

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

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)	: <i>(if applicable)</i>
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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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:

- CILO₁ Understand major motivation theories and approaches in the context of English language education
- CILO₂ Understand the relationship between individual learner differences and motivation to learn English
- CILO₃ Identify appropriate pedagogy to specific groups of English learners
- CILO₄ Relate motivational strategies to English language curriculum

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Demonstrate an expressive command of written English for academic English
- CILLO₂ 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	<i>CILO₁</i> (<i>etc.</i>)	Lecture, Case studies
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5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
<p>(a) Assignment 1:</p> <p>A summary of major motivation theories and their applications in EFL/ESL context</p> <p><i>Note: Ss need to create a file to be shared with the course tutor and update the file after every lecture.</i></p>	20%	<i>CILO_{1,2,3,4}</i>
<p>(b) Assignment 2:</p> <p>A <u>reflective</u> presentation on English learning motivation and learning experience.</p> <p><u>Description:</u> Based on the lectures and the given readings, present your reflection on your English learning experience by <u>pre-recording a short video of NOT MORE THAN 6 mins.</u></p> <p><u>Submit your video link to Moodle before class on 22/11</u></p>	30%	<i>CILO_{1,2,3,4}</i>
<p>(c) Assignment 3:</p> <p>Develop <u>a teaching and learning pack</u> for a unit including:</p> <ol style="list-style-type: none"> 1. An overview to explain the theoretical rationale behind the design of the unit plan to motivate your target group of students. (800 words) 2. A unit plan of 4 single periods (35-40 mins each period) using the theories and approaches introduced in the course. (no word limit. Suggestion: 2000 words) 3. Necessary learning and teaching materials for the unit which may include PPTs, worksheets and assessment tasks. (no word limit) 	50%	<i>CILO_{1,2,3,4}</i>

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Nil

8. Recommended Readings

Bandura, A. (2001) Social cognitive theory: *An agentic 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

9. Related Web Resources

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

10. Related Journals

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

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

12. Others

Nil

13 August 2025