



**TATE Jerba 1st
Conference on
CPD for Teachers**

**13-14 Feb.
2016**

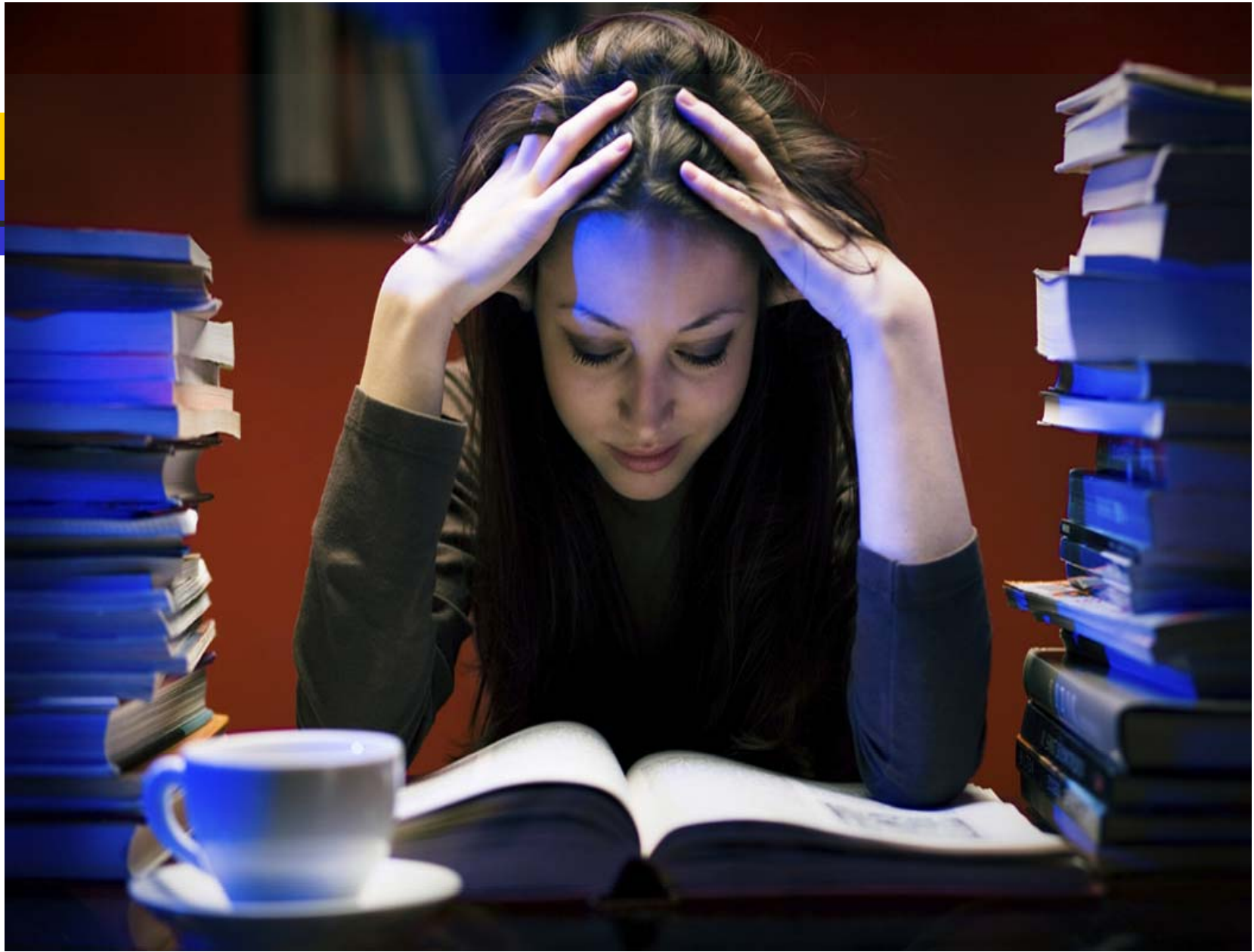
**Motivation: How to Spice up Teaching and Learning
Plenary Speech**

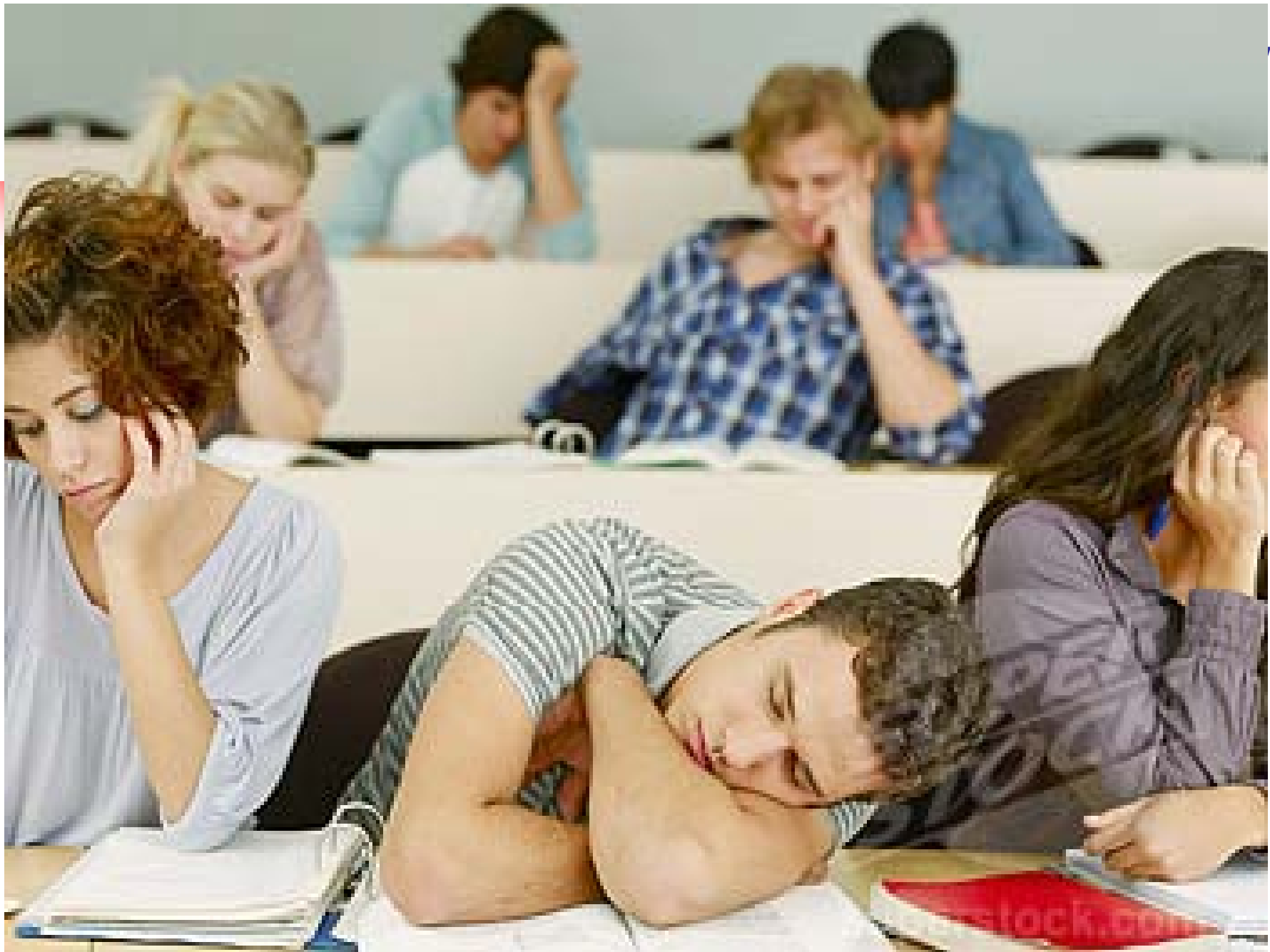
**Motivation in Language
Learning and Teaching:
Staking out the Territory**

Chokri Smaoui

Faculty of Letters & Humanities

Sfax







- 3 Main Periods in Motivation Research:

- **The Social Psychological Period:**

- **Gardner:** (the Socio-educational Model)

integrative vs instrumental orientation /
motivation

- A goal – An effort – A desire to attain the goal –
A favourable attitude toward the activity in question

- **Clément:** 'self-confidence': « The belief that a person has the ability to produce results, accomplish goals, or perform tasks competently » (Dornyei 2005: 73) (cf. feeling of security)



□ **Brown's (1987) distinction between:**

- **Global motivation**: The overall orientation of the learner towards the learning of the FL
- **Situational motivation**: The context of learning (classroom, total environment)
- **Task motivation**: The way the learner approaches the specific task in hand
- ✓ 'ego-enhancement' as a prime motivator: « the need for the self to be known and to be approved by others » (Brown 2007: 169)

▪ The Cognitive-Situated Period:

- Three main theories:

■ The Self-determination theory:

distinction between *intrinsic* & *extrinsic* motivation (Deci & Ryan 1985, 1995)

('I want to do something' vs 'I have to do something')

- **Attribution theory:** Weiner (1992): « The subjective reasons to which we attribute our past successes and failures considerably shape our motivational disposition underlying future action » (Dornyei 2005: 79)
- **Task motivation:** « engaging in a certain task activates a number of different levels of related motivational mindsets ad contingencies associated with various actional contexts, resulting in complex interferences » (ibid)

■ The Process-Oriented Period:



➤ Focus on « the ongoing changes of motivation over time » (Dornyei 2005: 83)

- Motivation as a dynamic process that can change even during an L2 class

- **Dornyei & Otto** (1998): the process model of L2 motivation:
 - *The pre-actional stage* ('choice motivation')
 - *The actional stage* ('executive motivation'/'volition')
 - *The post-actional stage* (motivational retrospection)

Dornyei's L2 Motivational Self

- **Ideal L2 self:** « If the person we would like to become speaks an L2, the ideal L2 self is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves » (2009: 217) (internal desires of learners)
- **Ought-to L2 Self:** « Concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes (2009: 218) (motivational regulations of social pressures)
- **L2 Learning Experience:** « Concerns situated, 'executive' motives related to the immediate learning and experience (e.g. the impact of the teacher, the curriculum, the peer group, or the experience of success » (2009: 218) (a bottom-up process) (the actual experience of learning)

Classroom Environment



Initial Motivational Conditions:

Group Dynamics:

- ✓ Attraction → Acceptance → Cohesiveness
- How can this be promoted in an L2 classroom?
 - Sharing genuine personal information
 - Proximity, contact and interaction
 - Shared group history (e.g. Remember when we ...?)
 - Group legend (e.g. giving the group a name, group rituals)
 - Public commitment to the group (e.g. group agreements as to common goals) / Extra-curricular activities
- ✓ Leadership: (e.g. democratic vs autocratic styles)
- ✓ Facilitation

■ **Motivational teaching practice:**

➤ Generating Initial Motivation


- Enhancing the learners' language-related values & attitudes
 - Increasing learners' expectancy of success
 - Increasing learners' goal-orientedness
 - Making the teaching materials relevant for learners
 - Creating realistic learner beliefs

➤ Maintaining and Protecting Motivation

- Making learning stimulating and enjoyable
- Presenting tasks in a motivating way
- Protecting the learners' self-esteem & increasing confidence

➤ Encouraging Positive Retrospective Self-Evaluation (e.g. role of feedback)

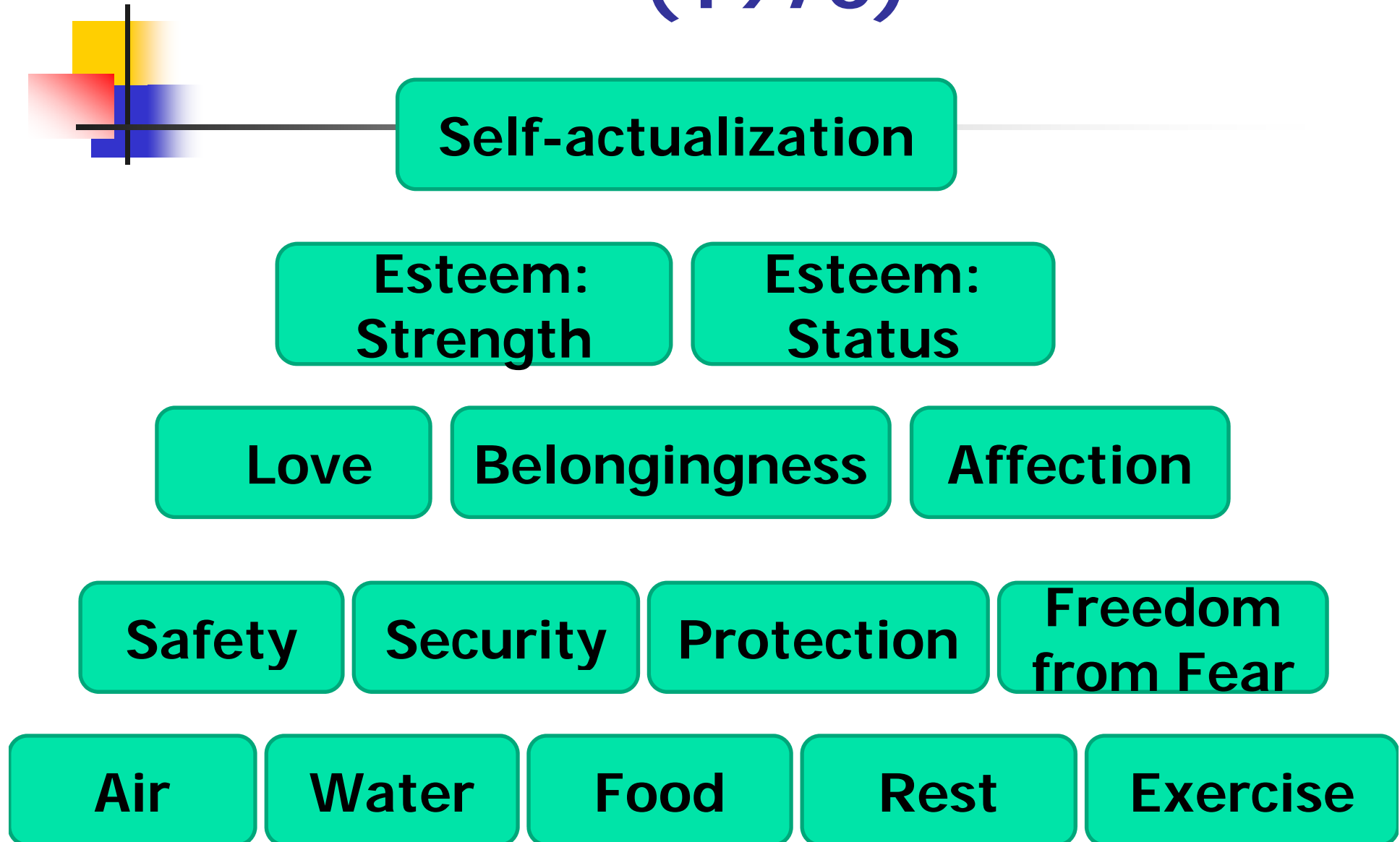
Implications



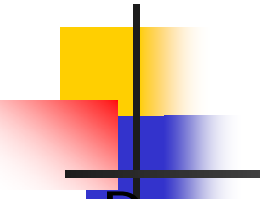
Dornyei (2005): 3 areas where the study of motivation has had important educational implications:

- Motivational strategies: Put forward and practiced by teachers
- Action control and self-motivating strategies: Practiced by learners to promote their own motivation
- Teacher motivation: Teachers themselves being motivated

Maslow's Hierarchy of Needs (1970)



Creating 'Basic Motivational Conditions': (Dornyei, 2001)

- 
- Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally
 - Take the students' learning very seriously
 - Develop a personal relationship with your students
 - Develop a collaborative relationship with the students' parents
 - Create a pleasant and supportive atmosphere in the classroom
 - Promote the development of group cohesiveness
 - Formulate group norms explicitly, and have them discussed and accepted by the learners
 - Have the group norms consistently observed

■ Ten Commandments for Motivating Language Learners (Dornyei & Csizer 1998)



- Set a personal example with your own behaviour
- Create a pleasant, relaxed atmosphere in the classroom
- Present the tasks properly
- Develop a good relationship with the learners
- Increase the learners' self-confidence
- Make the language classes interesting
- Promote learner autonomy
- Personalize the learning process
- Increase the learners' goal-orientedness
- Familiarize learners with the target language culture

Possible Intervening Variables



- The teacher
- Materials used
- Teaching method(s)/approach(es)
- Activities
- Other learners (peers)
- Timing
- Other?




■ **Primary School Level:**

■ **Psychology of the child:** Vulnerability / Love of play / Imagination / Motor activity

- **Cognitive dimension:** Short concentration span / Easy diversion & distraction / Basically concrete thought / Become more expert in solving problems if scaffolding provided
- **Preferred activities:** Singing / Stories / Games/ Role plays

■ Secondary School Level:



➤ **Adolescence:** Search for identity & self-esteem; thus they need to feel good about themselves & valued

➤ **Cognition:** Attention span is longer as a result of intellectual development / Can talk about abstract issues to a certain point

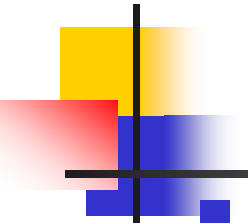
➤ **Preferred activities:** what is related to their everyday interests and experiences



■ Tertiary Level:

- English as a specialization vs English for specific purposes (ESP)
- Possible horizons opened through English (job opportunities)
- Autonomy
- Assessment: will it sustain or hinder motivation?
- Teacher/Approach/Course

Conclusion

- 
- Motivation: a very complex construct that includes psychological, social, cultural and situational dimensions
 - Not a static concept; rather dynamic
 - Take account of pre-actional, actional and post-actional aspects of motivation
 - Different variables to be considered: age; task; teacher; materials; peers; assessment; mood, etc.