Motivation

Let's start the motivation section with following paper from Turkey which shows that teachers are no different from their students when it comes to motivation. This is rather reassuring. We are humans after all.

Assessment of teacher motivation

"The aim of this study was to contribute to the achievement of educational goals by determining teachers' levels of motivation. With this aim in mind, the opinions of 386 teachers employed in primary schools in Tokat province were sought. According to the findings of the study, the teachers stated that their needs were not fulfilled according to their expectations. According to the results of the study, it may be said that teachers occupy a field of motivation which is sufficient to contribute to the achievement of educational goals at a higher level".
(Gokce, 2010)**,**

I am in adult education, so the following findings do not come as a surprise to me:

Social factors and adult learners' motivations in re-entering higher education

"While there is less doubt that adult learners are motivated by different reasons to re-attend school, it is important to note that, other than psychological factors, social factors are also important in
shaping the participation decision. Although researchers have attempted to include social factors in participation models, there

is not a conclusive relationship between socioeconomic background and motivation for participation. This study attempts to clarify the linkage between different social factors and adult motivations in re-entering school to acquire a university degree. By regressing motivations onto three sets of social variables, we found that family role and social position have significant impact in affecting some of the motivations for re-entering school. These results confirm that adult motivations to learn are embedded within the social lives of adults".
(Tsz Man Kwong, Yan Fung Mok, & Kwong, 1997)

Classroom motivation strategies for prospective teachers

"National surveys indicate that student motivation is a principal concern of teachers, yet few publications within the teacher education literature directly address how teachers can best apply established motivational principles. Pivotal to mobilizing student motivation is the understanding the role of rewards in sustaining productive task engagement. This article examined the difference between intrinsic and extrinsic motivation for academic learning, the relative value of intrinsic and extrinsic motivation, the effects of extrinsic rewards on intrinsic motivation, the potential compatibility of cognitive and behavioral perspectives of student motivation, and research-based recommendations for promoting classroom motivation".
(Williams & Stockdale, 2004)

Admiration for virtue: Neuroscientific perspectives on a motivating emotion

"Social emotions like admiration for another person's virtue are often associated with a desire to be virtuous one's self, and

to engage in meaningful and socially relevant activities against any odds (Haidt & Seder, 2007). These emotions can profoundly inspire us, sometimes motivating our most significant life-course decisions. Yet despite the cognitive maturity and complexity of knowledge required to induce an emotion like admiration for virtue, our recent study of the brain and psychophysiological correlates of experiencing this emotion revealed significant involvement of low-level brain systems responsible for the feeling of the gut and the maintenance of basic life regulation (M. H. Immordino-Yang et al., 2009). These findings contribute an interesting jumping-off point for re-examining the educational study of motivation states because they suggest that, contrary to current conceptions in educational research, non-conscious, low-level physiological processes related to survival and bodily sensation may be critical contributors to intrinsic motivation."
(M. H. Immordino-Yang & Sylvan, 2010)

The Role of Imagery in Dictionaries of Idioms

This article adopts a cognitive linguistic approach to idioms as motivated lexical units. The focus is on lexicographic applications of the notion of motivation; specifically, on the usefulness of imagery in the form of pictorial illustrations and tymological notes in idioms dictionaries. We discuss the main features of idiom semantics, review the results of research into the influence of motivating information on idiom acquisition, and outline the issue of imagery in idiom entries, highlighting the problems involved. Finally, we report on a study with Polish university students of English. Our findings point to a facilitative role of pictorial illustrations on short- and long-term retention of both form and meaning of idioms. In contrast, etymological notes do not have any positive effect.
(Szczepaniak & Lew, 2011)

Motivation in ELT.

The author presents several research on the role of motivation in learning and teaching the English language. One research agenda incorporates developments in general education studies into the narrower field of language learning motivation. Another research analyzing the efficacy of self-worth theory which emphasizes the importance of the beliefs learners have for themselves. Some other research argues that motivation change over time in terms of three phases including choice, execution and retrospection.
(McDonough, 2007)

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