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SENIOR ENGLISH LANGUAGE FELLOW
ATATÜRK UNIVERSITY
ERZURUM, TURKEY
WHY LEARN ENGLISH?

Internal Factors Influencing Learning and Motivation

MISSING: 

Reward if Found
What do we desire most as teachers?

- Lots of money
- A big house and car
- Self-regulated learners
  - What does it mean to be a self-regulated learner?
- This is where motivation comes into play.
What is motivation from an internal perspective?

Motivation = values/goals \( \times \) self-efficacy \( \times \) emotions/attributions

M. Ford (1992)

Why the multiplicative, not additive (or some other) sign?
Motivation = values/goals \times 
self-efficacy \times 
emotions/attributions

M. Ford (1992)
Productivity Pyramid (Smith, 1994)

- Values
- Long-Range goals
- Intermediate goals
- Daily tasks

How?

What?

Why?
Value orientation

- Intrinsic value ( = enjoyment one gets from the activity)
- Extrinsic value ( = utility or usefulness in terms of future goal)
- Attainment value ( = importance of doing well on the task)

Importance for your self-concept
= how you see yourself

Which do you think predicts self-regulation best?
Motivation Hierarchy*

**Intrinsic:**
Done for the inherent joy

- For a Reward
- To Please Others
- None

Where would you place attainment value?

**Extrinsic**
Summing up Value...

- If it is important to you, you will find a way.
- If it is not, you will find an excuse.

- unknown
"Everything can be taken from a man but ...the last of the human freedoms - to choose one's attitude in any given set of circumstances, to choose one's own way."

Victor Frankl “Man’s Search for Meaning”
Goal orientation

- Mastery = Intrinsic value
- Performance = Extrinsic value

○ You can have different goal orientations for different classes.
A Quadripolar Model of Need for Achievement
Covington and Roberts (1994)

<table>
<thead>
<tr>
<th>Motive to Avoid Failure</th>
<th>Motive to Approach Success</th>
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</thead>
<tbody>
<tr>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Failure Acceptors</td>
<td>Success-Oriented Students</td>
</tr>
<tr>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Failure Avoiders</td>
<td>Overstrivers</td>
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</tbody>
</table>
How can you become more mastery-oriented?

- Seek excellence, not perfection
  - Achievable goals vs. Unreasonable demands
  - Assessing mistakes vs. Criticizing failure
  - Internal satisfaction vs. External satisfaction
  - Continuing progress vs. End-point
- Focus on the results of your effort, not your ability
- Set the goal to make sense of material (and not only the grade you will earn)
- Use meaningful learning strategies (as opposed to rote)
Motivation = values/goals $\times$ self-efficacy $\times$ emotions/attributions

M. Ford (1992)
Self-efficacy

Self-efficacy: evaluation we have of our ability to successfully complete a specific task.

What is the difference between self-efficacy and self-esteem? Self-efficacy and self-worth?
Sources of self-efficacy

- Mastery experiences (own previous successes and failures)
- Vicarious experiences (seeing a similar other’s success or failure)
- Social persuasion (pep-talk)
- Physiological/emotional state
Relationship between efficacy and mental effort

- With very high efficacy, mental effort may diminish.

![Graph showing the relationship between efficacy and mental effort with an optimum performance point at X and Y.]
Motivation = values/goals \times \text{self-efficacy} \times \text{emotions/attributions}

M. Ford (1992)
Locus

Is the cause internal to the person?
(i.e. effort, motivation, attitude)

Is the cause external to the person?
(i.e. one’s environment, Superstorm Sandy)

Control

Is the cause something the person can control?
(i.e. boredom, attention, one’s friends)

Is the cause out of the person’s control?
(i.e. where one attended school)
## Example of attributions for failing* an exam

*failure to some of you may be a B+

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<td>Effort</td>
<td>Help-seeking from TA or peers</td>
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<td><em>I know I can do better if I work smarter.</em></td>
<td><em>I know I can do better if I seek help.</em></td>
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<td>Ability</td>
<td>Luck/chance</td>
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<td><em>I’m just not smart enough for this class.</em></td>
<td><em>What could I have done, the test questions were unfair.</em></td>
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Ex: 

- To some, failure is a B+. 
- To others, failure is a B−. 
- To yet others, failure is a D+. 

### Controllable Variables

- **Effort**: I know I can do better if I work smarter.
- **Ability**: I’m just not smart enough for this class.

### Uncontrollable Variables

- **Help-seeking**: Help-seeking from TA or peers.
- **Luck/chance**: What could I have done, the test questions were unfair.
Are there gender differences when it comes to types of attributions?

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<td>EFFORT</td>
<td>ABILITY</td>
</tr>
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<td>EFFORT</td>
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Example of an Attribution Theory Pathway

**FAILURE**

- **Lack of Ability**
  - Uncontrollable
  - Not Responsible
  - Shame, Embarrassment
  - **Withdraw**
  - **Performance Declines**

- **Lack of Effort**
  - Controllable
  - Responsible
  - **Guilt**
  - **Engagement**
  - **Performance Improves**
Be-AWARE of the PATHWAYS you’ve chosen

- Lack of Ability
  - Uncontrollable
  - Not Responsible
  - Shame/Embarrassment
  - Withdraw
  - Performance Declines

- Lack of Effort
  - Controllable
  - Responsible
  - Guilt
  - Engagement
  - Performance Improves
Motivation = values/goals \times x 
self-efficacy \times x 
emotions/attributions 
M. Ford (1992)
I love to build things

I used a lot of Geometry in this process, but I had to relearn it because I did see the importance as a ninth grader.
What does this mean for language learners?

- What do they value? How does English fit in?
- Self-efficacy, no one likes to work on things they do not feel that they are good at.
  - Affective filter-make your students feel like they can talk in class. The best way to do this is to make a fool of yourself.
- How do they feel about their successes/failures? Who are they blaming?