

Dr. James Flammer, Ed.D.



SENIOR ENGLISH LANGUAGE FELLOW
ATATÜRK UNIVERSITY
ERZURUM, TURKEY

WHY LEARN ENGLISH?

Internal
Factors
Influencing
Learning
and
Motivation

MISSING:

MOTIVATION

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?

$$\begin{aligned} \text{Motivation} = & \text{values/goals} \quad \times \\ & \text{self-efficacy} \quad \times \\ & \text{emotions/attributions} \end{aligned}$$

M. Ford (1992)

Why the multiplicative, not additive
(or some other) sign?

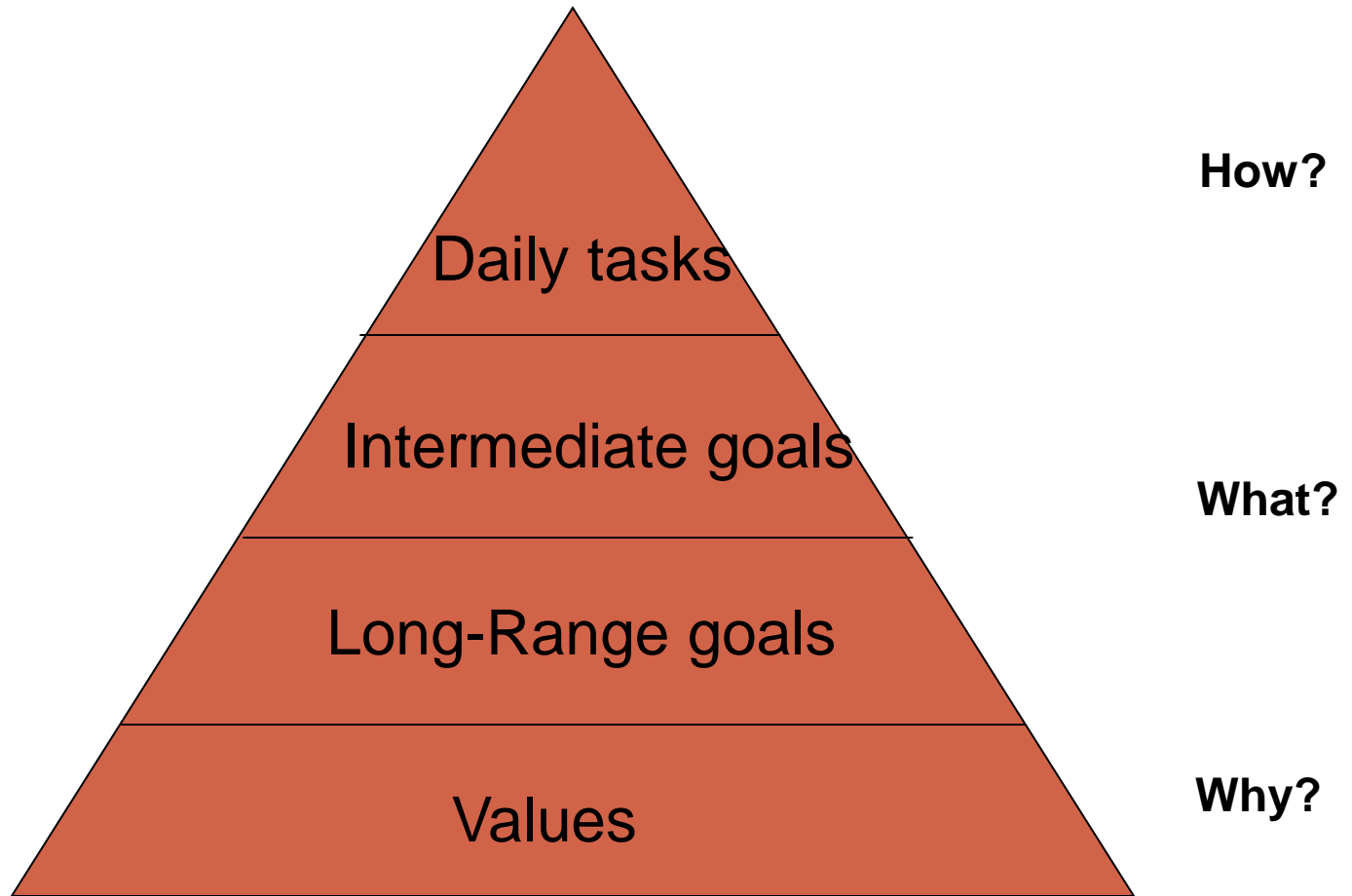
Motivation = values/goals x

self-efficacy x

emotions/attributions

M. Ford (1992)

Productivity Pyramid (Smith, 1994)



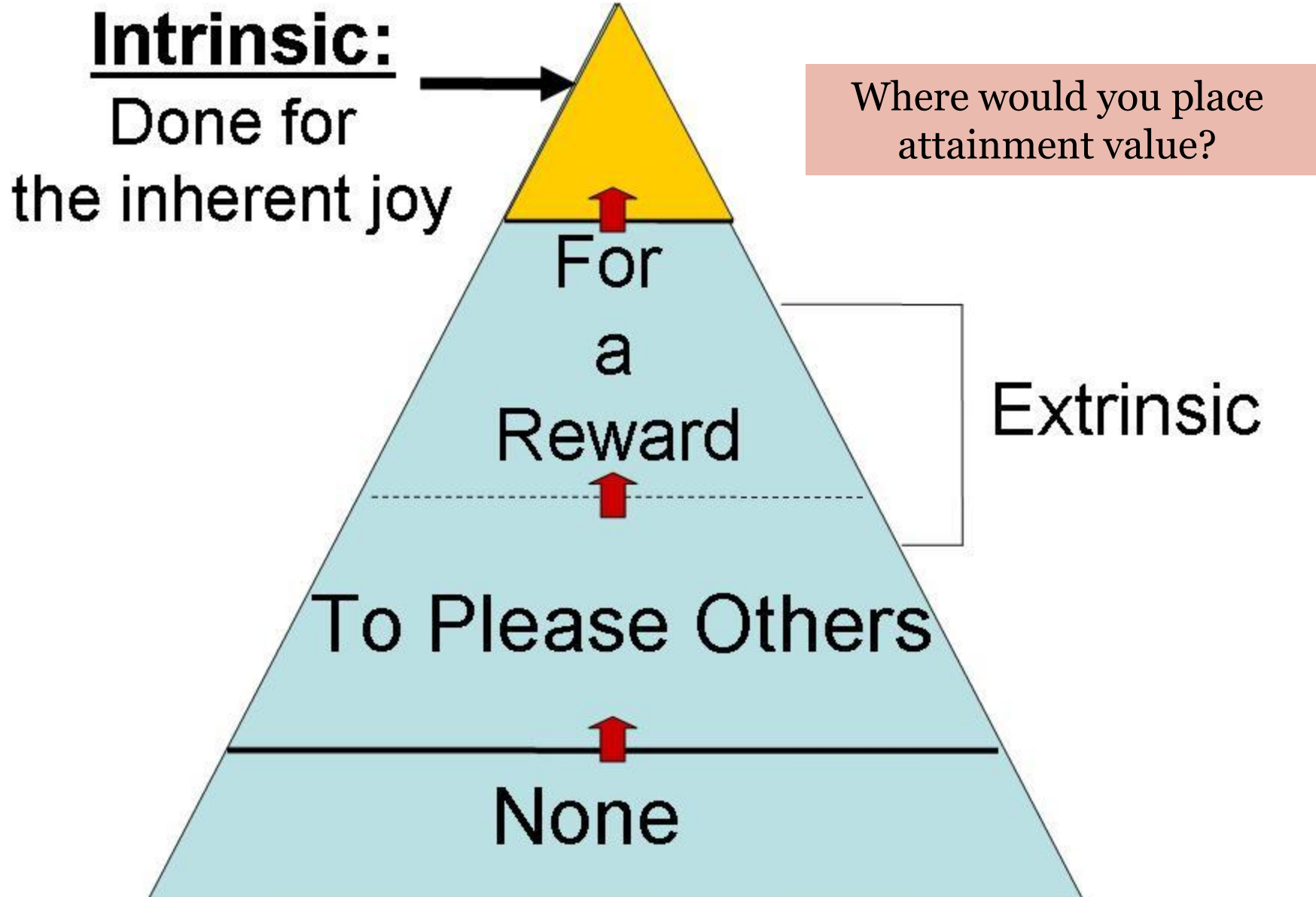
Value orientation

- 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*



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)

Motive to Avoid Failure

Motive to Approach Success

Low

High

Low

Failure Acceptors

Success-

Mastery orientation
Oriented

Students

High

Failure Avoiders

Performance orientation
Achievers

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 x

self-efficacy x

emotions/attributions

M. Ford (1992)

Self-efficacy

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

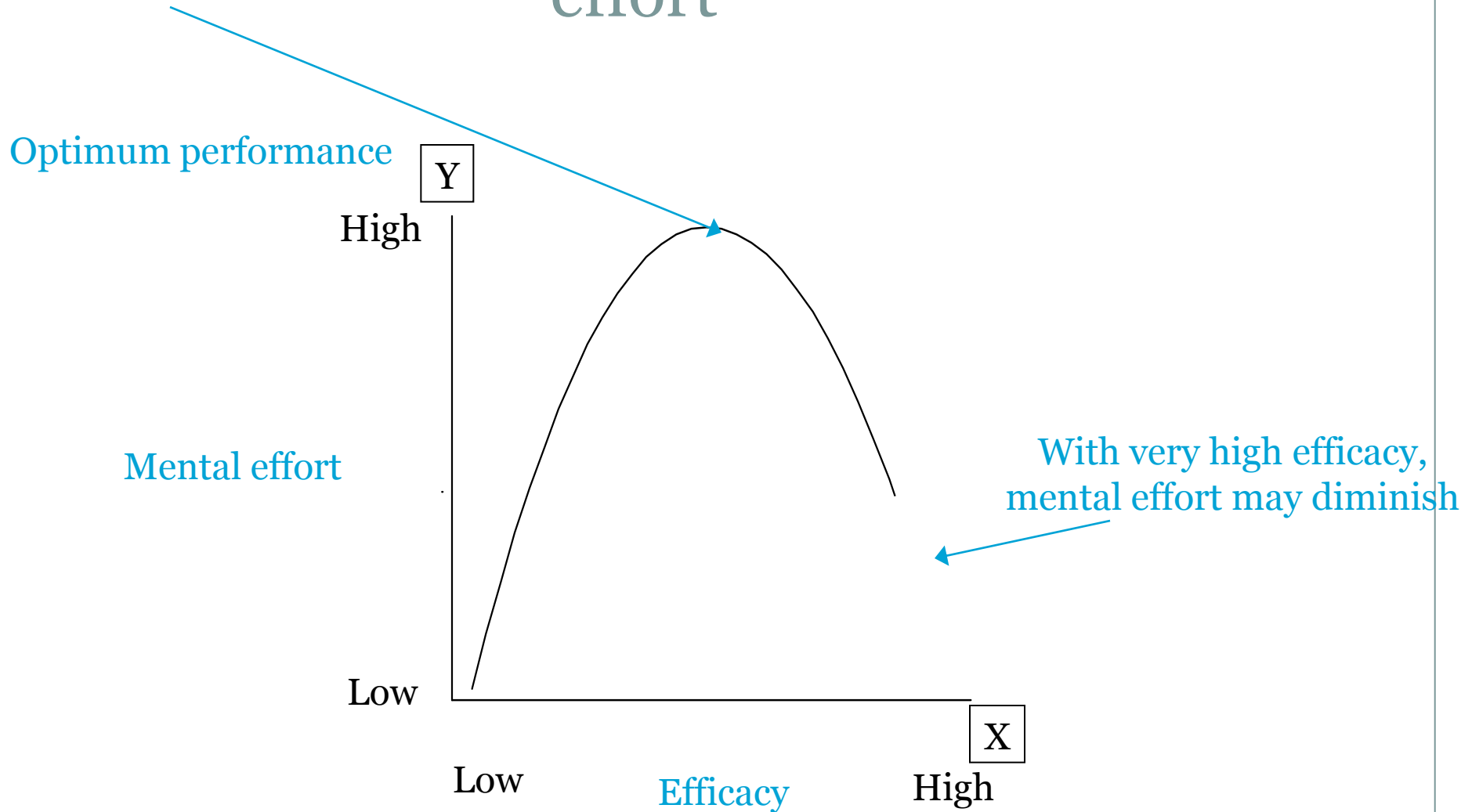
What is the difference between self-efficacy and self-esteem?
Self-efficacy and self-worth?



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



Motivation = values/goals x

self-efficacy x

emotions/attributions

M. Ford (1992)

Locus

Internal

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

External

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

Control

Controllable

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

Uncontrollable

Is the cause out of the person's control?
(i.e. where one attended school)

Example of attributions for failing* an exam

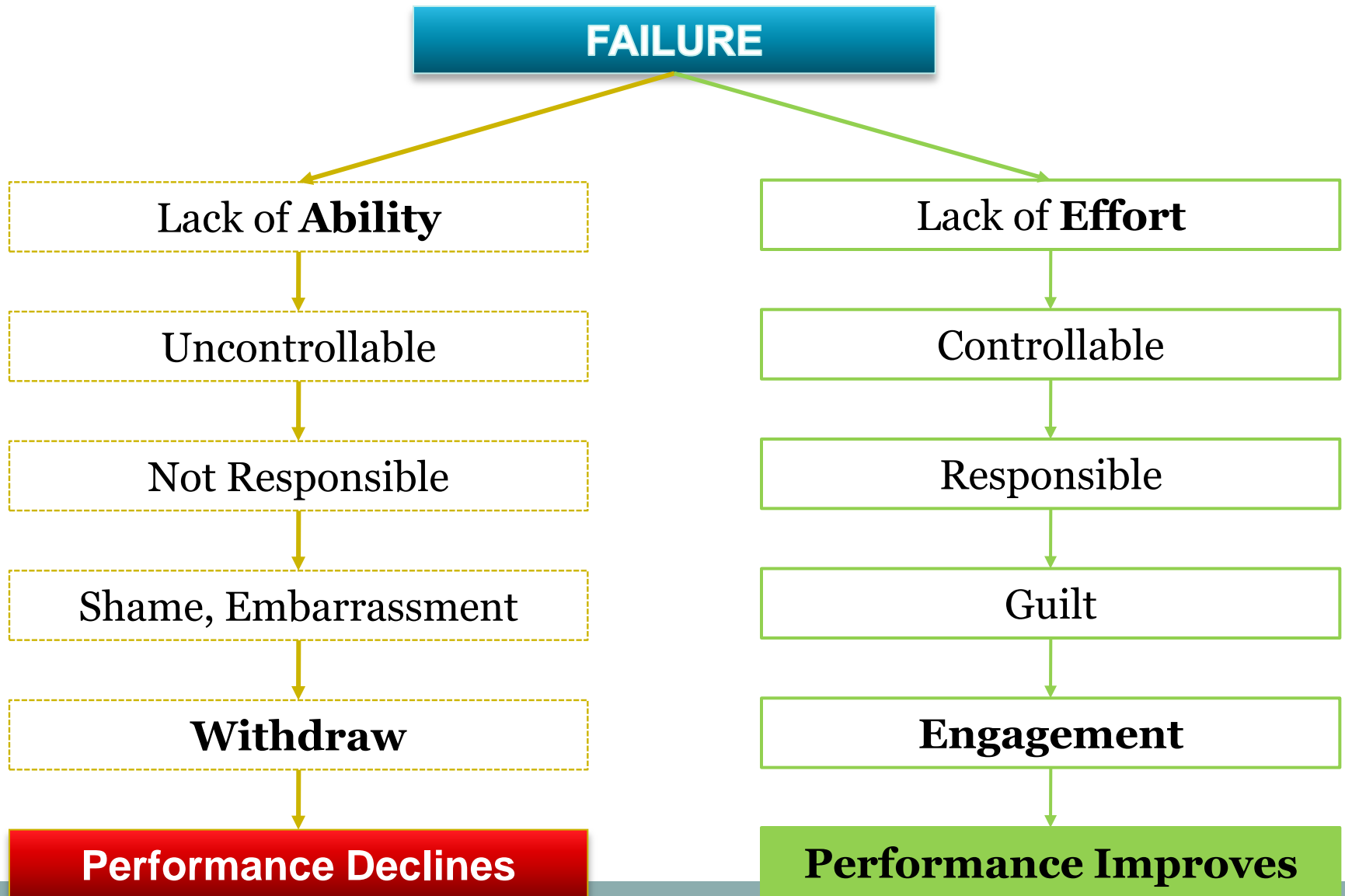
*failure to some of you may be a B+

	Internal	External
Controllable	Effort <i>I know I can do better if I work smarter.</i>	Help-seeking from TA or peers <i>I know I can do better if I seek help.</i>
Uncontrollable	Ability <i>I'm just not smart enough for this class.</i>	Luck/chance <i>What could I have done, the test questions were unfair.</i>

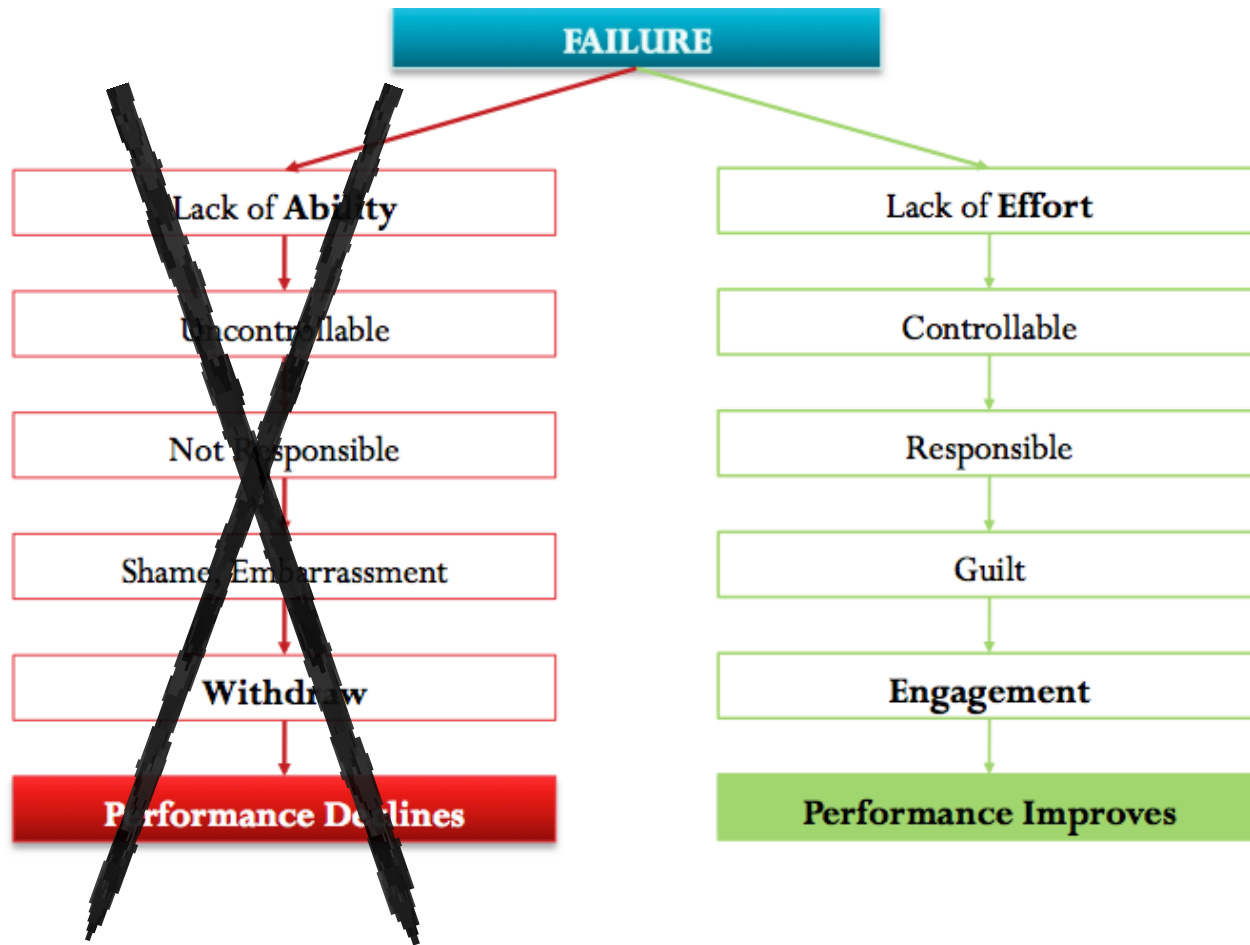
Are there gender differences when it comes to types of attributions?

	Success	Failure
Girls/women	EFFORT	ABILITY
Boys/men	ABILITY	EFFORT

Example of an Attribution Theory Pathway



Be-**AWARE** of the PATHWAYS you've chosen



Motivation = values/goals x

self-efficacy 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?