

Motivating Learners: What is My Role?

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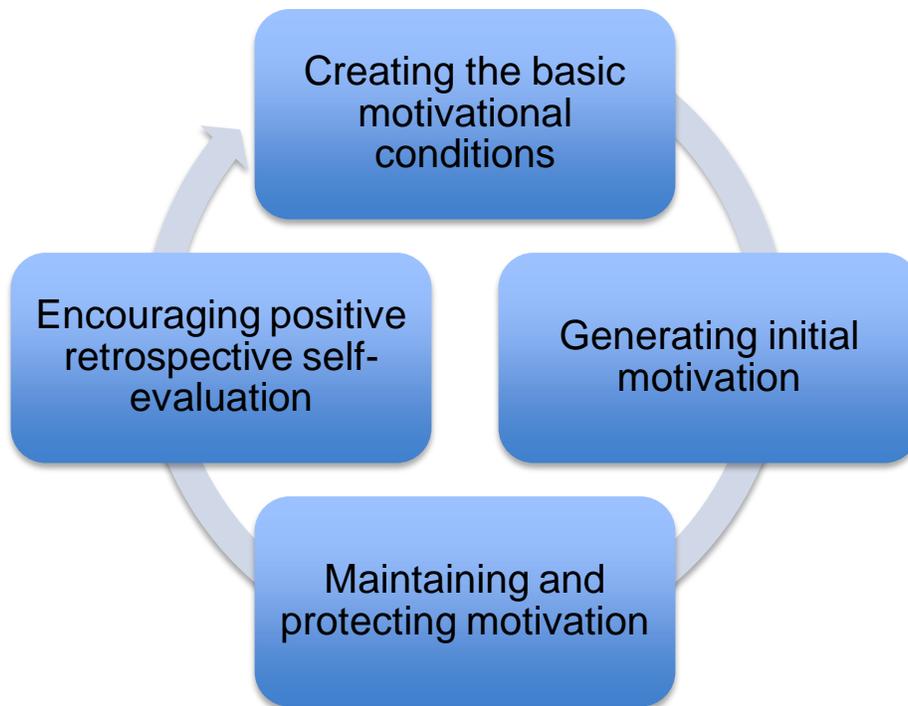
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A Definition of Motivational Strategies

“*Motivational strategies* refer (a) to *instructional interventions* applied by the teacher to elicit and stimulate student motivation and (b) *self-regulating strategies* that are used purposefully by individual students to manage the level of their own motivation” (Guilloteaux & Dörnyei, 2008, p. 57).

Motivational Teaching Practice (Dörnyei, 2001)



Accepting the Challenge

As I prepare for class each day, I will weave the following four motivational moments into my teaching:

1. _____
2. _____
3. _____
4. _____

Motivational Strategies

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge, UK: Cambridge University Press.

Creating the Basic Motivational Conditions	Tried it out	Part of my teaching
<i>1. Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.</i>		
1a. Share your own personal interest in the L2 with your students.		
1b. Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life.		
<i>6. Promote the development of group cohesiveness.</i>		
6a. Try and promote interaction, cooperation and the sharing of genuine personal information among the learners.		
6b. Use ice-breakers at the beginning of a course.		
6c. Regularly use small-group tasks where students can mix.		
6d. Encourage and if possible organize extracurricular activities and outings.		
6e. Try and prevent the emergence of rigid seating patterns.		
6f. Include activities that lead to the successful completion of whole-group tasks or involve small-group competition games.		
6g. Promote the building of a group legend.		

Generating Initial Motivation	Tried it out	Part of my teaching
<i>12. Promote the students' awareness of the instrumental values associated with the knowledge of an L2.</i>		
12a. Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.		
12b. Reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community.		
12c. Encourage the learners to apply their L2 proficiency in real-life situations.		
<i>14. Increase your students' goal-orientedness by formulating explicit class goals accepted by them.</i>		
14a. Have the students negotiate their individual goals and outline a common purpose, and display the final outcome in public.		
14b. Draw attention from time to time to the class goals and how particular activities help to attain them.		
14c. Keep the class goals achievable by re-negotiating if necessary.		

Maintaining and Protecting Motivation	Tried it out	Part of my teaching
<i>20. Present and administer tasks in a motivating way.</i>		
20a. Explain the purpose and utility of a task.		
20b. Whet the students' appetite about the content of the task.		
20c. Provide appropriate strategies to carry out the task.		
<i>30. Increase the students' self-motivating capacity.</i>		
30a. Raise your students' awareness of the importance of self-motivation.		
30b. Share with each other strategies that you have found useful in the past.		
30c. Encourage students to adopt, develop and apply self-motivating strategies.		

Motivational Strategies: Encouraging Positive Self-Evaluation		
31. <i>Promote effort attributions in your students.</i>		
31a. Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.		
31b. Refuse to accept ability attributions and emphasize that the curriculum is within the learners' ability range.		
35. <i>Use grades in a motivating manner, reducing as much as possible their demotivating impact.</i>		
35a. Make the assessment system completely transparent, and incorporate mechanisms by which the students and their peers can also express their views.		
35b. Make sure that grades also reflect effort and improvement and not just objective levels of achievement.		
35c. Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.		
35d. Encourage accurate student self-assessment by providing various self-evaluation tools.		

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(Dörnyei, 2001, 2014; Dörnyei & Ushioda, 2011; Guilloteaux & Drnyei, 2008; Moskovsky, Arabai, Paolini, & Ratcheva, 2013; Papi, 2010; Papi & Abdollahzadeh, 2012; Thayne, Anderson, Dewey, & Bown, under review; Ushioda, 2012a, 2012b)