

Motivating Learning

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During the lengthy and often tedious process of mastering a foreign language, the learner's enthusiasm, commitment and persistence are key determinants of success or failure.

If motivation is such a crucial feature of successful learning, **teacher skills in motivating learning** should be seen as central to teaching effectiveness.

Motivation and the self:

Markus und Nurius,
Possible Selves, 1986

Our visions of what we
might become, what
we **would like** to
become, and what
we are **afraid** of
becoming.



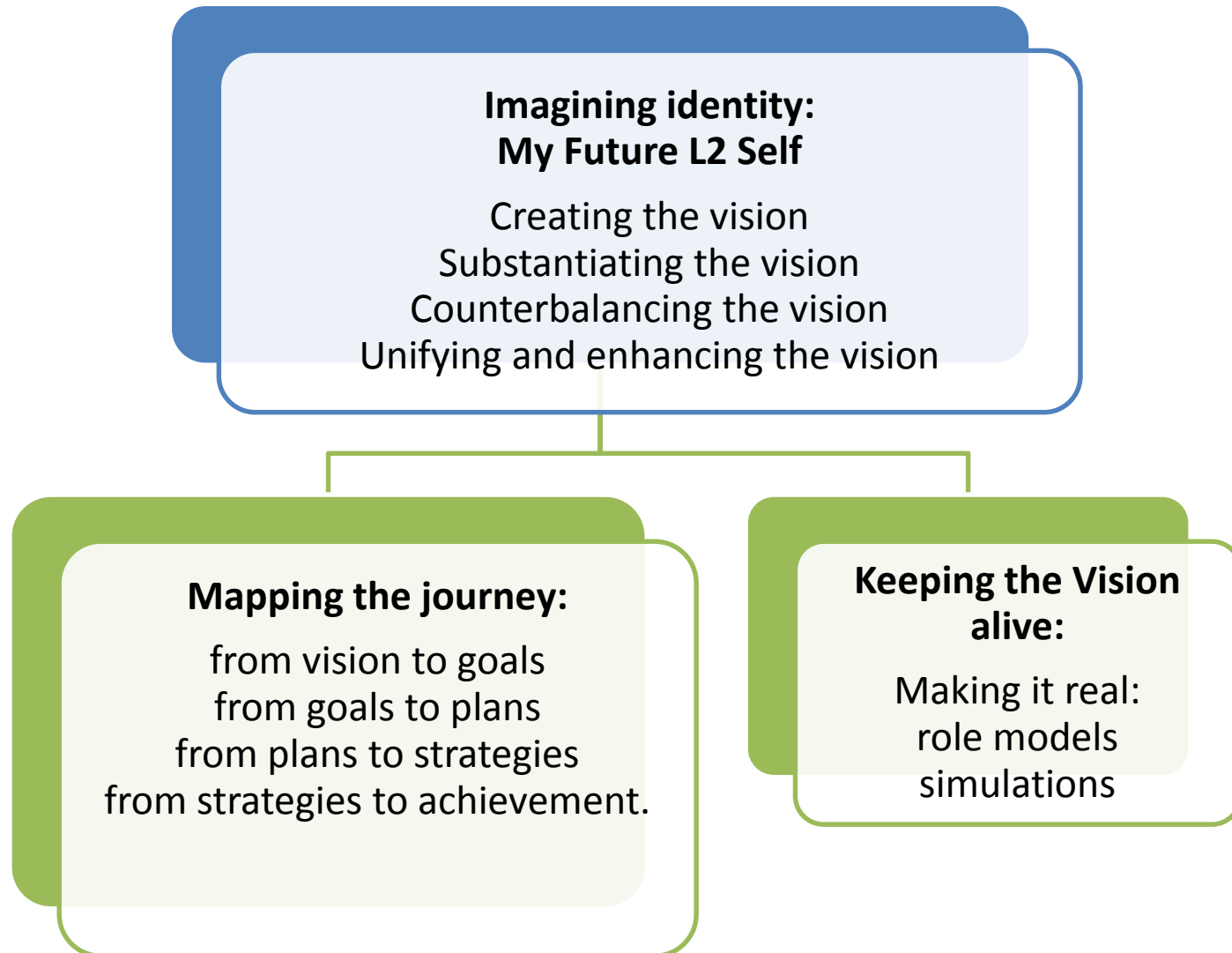
Gelingensbedingungen

conditions for the motivating capacity of vision

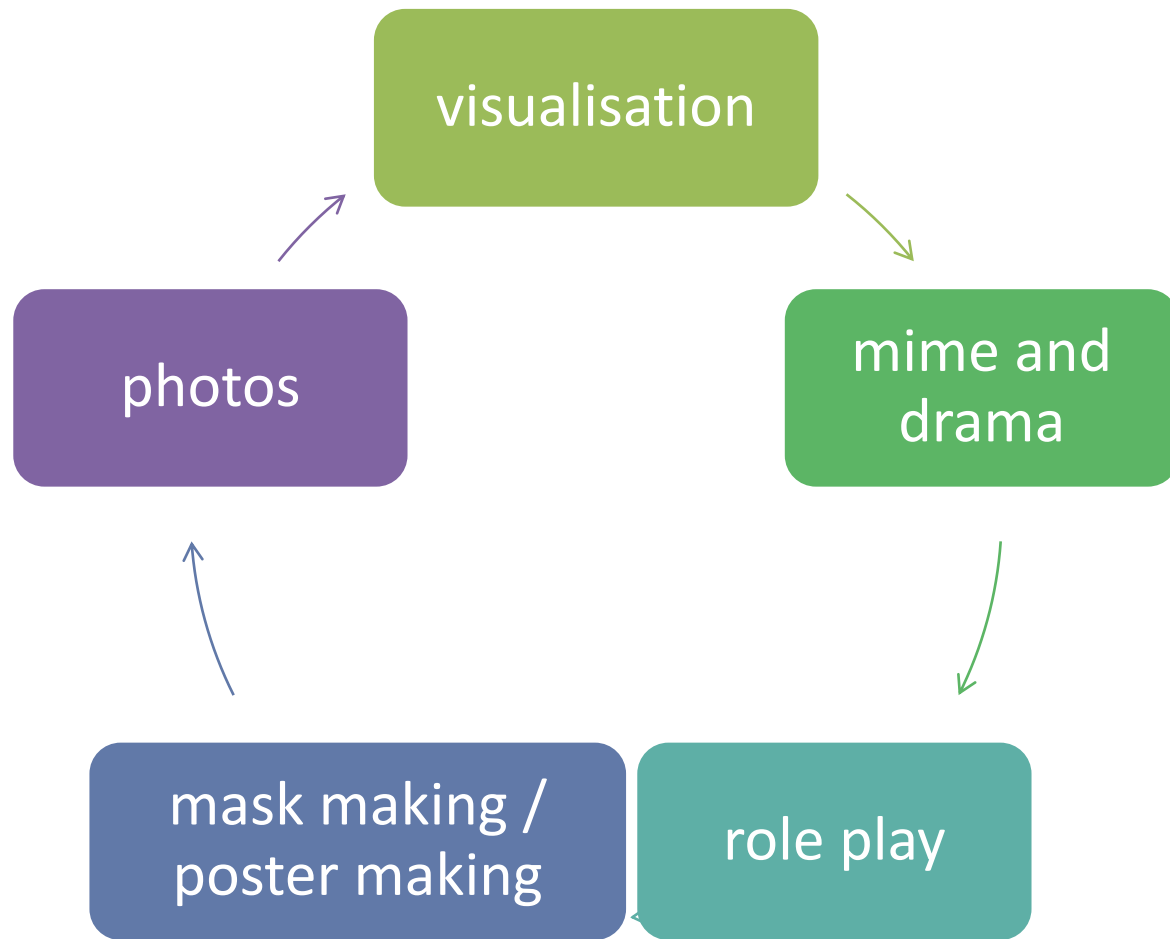
1. The learner **does** have a desired future L2 self-image.
2. The future self-image is **vivid**.
3. The future self-image is perceived as **plausible**.
4. The future self-image does not clash with the **social environment**.
5. The future self-image is **regularly activated**.
6. There is a **roadmap** towards the goal.

If these conditions are met,
motivation arises automatically and powerfully

Motivational programme



Activities



Activities

Visualization: my future L2 self

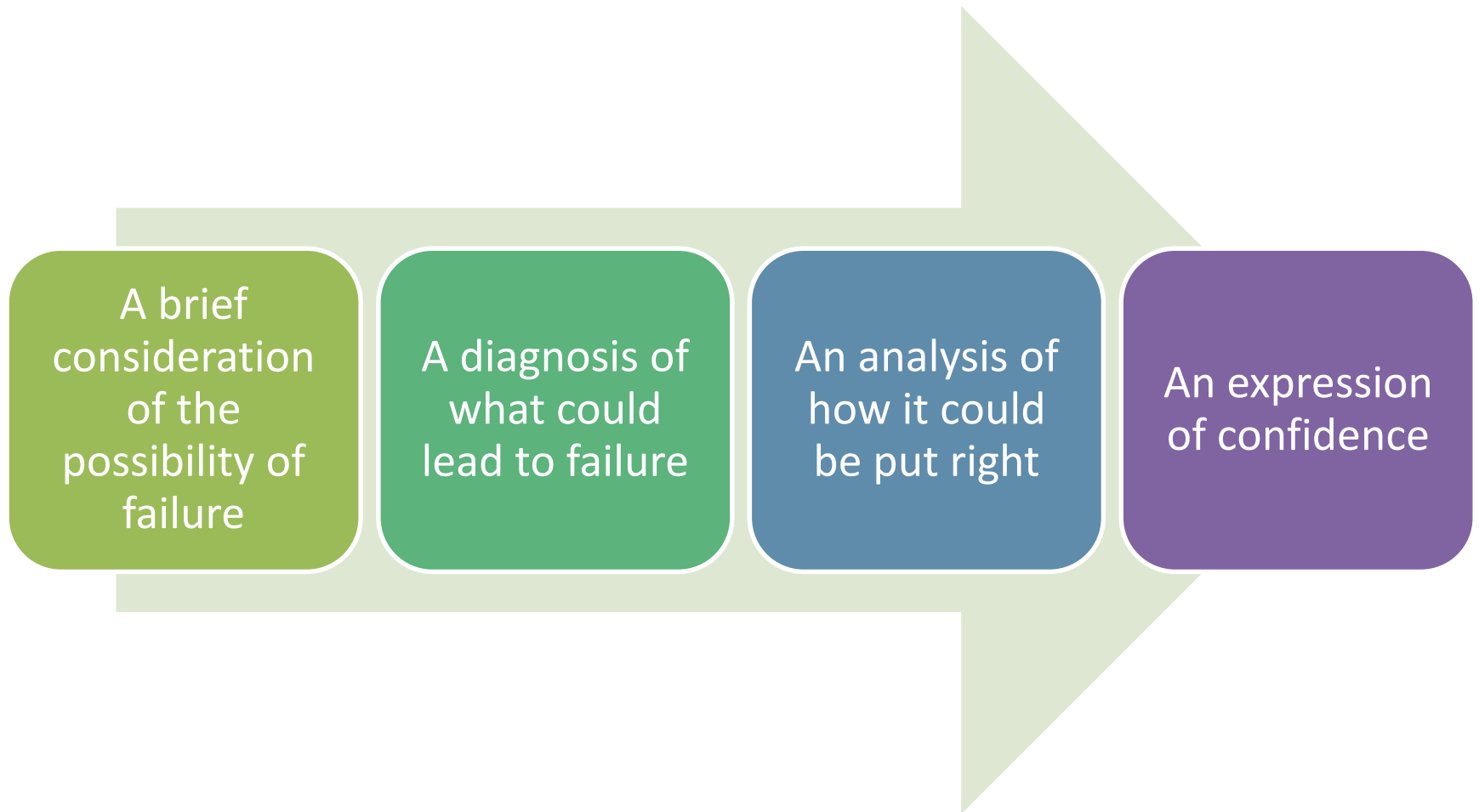
**Mask making:
the self I can become**

Step 2: Substantiating the vision: what is possible

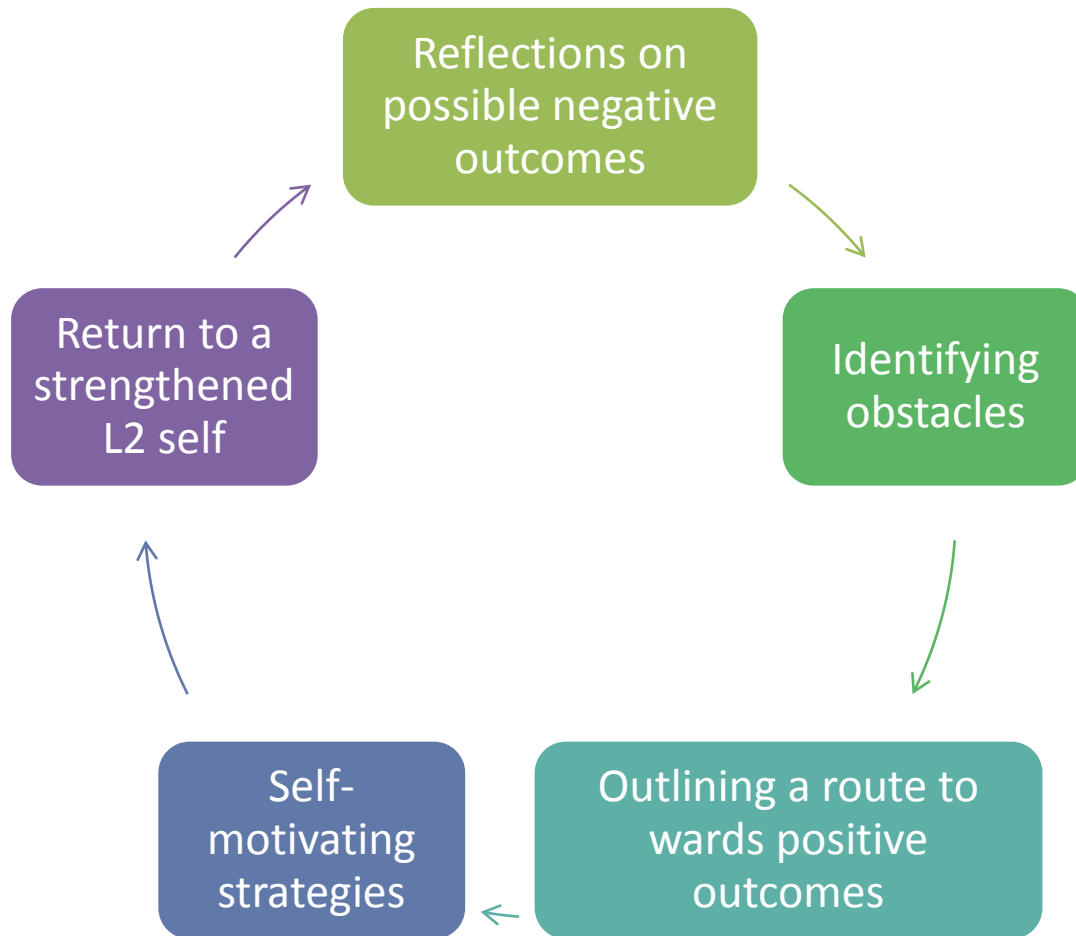
- Reality check of the original vision
- Analysis of the original vision in order to determine what parts are achievable and what is unrealistic.
- Reformulation of the original vision.

Easy to achieve	Possible, but more long-term	Very hard to achieve	Not really achievable (our much more time than I have)

Step 3 Counterbalancing the vision



Possible activities



Identifying obstacles: Self-barriers

The unconfident
self

The weak-
willed/easily
tempted self

The
procrastinator
self

The over-
committed self

The lazy self

The distracted
self

The stressed self

The inefficient
self

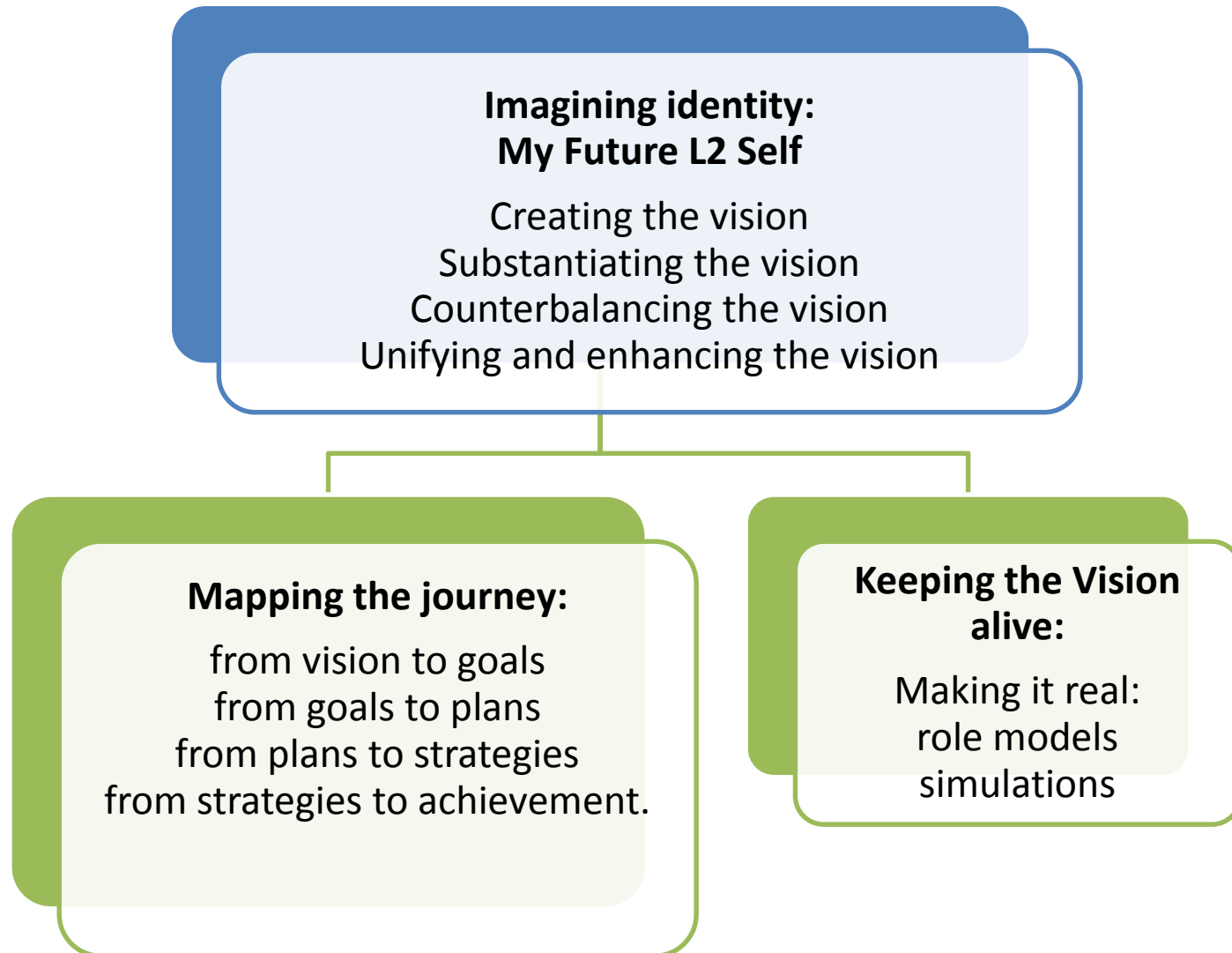
The easily
discouraged self

The disorganised/
unsystematic self

Overcoming obstacles: Strategies Mindmap



Motivational programme



Bildungsplanbezug

Funktionale kommunikative Kompetenz
Sprechen

Prozessbezogene Kompetenzen:
Sprachlernkompetenz

Interkulturelle kommunikative Kompetenz

Motivation