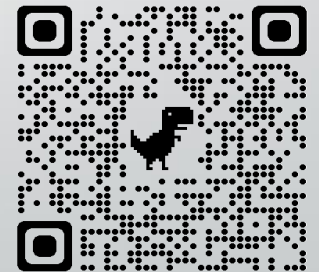


Setting the groundwork for student motivation



Dr. George E. K. Whitehead



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Department of Language & Literacy Education

Land Acknowledgment

- I would like to begin by acknowledging that the land on which we gather is the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) People.
- I am grateful for the opportunity to learn, unlearn, re-learn, and grow - both personally and professionally - on this land.



Motivating Students

1. Do you ever have demotivated learners in your class?
2. Have you ever been demotivated in class as a learner?



Getting started

- What do you think are the biggest reasons for student demotivation in English class?
 - With your group make a list.



Your thoughts

- Is student motivation...
 - a) **a student problem**
 - b) *a teacher problem*
 - c) *both*



My Argument



- Based on my experiences (as a teacher, learner, researcher), I argue that **in most cases it is a teacher problem**.

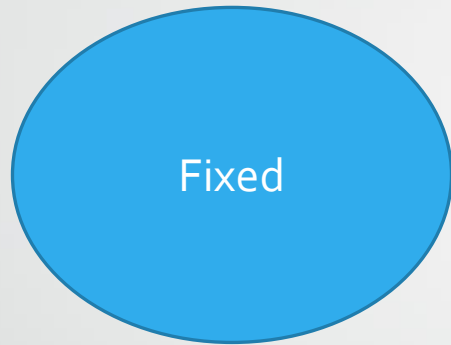
Background

- Student for over 40 years
- Teacher for over 20 years
- Teacher-educator for over 15 years
- Researcher of English language teachers for over 15 years
- Observation of over 3000 teachers in action in both private and public contexts

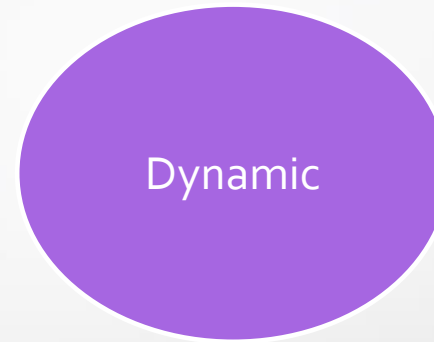


Theoretical Background

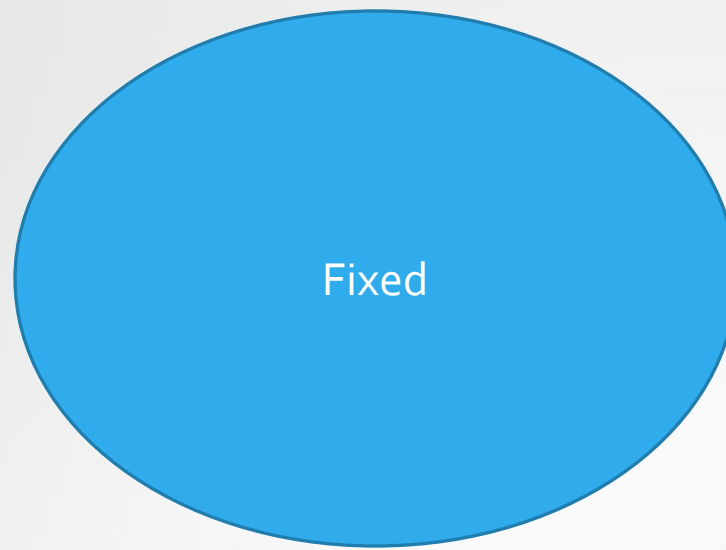
Whose responsibility is it to ensure that students' motivation and levels of engagement remain high during the learning process?



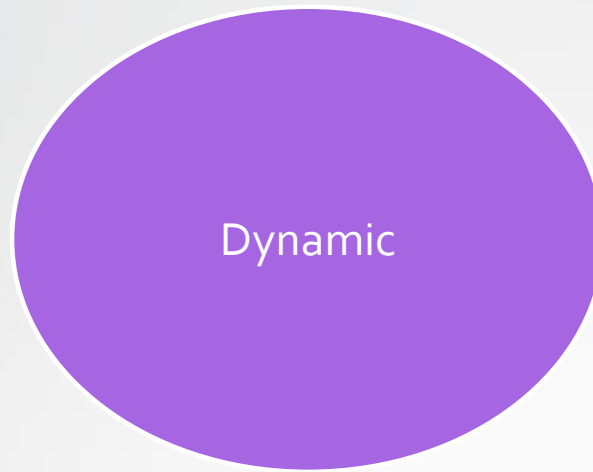
Seeing students in a **fixed state** of motivation.




Seeing student **motivation as fluid changeable** moment to moment.



- We see motivation to learn as being essentially a 'student problem' (Johnson, 2008).
- The students are responsible for their own motivation and there is not much we can do to change it.



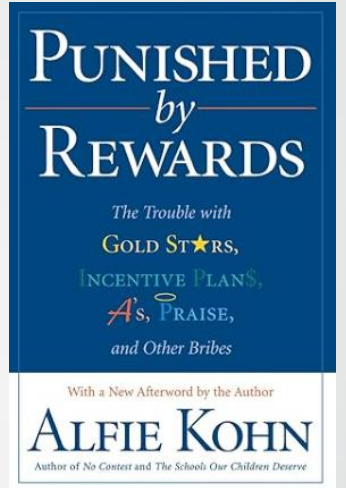
- Motivation viewed more as a 'teacher problem' (Johnson, 2008).
- We acknowledge that there are many classroom-specific factors that the teacher can exploit in order to foster student motivation.
- However, students also have responsibility to work on their own motivation (but teachers can help them with this).



You can motivate by fear. You can motivate by reward. But both of these methods are only temporary.

The only lasting thing is self motivation.

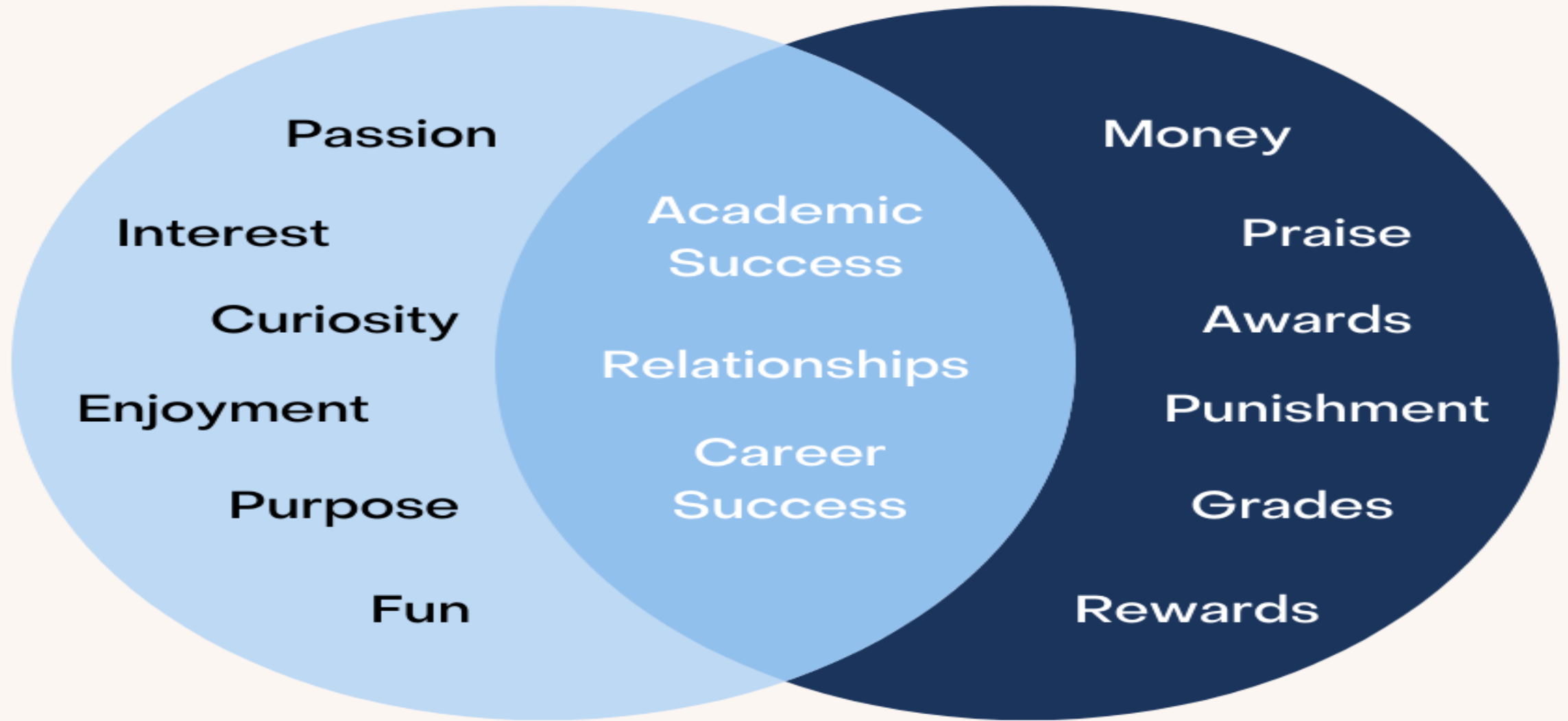
In short, good values have to be grown from the inside out. Attempts to short-circuit this process by dangling rewards in front of children are at best ineffective, and at worst counterproductive.



Intrinsic

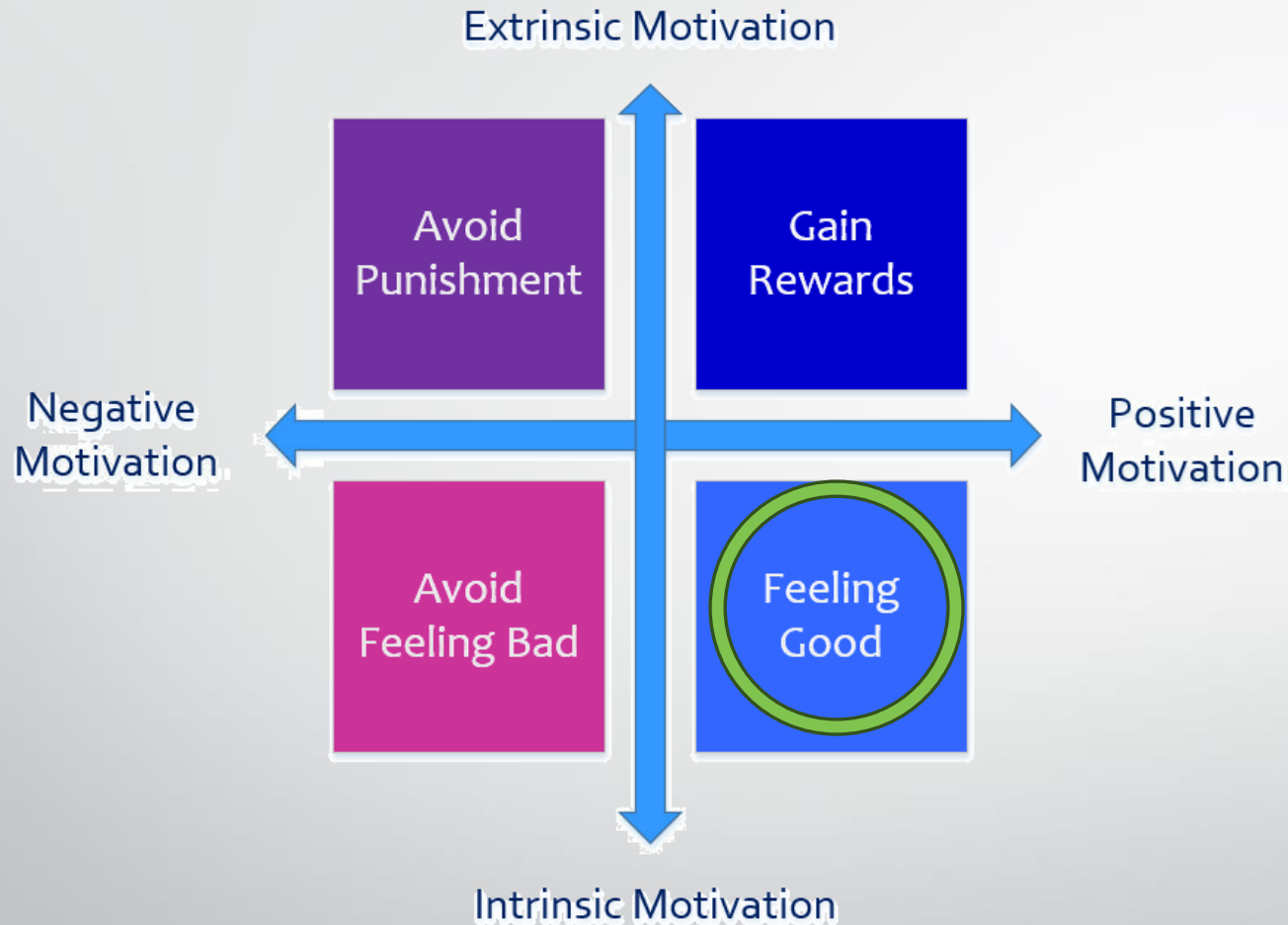
vs.

Extrinsic



Motivation





I'm doing this because I really want to! I enjoy doing it!

Do this and you will get a reward (e.g., candy, points)

If you don't do this, you will be punished! (e.g., extra homework, call your mother)

I really don't want to do this!

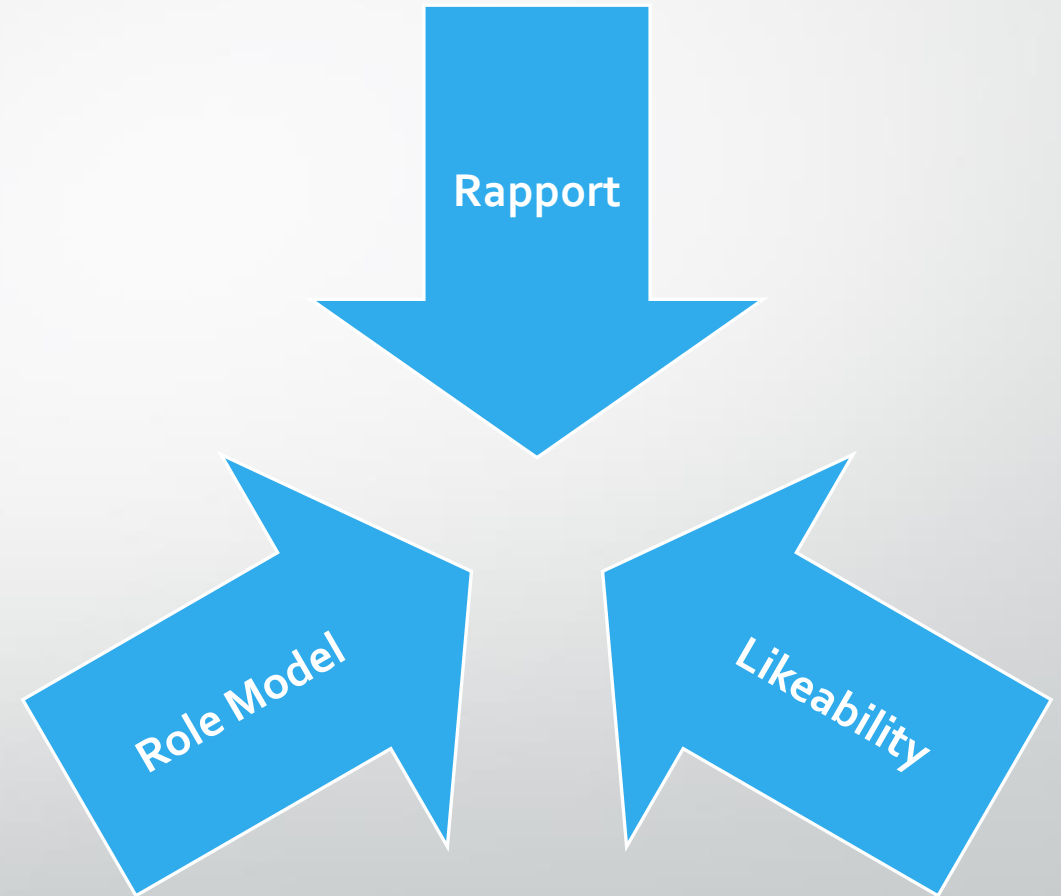


Intrinsic Motivation

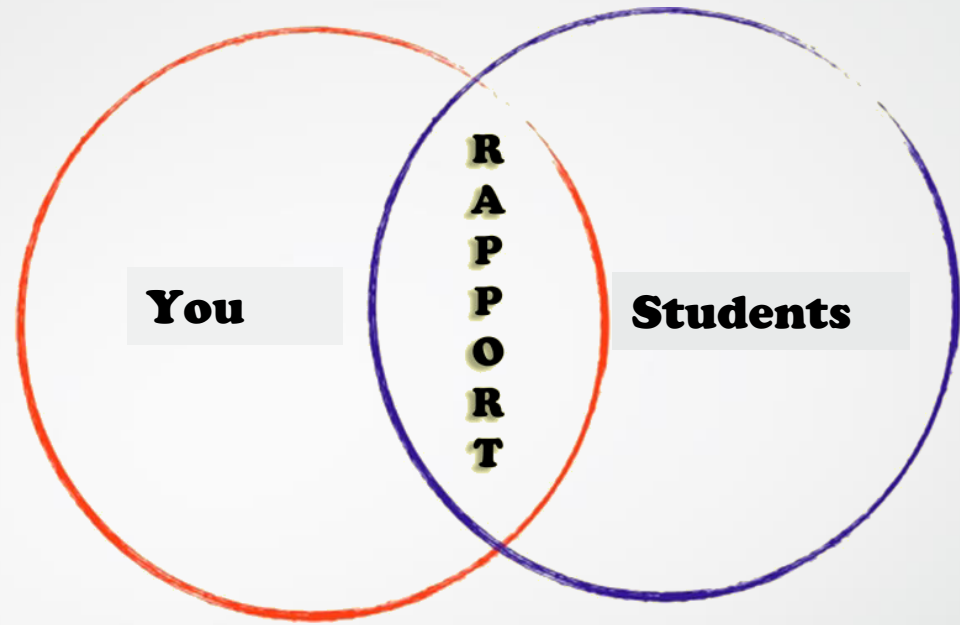
Inside-out

Sparking Intrinsic Motivation

"Motivating students is lighting their fire within and keeping that fire lit!"



Rapport



"Building rapport requires finding things in common. The less alike you are, the harder this may be."

~George E.K. Whitehead

Building Rapport

- Rapport building starts the first second you meet.
- Try to find things in common.
- Reduce the gaps
 - Age
 - Teacher-Student relationship
 - Other?
- Talk about things they like.



Signs of good rapport

Students don't
feel nervous
around the
teacher

Students are
interactive with
the teacher

Students seem to
care about the
teacher

Reflection



- How much do you try to relate to your students?
 - Age
 - Experiences
 - Interests
- How much time do you spend talking to them about things they like and care about?
- How much do you try to make them feel comfortable with you?

Likeability

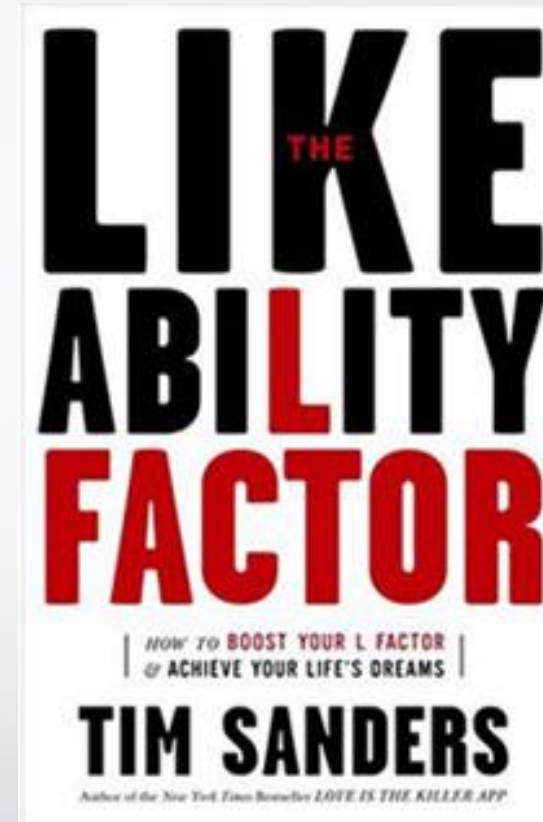


*"Kids don't learn from
people they don't like!"*

~Rita Pierson

Likeability Factors

- Honesty/ Fairness
- Being humble
- Empathy
- Sense of humor
- Positivity
- Politeness
- Control of hostility
- ?



Additional classroom likeability factors

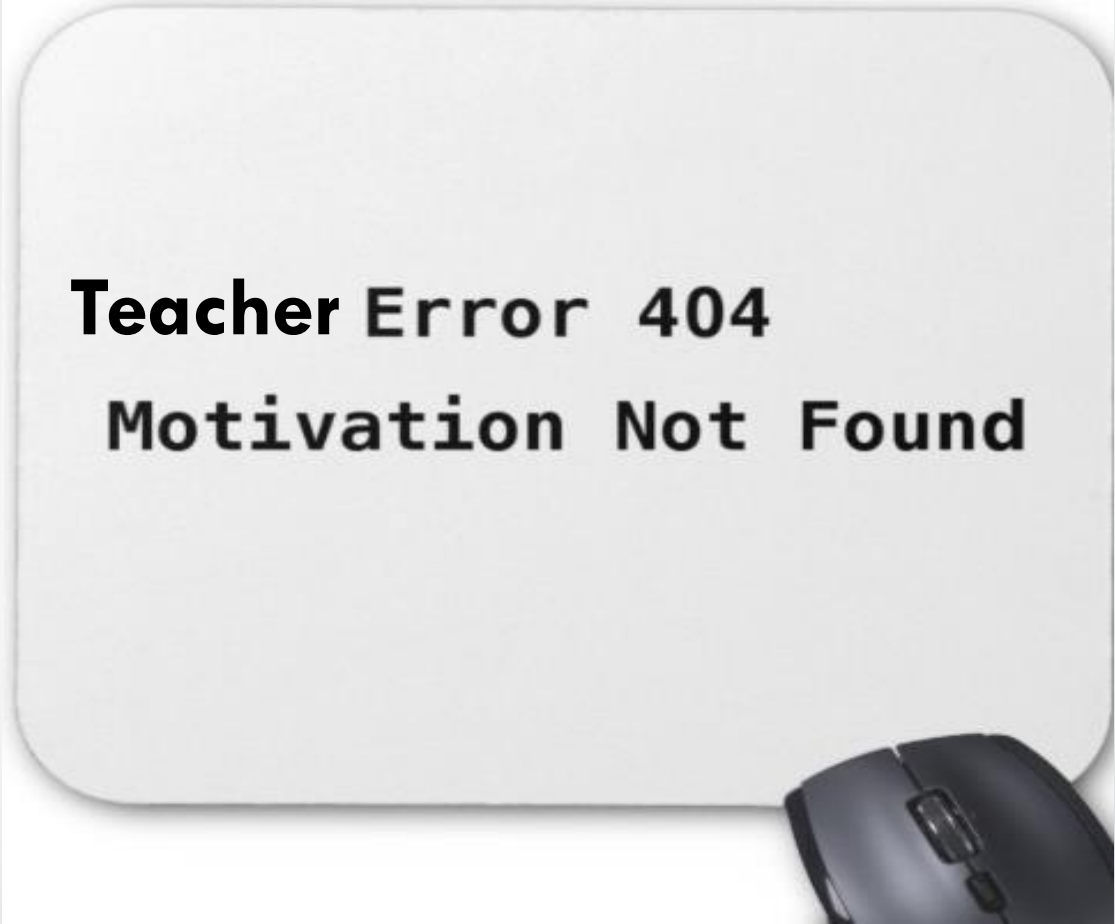
- Knowledgeable about what they teach
- Create a positive/ likeable learning environment
 - Interesting/ engaging atmosphere
 - Low-risk environment
 - Compelling lessons
- Flexible lessons that adapt to the needs of the learners
- Interactive
- Easy to understand
- Consider and support a student's needs and opinions (individual differences)
- Push students a little (to their potential)
- Positive role model

Reflection



- Are you creating a likeable environment for your learners?
- Do you feel like your students genuinely like you?
- Do your students genuinely like you?
- What can you work on?

Role Model



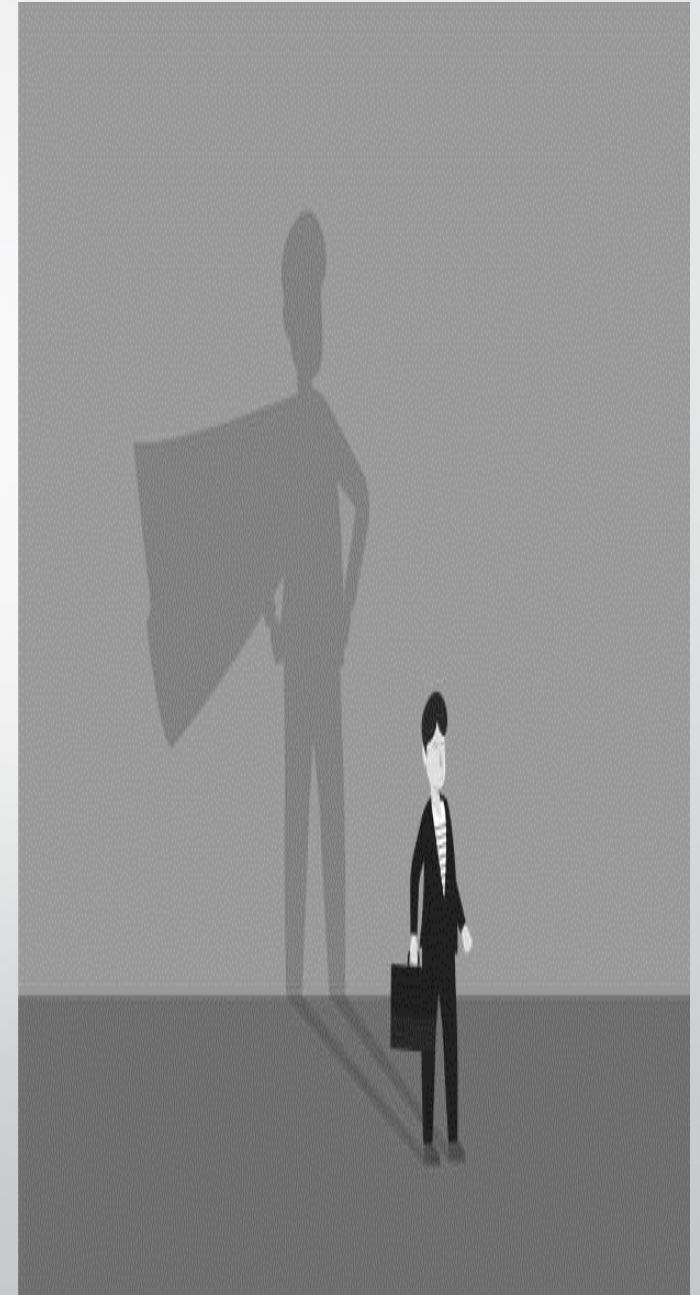
Teacher Error 404
Motivation Not Found

*"If you look like you hate teaching it,
your students won't like learning it!"*

~George E.K. Whitehead

Being a Role Model for Motivation

- Your class is a mirror of yourself!
- Be the person you want your students to be.
- [Teacher's mask](#)
- It's all about attitude:
 - Fake it, until you make it!
 - Energy
 - Motivation
 - Positivity
 - Passion
 - Enjoyment



Reflection

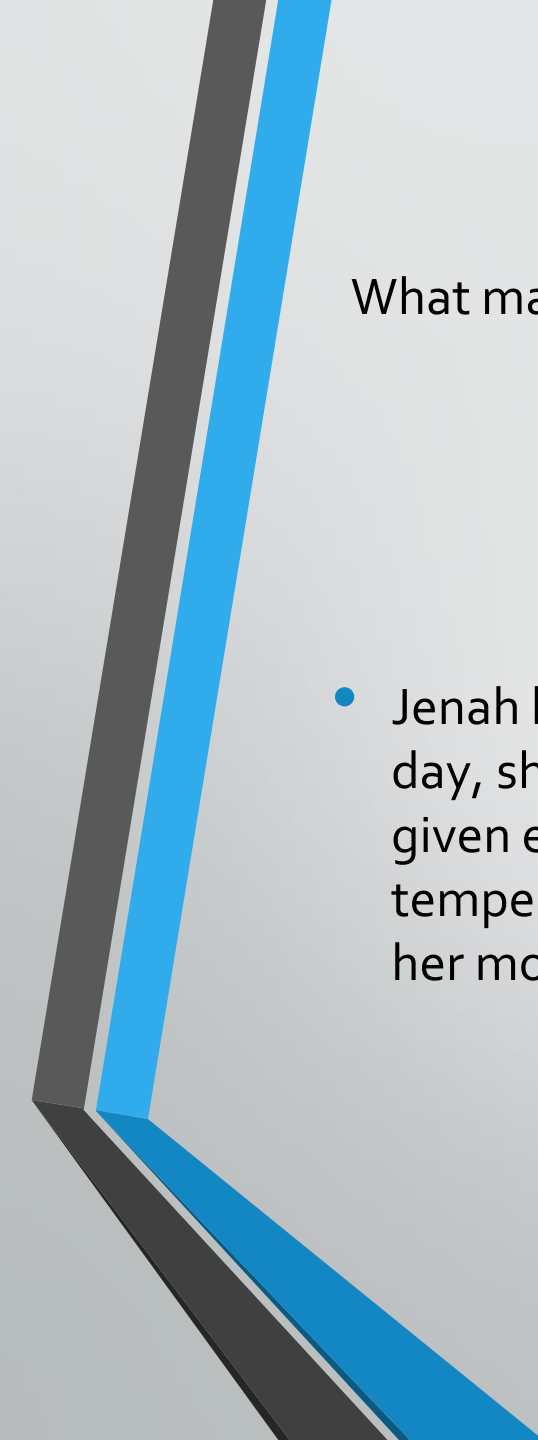


- Do you come to class looking motivated to teach?
- During your lesson do you continue to appear positive and motivated?
- Does it appear like you really enjoy what you are doing?



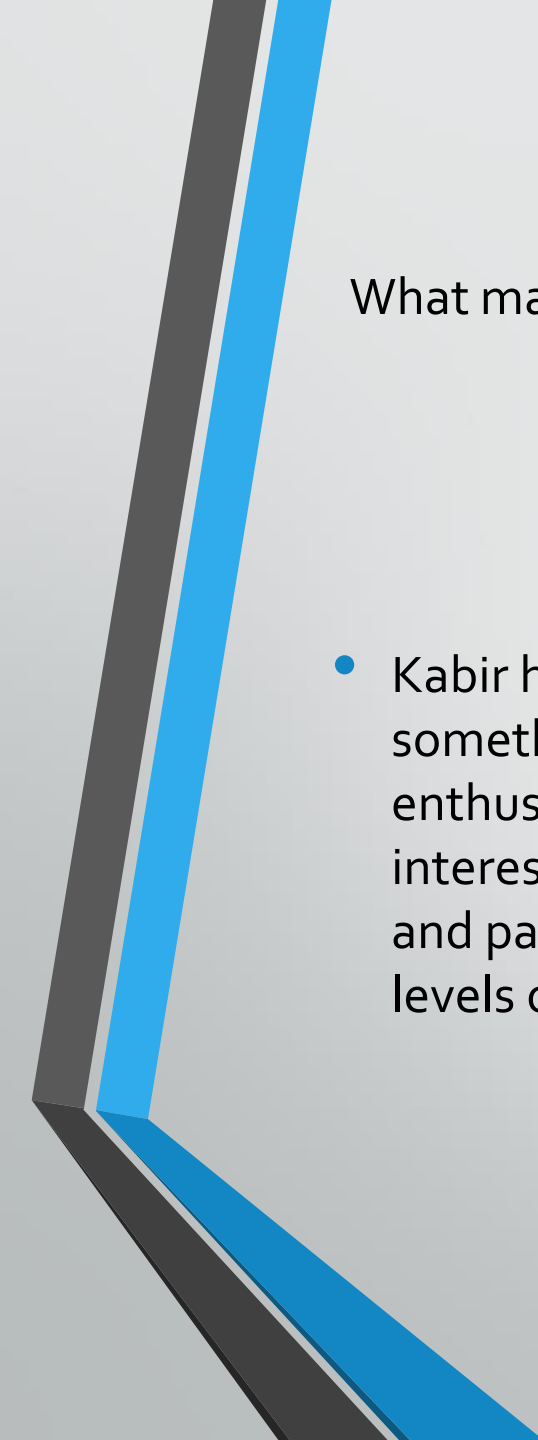
Application Tasks

Identifying the problems and giving advice



What may be the root of the teacher's problem motivating students? What advice would you give them?

- Jenah has had trouble motivating her students since the first day they met. On the first day, she strictly warned the students that if they did not participate in class, they would be given extra homework, and their parents would be notified. Jenah constantly loses her temper and often yells at her students for not participating. She doesn't understand why her motivation techniques are not working!



What may be the root of the teacher's problem motivating students? What advice would you give them?

- Kabir has great variation with the motivation of his students. When he is teaching something that he likes, students are motivated. He usually teaches these lessons with enthusiasm and energy. However, when he teaches a lesson that he himself is not interested in, students' motivation level is low. He often walks into class with little energy and passion. Kabir does not understand why the same students can have such different levels of motivation at different times.



**KIDS DON'T
LEARN FROM
PEOPLE THEY
DON'T LIKE.**

-Rita Pierson, TedTalk



Extrinsic Motivation

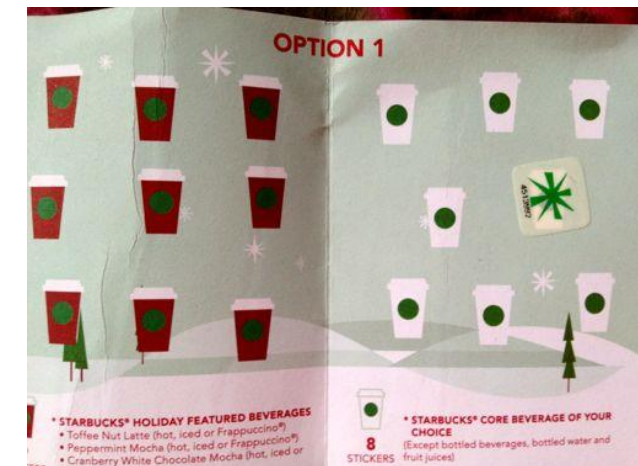
Outside-in



Reward Systems

Reward Systems

- The more often the reward, the worse.
- It is important to create a long-term goal system.



Types of Rewards

- Candy
- Extra points
- Time
- Coupons
- Bomb Jar



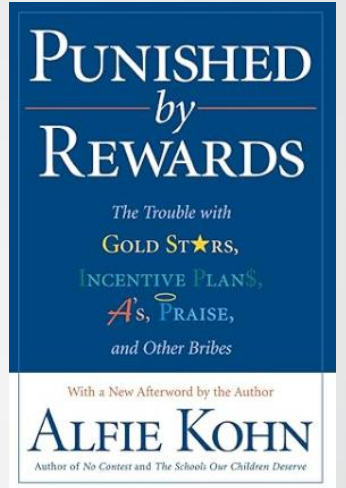
Better than Rewards...

- Enjoying the process.
- Feeling rewarded from the process itself.
- A sense of accomplishment.

Punishment and reward proceed from basically the same psychological model, one that conceives of motivation as nothing more than the manipulation of behavior.

(Alfie Kohn)

In short, good values have to be grown from the inside out. Attempts to short-circuit this process by dangling rewards in front of children are at best ineffective, and at worst counterproductive.



Keys to Motivating Language Learners



- You don't have to scare your students into being motivated!
- Guide them through positivity!



Reflection

- Based on what we discussed today and last class what are some of the things you need to keep in mind in order to motivate students?
- What do you think you are already good at? What do you think you need to work on?



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