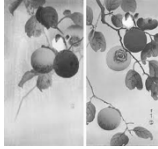


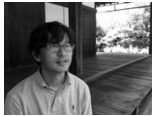
Deconstructing Motivation in Language Learning

Mindful paths to enhance students' engagement
in language classrooms

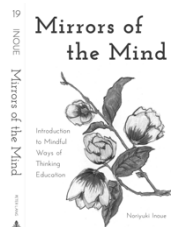


Noriyuki Inoue, Ph.D.
Associate Professor
University of San Diego
CATESOL Conference, March 7th, 2015

Just a little bit about myself...



- Born and raised in Japan
- English is my second language
- Came to the U.S. in 1991 for graduate study
- Summer ESL training before going into a graduate program
- San Diego for 12 years
- Educational psychologist
- Motivation is my favorite topic to talk about



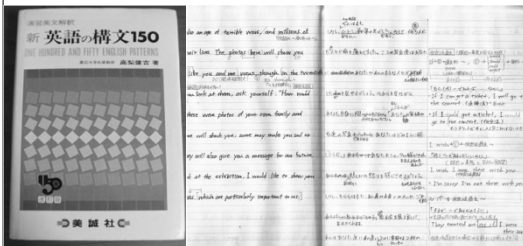
Inoue, N. (2012). *Mirrors of the mind: An introduction of mindful ways of thinking education*. New York: Peter Lang Publishing.

TOP FIVE LIST

Thing I benefited most from
in learning English



#5: Basics



#4: Cassette Tapes





Harry: A woman friend. This is amazing. You know, you may be the first attractive woman I've not wanted to sleep with in my entire life.
Sally: That's great, Harry.

#3: Learning and reading in English



#2: Proof-readers



And #1 goes to...

THE
BEATLES





For me, learning English was a highly multi-dimensional experience.

Motivation in language classrooms



You want your students to be highly motivated...



But sometimes they are not...



What should you do...?



Important Questions

- Why aren't they motivated?
- Why aren't they motivated to learn in my classroom?
- What changes should I make in my teaching?
- **What theories should I use to guide my attempts to improve my students' engagement in my classroom?**
 - What do I believe as my personal theory about student engagement?
 - How should I transform my personal theory?

Key Theoretical Frameworks

- Pragmatism and instrumentalism (Dewey, 1916)
 - Knowledge comes from its use in human experience
- Behaviorism (Skinner, 1938)
 - Students regulate their behavior based on the consequence that they anticipate
 - Reward or punishment → Reinforcement
 - Extrinsic motivation
 - Different from intrinsic motivation
 - Extrinsic control is known have a detrimental effect on intrinsic motivation (Deci, 1996)
 - Extrinsic control takes away the sense of autonomy



It's a tug of war...



Self-Determination Theory (SDT) (Deci & Ryan, 2000)

- Intrinsic motivation consists of three sub-entities:
 - 1) Sense of autonomy
 - Are the students interested, excited and feeling the sense of control?
 - 2) Sense of competence
 - Do students feel capable and eager to overcome challenges?
 - 3) Sense of relatedness
 - Do students feel the sense of relevance to the content and see what their teacher/classmates say matter?

#1: Autonomy

- Give choice and freedom to students
- Extrinsic regulation to enhance autonomy (intrinsic)
 - Extrinsic (least autonomous)
 - Learning to gain extrinsically given rewards
 - Introjection
 - Learning with a tentatively accepted value system
 - Identification
 - Learning with a consciously internalized value system
 - Integration
 - Learning by totally assimilating to a value system
- Intrinsic (most autonomous)
 - Learning for inherent enjoyment and interest

Examples

- Extrinsic
 - "I am doing this to receive an A from my teacher."
- Introjection
 - "I am doing this because my teacher told me it's important for my learning."
- Identification
 - "I am doing this because I agree that it's important for my learning."
- Integration
 - "I am doing this because I really feel this is important for me."
- Intrinsic
 - "I am doing this because this is really fun."

#2: Competence

- Self-efficacy (Bandura, 1994)
 - Confidence in one's ability to succeed
 - Ways to build self-efficacy
 - Accumulation of successful experiences
 - Moderate level of challenge in each task
 - Not too challenging + Not too easy
 - Meaningful support and guidance for success
 - Gradual release of control
- Goal theory (Dweck, 2000, 2007)
 - Performance goal vs. Mastery goal
 - Fixed mindset vs. Growth mindset

#3: Relatedness

- Serving students' interest vs. eliciting students' interest
- Ways to instill the sense of relevance
 - Social persuasion
 - Encounter with a role model
 - Norm enculturation
 - Reality immersion
- Role of teacher/classmates
 - Learning community > Classroom management


Intrinsic motivation x Culture

- **Autonomy**
 - Choice has been known to boost autonomy, but its effect is known to depend on culture (Iyenger, 1999)
- **Competence**
 - Culturally different interpretations about performance and failure
 - Self-reported competence cannot be trusted in the U.S. context (Inoue, 2007)
 - The issue of learner identity (Inoue, 2012)
- **Relatedness**
 - Collectivism vs. individualism (Markus & Kitayama, 2003)
- **Self-determination is socio-culturally constructed in the context**

Some success stories

- **#1: The Beatles, cassette tapes, cool proof-readers, etc.**
 - **Autonomy** x competence x relatedness
- **#2: Guest speakers as role models**
 - Autonomy x competence x relatedness
- **#3: Avatar practices**
 - Autonomy x competence x relatedness
- **#4: Pop culture => iMovie projects**
 - Autonomy x competence x relatedness
- **#5: Textbook exercises => TOFEL practice tests**
 - Autonomy x competence x relatedness
- **#6: ESL only environment => Auditing academic classes**
 - Autonomy x competence x relatedness

The Key



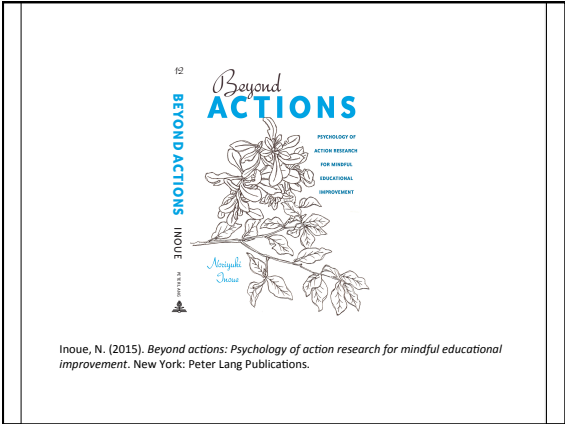
Mindfully monitor and boost students' sense of autonomy, competence and relatedness while taking context, culture and learner identity into account in your teaching

Journey beyond guiding theories...









Thank you!

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