

Got motivation?

How to investigate your learners'
motivation in language learning

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Focus

- ❖ Review previous models
- ❖ Present and explore a new model for investigating language learner motivation in the classroom
- ❖ Examples from the context of contrasting case studies in 3 state schools, 2 established CLIL projects, 1 embryonic.
- ❖ *Samples from Data collection instruments*
 - **Questionnaire** Y8/Y9 CLIL/immersion group
 - **questions for pupil focus groups**
 - **questions for interviews** *with teachers, middle and senior leaders*
 - **proforma** *for lesson observation*

The journey so far ...previous models

Dörnyei 1994:280

Components of Foreign Language Learning Motivation

Language level

Integrative Motivational subsystem

Instrumental Motivational subsystem

Learner level

Need for achievement; Self-confidence

Lang. use anxiety; perceived L2 confidence;
causal attributions; self-efficacy

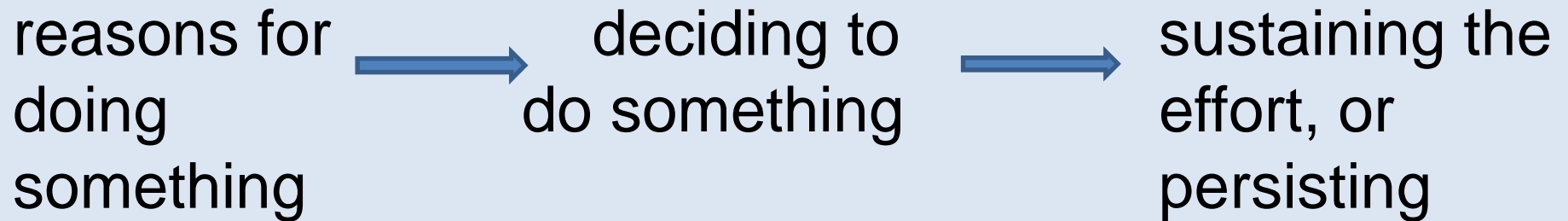
Learning situation level:

- Course-specific motivational components
Interest; Relevance; Expectancy; Satisfaction
- Teacher-specific motivational components
Affiliative drive; Authority Type; Direct socialisation of motivation:
(modelling; task presentation; feedback)
- Group-specific motivational components
Goal-Orientedness; Norm & Reward system; Group Cohesion;
Classroom Goal structure

Williams and Burden 1997

Psychology for Language Teachers

Fig. 2 A three stage model of motivation



Williams and Burden 1997

Internal factors

subject to

External factors

1. Intrinsic interest of activity
2. Perceived value of activity
3. Sense of agency
4. Mastery
5. Self-concept
6. Attitudes
7. Other affective states
8. Developmental age and stage
9. Gender

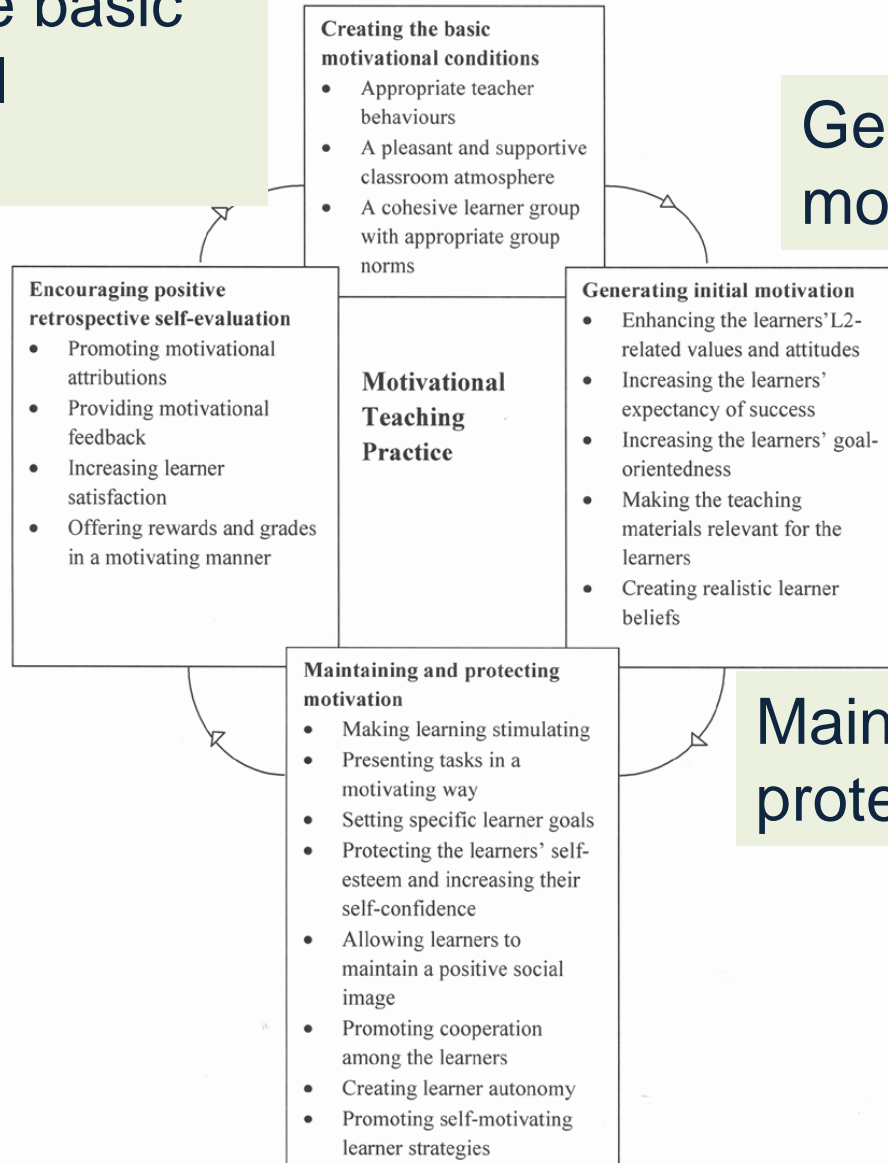
1. Significant others
2. the nature of interaction with significant others
3. the learning environment
4. the broader context

Fig 2. Factors influencing an individual's decision to act based on Williams and Burden 1997

The Components of Motivational L2 Teaching Practice Dörnyei 2005

Creating the basic motivational conditions

Generating initial motivational



Maintaining and protecting motivation

Encouraging positive retrospective self-evaluation

Socio dynamic period: complex dynamic systems perspective

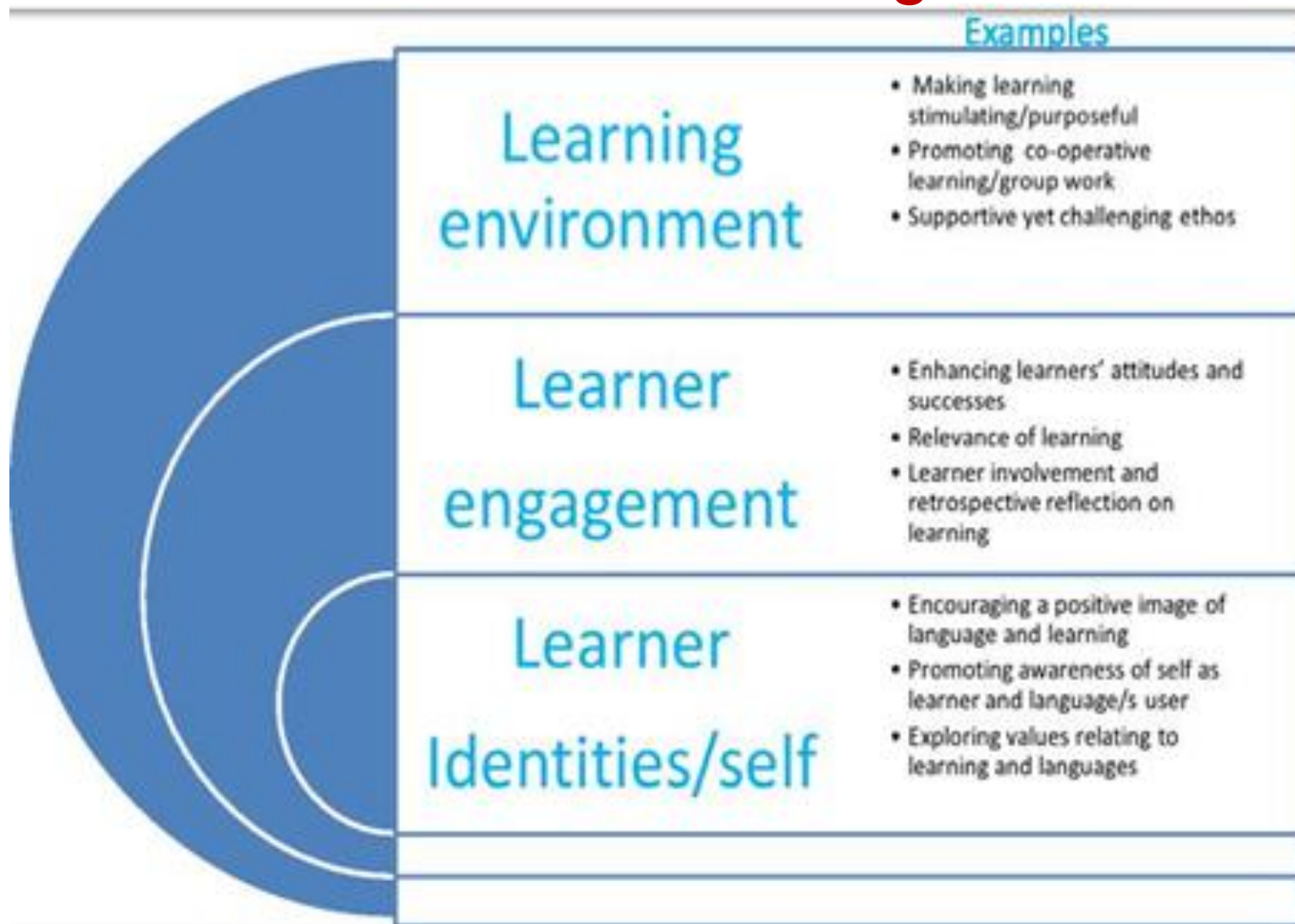
Dörnyei and Ushioda 2011:91

The broad distinctions between motivation, cognition and affect phenomena are still valid but

‘should be viewed as dynamic subsystems that have continuous and complex interaction with each other’

Coyle, 2011:17

A Process Model - Investigating Motivation in CLIL settings



Context: exemplar case study CLIL models summary

School	Project type	Curriculum & Questionnaire respondents	Focus groups
Ash School 11-16 Inner city, high FSM, almost all EAL	Curriculum Strand	ICT, PSHE, Tutor group for three years Year 8 group	2 groups: 8 x Year 8 pupils drawn from questionnaire group
Beech School 11-18 Leafy suburb, almost all white, few EAL	School-based project	Subject strand of Geography in French Year 8 group	1 group: 10 x Year 8 pupils: 5 from questionnaire group; 5 from high ability group 1 group: 6 x Year 7 pupils (German Geography)
Cedar School 11-18 Faith school c. 50% white, 50% Ethnic minority heritage EAL above average	Language-based projects based on links with other areas of the curriculum	Subject module of History and Science in French lessons: 9 lessons Y9 group	1 group: 10 x Y9 top set drawn from questionnaire group 1 group: 8 x Y9 bottom set

Process motivation model for investigating language learning pedagogical approaches

Aspects of motivation

- **Learning environment:**
 - learner,
 - teacher,
 - course specific
- **Learner engagement:**
 - perceived value of activity;
 - attitudes towards learning;
 - perceptions of learning;
 - engagement in learning tasks
- **Learner Identities/Self:**
 - self concept,
 - mastery

Aspects of motivation are explored by:

- Principal characteristics
- Exemplification of potential sources of evidence for principal characteristics: what to look for
- Potential investigation methods/instruments

Aspect of motivation: Learner engagement

Principal Characteristics	Exemplification what to look for	Potential Investigation methods
Perceived value of activity	<ul style="list-style-type: none"> • personal relevance • anticipated value of outcomes • intrinsic value of activity • identified regulation (helped by others to identify how the learning is important to them) 	<ul style="list-style-type: none"> • learner questionnaire/ interview • focus group • teacher interview • observation
Learner attitudes towards	<ul style="list-style-type: none"> • language learning in general • the TL • the TL community 	<ul style="list-style-type: none"> • learner questionnaire • focus group • teacher interview • observation
Learner perceptions of their learning	<ul style="list-style-type: none"> • learner perceptions of: <ul style="list-style-type: none"> ○ their effort ○ their progress ○ the level of difficulty/challenge 	<ul style="list-style-type: none"> • learner questionnaire • focus group • observation
Engagement in learning tasks	<ul style="list-style-type: none"> • willingness to engage • response to tasks • use of learner strategies • WTC • learner use of the TL • progress 	<ul style="list-style-type: none"> • learner questionnaire • focus group • teacher interview • observation • work scrutiny

Data collection in the CLIL study

- **½ day school visit** to meet and to discuss research
- ***Questionnaire*** sent to a Y8/Y9 CLIL/immersion group
- ***3 day visit to each school:***
 - **questions for pupil focus groups**
 - **questions for interviews** *with teachers, heads of department, senior leaders and headteachers*
 - **proforma** *for lesson observation*

Engagement: investigation methods

- Learner questionnaire (sent to school for scrutiny prior to sending to pupils). Administer by
 - staff who don't know the class
 - standardised introduction script
 - informs questions, informal and formal for data collection visit
- Learner focus group
 - 2 groups of 6-8 in each setting (recorded & transcribed)
 - follow up questions
- Teacher interview (transcribed)
 - range of staff: class teacher; HoD; senior leader; Head
- Observation
 - naturalistic
 - triangulation

- where did the best data re engagement come from?

Asking the right questions...

- literature
- previous research studies
- documentation
- conversations with staff in setting prior to research
- questionnaire
- scrutiny of class teacher (s)
- pilot

Learner Questionnaire Beech School

1. What do you **like** about being in the Geography in French group?

Tick those that are true for you The way you learn French

	The way you learn French
	Being in a special group
	Getting on well with everyone in the group
	Speaking French
	Fun
	Learning more about France
	French pen pals
	Getting ahead (accelerated learning)
	Future opportunities
	The teacher
Other	<i>add as many others as you can think of</i>

Questionnaire

9. How **enjoyable** is learning French for YOU? **Tick a box**

	Very enjoyable	Mostly enjoyable	Sometimes enjoyable	Not enjoyable
Learning French	4	3	2	1

11. How would you rate your level of **effort** in Geography in French classes since September? **Tick a box**

	Maximum effort	Good effort	Satisfactory effort	Poor effort
In class	4	3	2	1
At home	4	3	2	1

12. How would you describe your **progress** in French since September in each of the four main skill areas?
Tick a box for a), b), c) and d)

	Excellent	Good	Satisfactory	Poor
a) Listening				
b) Speaking				
c) Reading				
d) Writing				

15. In Geography lessons where French is used,
I am usually..... ***tick one or more of these:***

	confident
	fed-up
	interested
	confused
	enjoying the lesson
	bored
	achieving
	<i>Or add your own word or words</i>

Question from
Italic study
(Coyle, 2011)

because... (give your reasons)

.....

.....

.....

Where challenge was too great ...
I am usually....

'fed-up, bored and slipped into a coma
because I fell behind in class and couldn't
catch up'.

Fed-up, bored and suicidal because the lesson
was too hard for me to keep up. Everyone else
knew what to do so I just messed around.

Optimal challenge

- high concentration levels
- exceptionally well-developed listening skills
- boredom rare
- any confusion not demotivating

Confusion often used with positive states, e.g.:

'confident, interested, confused, enjoying the lesson and achieving because sometimes with some words I am confused with the differences'
(girl)

'interested and confused because I love trying to learn French. I find it harder to learn History and French at the same time'.(boy)

Focus group Questions Ash School

1. What do you enjoy most in your CLIL French? What has been the most interesting thing you've done in the CLIL group?
2. Is there anything you don't like? (Early entry GCSE/ high expectations) Are you glad that you are in the group? Why? Do you think that being in this group will lead to any benefits in the future?
3. How challenging or *difficult* is the work you have to do? (challenging is something that you can do but have to try hard at in order to achieve it)
4. What sort of things does your teacher do to help you?
5. What else might be useful?
6. Is it a good or bad thing to be given work that is difficult?
7. What opportunities do you have to learn more about French speaking people and countries? In lessons and outside lessons.
8. You mentioned trips in your questionnaires –
 - how many of you have been on a French exchange?
 - a school trip to a French speaking country?
 - are there any trips just for the CLIL group?
9. What do you think the value of trips to a French speaking country is? [e.g]

10. Is it important to have friends in a French speaking country? Why is that?
11. How hard do you think you work in CLIL lessons?
- Is this the same in your other lessons?
 - Why do you think this might be?
 - What kinds of things motivate you to work hard?
12. What do you think you have achieved through being in the immersion group?
- Could you give me an example of something you are proud of?
 - Many of you described your progress as good—
- What made you choose good rather than excellent?
 - What would you need to do to move from good to excellent?
 - As well as a better level of French, have you achieved anything else?
13. What kind of skills do you think you are learning by using French to learn?
Learning strategies?
14. Could you give me an example of something you learn that you learnt better because you learnt it in a different language? Why do you think this is?
15. Is it important to learn another language? Why?

In Ash School, nine learners cited the following **examples of progress and achievement**:

- 'being able to speak and have good pronunciation'
- 'how much we are learning throughout this past year'
- '... now I can go on in sentences'
- 'higher listening skills'
- 'writing French'
- 'cooperating'
- 'communicating'
- 'learning to cope with other cultures'
- 'confidence'.

Teacher interview questions

1. What do you consider to be the main elements of CLIL that enhance pupil motivation? [e.g....]
2. What impact do you think the project has on *pupil perceptions of their learning*
 - a) in terms of **effort**?
 - b) in terms of their **progress**?
3. How does pupil performance compare with others in the year group
 - a) in MFL?
 - b) in other subjects?
4. What **impact** does learning in this way have **on cognitive challenge** planned by the teacher and on levels of cognition attained by the pupils?

5. Thinking about the **impact** you think learning in this way has on *pupil attitudes towards learning* – what are pupil attitudes like
- towards language learning in general?
 - towards use of the target language for the pupils involved?
 - towards the TL community?
6. Do you have any **evidence** for these opinions?
- What do pupils particularly enjoy?
 - What do they dislike?
7. Which aspects of the immersion project have you found to motivate boys/girls? Any evidence?

Observation proforma: learner engagement

Prompts: perceived value of activity, intrinsic interest: curiosity, challenge; learner attitudes towards languages/TL/TL community, learner perceptions of their learning: effort, progress, challenge; engagement in learning tasks: willingness to engage, WTC, use of learner strategies

TL	Teacher				TL	Learner
			Routines			
			Giving out			
			Permission			
			Q&A			
			Help request			
			Pair work			
			Explain to others			

The new model

- Complex, coherent , in-depth approach for investigating a range of motivational characteristics
- for planning research and interpretive analysis

Planning - use model:

- to plan research - what aspects will you focus on?
- to develop each investigation tool
- not every aspect is relevant to every tool
- a prompt when planning; a checklist for draft tools

Analysis of results:

- provides a coherent framework
- themes for organisation of findings

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