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About the Author

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Series Editor's Preface

The English Language Teacher Development (ELTD) Series consists of a set of short resource books for English language teachers that are written in a jargon-free and accessible manner for all types of teachers of English (native and nonnative speakers of English, experienced and novice teachers). The ELTD series is designed to offer teachers a theory-to-practice approach to English language teaching, and each book offers a wide variety of practical teaching approaches and methods for the topic at hand. Each book also offers opportunities for teachers to interact with the materials presented. The books can be used in preservice settings or in in-service courses and can also be used by individuals looking for ways to refresh their practice.

Willy Renandya's book *Motivation in the Language Classroom* explores different approaches to motivation in the language classroom and the various challenges this may present to a language teacher. Willy provides a comprehensive overview of how motivation works in the language classroom in an easy-to-follow guide that language teachers will find very practical for their own contexts. Topics covered include the why and what of motivation and how it impacts the teacher, the teaching methodology, the text, the task, and the test. *Motivation in the Language Classroom* is a valuable addition to the literature in our profession.

I am very grateful to the authors who contributed to the ELTD Series for sharing their knowledge and expertise with other TESOL professionals because they have done so willingly without any compensation to make these short books affordable to all language teachers throughout the world. It is truly an honor for me to work with each of these authors as they selflessly gave up their valuable time for the advancement of TESOL.

Thomas S. C. Farrell

Introduction

Terrell H. Bell, former U.S. Secretary of Education, once said, “There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation” (as cited in McInerney & Liem, 2008, p. 11). This is something that every teacher would readily acknowledge. Motivated learners are more enthusiastic, goal-oriented, committed, persistent, confident, and successful in their learning. They are willing to work hard to achieve their goals and do not easily give up. In second language learning (L2) contexts in particular, teachers know from experience that motivation plays a key role in learning that students with higher motivation are likely to be more successful, and that teachers themselves play a major role in creating and fostering motivation in the classroom. The aim of this book is to help teachers explore classroom-specific motivational factors that they have at their disposal to help their students become more engaged in the language classroom.

Chapter 2, “The What and Why of Motivation,” sets the scene by describing what motivation is, why it is important in language learning, and what we know about motivation from research that can be translated into the classroom. This chapter introduces the five elements (the 5 Ts) of motivation (Renandya, 2013), which form the basis for discussion in the rest of the book. The first T, *teacher*, explores the central role that teachers play in motivating students to learn. Everything about the teacher, from the way he or she conducts class to the way he or she behaves and relates to the students, can be a great source of student motivation.

Chapter 3 looks at the second T, *teaching methodology*, examining the choice of teaching methods and planning and implementing the lesson. Chapter 4 looks at the third T, *text*, and presents practical strategies to make teaching materials more stimulating and motivating.

Chapter 5 looks at the fourth T, *task*, and offers practical tips for making tasks cognitively, affectively (emotionally), and linguistically engaging. Chapter 6 looks at the final T, *test*, and examines how we can make tests less intimidating and more motivating through more learner-friendly assessment procedures.

The last chapter, Conclusion, summarizes the key points of the 5 Ts of motivation and provides practical tips on how practising teachers can implement the ideas presented in this book.