



# Motivation in the Classroom:

## *Based on a Literature Review*

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### **Workshop Goals**

1. Why are you here?
2. What do you hope to learn or gain from this workshop?
3. What is your experience with motivation in the classroom?
4. What have you tried that has really worked well?

*Notes*

### **Workshop Intentions**

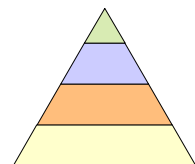
- Attendees will be able to **share** \_\_\_\_\_ **and** \_\_\_\_\_ related to motivation in the classroom.
- Attendees will be **exposed to the** \_\_\_\_\_ **of a literature review** completed during my course work at UTSA.
- Attendees will use the results of the literature review to \_\_\_\_\_ **ways to use the information** in their own classrooms.

### **The Research Question**

*Which variables affect the motivation of second language learners in an oral communication environment?*

**Your Research Question:**

\_\_\_\_\_





**Directions:** In the space following each bullet point, indicate which element of GRINS each corresponds with. The first one has been done for you.

**Students' Common Perceptions:**

1. Learner goals align with expectations G
2. Students would rather ask each other first \_\_\_\_\_
3. Active engagement improves performance \_\_\_\_\_
4. Writing a response before answering is easier \_\_\_\_\_
5. Students feel obligated to help each other \_\_\_\_\_
6. Social circles exist within the classroom \_\_\_\_\_
7. Rejection can come from being too smart or not smart enough \_\_\_\_\_

(Miccoli, 2004, pp. 10-15)

**Social Rules to Create a Safe Communication Environment:**

- How to do pair work \_\_\_\_\_
- How to ask questions \_\_\_\_\_
- How to negotiate for meaning \_\_\_\_\_
- How to disagree \_\_\_\_\_

(Bastone, 2002, as cited in Naughton, 2006, p. 179)

**Use Teacher-directed Motivational Strategies by:**

1. forming "a cohesive learner group with appropriate group norms"; \_\_\_\_\_
2. "increasing the learner's goal orientedness [sic]; \_\_\_\_\_
3. "making the teaching materials relevant for the learners"; \_\_\_\_\_
4. "creating realistic learner beliefs"; \_\_\_\_\_
5. "making learning stimulating"; \_\_\_\_\_
6. "setting specific learner goals"; \_\_\_\_\_
7. "allowing learners to maintain a positive social image"; \_\_\_\_\_
8. "promoting cooperation among learners"; and \_\_\_\_\_
9. "creating learner autonomy." \_\_\_\_\_

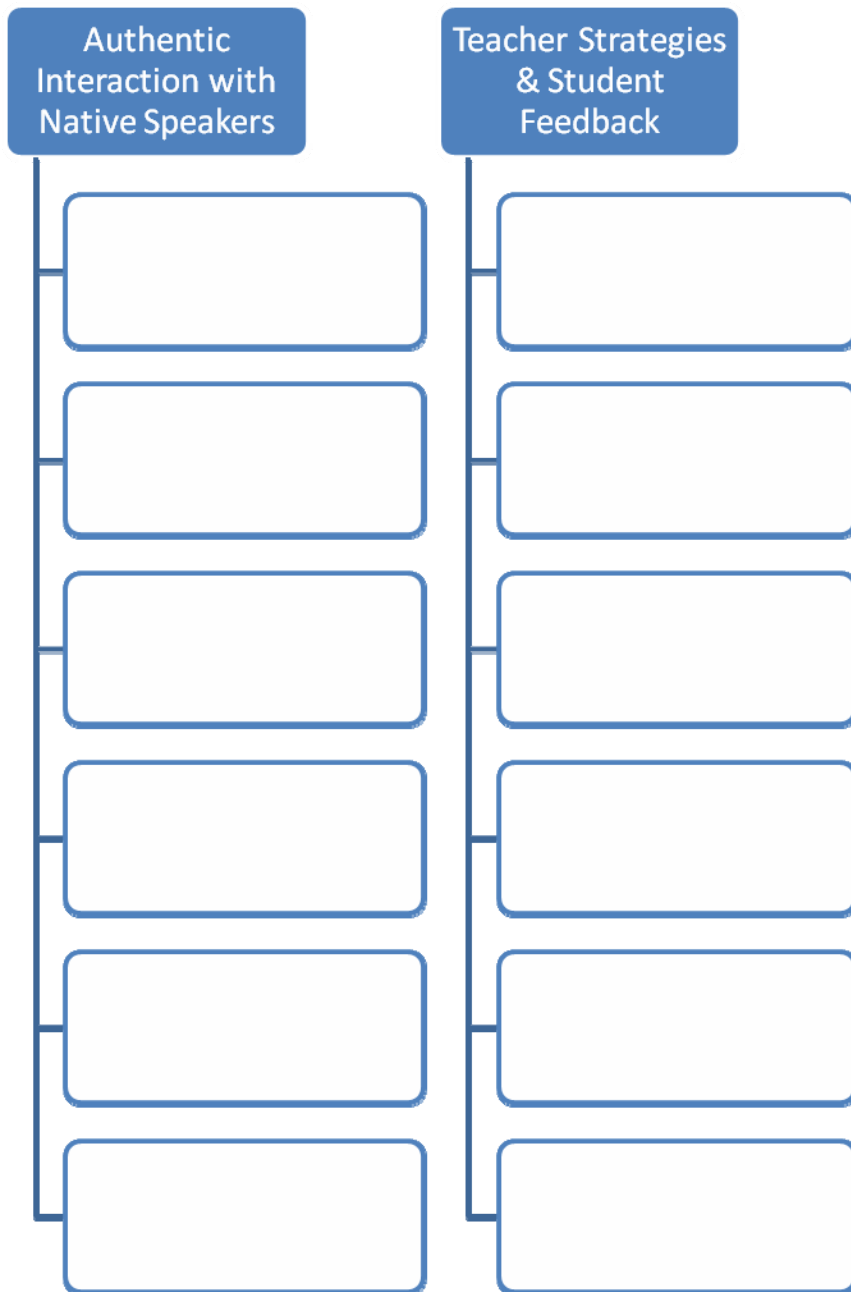
(Dörnyei, 2001, as cited in Guilloteaux & Dörnyei, 2008, p. 59 )

**Application in Your Classroom**

Student Goals & Autonomy	Safe Environment for Risk Taking	Interaction with Peers

*(Categories continue on the next page.)*

Notes



**Further Research**

“...further research would be required on specific activities found in oral communication classrooms to determine their effects on student motivation” (Quiter, p. 15).

**What further questions do you have?**

**What will you research next?**

The literature review and the Powerpoint presentation are available online at

[www.languagepowertutoring.com/Resources.html/ProfessionalD.html](http://www.languagepowertutoring.com/Resources.html/ProfessionalD.html)

## References

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