Motivated learners: A focus on the teacher

A common difficulty that teachers often face on a daily basis is dealing with learners who lack motivation; students that just don’t want to be there and have no interest in learning whatsoever. These students often do not see the point or purpose of learning English and therefore often reject it altogether. Various motivational theories have taken aim at the learner (e.g. Self-determination theory (Deci and Ryan, 1985), self-efficacy theory (Bandura, 1997), L2 motivational self system (Dornyei, 2005)), failing to account for the crucial role that the teacher plays in the entire equation. This workshop aims to discuss some of the key characteristics of a teacher that can either directly promote or destroy student motivation in the classroom. By guiding attendees through a series of reflective thinking activities they will be able to evaluate their own characteristics, pinpoint possible issues and create an action plan that can contribute towards long-term motivation in their learners.

Author Bio

**George Whitehead**is currently a professor in the English language and literature department at the University of Suwon. He has worked in Korea, Canada and Japan as a language instructor, curriculum developer, teacher-trainer, and director of university TESOL programs. Prior to coming to the University of Suwon, he was the head instructor at Gyeonggi-do Institute of Foreign Language Education where he was responsible for running professional development courses for Korean in-service teachers of English. He earned his B.A. in Linguistics and his Certificate for Teaching ESL Linguistics from Simon Fraser University before going on to complete his M.A. TEFL/TESL at the University of Birmingham.  His research and teaching practices focus on dealing with the washback effects of high-stakes testing, and developing and implementing practical, contextually-sensitive, high-leverage approaches and techniques for English education in Korea.