THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Motivation to Learn English: Theories and Practice
Course Code	:	ENG4417
Department	:	Department of English Language Education
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	*(if applicable)*
Medium of Instruction	:	English
Course Level	:	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

In this course, major motivational theories related to English language education will be introduced and examined. A systematic review will also be conducted to highlight the current trends in contemporary motivation theory in the context of Hong Kong English language classrooms. In the course, student will compare and contrast motivation theories in respect of their learning (and teaching) experience. How individual learner differences such as age and gender impact on motivation to learn English will be explored so as to develop a better understanding of the complexity of teaching and learning. With an understanding of motivation theories and learner differences, appropriate pedagogy to students of different learner styles will be discussed and explored in the context of English language education and its curriculum.

2. **Course Intended Learning Outcomes (CILOs)**

Upon completion of this course, students will be able to:

$CILO_1$ Understand major motivation theories and approaches in the context of English language education

$CILO_2$ Understand the relationship between individual learner differences and motivation to learn English

$CILO_3$ Identify appropriate pedagogy to specific groups of English learners

$CILO_4$ Relate motivational strategies to English language curriculum

3. **Course Intended Language Learning Outcomes (CILLOs)**

Upon completion of this course, students will be able to:

$CILLO_1$ Demonstrate an expressive command of written English for academic English

$CILLO_2$ Demonstrate an expressive command of spoken English for academic English

4. **Content, CILOs, CILLOs and Teaching & Learning Activities**

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Reviewing major theories on motivation	$CILO_1$	Lecture, blended learning session
Exploring individual learner differences in the context of English language education	$CILO_2$	Lecture, blended learning session, presentation
Reviewing Learner strategies and relationship to English learning motivation	$CILO_{2,3}$	Lecture, Case studies

Examining relationship among pedagogy, English learning motivation & English Language Curriculum	$CILO_1$ (etc.)	Lecture, Case studies

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Group presentation on motivation theories	25%	$CILO_{1,2,3,4}$
(b) Reflective essay on English learning motivation and learning experience	45%	$CILO_{1,2,3,4}$
(c) Portfolio on motivation strategies	30%	$CILO_{1,2,3,4}$

6. Required Text(s)

Nil

7. Recommended Readings

Bandura, A. (2001) Social cognitive theory: An agentive perspective. *Annual Review of Psychology,* 52(1), pp. 1-26

Weiner, B. (1992) *Human Motivation: Metaphors, Theories, and Research*. Sage Publications

Brophy, J.E. (1999) Toward a model of the value aspects of motivation in education: developing appreciation for particular learning domains and activities. *Educational Psychologist,* 34, pp.75-85

Chen, J.F., Warden, C.A. and Chang, H.T. (2005) Motivators That Do Not Motivate: The Case of Chinese EFL Learners and the Influence of Culture on Motivation *TESOL Quarterly*, 39 (4), pp. 609-633

Covington, M. (1992) *Making the grade: A self-worth perspective on motivation and school reform* Cambridge: Cambridge University Press

Csizér, K. & Kormos, J. (2009) Learning experiences, selves and motivated learning behaviour: A comparative analysis of structural models for Hungarian secondary and university learners of English In Z. Dörnyei & E.Ushioda (Eds.) *Motivation, Language identity and the L2 self.* Bristol: Multilingual Matters, pp.98-119

Dörnyei, Z. (2010) The L2 motivational self system. In Z. Dörnyei & E.Ushioda (Eds.) *Motivation, Language identity and the L2 self* .Bristol: Multilingual Matters, pp.9-43

Dörnyei, Z. & Ushioda, E. (2011) *Teaching and Researching Motivation* Harlow: Pearson Education

Dweck, C. S. (2008) *Mindset: the new psychology of success*. New York: Ballantine Books

Eccles, J.S. (2007) Subjective task value and the Eccles et al. model of achievement related choices In A.J. Elliot & C.S. Dweck (Eds.) *Handbook of Competence and Motivation* London: The Guilford Press, pp.105-21

Guilloteaux, M. & Dörnyei, Z. (2008) Motivating Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation *TESOL Quarterly*, 42 (1), pp. 55-77

Kikuchi, K. (2009) Listening to our learners' voices: what demotivates Japanese high school students? *Language Teaching Research,* 13(4), pp.453–471

Sakai, H. & Kikuchi, K. (2009) An analysis of demotivators in the EFL classroom. *System,* 37, pp.57-69

MacIntyre, P.D., Mackinnon, S.P. & Clément, R. (2009) Toward the development of a scale to assess possible selves as a source of language learning motivation In Z. Dörnyei & E. Ushioda (Eds.) *Motivation, Language identity and the L2 self.* Bristol: Multilingual Matters, pp.66-97

Ryan, R.M. & Deci, E.L. (2000) Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology,* 25, pp.54-67

Ryan, E.L. (2009) Ambivalence and Commitment, liberation and challenge: investigating the attitudes of young Japanese people towards the learning of English *Journal of Multilingual and Multicultural development* 30 (5), pp.405-20

Taguchi, M., Magid, M. & Papi, M. (2009) The L2 Motivational Self System among Japanese, Chinese and Iranian learners of English: A comparative study In Z. Dörnyei & E.Ushioda (Eds.) *Motivation, Language identity and the L2 self.* Bristol: Multilingual Matters, pp.66-97

Wong, R. (2012). Linking motivation and pedagogy: The case of newly arrived Hong Kong students. *The Asia-Pacific Education Researcher,* 21*(3): 636-647.*

Wong, R. (2014). An investigation of strategies for student motivation in the Chinese EFL context. *Innovation in Language Learning and Teaching.8* (2), 132-154.

Wong, R. (2016). How one-year of overseas teacher education programme improved a teacher's motivation strategies. *Pedagogy, Culture & Society,* 23 (1), 107-130

8. Related Web Resources

EDB (English Language Curriculum):
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html

9. Related Journals

Studies in Second Language Acquisition
TESOL Quarterly
Journal of Education for Teaching

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

11. Others

Nil

11 March 2019