



Motivational Strategies in the Language Classroom

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Motivational Strategies In The Language Classroom

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Motivational Strategies In The Language Classroom:

Motivational Strategies in the Language Classroom Zoltán Dörnyei, 2001 The book takes a practical approach to teaching motivational strategies in the language classroom and gives the teacher 35 motivational strategies that they can use with language learners

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Motivational strategies in the language classroom Zoltán Dörnyei, 2001

Motivational Strategies in the Language Classroom Zoltán Dörnyei, 2011

Motivation and Motivating in the Foreign Language Classroom Steffi Joetze, 2011-06-27 Seminar paper from the year 2008 in the subject Didactics for the subject English Pedagogy Literature Studies grade 2 0 University of Cologne language English abstract The study of motivation to learn a L2 is a thoroughly discussed and researched subject in the field of L2 acquisition Nevertheless questions like What is motivation How do humans get motivated What specifies motivation in language learning Nakata 2006 p 23 are very difficult maybe even impossible to answer entirely So the aim of the following investigation should not be to give a complete picture of research on L2 motivation but to explore special parts of this extensive topic more precisely and to find out what exactly a teacher can contribute to a motivational teaching in the L2 classroom To show how to enhance students motivational intensity it is necessary to know what motivation is Therefore the complex theoretical concept of motivation itself will be dealt with at first in this paper Furthermore there are various kinds of motivation which have been identified by researchers Some of them will be presented in connection with their theoretical concepts and with reference to this it should be discussed if there is a type of motivation being most effective in terms of L2 learning In a further step the factors of L2 motivation influencing the level of L2 learning motivation will be investigated in more detail Having dealt with the nature of motivation itself and its factors the research will have a more practical orientation to the foreign language classroom For that the point of view will be directed towards teachers and their possibilities of using motivational strategies and techniques in the foreign language classroom The question how students motivation can be increased should be the issue to discuss in this place

Motivational Strategies for the Foreign Language Classroom Kazumi Shiba, 1989

Motivating Language Learners Wing-Yu Cheng, 2017-01-26 This dissertation *Motivating Language Learners Effects of Motivational Strategies on Student Motivation in Chinese Foreign Language Classroom* by Wing yu Cheng was obtained from The University of Hong Kong Pokfulam Hong Kong and is being sold pursuant to Creative Commons Attribution 3 0 Hong Kong License The content of this dissertation has not been altered in any way We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation All rights not granted by the above license are retained by the author Abstract The objective of this study is to investigate the effects of teacher motivational strategies on student motivational behavior in Chinese Foreign Language classroom Specifically the study attempted to explore the relationship between motivational strategies and

student actual classroom behavior and students preference on motivational strategies in enhancing student motivational behavior The participants were three Chinese foreign language teachers and their Year 8 classes 78 pupils of the two lowest levels class of Chinese in the school The study was conducted during the second and third term of the 2010 2011 academic year in an international school in Hong Kong Using a MOLT observation scheme a check list of motivated practices five classes of each teacher were observed to gather data on their motivated behaviors in their classroom Post lesson interview was also conducted with the students after the observed lessons It is revealed that teacher motivated practice is associated with student motivational behavior and that Activity Design related practices are more prominent factors On the other hand it is also discovered that effective motivated practice are varied according to teachers i e how teachers employ the strategies in class and the learning environment they provided for students In short the findings of the study might provide teacher insights on effective practices that enhance student motivated behavior and implications on classroom practice other than motivational strategies DOI 10.5353/th_b4836570 Subjects Motivation in education China Hong Kong Chinese language Study and teaching Higher China Hong Kong Language and languages Study and teaching Foreign speakers

Motivational Strategies for Primary School Learners in the Language Classroom Pálincás Melinda, 2006

Student and Teacher Perceptions of Motivational Strategies in the Foreign Language Classroom Ashley

Ruesch, 2009 Motivational research has recently shifted focus to include what role teachers and the motivational strategies they use play in the language learning classroom Cheng Dor nyei Oxford 2003 Ushioda 2006 Nevertheless few studies have included the opinions of both the students and teachers This study has elicited the opinions of both students and teachers to find out which teaching practices both groups believe foster motivation in the foreign language classroom The results indicate that students and teachers alike find teaching practices related to Teacher Rapport and Climate as the top three most motivational conceptual domains Furthermore only 3 conceptual domains out of 17 were statistically different between groups Task Effort and Comparison

Motivation and Foreign Language Teaching - Strategies for Motivation Sven Kost, 2005-10-12 Seminar paper from the year 2003 in the subject Didactics for the subject English Pedagogy Literature Studies grade 1 3 University of Paderborn language English abstract The assumption that motivation and learning are directly connected to each other is supported by teachers researchers and psychologists for a long period of time They have pointed out that motivation can be regarded as the key issue in language learning processes thus student motivation must be preserved elaborated or even heightened But how can this goal be reached by teachers or other instructors In order to achieve this lofty mission teachers and instructors have to make use of specific strategies for motivation These strategies must be closely connected to the students lives and it has to be in the nature of these strategies to support the students in their learning process Learning usually takes place in a classroom atmosphere thus motivation has to be involved in this environment to guarantee learning efficiency This paper will give an overview about what different kinds of motivations are

involved in the learning process and in second language learning in particular. Additionally, it should give the reader an idea why motivation is so essential for learning processes. Furthermore, it will take a critical look at what strategies for motivation teachers and other instructors can make use of in order to provide a successful learning environment. In the end, it should be obvious how far the teacher can positively influence language learning processes in particular second language acquisition processes.

Innovative Teaching and Learning Methods in Educational Systems Endah

Retnowati, Suprpto, Mohammad Jerusalem, Kristian Sugiyarto, Wagiran, 2019-11-11. This proceedings volume of InCoTEPD 2018 covers many ideas for handling a wide variety of challenging issues in the field of education. The outstanding ideas dealing with these issues result in innovation of the system. There are many innovation strategies resulting from recent research that are discussed in this book. These strategies will become the best starting points to solve current and future problems. This book provides an in-depth coverage of educational innovation developments with an emphasis on educational systems, formal or informal education, strategies, learning models, and professional teachers. Indeed, those developments are very important to be explored for obtaining the right way of problem solving. Providing many ideas from the theoretical foundation into the practice, this book is versatile and well organized for an appropriate audience in the field of education. It is an extremely useful reference for students, teachers, professors, practitioners, and government representatives in many countries.

Supplemental Motivational Strategies and Activities in the Foreign Language Classroom Dennis Garrett

Laub, 1981. **Task-Based Language Teaching and students' motivation in the EFL classroom** Hilal

Gürdal, 2021-07-13. Bachelor Thesis from the year 2021 in the subject Didactics for the subject English Pedagogy Literature Studies grade 1-3 language English abstract. This thesis aims to examine the intrinsically motivating aspects of task-based language teaching (TBLT) in the EFL classroom. It will be started with communicative language teaching (CLT) as a precursor to TBLT. The theoretical context will be discussed with particular reference to Stephen Krashen's Affective Filter Hypothesis as it has influenced research on motivation in foreign language learning as well as TBLT. After that, the current paradigms of CLT will be presented focusing on its changes compared to former language teaching methods. Moreover, the terminology of motivation will be addressed by first providing a clear definition and then going on to discuss motivation in foreign language teaching. Although there are countless theories in this particular field, the most important theory for the course of this thesis is the Self-Determination Theory by Ryan and Deci as it first introduced the concepts of intrinsic and extrinsic motivation. Besides the teacher and learner roles will be discussed to see how they affect each other's motivation. Furthermore, Dörnyei's motivational strategies for the foreign language classroom will be outlined to show how student motivation can be initiated and maintained. The next chapter introduces the task-based language teaching approach, thoroughly explaining the concept of a task in order to grasp its main ideas and differences compared to an exercise. Then the various task types and the role of teacher and learner will be explored to see how they operate in the EFL classroom. Thereafter, Jane Willis' TBL framework will

be presented by discussing the aim of each stage in detail Lastly a sample lesson designed by Jane Willis will be presented to demonstrate the implementation of TBLT and to scrutinize its impact on student motivation Therefore the previously mentioned aspects of motivation will be taken up to examine how they are integrated in TBLT focusing especially on intrinsically motivating factors

Teaching and Researching Motivation Zoltán Dörnyei, Ema Ushioda, 2021-04-21

Cultivating motivation is crucial to a language learner's success and therefore crucial for the language teacher and researcher to understand The third edition of *Teaching and Researching Motivation* reflects the dramatic changes in the field of motivation research With an increased emphasis on dynamic perspectives on motivation and its relations with other individual social and contextual factors this book offers ways in which advances in the field can be put to practical use in the classroom and in research Key new features and material exploration of the motivation to learn languages other than English LOTE's principles for designing L2 motivational studies discussion of emerging areas of research including unconscious motivation and language learning mindsets Providing a clear and comprehensive theory driven account of motivation *Teaching and Researching Motivation* examines how theoretical insights can be used in everyday teaching practice The final section provides a range of useful resources including relevant websites key reference works and an online repository of tools and instruments for researching language learning motivation Fully revised by pre eminent researchers in this field Zoltán Dörnyei and Ema Ushioda this is an invaluable resource for teachers and researchers alike

Reducing Language Anxiety & Promoting Learner Motivation: A Practical Guide for Teachers of English As a Foreign Language Fakieh Alrabai, 2014-05-19 This guide book is designed in response to the overwhelming need to find some practical techniques to control learners foreign language anxiety and to promote their motivation to learn English as a foreign language Anxiety controlling strategies provided in this guide are practical means developed to tackle anxiety sources that usually stem from learner's characteristics learner's beliefs about learning a foreign language teacher's characteristics language testing classroom atmosphere learning procedures etc Motivation promoting strategies involve those targeting situation specific learner motivational dispositions such as developing a positive relationship with learners and promoting learner curiosity self confidence and autonomy

Motivating Language Learners 2011 *Motivating Learners, Motivating Teachers* Zoltán Dörnyei, Magdalena Kubanyiova, 2013-12-04 Provides tools to enable teachers to improve their own motivation and thereby that of their students A new approach to motivation focusing on the concept of vision Drawing on visualisation research in sports psychology and education the authors describe powerful ways by which imagining future scenarios can promote motivation to learn a language The book offers a rich selection of motivational strategies to help students see themselves as competent language users to experience the value of knowing a foreign language and ultimately to invest effort into learning it It also explores how to re ignite language teacher enthusiasm how to re kindle it when it may be waning and how to guard it when it is under threat

Motivational Strategies in the Language Reading Classroom, 2008 *Self-regulated*

Learning and Second Language Writing Lin Sophie Teng, 2022-05-30 This monograph is to investigate practical applications and contributions of self regulated learning SRL to second foreign language L2 writing from sociocognitive and sociocultural perspectives It showcases a comprehensive and updated review of conceptual and methodological issues of SRL and the state of the art research on its applications to L2 learning and teaching This volume further elaborates the design and results of a large scale project which conducts observational and intervention studies investigating SRL strategies in L2 writing This book reveals that a cross disciplinary understanding of SRL strategies plays a crucial role in advancing theoretical functions of SRL and in extending its applications to L2 education in general and L2 writing in particular This book makes significant contributions to developing and validating new conceptual frameworks and tools for evaluating multidimensional structures of SRL strategies and self efficacy in L2 writing elucidating the interplay of personal behavioral environmental and psychological factors with SRL strategies and writing performance and presenting an effective self regulation instructional model for nurturing L2 learners motivation and confidence to strategize reflect and succeed in writing Teng has established herself as one of the prominent scholars in the discussion of self regulated learning strategies Her contribution to the fields of L2 writing and strategic learning are undeniable This monograph is an excellent showing of how her endeavors to bring established theories from educational psychology to applied writing research have progressed over a number of methodologically rigorous studies It should be required reading for anyone with an interest in cultivating strategic writers not only in the Chinese context but worldwide Nathan Thomas UCL Institute of Education

Demystifying Academic Writing in Higher Education: A Process View on Academic Textual Production Xinghua Liu, Rui Alexandre Alves, Angelique Aitken, Josef Schmied, 2025-10-30 Academic writing in this Research Topic refers to the type of writing demonstrating students disciplinary knowledge of and proficiency in synthesizing analyzing and responding critically to new information Hyland 2004 Swales 1990 which may include those genres like course essays project reports research proposals lab notes journal articles conference paper theses and dissertations As the current workplaces have become increasingly specialized higher education worldwide has been increasingly charged with the task of developing students academic writing and correspondingly on students parts learning through writing has been necessary for them to succeed in higher education To prepare university students for writing challenges during the past decades numerous studies have been devoted to the study of linguistic and rhetorical resources in students academic writing under such umbrella terms like style reader awareness authorial voice writers identity stance evaluation textual structures steps and moves Charles Hunston Hinkel 2002 However previous research on academic writing has been predominantly focused on the linguistic and rhetorical aspects namely the final product of students writing while the nature and processes of composition students engagement and individual differences and the influence of contextual factors like emerging technology have been under explored Thus the goal of this Research Topic is to bring a process oriented and dynamic perspective to the study of textual production in

academic contexts by both encouraging an expanded view of existing research paradigms and also welcoming novel approaches. Data can be collected by using corpus building interviews and questionnaires but we would also welcome the use of experimental methods and a mixed method approach for data collection. Meanwhile previous research mainly studied university students who were learning English as a second or foreign language hence we also welcome research examining first language writers and students who are learning a second or foreign language other than English. We believe for the study of the complex phenomenon like academic writing no single method or tool can suffice. Therefore we strongly recommend a more creative perspective in data collection and analyzing and interpreting academic writing. Papers can present quantitative data analyses based on experimental design or qualitative data analyses stemmed from more ethnographic oriented research. Systematic review studies are also welcome. We encourage contributions related but not restricted to the following topics:

- 1 Cognitive processes in academic texts planning composing and revisions and student writers individual differences
- 2 Metacognition and self regulation in academic texts planning composing and revisions and student writers individual differences
- 3 Motivation and self efficacy in academic texts planning composing and revisions and student writers individual differences
- 4 Linguistic and rhetorical choices identity construction and disciplinary knowledge construction
- 5 Student writers textual production peer feedback and interactions with discourse communities
- 6 Affordances and challenges of artificial intelligence AI in the process of academic textual production in higher education

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