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TABLE 1 *Studies of language teachers' motivational strategy (MotS) use, based on Dörnyei's 2001 framework*

STUDY	SETTING & POPULATION	RESEARCH AIMS	METHOD OF INVESTIGATION	MAIN FINDINGS
Cheng & Dörnyei (2007)	TAIWAN 387 teachers of English at various levels from Elementary to University in Taiwan	'Modified replication' of original Dörnyei & Csizér (1998) research. Aimed to find out: 1. Teachers' perceptions of importance of MotS 2. Reported frequency of use	Used expanded questionnaire based on Dörnyei (2001) containing 48 MotS, statistically forming 10 clusters of 'macrostrategies'	<ul style="list-style-type: none"> <li>• Certain MotS are probably universally popular and applicable</li> <li>• Other MotS are probably culture-specific, in terms of teacher preference and/or applicability to local curriculum and educational culture</li> </ul>
Guilloteaux & Dörnyei (2008)	KOREA 40 learner groups (>1300 learners), 27 teachers of	To investigate the link between teachers' observed use of MotS and learners': 1. classroom engagement	Used 3 specially developed instruments: (a) classroom observation scheme termed	<ul style="list-style-type: none"> <li>• The teacher's motivational practice has higher correlation (<math>r = 0.61</math>) with learners' classroom engagement than their self-reported L2 motivation (<math>r</math></li> </ul>

	English, in state junior high schools.	(attention, participation, volunteering) 2. self-reported L2 motivation and teacher's post-lesson evaluation	'motivation orientation of language teaching' (MOLT) (b) learner questionnaire, and (c) a post-lesson teacher evaluation scale.	= .35) • Big differences found among teachers' motivational practice even in the same school
Papi & Abdollahzadeh (2012)	IRAN 26 learner groups (741 learners) taught by 17 teachers in state secondary schools (aged 11-16)	Replication of Guilloteaux & Dörnyei (2008), with additional focus on relationship between learners' motivated behaviour and future L2 self-guides.	As above, but 'b' included measures of components of L2 motivational self-system (Dörnyei 2009)	• Confirms main finding of Guilloteaux & Dörnyei (2008). • No significant relationship found between strength of Ideal L2 self and classroom engagement.
Moskovsky, Alrabai, Paolini &	SAUDI ARABIA 14 teachers, 296 male learners of	To directly test the causal influence of a set of contextually-appropriate MotS	Quasi-experimental design: experimental groups exposed to 10	The use of 10 MotS by specially trained teachers increased the L2 motivation of learners in the experimental groups;

Ratcheva (2013)	diverse backgrounds and ages from 12 to adult.	on learners' trait and state motivation (e.g. vary learning tasks; show learners you care about them; increase use English in class)	preselected MotS for 8 weeks; control groups receive traditional teaching	increase was greater in state than trait motivational variables
Sugita McEown & Takeuchi (2014)	JAPAN 222 university learners of English taught by one instructor in 5 classes	To examine the correlation between frequency of use of particular MotS and learners' motivation during one semester, comparing learners with different starting proficiency and motivational intensity	Learners did initial L2 proficiency tests and motivational intensity surveys, then data was collected 4 times on: 1. Teachers' self-reported use of 17 targeted MotS 2. Learners' evaluation of motivational effect of each MotS	<ul style="list-style-type: none"> <li>• Some MotS (e.g. 'starting class on time') correlate with learner motivation throughout course while some only correlate at particular times. Others show no correlation with learner motivation despite frequent use</li> <li>• Some MotS vary in effectiveness according to learners' pre-existing motivation and proficiency</li> </ul>
Wong (2014)	CHINA	1. To find out what MotS	Phase 1 - initial teacher	<ul style="list-style-type: none"> <li>• Only 6 of 25 MotS found to be used in</li> </ul>

<p>Teachers of English in Chinese (Hong Kong) secondary schools (phase 1, n = 80; phase 2, n = 30)</p>	<p>Chinese EFL teachers typically employ</p> <p>2. To judge their effectiveness in motivating learners</p>	<p>survey and interviews to identify MotS used by Chinese teachers; Phase 2 -</p> <p>1. Lessons observed using MOLT-like scale</p> <p>2. Teacher self-rated survey</p> <p>3. Selected learners complete survey after lessons</p>	<p>Chinese school classrooms were recognized as effective by teachers, learners and researcher (e.g. ‘offering rewards’; ‘ensuring learners are prepared well for tasks’)</p> <ul style="list-style-type: none"> <li>• These MotS are not all valued highly by teachers in other contexts</li> </ul>	
<p>Alrabai (in press)</p>	<p>SAUDI ARABIA</p> <p>Phase 1: 204 EFL school/university teachers</p> <p>Phase 2: 437 male learners aged 15-25 &amp; 14 teachers in 5 schools</p>	<p>1. To identify most popular MotS among Saudi teachers of EFL (phase 1)</p> <p>2. To test whether use of these MotS increases learner motivation and results in higher L2 achievement (phase 2)</p>	<p>Quasi-experimental design:</p> <p>1. Teachers in experimental groups trained to implement six MotS (identified in Phase 1) during 10 week course.</p> <p>2. Lessons observed using MOLT-like scale</p>	<ul style="list-style-type: none"> <li>• Experimental group teachers’ use of six MotS shown to produce greater increases in learner motivation – as evidenced in class behaviour and survey responses – over control group teachers using traditional methodology</li> <li>• Increased learner motivation leads to higher L2 achievement</li> </ul>

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3. Learners do motivation

survey at beginning and end

of course.

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TABLE 2 *Teachers' views of importance of motivational macro-strategies in five different national contexts*

MOTIVATIONAL MACRO-STRATEGY	Hungary (school) (Csizér & Dörnyei 1998)	Taiwan (school) (Cheng & Dörnyei 2007)	USA (univ) (Ruesch et al. 2012)	Korea (school) (Guilloteaux 2013)	Saudi Arabia (univ) (Alrabai 2014)
Set a personal example with your behaviour	1	1	2	1	
Create a pleasant atmosphere in the classroom / cohesive group	2	4	4	9	
Present tasks properly	3	5	10	4	5
Develop a good relationship with learners	4	(incl. in #1)	1		1
Promote learners' self-confidence / positive retrospective evaluation	5	3	5	2	3
Make the language class interesting/learning tasks stimulating	6	7	9		4
Promote learner autonomy	7	10	8		8
Personalize the learning process	8				

Increase the learners' goal-orientedness /helping learners to set goals	9	6			
Familiarize learners with the target language culture/L2-related values	10	8		10	2
Recognize learners' efforts and celebrate their success		2			
Promote group cohesiveness and set group norms		9			6
Avoid comparing learners to one another			3		
Help learners realize the importance of effort			6	3	
Emphasize usefulness of the L2			7	5=	
Reduce learner anxiety					7
Act naturally in front of learners*				5=	
Teach learning strategies*				7	
Help learners design individual study plans*				8	

\*being based on single items in surveys, these should be considered micro- rather than macro- strategies



TABLE 3 Prominent theories of motivation applied to language education

THEORY (with originator)	PEDAGOGICAL IMPLICATIONS	PRACTICAL EXEMPLARS
<b>Self-determination theory (Deci &amp; Ryan 1985)</b>	<p>Learners will tend to study best when they are intrinsically motivated or have a more internalized kind of motive.</p> <p>To enhance learners' intrinsic motivation, educators need to provide stimulating, satisfying tasks.</p> <p>To help internalize learners' motivation, they should provide classroom</p>	<p><u>Autonomy</u></p> <p>'Foster relevance, allow criticism, provide choice' (Noels 2013: 27)</p> <p>See Benson (2011) for review of empirical studies claiming the successful promotion of autonomy.</p> <p><u>Competence</u></p> <p>Teachers who are perceived as active participants in class, providing useful &amp; encouraging feedback, promote learners' sense of competence (Noels et al. 1999, Noels 2001).</p>

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	environments that support their basic need for a sense of autonomy, competence and relatedness (Noels 2013).	<u>Relatedness</u> Express involvement, immediacy and interest (Noels 2013). Develop positive group dynamics (cf. Dörnyei & Murphey 2003).
<b>L2 Motivational Self System (Dörnyei 2009)</b>	Learners can be motivated to study an L2 if they develop strong and elaborate visions of themselves as future users of the L2 (future self-guides), as long as they are plausible, accompanied by action plans, regularly activated and offset by a fear of less desired futures	3-4 months programmes shown to be effective, including: <ul style="list-style-type: none"> <li>• Goal setting, guided imagery tasks (Magid 2014)</li> <li>• ‘Ideal L2 self Tree’, visualization exercises, counselling sessions (Chan 2014)</li> <li>• Imaginary class reunion 10 years on (Fukada et al. 2011)</li> <li>• Building imagined communities (Murray 2013; Yashima 2013)</li> </ul>

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(Dörnyei 2009).

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<b>Social cognitive theory (Bandura 1997)</b>	Whether learners feel capable of doing classroom tasks and mastering different features of the L2 will affect their motivation to study. Teachers can enhance learners' self-efficacy through maximizing the chances of success in L2 tasks and providing an emotionally rewarding classroom environment (Mills 2014).	Focussed strategy instruction in L2 listening (Graham & Macaro 2008), L2 writing (Mills & Peron 2009), L2 reading (Matsumoto et al. 2013), shown to promote learners' self-efficacy. Also see Erler & Macaro (2011) below.
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<b>Attribution</b>	The reasons (attributions)	No intervention studies known in L2
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<b>theory (Weiner 1986)</b>	<p>learners give for their failures and successes can determine how motivated they will be to continue study. To promote their learners' motivation, teachers need to encourage attributions that are internal and amenable to change by the learner (e.g. effort, learning strategy, attention). Attributional beliefs may also be culturally conditioned, and correlate with L2 achievement (Erten &amp; Burden 2014).</p>	<p>education, but large-scale 3-year cross-sectional study (Erler &amp; Macaro 2011) shows poor decoding ability in French is associated with maladaptive attributions and low self-efficacy in UK school pupils.</p> <p>In general education, see Wentzel &amp; Brophy (2014) for descriptions of successful attribution retraining e.g. where learners are shown how to increase concentration on tasks rather than worrying about failure, cope with failure through analysis of performance and avoid attributions of failure to lack of ability.</p>
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<b>Mindsets (Dweck 1999)</b>	<p>Individuals tend to believe either that intelligence/ability is fixed (entity mindset) or malleable (growth mindset). This varies by domain. Language learners are particularly prone to a belief that L2 aptitude is fixed, and this may undermine effort to learn, especially when faced with cognitive challenges (Ryan &amp; Mercer 2012).</p>	<p>Experiment in Lou &amp; Noels (2016) shows adult learners primed towards incremental mindset show more adaptive goals and intended effort. In general education, see Dweck (1999) on how learners can be guided towards a growth mindset through (e.g.):</p> <ul style="list-style-type: none"> <li>• Careful use of praise &amp; feedback</li> <li>• Enhancing learners' metacognitive awareness</li> <li>• Giving learners a sense of progress</li> </ul>
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<b>Flow theory</b>	When academic tasks	Tasks involving email and chatting
<b>(Csikszentmihalyi</b>	provide the optimal level of	induced 'flow' in a majority of
<b>1990)</b>	challenge and interest and	Spanish language learners in a US
	allow a degree of learner	secondary school (Egbert 2003).
	control they can induce a	
	sense of 'flow' (=	See Dörnyei, Henry & Muir (2016)
	enjoyment and intense	on concept of 'group flow' and
	engagement, often	project work in language classes.
	unconscious) which may	
	over time produce enhanced	
	motivation and performance	
	(Egbert 2003).	

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TABLE 4 A selection of demotivating aspects of L2 classroom teaching

DEMOTIVATING FACTORS IN THE CLASSROOM	STUDY	CONTEXT
Being too controlling, thus diminishing learners' sense of control of class events	Littlejohn (2008)	Italian school children
Exercising too little control, suggesting disinterest	Oxford (2001)	US college language students
Not appearing friendly or approachable	Yi Tsang (2012)	US college students of Japanese
Providing monotonous learning activities (e.g. grammar-translation)	Falout et al. (2009)	Japanese school pupils
Giving over-corrective written feedback, or too negative feedback	Busse (2013)	Students of German in UK universities

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Neglecting learners' broader identity as persons	Norton (2001)	Adult immigrants in Canada
Neglecting learners' goals and methodological preferences	Lantolf & Genung (2002)	Adult learner of Chinese in USA
Not establishing appropriate boundaries for teacher-student relationships	Farrell (2015)	Canadian ESL college
Not demonstrating mastery of the subject	Trang & Baldauf (2007)	Vietnamese university students

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