



PROFESSIONAL DEVELOPMENT SEMINAR

PRACTICAL IDEAS TO INCREASE STUDENT MOTIVATION IN THE CLASSROOM

by

Simon Boynton, Kevin Pat and Colin Tait

Date: 20th November 2013 Time: 1-2pm Venue: 6.66

Motivation is a complex and multi-faceted psychological phenomenon that can hinder or enhance student performance both in and out of the classroom. However, despite its impact on learning, motivation is not often explicitly addressed in the teaching materials and resources that we use.

This session then will begin with a brief explanation of some of the key concepts in L2 learner motivation including a description of the basic types of motivation (integrative, instrumental, intrinsic and extrinsic) as well as other influencing factors such as affect, learner styles, learner identity and personality. In this part some of the key ideas from Dornyi (1994), Dornyi and Ushioda (2009), Gardner (2004) and Watson (2010) will be discussed.

Though some theory will be touched on, the session will mostly focus on practical suggestions for increasing motivation through various classroom activities and teaching techniques as well as discussing how to create a motivating atmosphere in the lesson. In the final part of the session the audience will be invited to join a discussion about issues related to motivation and, if time allows, to share their own ideas for increasing motivation among students.

References

- Dornyi, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal*. 78(iii), 273 – 284.
- Dornyi, Z. and Ushioda, E. (Eds.). (2009). *Motivation, language identities and the L2 self*. Bristol, UK; Buffalo, NY: Multilingual Matters.
- Gardner, R.C. (2004). *Attitude/Motivation Test Battery: International AMTB research project*. Ontario: The University of Western Ontario.
- Woodrow, L. (2010). Researching motivation. In B. Paltridge and A. Phakiti. (Eds.), *Continuum companion to research methods in applied linguistics*. (pp. 301 – 317). New York, NY: Continuum.



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