinks of the long-term development of his/her students” (p. 27).



If we want
motivated learners
we **must** have
motivated
teachers.

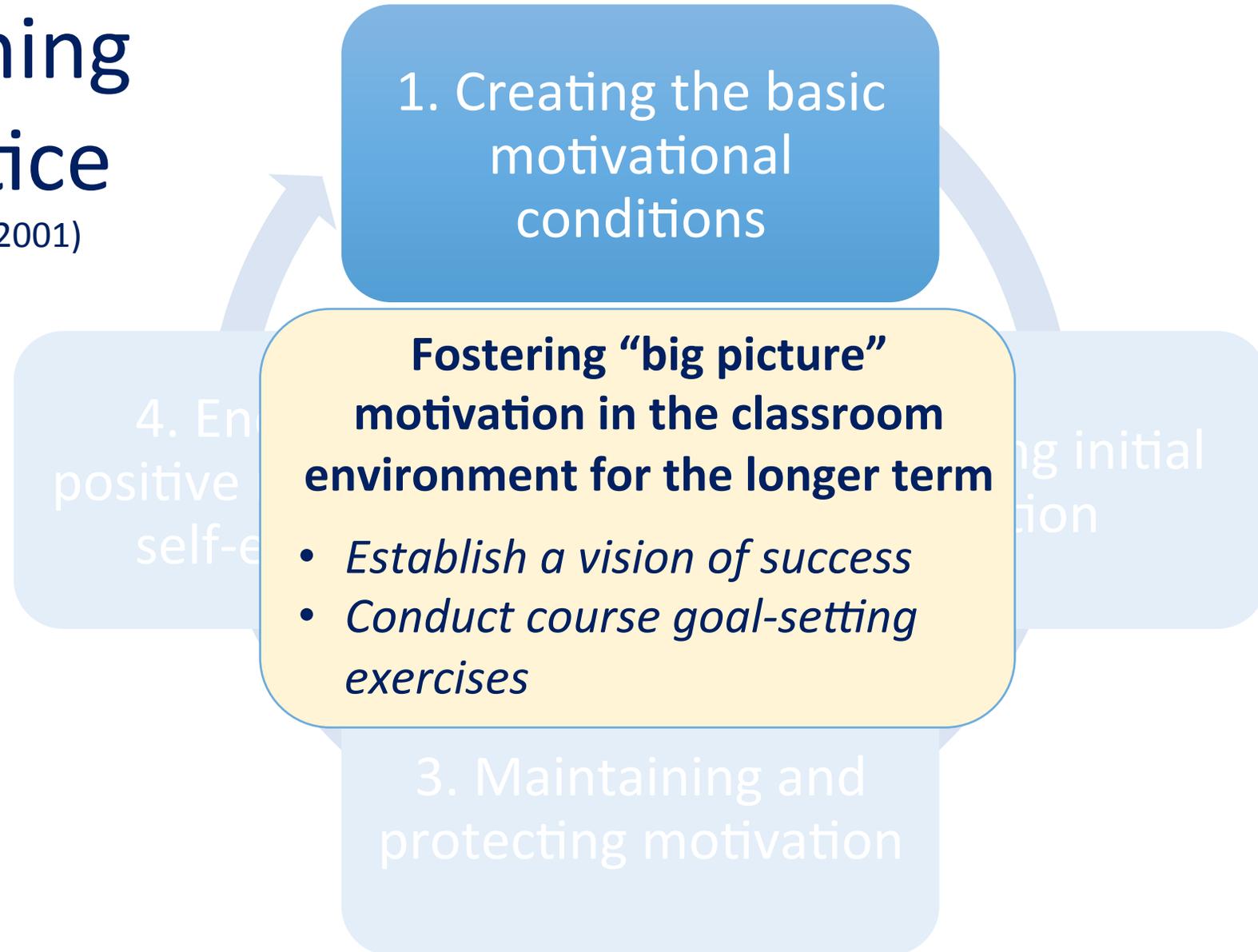
Motivational Teaching Practice

(Dörnyei, 2001)



Motivational Teaching Practice

(Dörnyei, 2001)



Motivational Teaching Practice

(Dörnyei, 2001)

Getting students excited about completing lessons or activities; motivation for day-to-day learning

- *Create interest*
- *Communicate goals for learning*

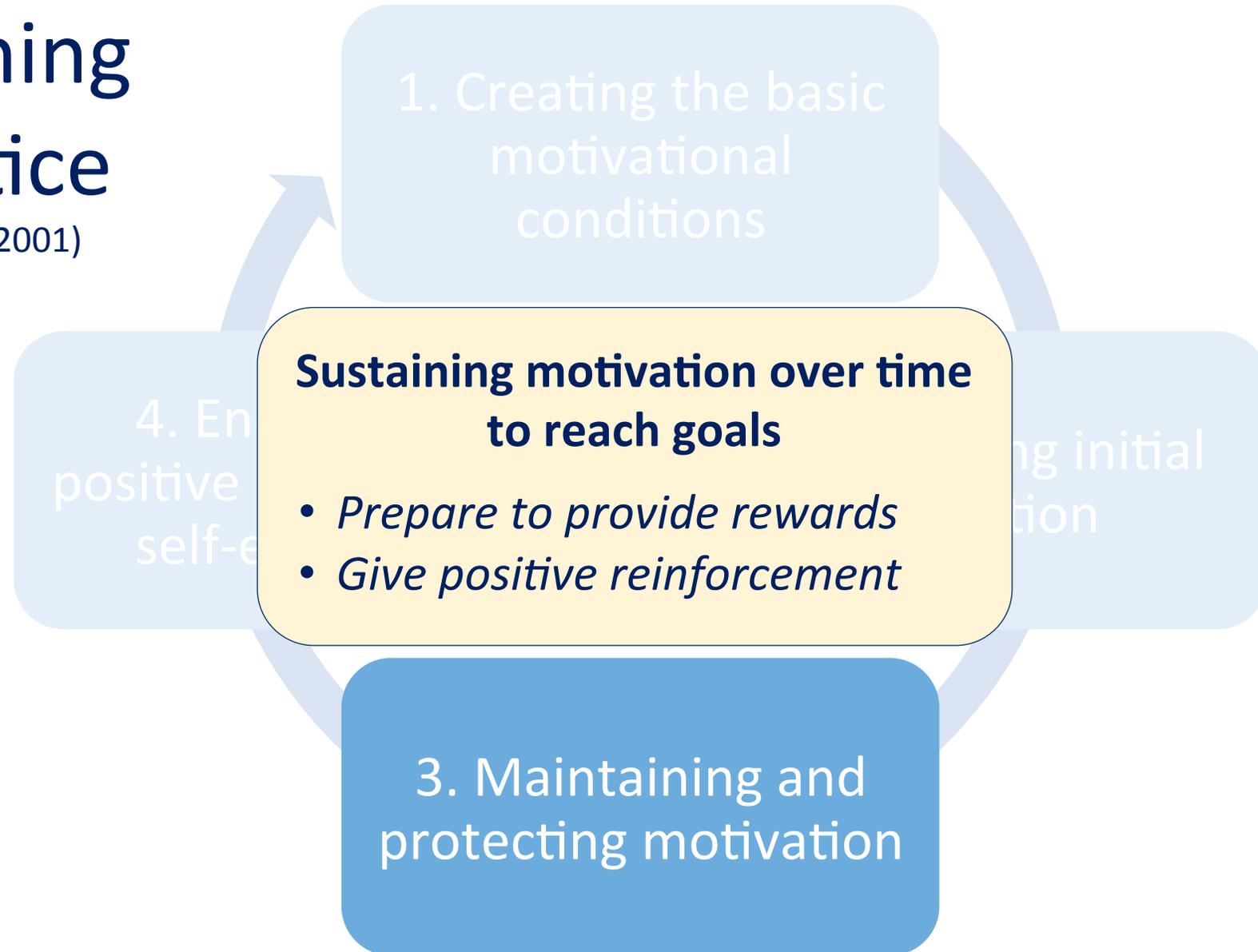
1. Creating the basic motivational conditions

2. Generating initial motivation

3. Maintaining and protecting motivation

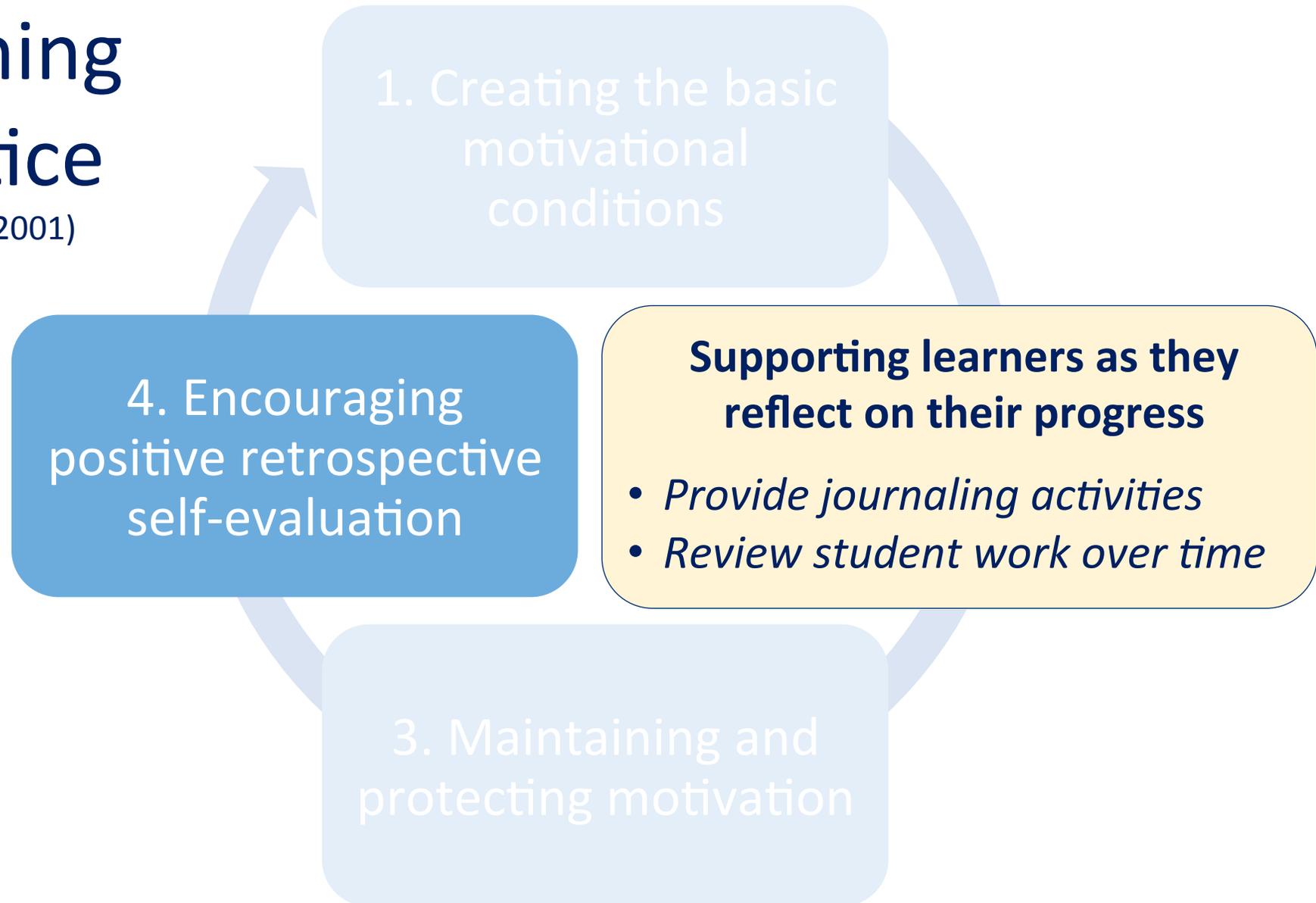
Motivational Teaching Practice

(Dörnyei, 2001)

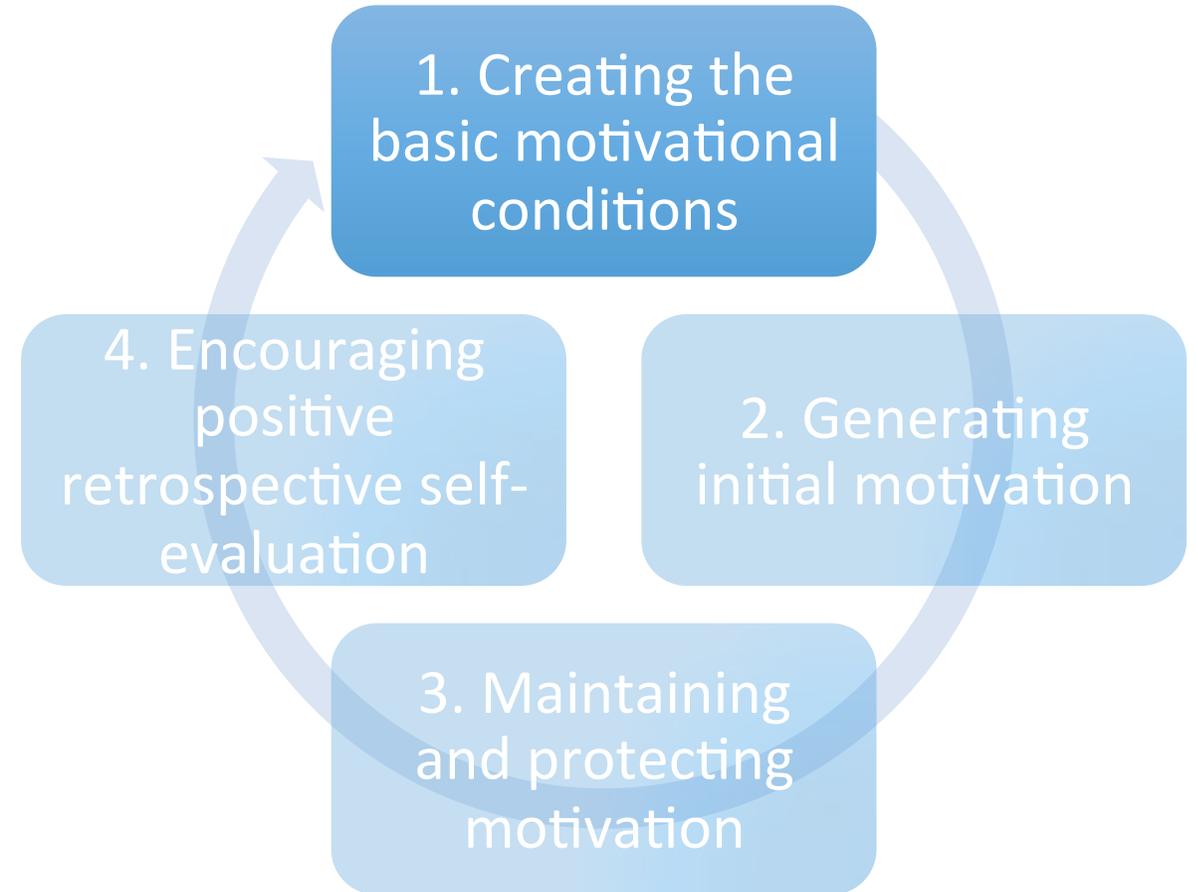


Motivational Teaching Practice

(Dörnyei, 2001)



Initiate in-class
conversations about
motivation from the
first day of class.



I am studying English because...



Have students view a video about motivation....

As we watch, look for:

- Name of this part
- The color of this part



The video shown during the presentation is available at: <https://youtu.be/zcKf7K1gs6A>

Video Segment 1 Recap: Responsibility and Goal Setting

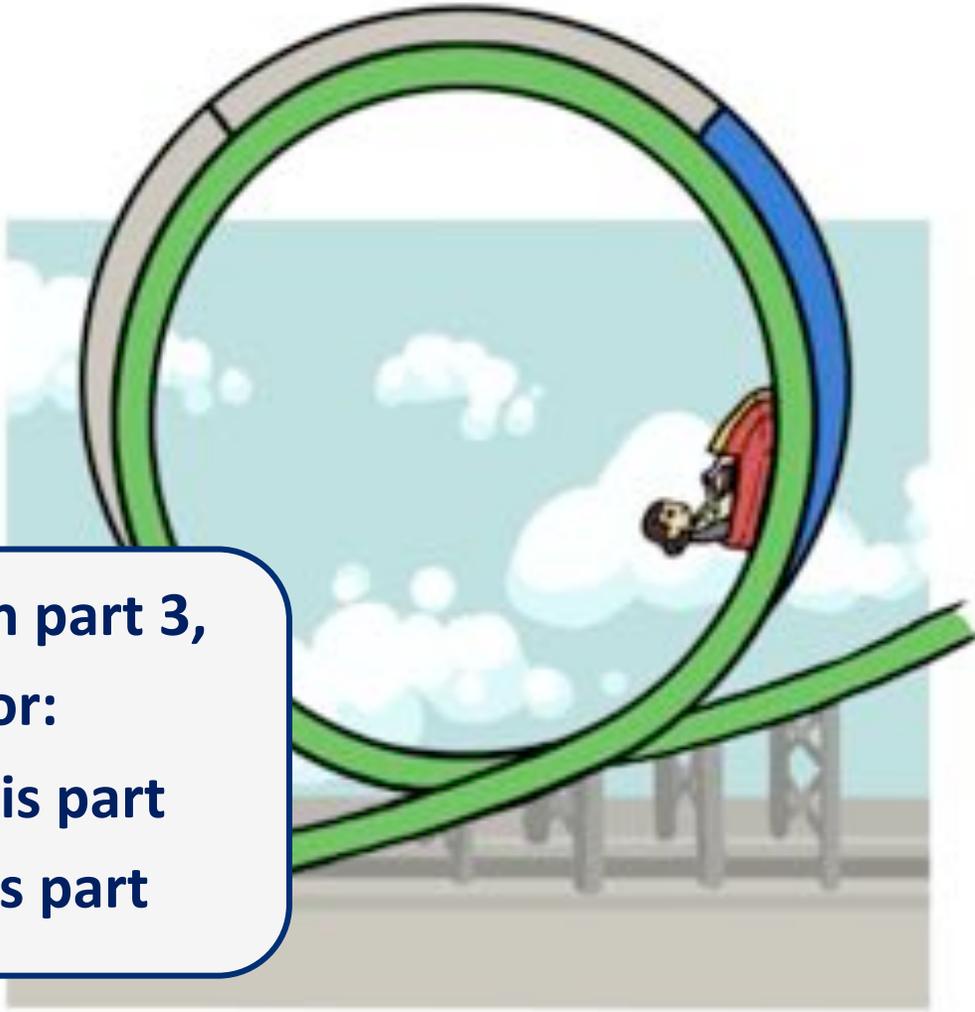


As we watch part 2,
look for:

- The name of this part
- The color of this part

The video shown during the presentation is available at: <https://youtu.be/zcKf7K1gs6A>

Video Segment 2 Recap: Effort

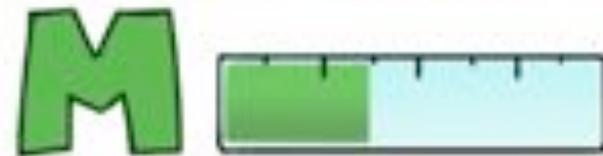


As we watch part 3,
look for:

- Name of this part
- Color of this part

GOING UP
THE LOOP
REQUIRES

EFFORT



The video shown during the presentation is available at: <https://youtu.be/zcKf7K1gs6A>

Video Segment 3 Recap: Results



As we watch part 4,
look for:

- Name of this part
- Color of this part

The video shown during the presentation is available at: <https://youtu.be/zcKf7K1gs6A>

Video Segment 4 Recap: Recalibration



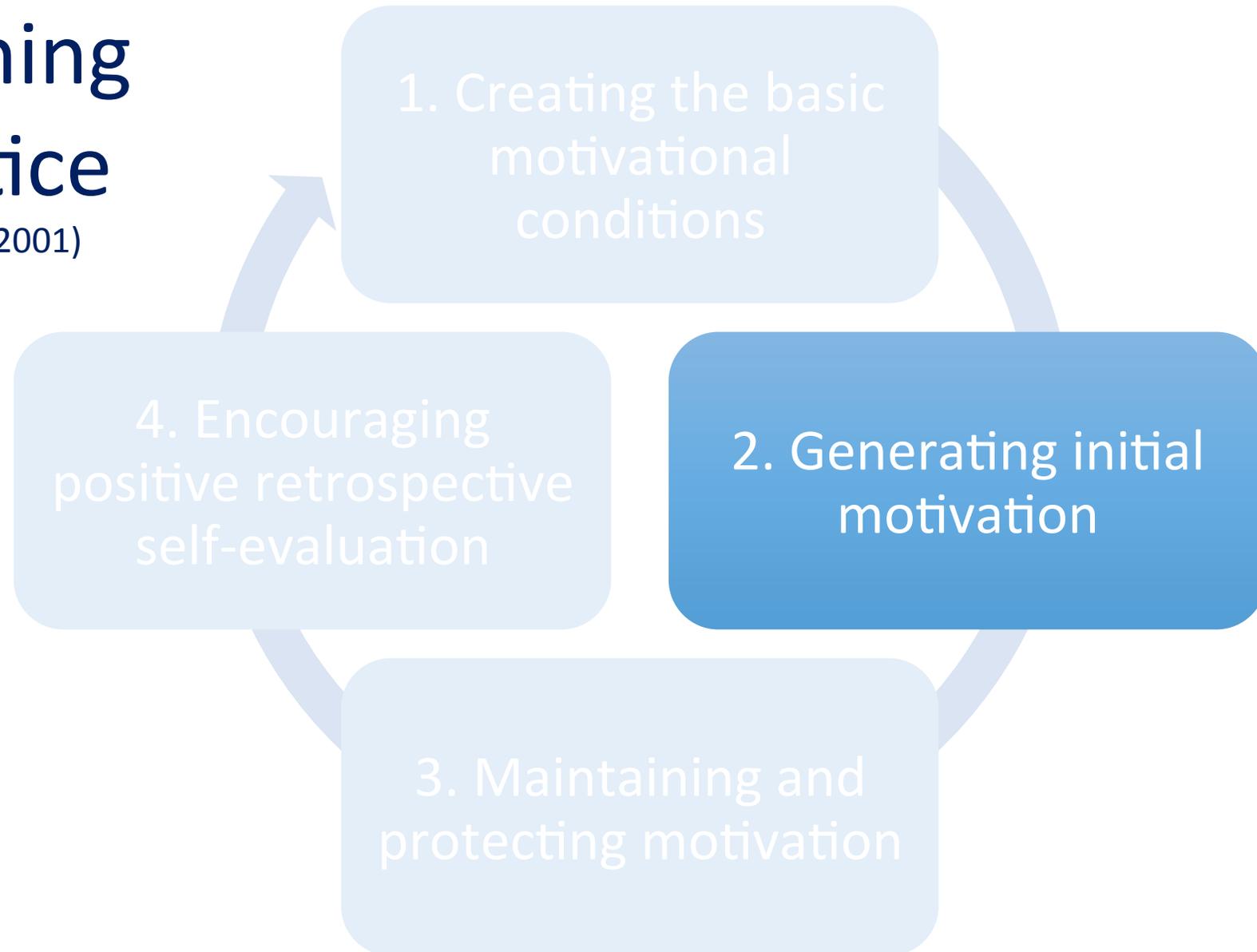


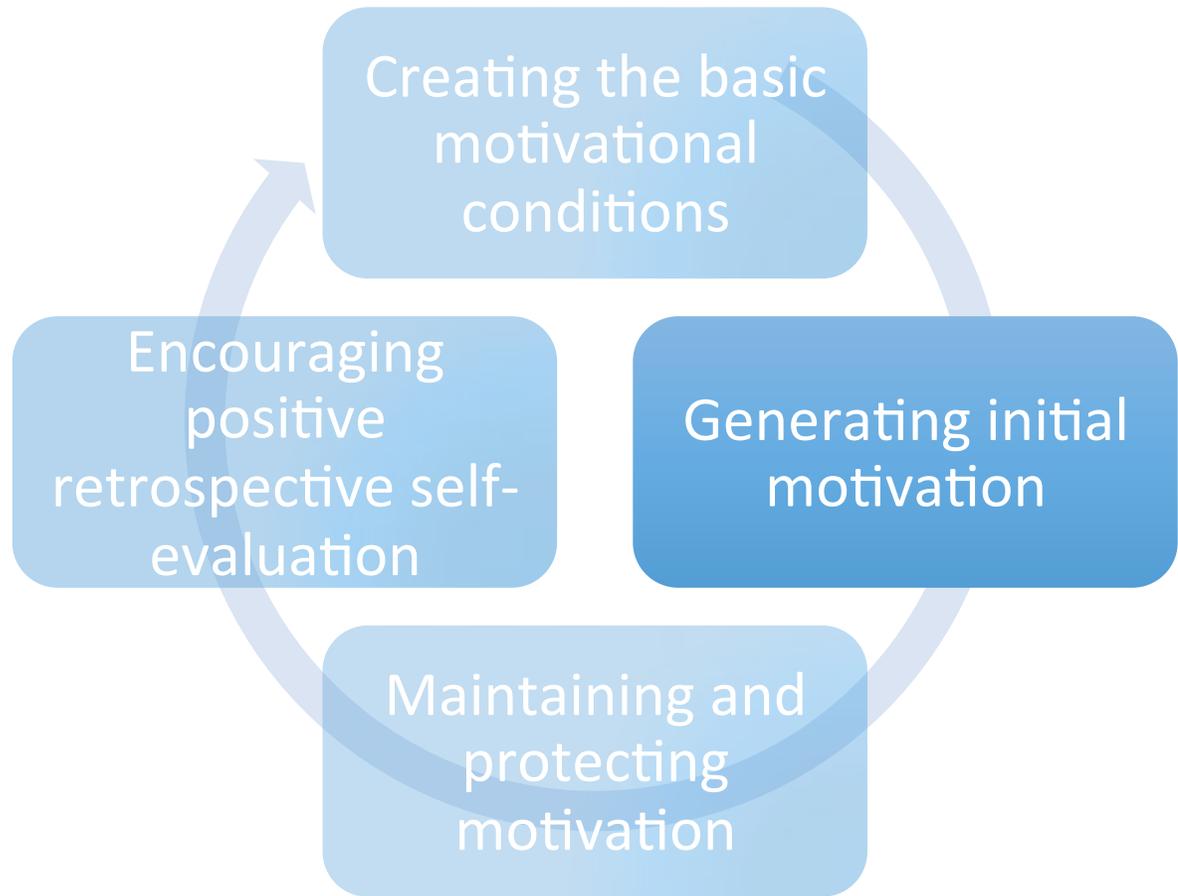
What ideas do you have for creating the basic motivational conditions in your teaching context?



Motivational Teaching Practice

(Dörnyei, 2001)





At the beginning of a new unit and/or at the beginning of each class session, help students see the purpose for the day's instruction.

Write clearly stated learning outcomes on the board.

Today you will

✓ 1. MATCH

pictures and
words

✓ 2. DRAW

a picture of
the word.

By the end
of this lesson
you will be
able to

1. IDENTIFY

the main idea
of our reading

and

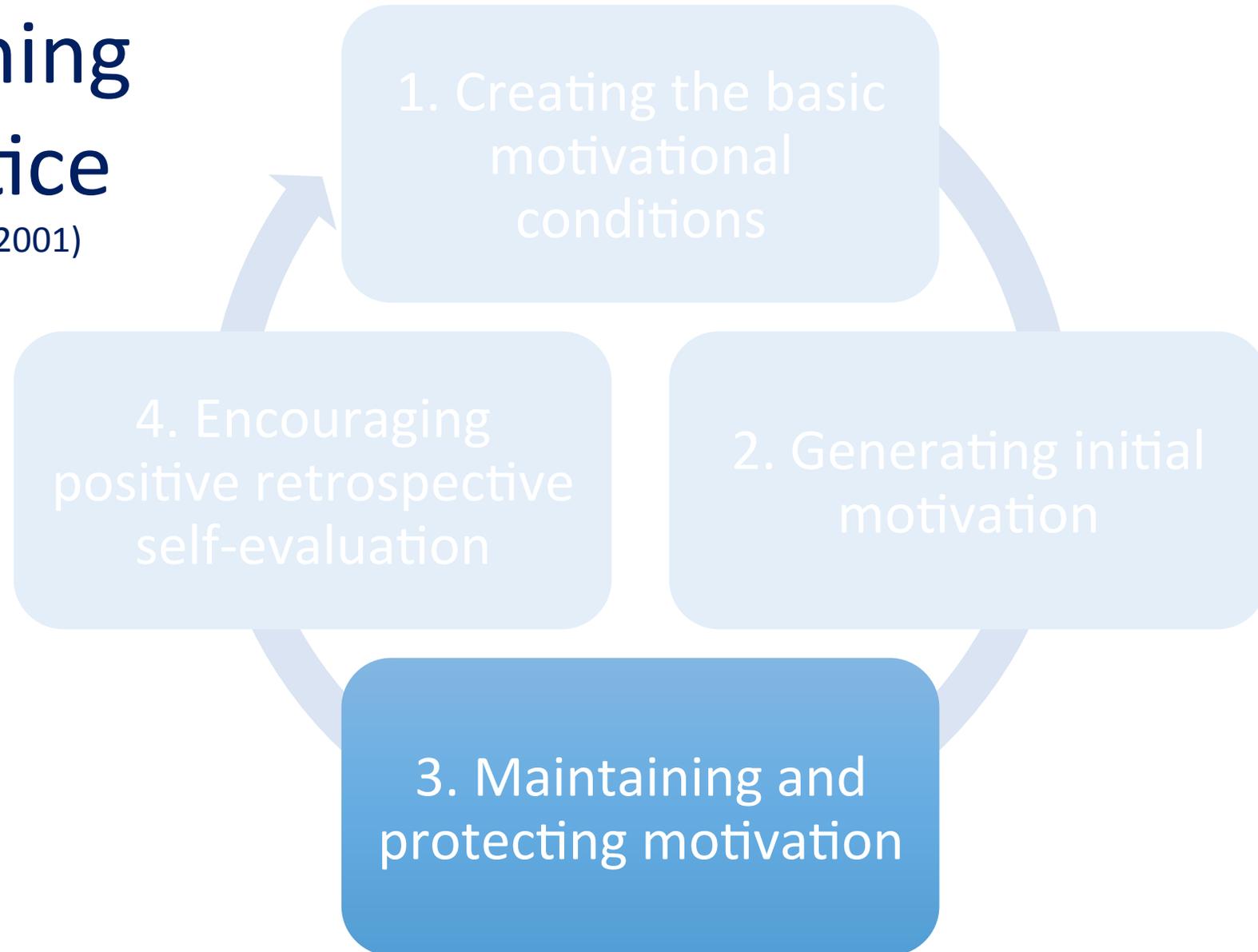
2. JUSTIFY

your selection
of the main
idea.

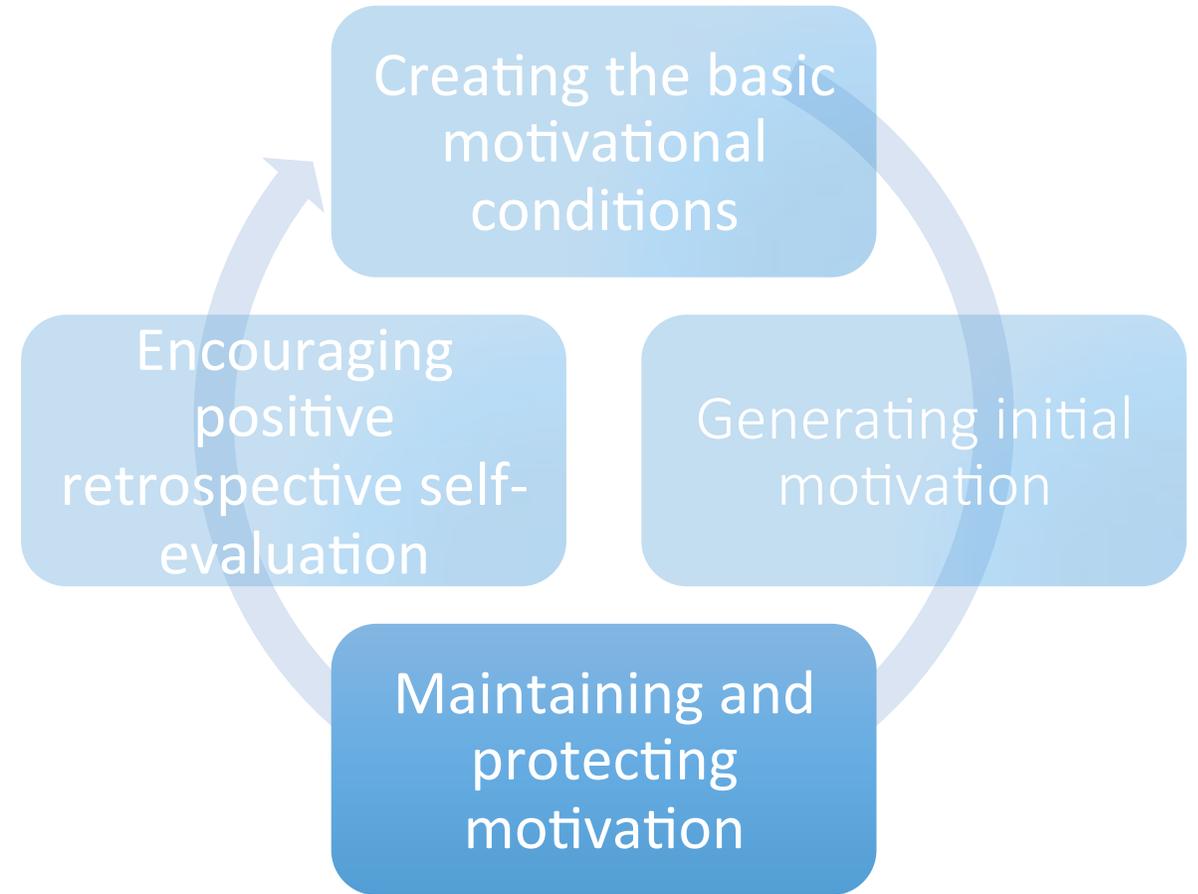


Motivational Teaching Practice

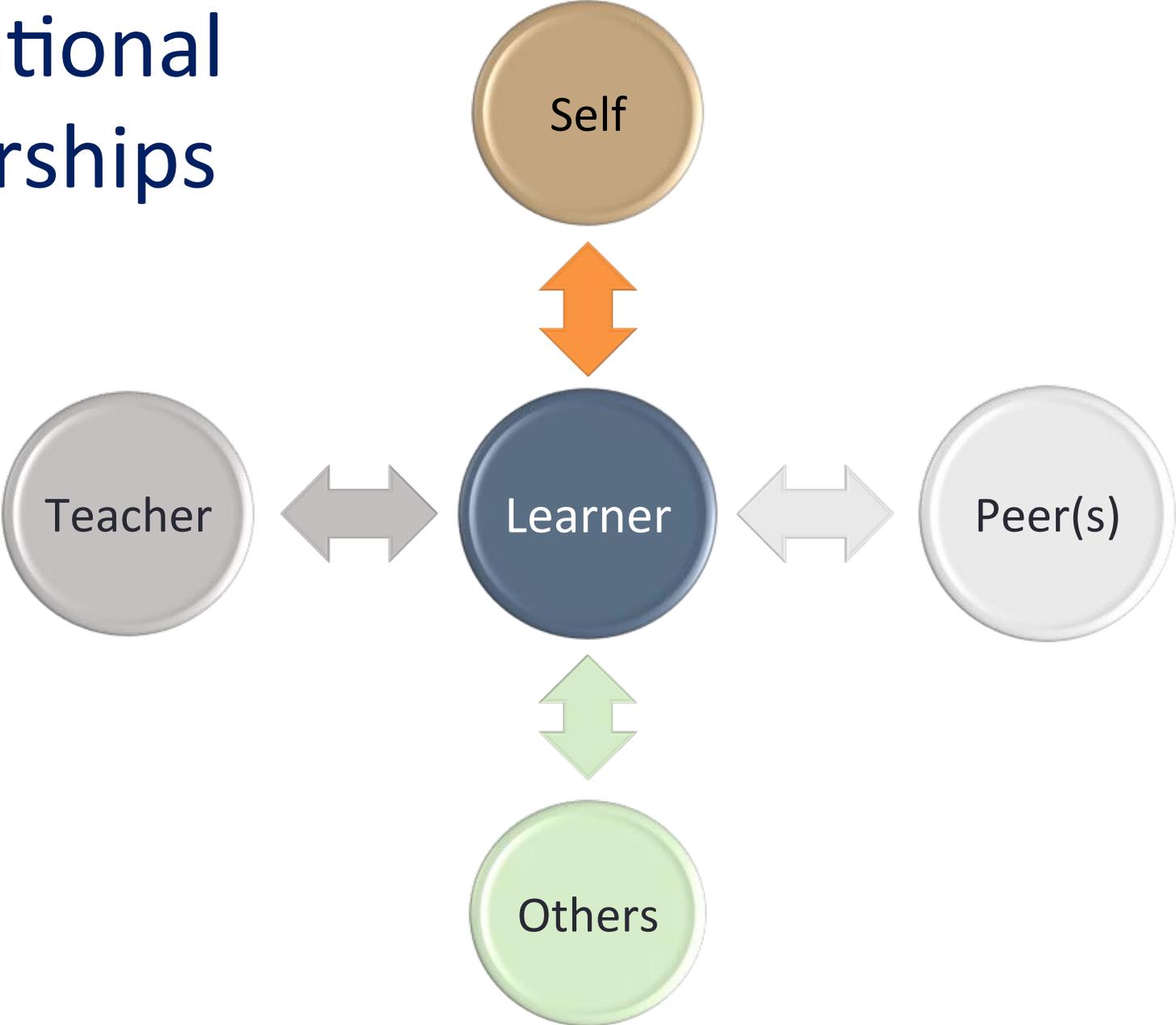
(Dörnyei, 2001)



Teach the learners to establish motivational partnerships with others to support their learning.



Motivational Partnerships



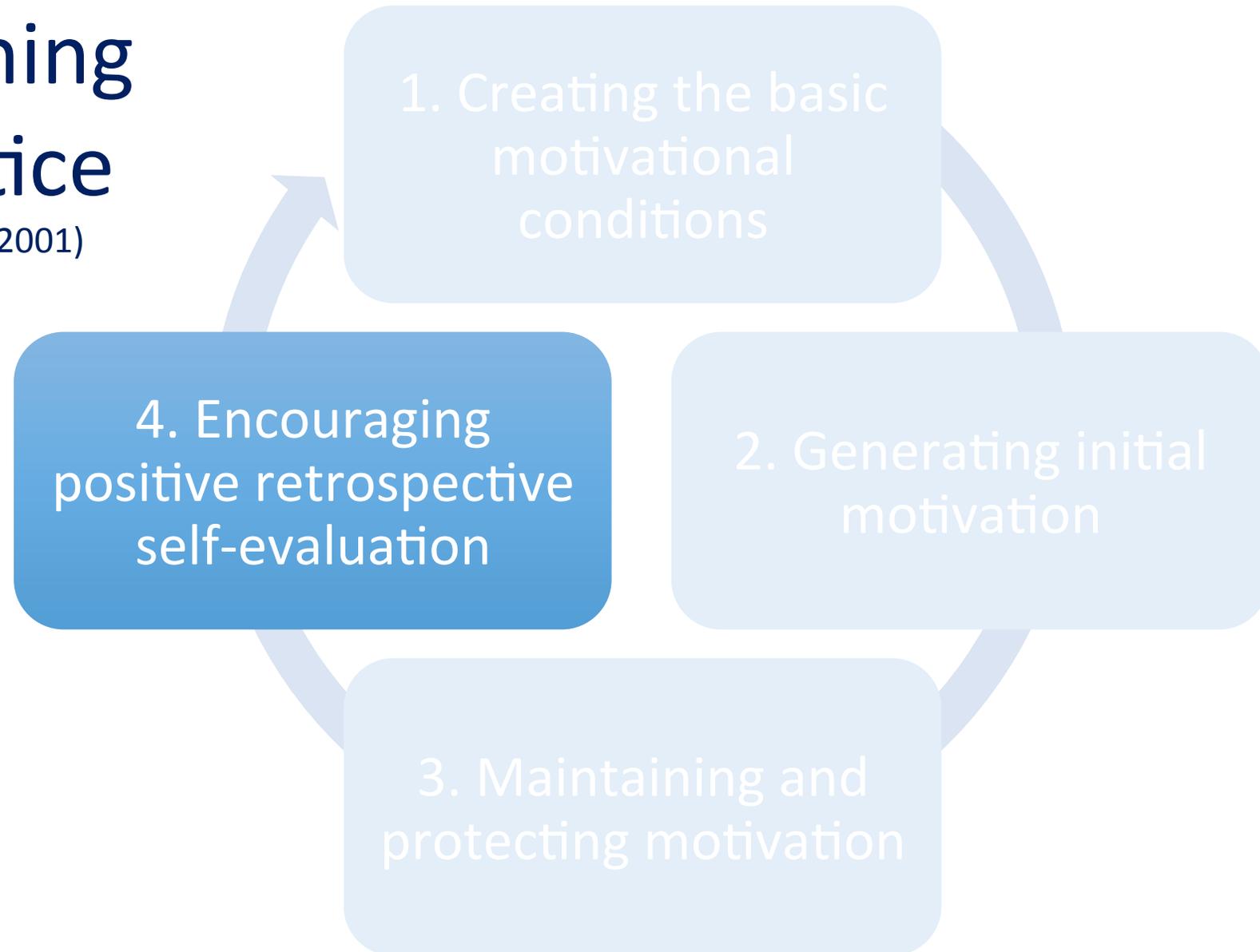


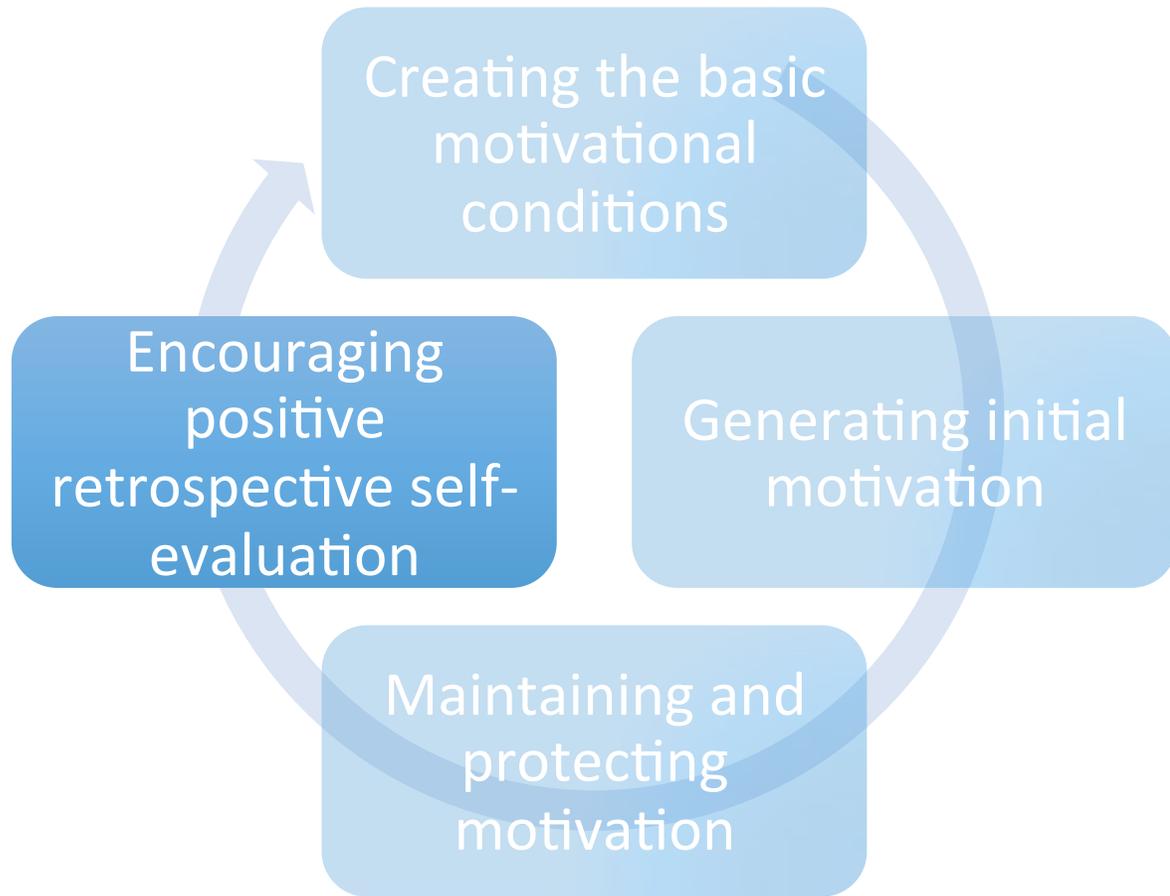
What ideas do you have for maintaining and protecting motivation in your teaching context?



Motivational Teaching Practice

(Dörnyei, 2001)





Allow students to reflect on their own progress.

Today I can . . .

Match pictures and words



Draw a picture of the word



3-2-1 Summary

- List **three** things that you learned today from your peers that you probably would not have learned on your own.
- List **two** things you learned from me.
- What is **one** question that you would like answered before we move forward with our learning?



Taking Action

- What is one thing that you are going to do within the next week to take action on what we have discussed today?
- How will you hold yourself accountable for completing the task?

References

Guilloteaux, M. J. & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, 42, 55-77.