Chapter 33: Motivation in Second Language Learning by Zoltán Dörnyei (in *Teaching English as a Second or Foreign Language*)

What is motivation?

* Concerns the fundamental question: **why do people behave the way they do?**
* It is responsible for *why* people decide to do something, *how long* they are willing to sustain the activity, and *how hard* they are going to pursue it

Motivation in L2 learning: in a long-term learning process, such as the mastery of a second language (L2), a learner’s ultimate success always depends on the level of motivation

Approaches to Motivation in L2 Learning:

* R.C. Gardner’s Social Psychological Paradigm (1985): attitudes toward native speakers and their community play a large role in determining a learner’s *integrative motivation*, which refers to the learner’s desire to learn L2 to communicate with native speakers and even be like them
* K.A. Noels’s (2001) adaptation of self-determination theory to language learning contexts highlights two motivational dimensions:

1. *intrinsic motivation*: performing a behaviour for its own sake, to experience pleasure or to satisfy one’s curiosity
2. *extrinsic motivation*: pursuing something as a means to an end; a reward

* Dörnyei’s (2005) L2 Motivational Self Esteem: builds on other constructs; compatible with emphasis on motivation, cognitive and emotional aspects; provides practical framework that can be applied in the classroom

L2 Motivation Self System consists of:

* Ideal L2 self: L2-specific facet of the learner’s ideal self
* Ought-to L2 self: attributes that the learner believes he/she ought to possess to avoid possible negative outcomes, and that may bear little resemblance to his/her own desires or wishes
* L2 learning experience: the learner’s situation-specific motives related to immediate learning environment and experience

Three fundamental motivational principles:

1. There is much more to motivational strategies than rewards and punishments
2. Not only does student motivation need to be generated, but also maintained and nurtured
3. When it comes to motivational strategies, remember: quality over quantity

Classroom Application:

* Language teachers interested in promoting students’ motivation can choose from a variety of techniques based on their personal preferences as well as the needs and characteristics of their learners
* Motivational strategies can be broken into two main groups:

1. Strategies focusing on the learners’ vision of their ideal and the ought-to L2 selves

Construct → strengthen → verify → put in to work → maintain → counterbalance

1. Strategies that concern the improvement of the learning experience
2. Individual learner experience

* Arouse student interest in L2 course by pointing out challenging, exotic and satisfying aspects of L2 learning
* Make teaching materials relevant to learners
* Increase learners’ self-confidence by providing regular encouragement and reducing language anxiety
* Allow learners to maintain a positive social image
* Create learner autonomy

ii. Learner group experience

* Increase group cohesiveness by allowing students to learn about one another, interact, share group history, participate in extracurricular activities together, have healthy intergroup competition

Chapter 2: Intellectual Work in Practice: A View from the Classroom by Pauline Gibbons (in *English Learners Academic Literacy and Thinking*)

Intellectually Challenging Curriculum

Students must:

- practice higher-order thinking

- participate in conversations with others

- apply learning in new contexts

- relate learning to the real-world

Seven Intellectual Practices

There are 7 intellectual practices that help practice the aforementioned criteria of a challenging curriculum.

1. Students engage in concepts in the same way “experts” in the discipline do

2. Students transform what they have learned into a different form for a different context

3. Students make links between concrete knowledge and abstract theoretical knowledge

4. Students engage in substantive conversation

5.Students make connections between the spoken and written language of the subject

6. Students take a critical stance toward knowledge and information

7. Students use metalanguage in the context of learning about other things

Apprenticeship Learning

Apprenticeship learning is a teaching method in which an expert in their discipline trains the students. Apprentices learn in an authentic and relevant environment to the real world. Learning is also collaborative, as the expert takes the apprentice through all the tasks. The expert gives the novice more and more responsibility as they go along, completing more and more tasks. An apprentice has the same goals as his mentor.

In classroom application, there is an emphasis on adding a real-world context to the learning process. Philip Moulds gives an example task of designing a pizza box that can remain at the same warm temperature for half an hour. The assignment puts students’ knowledge to the test in a real-world scenario. These kinds of tasks are also known as ***rich tasks***

Cognitive Apprenticeship

Thinking in the classroom must also be visible. Students must be conscious of their thinking process when it comes to tasks. An example method of making thinking visible is using thinking sheets.

Apprenticeship Learning is effective in the classroom because it provides students with an authentic learning environment. All tasks are realistic and encourage a high degree of interaction. Real-world context and visible-thinking help make students value thinking and learning.

References

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