Teachers’ views on motivation in relation to their motivational practice
Content:

1. Theoretical background

2. Research design

3. Findings discussion in two streams:
   - Teachers' views and their correlation with motivational practice
   - EAP context motivation implications

4. Conclusions
Theoretical background:

- As a result of the shift in motivation theory in the 1990s teachers were identified to be among 'significant others' who can influence students' motivation
- In order to help teachers motivate their students lists of various motivational strategies were designed
- Empirical research into the use of these strategies showed the positive correlation between teachers' motivational practice and students' motivated behaviour (Dornyei and Chang, 2007; Dornyei and Guilloteaux, Guilloteaux, 2013)
Research question:

What are the teachers’ views on their motivational potential and their motivational practice?
Research design:

- **Qualitative** study orientation.
- **Context:** EAP setting at the Queen Mary University of London Pre - Master’s program.
- **Participants:** 3 EAP teachers from the program.
- **Data collection:** Semi-structured interviews, unstructured observations.
- **Data analysis:** inductive and informed by relevant literature in the field, in particular Dornyei’s *Classroom Motivational Strategies framework* (2001)
Motivational strategies framework

adapted from Dörnyei, 2001

- Appropriate teacher behaviours;
- A pleasant and supportive atmosphere in the classroom;
- A cohesive learner group with appropriate group norms;

Creating the basic motivational conditions

- Enhancing the learners’ L2-related values and attitudes;
- Increasing the learners’ expectancy of success;
- Increasing the learners’ goal-orientedness;
- Making the teaching materials relevant for the learners;
- Creating realistic learner beliefs;

Generating initial motivation

- Making learning stimulating and enjoyable;
- Presenting tasks in a motivating way;
- Setting specific learner goals;
- Protecting the learners’ self-esteem and increasing their self-confidence;
- Allowing learners to maintain a positive social image;
- Creating learner autonomy;

Motivational teaching practice

- Promoting self-motivating strategies;
- Promoting cooperation among the learners;

Encouraging positive retrospective self-evaluation

- Promoting motivational attributions;
- Providing motivational feedback;
- Increasing learner satisfaction;
- Offering rewards and grades in a motivating manner;

Maintaining and protecting motivation
Examples of teachers' motivational practice with the codes prescribed:

Example from an interview with Teacher B:

'I often spend 5 minutes at the beginning of the class maybe talking about, you know, just more personal things.. whatever one's done at the weekend.. it was just the nice way to break the monotony and also for them to get to know each other a bit better' (developing group cohesiveness; making tasks varied).

Extracts from observation notes of Teacher A's class:

1. T: We are having a test, happy days! (use of humour).

2. Students finished writing. Teacher: First of all, well done! Then the teacher explains in detail why what students have written is good (giving motivational constructive feedback).
Findings:

Findings I: 1. Teachers’ views on
1.1. Motivation
1.2. Sources of students’ motivation
1.3. Motivational potential
1.4. Teachers’ motivational practice

Findings II: EAP motivation implications:
Students’ integration

Academic
Social
Whether teachers think students’ motivation is important in this context:

**Teacher A**

‘It is. And then again there is motivation depends on where it comes from, where it stands’

**Teacher B**

‘I think it’s the most important thing in many ways. If students aren’t motivated it makes it very difficult to teach.’

**Teacher C**

‘It’s essential… you really need to work from day one to get through the course.’
1.2. Teachers’ views on the sources of students’ motivation

‘Some of them are motivated because they do want to pass the course...they realize they have to work hard to get the grade they want.’ (C)

Institutional requirements

Extrinsic benefits

Sources of students’ motivation

Financial component

Parents

‘Some have extra pressure from their parents who put them there, spend a lot of money and they have to perform’ (A)

Student’s age and maturity

Self-motivation

‘Some students are motivated for themselves, they want to do things well’ (A)

‘Maybe they want a certificate from a high-ranking university but maybe are not interested in the process of getting that particular certificate.’
Whether teachers consider it important to motivate their students:

**Teacher A**

Absolutely. And what is essential is creating an environment where they can see that learning is important, it’s fun and they can see results.

**Teacher B**

As a teacher I think it's important to try to motivate them but, on the whole, I think it has to come from an individual.

**Teacher C**

I think you need some self-motivation. But, obviously, I try to make my classes interesting, relevant and enjoyable to encourage motivation.
Detailed scheme of the creating basic motivational conditions stage techniques.

Promoting the development of group cohesiveness
Mental and physical availability
Showing care for students
Using ice-breakers
Using humor
Encouraging risk-taking and accepting mistakes as part of learning

Expectations and commitment to students' progress
Pleasant and supportive atmosphere in classrooms
Cohesive learner group
Finding 2: EAP motivational implications

Integration

Socially

'If you have very high level students, their academic English might not be very good but they might not see that they need to improve it.' (B)

'Ve don’t think they get as much out of this experience as they could, they don’t mix even with other native speakers, which is a shame because that would be a huge help for them.' (B)

'It’s not so much that they don’t like other people but they just feel they cannot communicate.' (A)

Academically

Erroneous beliefs about

'I think maybe some underestimate how hard it’s going to be to study in the UK.' (C)

Learning

The system of education

'A big challenge are the expectations of the students...(B)

'Some nationalities are used to a very passive classroom and where, on the opposite, in the UK system you are meant to contribute.' (C)
Ways of dealing with integration issues in a motivating way:

**Adjusting emotionally:**

'As a teacher trying to motivate students, you've got to really understand each student's individual situation. Which is why tutorials is a good thing, because we can work with them one-on-one' (B)

'If the student's attitude has changed we have tutorials, so it is something I would raise at tutorial' (C)

**Adjusting academically:**

'I use tutorials to do some extra work...depending on what they are lacking at the moment' (A)

'I might sit down with them and try and develop a little schedule to help them getting organized...encourage them, show them that they can..' (B)

**Adjusting socially:**

'I try to explain that they have this beautiful opportunity of meeting people from different countries and getting to know them' (A)
Implications:

1. Raising teachers' awareness of the significance of motivating, its process-oriented nature and potential to facilitate even such a complex process as students' integration into the new academic environment.

2. Researching into the students' perspective of the motivational issues of integration and teachers' role in facilitating them

3. Designing more strategies to reduce students’ emotional load while adjusting academically and socially into the new academic environment
Thank you for your attention!