

L2 Teacher Motivation: Teacher Identity & Its Role in the English Language Classroom

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What is motivation?

Motivation 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”

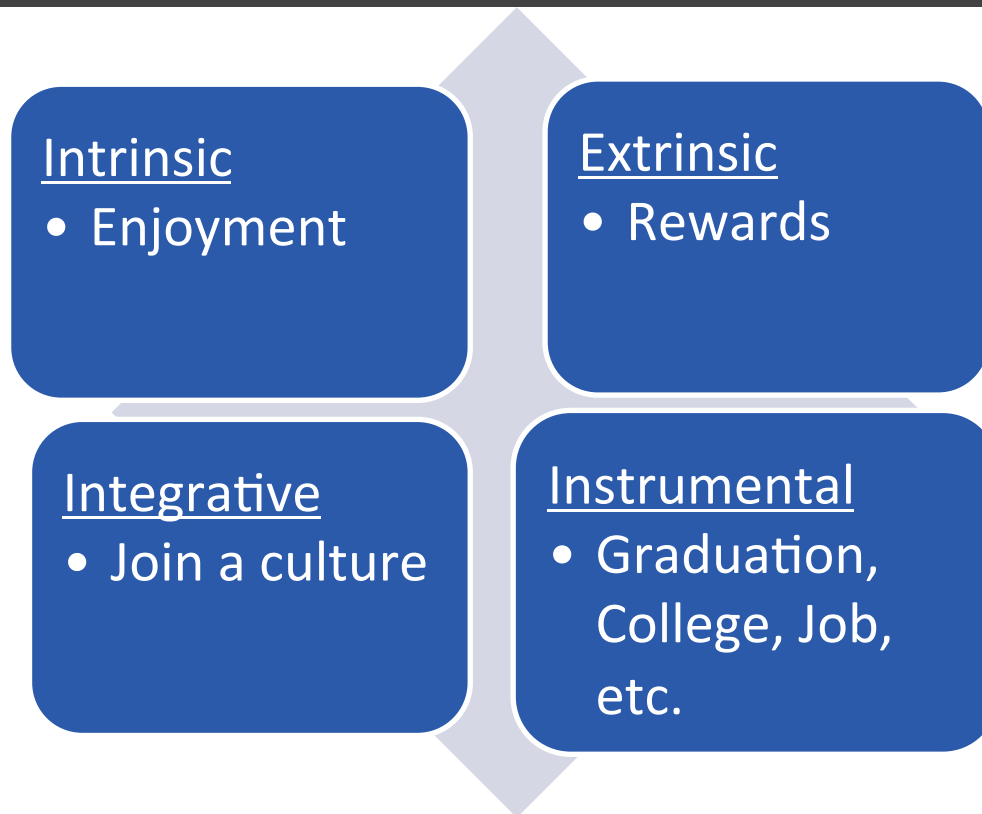
Dörnyei, Z. (2014). Motivation In Second Language Learning. In Celce-Murcia et al., Teaching English As A Second Or Foreign Language (Pg. 519)

What motivates your students to study English?

What motivates your students ?

I enjoy studying English and feel like I can do well at it.	I'm interested in the language.	I want to outperform other students.
My parents/teachers will be happy	English will allow me to meet and talk with more people.	It's important because I'll be able to participate in the activities of other cultural groups.
I can get into a good school, get good job, etc.	Other people will respect me more.	Other

Motivations for Learning an L2



Periods of L2 Motivation Research

1950s-1990

- Socio-Educational Period

1990s

- Cognitive Situated Period

2000s

- Process Oriented Period

Current

- Socio-dynamic Period

The Socio-Dynamic Phase (*Current*)



- **L2 Motivational Self System**
 - Ideal Self
 - Ought-to Self
 - Feared Self
 - L2 Learning Experience
 - **Vision Component**
-

What would your students say?

Ideal Self

“When I learn English, I will ____.”

Ought-to Self

“__ says I should learn English because __.”

Feared Self

“If I don’t learn English ____.”

L2 Learning Experience

“My experience learning English_____”

What motivates you to teach?

L2 Teacher Motivation

Interrelated with student motivation

The teacher is a class member and must find
“stimulation so that learners will discover things
they want to do for themselves” (Ushioda 2003)

“classroom motivation is a dynamic construct which
emerges from student and teacher motivation in
synergy” (Banegas, 2013)

Same Theories Apply

Intrinsic Motivation

- Love of subject
- Interaction w/ students
- Self-respect of accomplishment
- Autonomy
- Personal growth
- Seeing learning happen

Extrinsic Motivation

- Salary
- Benefits
- Physical conditions
- Teaching hours
- Recognition

Same Theories Apply

L2 Motivational Self System

(Possible Teacher Selves)

- Ideal Self (*Internal*)
- Ought-to Self (*External*)
- Feared Self

L2 Learning Experience

L2 Teacher Motivation Research

Martha Pennington

- Large scale TESOL survey
- Satisfied with intrinsic nature of job
- Dissatisfied with external factors



Terry Doyle & Young Mi Kim

- Criticized Pennington for ignoring culture
- Same findings
- State mandated curriculum limited autonomy & motivation



L2 Teacher Motivation Research

Amel Shoaib

- Teacher Motivation in Saudi
- Strategies to motivate teachers
 - Teacher Level
 - Manager Level
 - Ministry/Institutional level



Magdalena Kubanyiova

- Possible Selves in Slovakia
- Feared Language Teacher Self
- Fear limits change



The Good, The Bad, & The Ugly

“we can describe the teaching profession as a body of highly qualified professionals with an intrinsically motivated and ideologically coloured commitment to pursue what they see as a largely fulfilling job”

- High stress level
- Restrictions on teaching autonomy
- Fragile self-efficacy
- Difficulty of maintaining intellectual challenge
- Inadequate career structure
- Poor economic conditions

(Dornyei & Ushioda, 2011)

Why is it important?

“the teacher’s level of enthusiasm and commitment is one of the most important factors that can affect learners’ motivation to learn”

(Dörnyei & Ushioda, 2011, p. 170).

How do you maintain your motivation to teach?

Self Motivating Strategies for Teachers

- Reflect on lessons immediately
- Observe other teachers as a learning tool
- Remember previous challenges
- Analyze aspects of work that cause anxiety
- Change approaches to teaching material
- Arrange classroom for maximal attention
- Work with other teachers to resolve problems

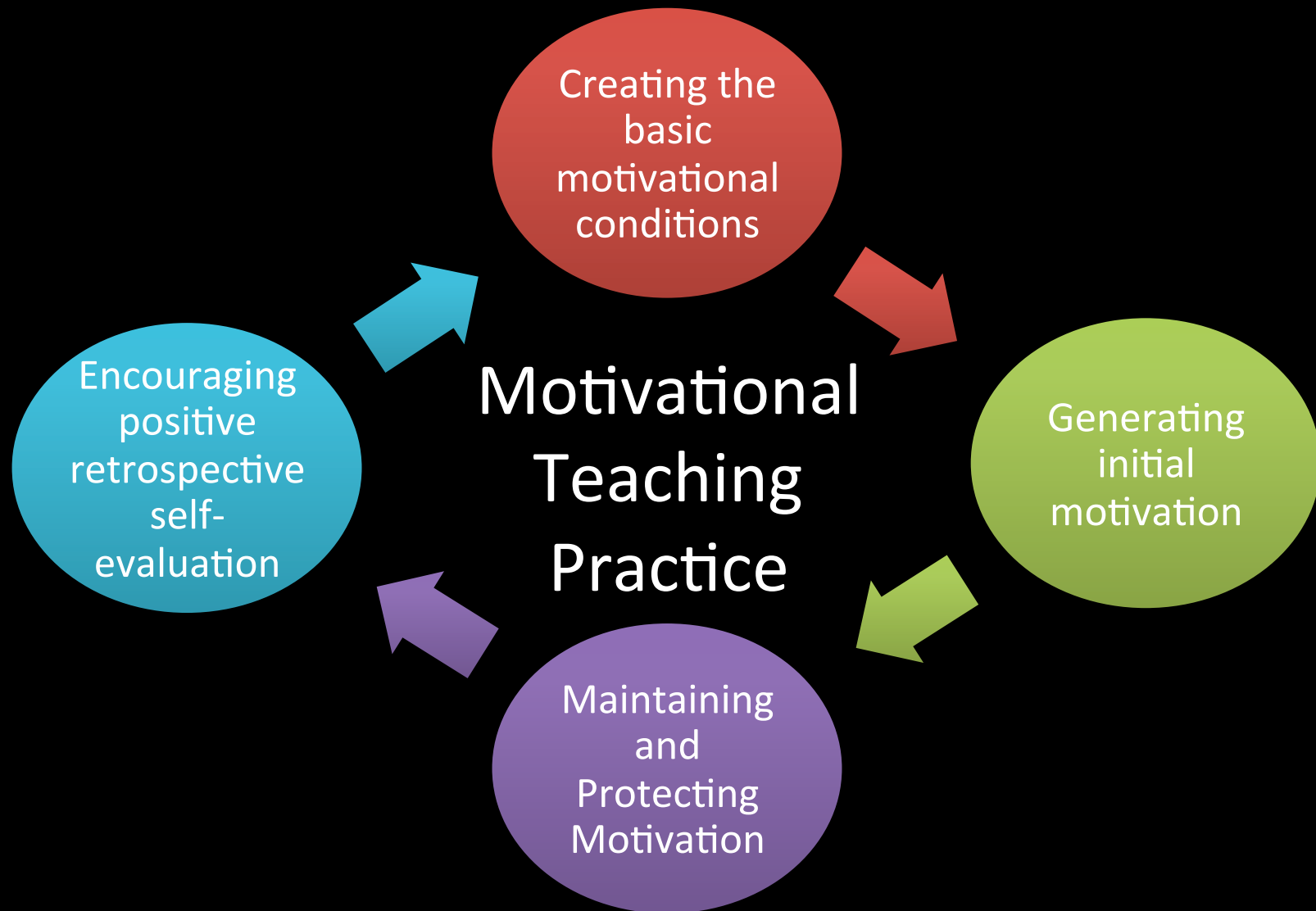
Corno & Kanfer (1993) in Dornyei & Ushioda (2011)

Classroom Practices to Keep Students Motivated

10 Commandments for motivating language learners

1. Set a personal example with your own behaviour
2. Create a pleasant, relaxed atmosphere in the classroom
3. Present tasks properly
4. Develop a good relationship with the learners
5. Increase learner's linguistic confidence
6. Make the language classes interesting
7. Promote learner autonomy
8. Personalise the learning process
9. Increase the learner's goal-orientedness
10. Familiarise learners with TL culture

Dörnyei & Csizér 1998



Zoltan Dornyei, 2001, Motivational Strategies in the Language Classroom

Today's Resources

Motivational strategies in the language classroom.

By Zoltan Dornyei

www.americanenglish.state.gov

