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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.
Enhancing Learner Motivation in the EFL Classroom

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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).
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In other words:
Teachers must actively think about fostering and sustaining student motivation as an essential part of language instruction.
If we want motivated learners we must have motivated teachers.
Motivational Teaching Practice
(Dörnyei, 2001)

1. Creating the basic motivational conditions
2. Generating initial motivation
3. Maintaining and protecting motivation
4. Encouraging positive retrospective self-evaluation
Motivational Teaching Practice

(Dörnyei, 2001)

1. Creating the basic motivational conditions

Fostering “big picture” motivation in the classroom environment for the longer term
- Establish a vision of success
- Conduct course goal-setting exercises

4. Encouraging positive self-evaluation

3. Maintaining and protecting motivation

2. Generating initial motivation
Motivational Teaching Practice
(Dörnyei, 2001)

1. Creating the basic motivational conditions

2. Generating initial motivation

3. Maintaining and protecting motivation

Getting students excited about completing lessons or activities; motivation for day-to-day learning
- Create interest
- Communicate goals for learning
Motivational Teaching Practice
(Dörnyei, 2001)

1. Creating the basic motivational conditions

2. Generating initial motivation

3. Maintaining and protecting motivation

4. Encouraging positive retrospective self-evaluation

Sustaining motivation over time to reach goals

- Prepare to provide rewards
- Give positive reinforcement
Motivational Teaching Practice
(Dörnyei, 2001)

1. Creating the basic motivational conditions

2. Generating motivational conditions

3. Maintaining and protecting motivation

4. Encouraging positive retrospective self-evaluation

Supporting learners as they reflect on their progress
  - Provide journaling activities
  - Review student work over time
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
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

Use your awareness of your efforts to recalibrate effort, motivation, and results.
What ideas do you have for creating the basic motivational conditions in your teaching context?
Motivational Teaching Practice

(Dörnyei, 2001)

1. Creating the basic motivational conditions
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3. Maintaining and protecting motivation
4. Encouraging positive retrospective self-evaluation
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.
What ideas do you have for generating initial motivation in your teaching context?
Motivational Teaching Practice

1. Creating the basic motivational conditions
2. Generating initial motivation
3. Maintaining and protecting motivation
4. Encouraging positive retrospective self-evaluation

(Dörnyei, 2001)
Teach the learners to establish motivational partnerships with others to support their learning.

- Creating the basic motivational conditions
- Generating initial motivation
- Encouraging positive retrospective self-evaluation
- Maintaining and protecting motivation
Motivational Partnerships

- Self
- Teacher
- Peer(s)
- Others
What ideas do you have for maintaining and protecting motivation in your teaching context?
Motivational Teaching Practice
(Dörnyei, 2001)

1. Creating the basic motivational conditions
2. Generating initial motivation
3. Maintaining and protecting motivation
4. Encouraging positive retrospective self-evaluation
Allow students to reflect on their own progress.

Creating the basic motivational conditions

Encouraging positive retrospective self-evaluation

Generating initial motivation

Maintaining and protecting motivation
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?
What ideas do you have for encouraging positive retrospective self-evaluation in your teaching context?
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?