



UNSW Global
AUSTRALIA

Motivating EAP students: Five principles

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UECA 2017

Does this look familiar?



Motivation in an EAP class

What is motivation?

The reason for someone's behaviour

Intrinsic vs. extrinsic motivation

Definition of motivation for this talk

Striving for competence and mastery

* With interest and enjoyment

(Niemiec and Ryan 2009)

Discuss

- How motivated are your EAP students? (1-5)
- What are some issues related to motivation in the EAP classroom?
- Predict ONE principle for motivating EAP students.

Motivation in an EAP class

Issues:



Why do some EAP students lack motivation?

- EAP course perceived as a hurdle
- slow progress/long pathway
- 'sent' to study in Australia/ a particular subject
- monolingual classes
- poor relationship with classmates/teacher
- feeling that the class is too difficult/low level of skills
- ???

What are the principles of motivation?

C.H.A.R.M.



1. Build and Maintain **R**apport



Build rapport from the start.

Find someone who...



Give

Hon

Tim

Stro

Acti

Hob

Is th



plans to study in the same faculty as you at UNSW.	has tried surfing.	???	loves travelling.
likes trying different types of food.	has seen a good movie recently.	has a pet.	is a good cook.
did something interesting last night.	has an unusual hobby.	has a lot of work <u>experience</u> .	does a lot of <u>exercise</u> .
can speak at least 3 languages.	has won a competition.	has been in Sydney longer than you.	got lost on the way to UNSWIL today.

speaking .
ngs .



Build and Maintain rapport

Discussion board Reflective Writing

Impacts of tourism

by [Meredith MacAulay](#) - Wednesday, 5 April 2017, 2:09 PM

Well done today, everyone, with the Reading and Vocabulary lesson and your vocabulary work.

Let's discuss the issue of today's reading.

Re: Impacts of tourism

by [Tian WANG](#) - Monday, 6 March 2017, 6:54 PM

Hi everybody, this is Tian.

I would like to tell you something about the impacts of tourism in Beijing. It is well known that Beijing is famous for its long history and culture. Therefore, Beijing has developed international tourism. Especially after the Olympic games in 2008, there are more and more

Re: Impacts of tourism

by [Fabang HUANG](#) - Tuesday, 7 March 2017, 1:08 PM

Hi Tian,

This is Oliver.

I cannot agree more with you and I am glad to see you have been becoming aware of the importance and necessary to protect our antique capital as a citizen of Beijing. People all over the country were disappointed when the old courtyards and lanes were destroyed by the investors for the tourism construction. The public should be given the right to supervise the authority to protect the local buildings and culture rather than focusing on the economic benefits only.



Build and Maintain rapport

- Group work (mixing up groups)
- Team tasks
- One-to-one consultations
- Drawing on students' interest/expertise

Eg. impromptu talks, 'I'm the expert.'

- Class routines-e.g. daily proverbs

'Where there's a will, there's a...'

'Better late than...'

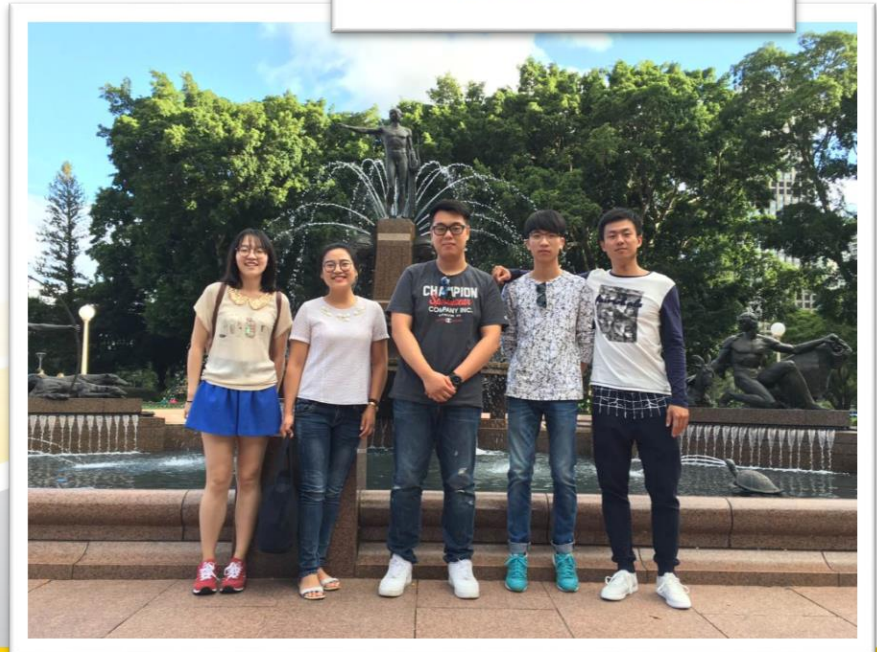
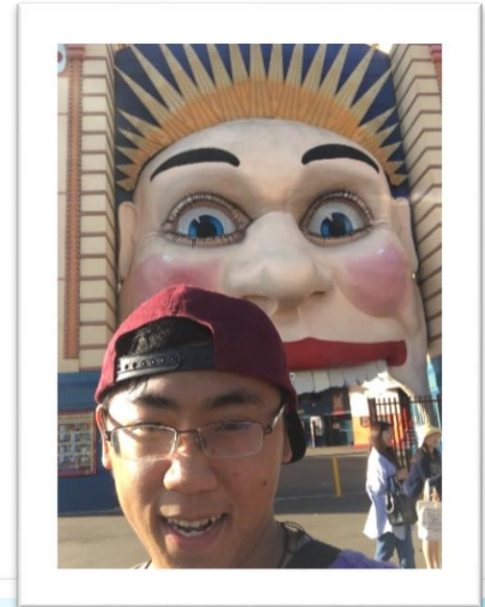
Build and maintain rapport

Adjusting to surroundings

Weekend Challenges: Get to know your city, Selfie Safari!, Meet a local



Selfie Safari!



2. Make **C**onnections

Why am I doing this?



Perceived relevance of
a task or activity

→ motivation

Woodrow (2013)

Make connections

How can we establish relevance?

First, make it relevant-content and activities
(Teaching for transfer James, 2006)

- Link to previous experience
- Perceived present worth
- Perceived future usefulness (Anticipate applications!)
- Present models of success

Adapted from the ARCs Model of Motivational Design Keller 2010; Woodrow 2013

Make connections



Graduate
talks

Make connections

Assessment Task

Mechanical Engineering

Anticipating applications

Example task:

Ask students to analyse a uni course outline/assessment.

Assess which of their skills they will be able to apply. What will be challenging?

Task	Activity	Weight		LOs	GAs
		<i>Individual</i>	<i>Team</i>	Assessed	Assessed
T1	Project Selection	-	-	-	-
T2	Client Interview	-	-	1, 4.	1f, 2c, 4a.
T3	Reflective Writing	10	-	3, 4.	1c, 1e, 1f, 3b.
T4	Consultation	-	10	2, 3.	1d, 1f, 2a, 3a.
T5-A	Bear Pit 1/2	10	-	2, 4.	1c, 1f, 3a.
T5-B	Bear Pit 2/2	-	10	2, 4.	1c, 1f, 3a.
T6A	Final Presentation	-	10	2, 3, 4.	1c, 1f, 2a, 2c, 3a, 4a.
T6B	Feedback from Mentor	-	5	2, 3.	1d, 1f, 2a, 3a.
T7	Final Design Report	-	20	1, 2, 3, 4.	1a-d, 1f-h, 2c, 3a, 3c.
T8	Feedback from Client	-	25	1, 2, 3, 4.	1d-f, 2a, 3a, 4a.
T9	Peer Assessment	-	(-40)	1, 3.	1b, 1c, 1e, 2c.
Total		20	80		



Activity: Imagine you have been doing a unit on Energy. You have to write an essay on this topic. Do the activity with a partner.

1. renewable
2. depletion
3. solar energy
4. fossil fuels
5. sustainability
6. global warming
7. energy diversification

What is the purpose of this activity?
Would you do this activity with your class?
What is the next principle of C.H.A.R.M.?

3. Mix things up!



- Warmers
- Technology-e.g.Kahoot, Quizlet, Socrative, Padlet
- Use movement
- Student generated content
- Adapt the task

Adapt the task

If you have a set of pre-reading or post reading questions...

Dictation



Mix it up! How could you adapt this task?



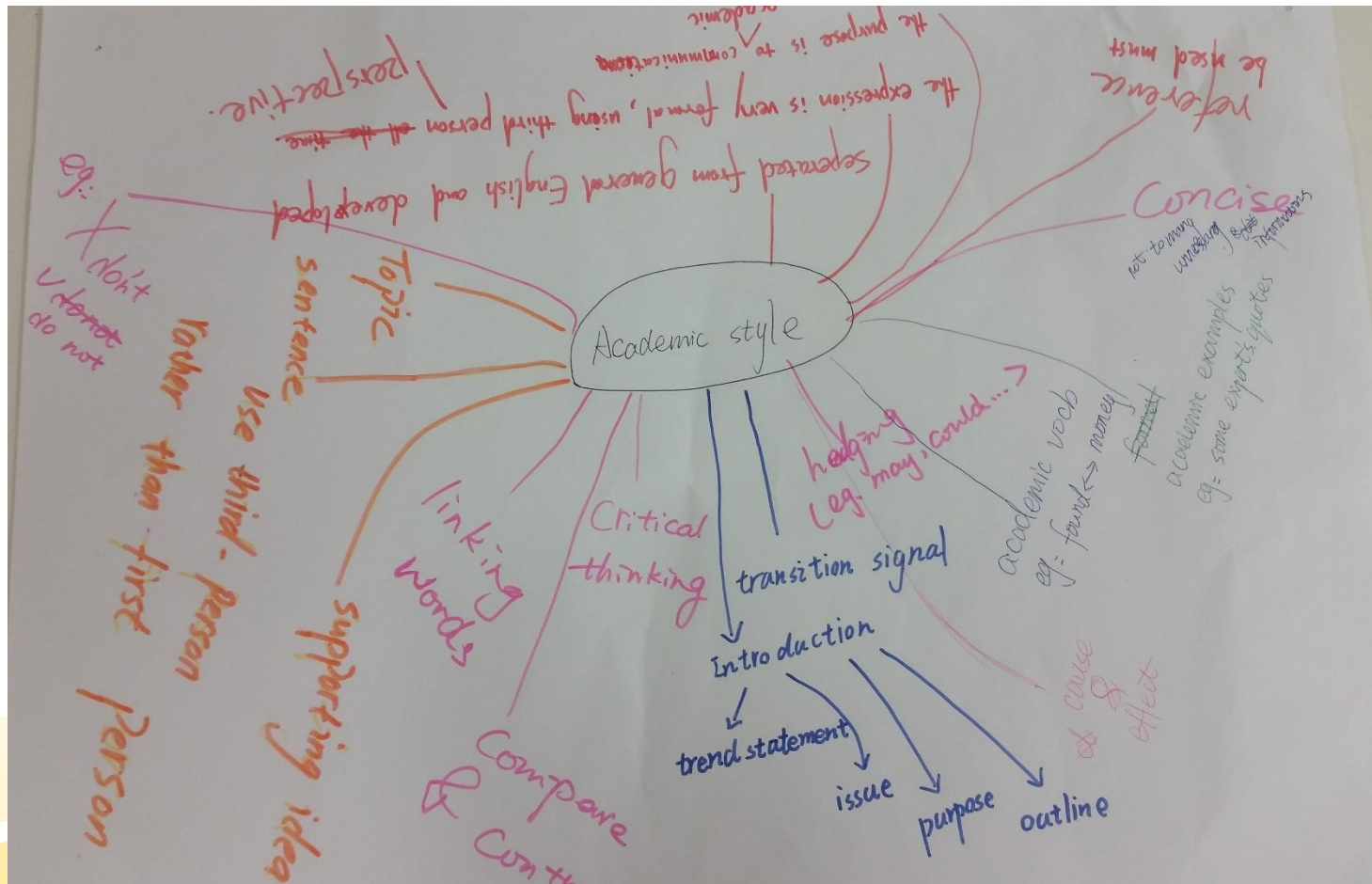
Task 2: Think-pair-share

Review the key points outlined in the following table. Try to summarise each feature in a concise 'take-home-message'.

Features of academic communication	
Formality & complexity	Academic language tends to be lexically denser and more specialised than language used in a non-academic context; this is especially true for written texts. Formal expressions and specialist vocabulary can help establish meaning in a more precise manner in order to avoid misinterpretation.
Objectivity & hedging	Academic communication should be inclusive, non-emotive and impersonal. For this reason it tends to include frequent use of modality, passive voice and hedging expressions. Using this language appropriately allows you to distance yourself from claims and acknowledge a degree of uncertainty.
Explicitness	Academic communication should be straight forward and concise; it is better to avoid convoluted expressions and long-winded explanations. It is also important to highlight important connections and strategic relationships by using appropriate signal language, discourse, and theoretical frameworks.
Responsibility	In an academic context it is essential to provide appropriate evidence and sufficient justification for your claims. A claim should be based on informed discussion, negotiation and respect for alternative positions. It should also reflect awareness and consideration of its implications for key stakeholders.

Mix it up!

Interactive mindmaps



4. Foster Learner **A**utonomy



Look at the following tasks. In each set, which task allows for more student autonomy?

Set 1

- a. Students practise describing a graph given to them.
- b. Students bring in a graph on a topic of interest and describe it to a partner.

Set 2

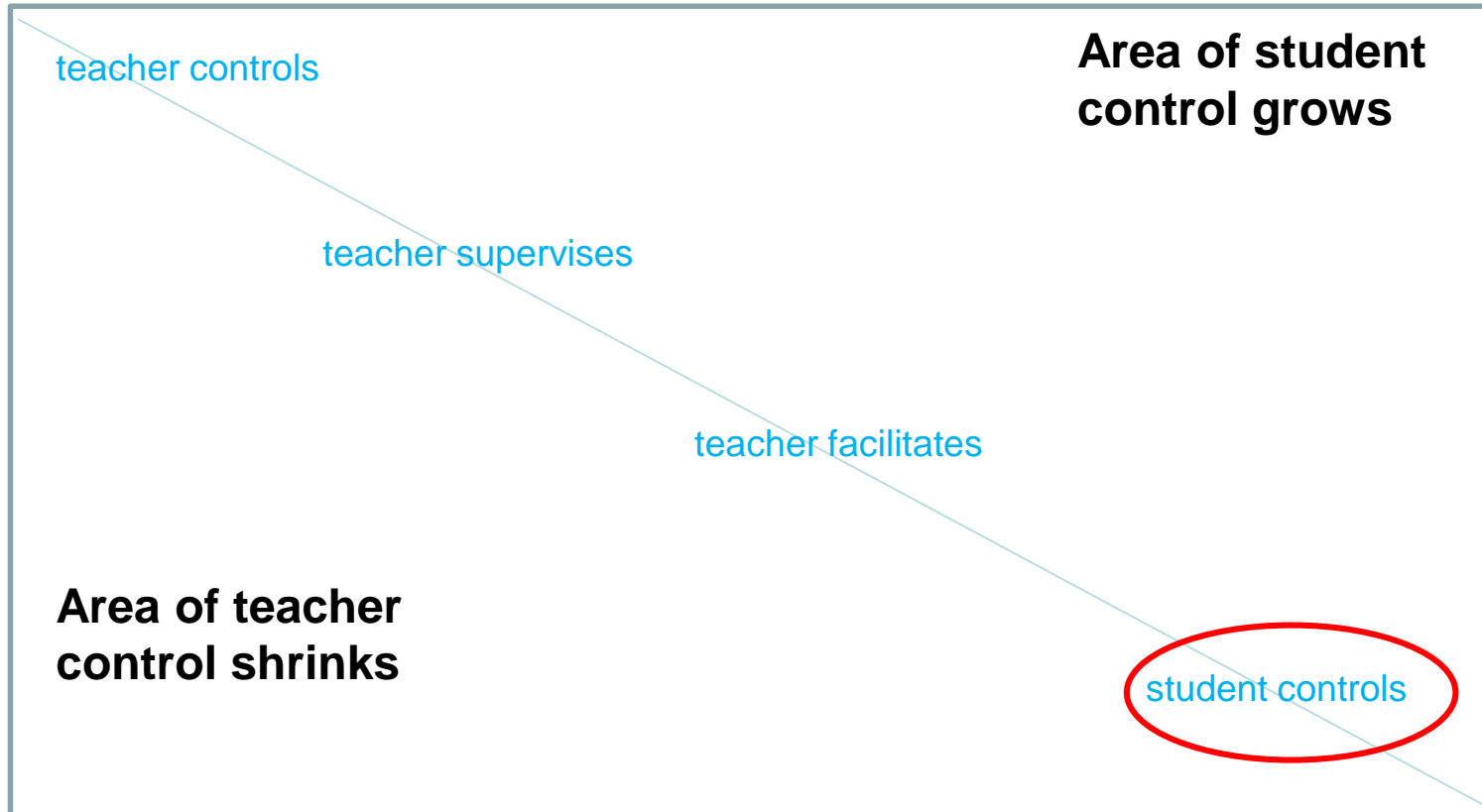
- a. Elicit the structure and other features of an essay.
- b. Students give feedback to each other on their writing. The teacher circulates and answers questions.

Set 3

- a. Allow students to use their phones as dictionaries at their discretion.
- b. Ban the use of phones in class.



The teacher's cline of control



Alexander, Argent, & Spencer (2008)

**Be flexible and responsive to student needs.
However, gradually hand over more control.
Scaffolding.**



Strategies to foster autonomy

- Encourage student preparation for the class
- Independent inquiry (students do the research, discuss in class)
- Involve students in task design (e.g. students write comprehension questions, discussion questions)
- Peer share (e.g. readings)
- Peer teaching
- Encouraging divergent student outcomes
- Self and peer assessment
- Student-led activities-e.g. writing workshop
- Encouraging reflection

5. Highlight Progress

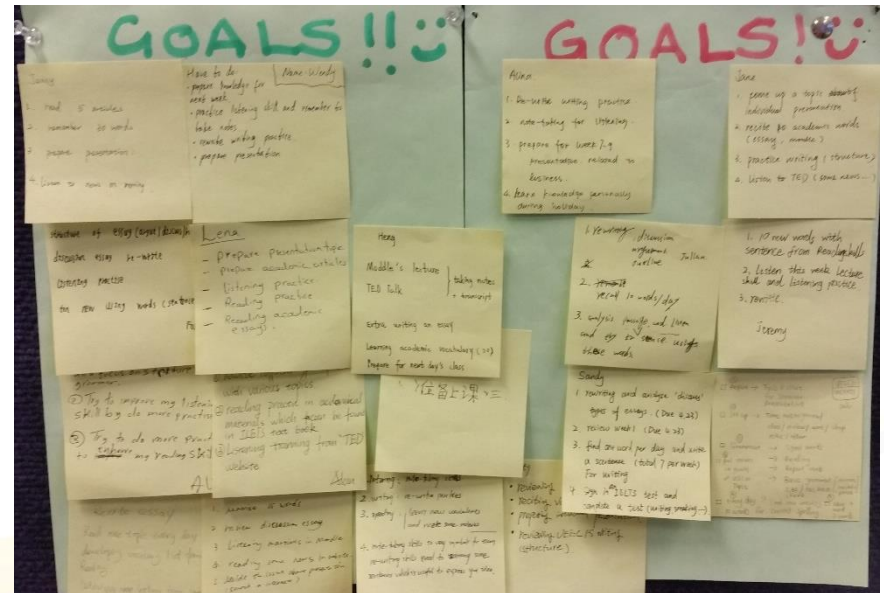


Highlight Progress



- Summative and formative assessment
- Self-reflections –What's working? What would you like to do differently in the future?
- Portfolios
- Peer feedback
- Consultations
- Feedback/Recognition/Praise

Highlight Progress



(Tania Bencic, UNSWIL)

C.H.A.R.M.

Make Connections
Highlight growth
Promote Autonomy
Build Rapport
Mix it up!



Discuss

- Which principle would you like to focus on more in class? Why?
- Which ideas could you use from this workshop?

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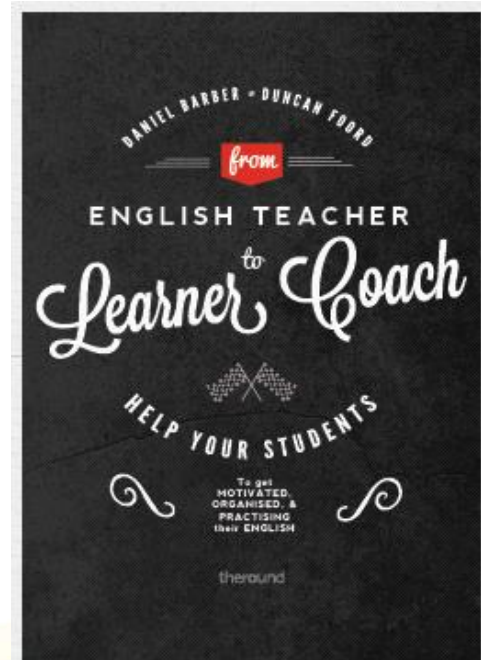
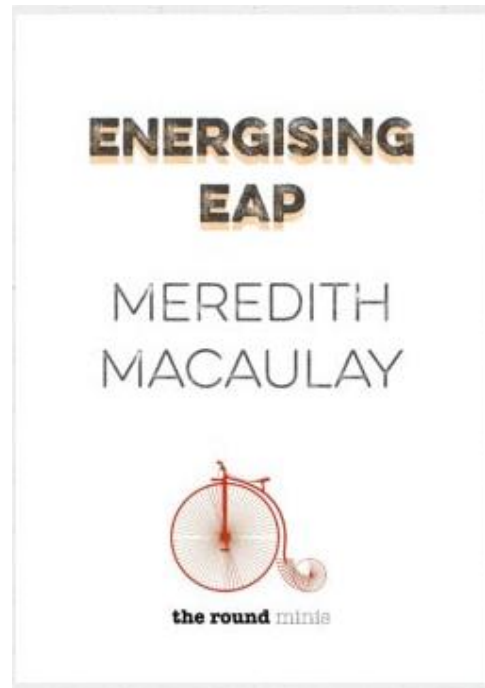
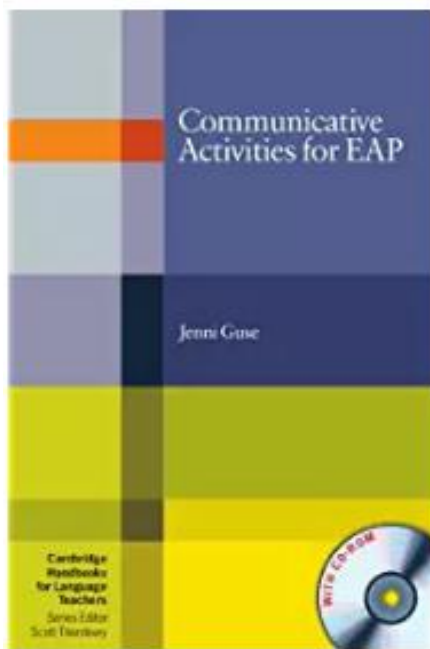
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Other sources



Thank you!



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