

Dr. Neil J. Anderson



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About the speaker

Dr. Neil J. Anderson is a Professor in the MA TESOL program in the Department of Linguistics and English Language at Brigham Young University, Provo, Utah (USA). He also serves as the Coordinator at the English Language Center. Neil has taught and presented papers and workshops in over 40 countries. His research interests include second language reading, motivation, language learning strategies, and teacher leadership. He is the author of a teacher education text entitled *Exploring Second Language Reading: Issues and Strategies* (1999, Heinle) and an EFL reading series *ACTIVE Skills for Reading* (2012, Heinle). Neil served as President of TESOL (Teachers of English to Speakers of Other Languages, Inc.) during 2001-02. He has had two Fulbright research/teaching fellowships: in Costa Rica (2002-03) and in Guatemala (2009-10).

About the presentation

Engaging in Motivational Teaching Practices to Achieve a Perfect Score

Teachers play a powerful role in motivating learners in their classrooms. In order to engage in effective motivational teaching practices, each teacher must embark on a journey towards excellence. This session will present the results of research conducted in Guatemala and in the United States that report on teacher journeys to achieve a perfect score.

This featured speaker session will focus on ways that teachers can weave motivational moments into their teaching. Research by Guilloteaux and Dornyei (2008) indicates that "the teacher's motivational practice does matter. [And that] student motivation is related to the teacher's motivational practice" (p. 72). Teachers have a powerful role in motivating (or demotivating) the learners in their classrooms. Because we know that teacher's motivational practice in the classroom does matter, it is imperative that we take appropriate steps to explicitly plan how we can engage in motivational moments. Using Dornyei's components of motivational teaching practice, we will identify instructional strategies for "creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation" (Dornyei, 2001, p. 29). Direct implications for increasing motivation in teaching and learning in Korea will be provided.