

MOTIVATING LEARNERS IN THE LANGUAGE CLASSROOM

MAIRIN
HENNEBRY-
LEUNG &
XUESONG
(ANDY) GAO



Thank you for joining us for this online event.

The session will begin at 4.00pm and end at 5.30pm (Australian Eastern Standard time).

This session will be recorded and the recording and presentation document will be made available after the event. The breakout room discussions will not be recorded.

During the session:

- Questions can be asked in the chat function
- For the breakout rooms, please click on the link in the chat function to access the discussion questions.
- Please email victesol@victesol.vic.edu.au for general inquiries or for assistance during the webinar.



Mairin Hennebry-Leung & Andy Gao

VicTESOL

We're not the experts! You are!

THE FOCUS

Does the classroom context make a difference to motivation?

- SLA and learners not in cognitive isolation, but in a mutually constitutive relationship with the immediate and broader learning and social environments
- The role of Mol, as a feature of the broader L2 learning experience, in shaping the internal structure of LLM, its relationship to language attainment, or its impact on L2 learner agency is under-researched.

CONTEXT

- What happens in learners' immediate interactional contexts is shaped by institutional features, which are shaped by macro-context level factors e.g. language policy.
- Mol plays a role in creating a context for varying access to linguistic groups/ opportunities for developing linguistic practices/ multilingual repertoires.
- Micro, meso and macro contexts, may enable or constrain the nature of imagined identities and the extent of their actualization (Basharina, 2009; DFG, 2016).
- Opportunities to develop and enact multilingual identities are fundamental in preparing learners for multilingual society, especially where multilingual competency determines social mobility. Disparities in such opportunities either foment or break down social inequity (Norton & Toohey, 2011). Especially true where English competence plays a gatekeeping role.

HONG KONG

- HK policy shift from heavy emphasis on English to a heavy emphasis on Chinese, following 1997 handover.
- Fine-tuning policy (2010) in response to political pressures & pragmatic need for English to access higher education and competitive job market, allowing schools flexibility to adapt Mol policy according to needs and resources (Tollefson & Tsui, 2014).
- HK secondary schools: EMI, CMI and MMI.
- CMI schools characterized by almost exclusive use of Chinese
- MMI schools up to 25% of the curriculum is delivered in English; little if any English used beyond the classroom.
- Language used outside lessons in EMI schools tends to be Cantonese and translanguaging practices are common within lessons too (Evans, 2008).
- Mols available in HK reflects macro-level policy. Mol decisions are made for not by learners.
- HK medium of instruction policy leads to differences in linguistic interactions available to school learners: EMI settings offer a richer multilingual context; CMI and MMI settings are characterized by almost exclusive use of Chinese (Evans, 2008).

- Socioeducational model (Gardner, 1985)
- L2 Motivational Self System (Dörnyei, 2005)
- Required orientation (Chen et al., 2005):
- Agency: 'power to take meaningful action and see the results of our decisions and choices' (Murray, as cited in Kramsch, et al., 2000, p.97).
- Agentive orientations rooted in learners' cognitive and affective resources; non-agentive orientations rooted in learners' meso and macro contexts.

RESEARCH QUESTIONS

- To what extent do agentive and non-agentive motivational orientations predict language attainment across medium of instruction settings?
- To what extent do the relationships between different motivational orientation types and language attainment vary as a function of differences in Mol, as a key feature of the L2 learning experience?
- To what extent can non-agentive motivational orientation exert over-and-beyond explanatory power over agentive motivational orientations in predicting language attainment?

THE STUDY: PARTICIPANTS

- HK secondary schools: EMI, CMI and MMI.
- Language used outside lessons in EMI schools tends to be Cantonese and translanguaging practices are common within lessons too (Evans, 2008).
- CMI schools characterized by almost exclusive use of Chinese
- MMI schools up to 25% of the curriculum is delivered in English; little if any English used beyond the classroom.

TOOLS

Questionnaire:

- Bilingual version developed by a panel of bilingual English and Chinese speakers.
- 4-point Likert scale.
- Multi-item scales, for unique motivational constructs, developed on basis of previous literature (Dörnyei, 2010; Dörnyei, 2008; Chen, Warden & Chang, 2005).
- Internal consistency and reliability of constructs and scales established through PCA (cut-off of $\alpha \geq .60$) and Cronbach's alpha .

Cloze test:

- Valid and reliable measure of proficiency, highly correlate with standardized proficiency scores (e.g. Bachman, 1982; Brown, 1983; Fotos, 1991).
- 200-300 word non-technical text (Tremblay & Garrison, 2010).
- Texts from supplementary or elective textbooks → appropriate level for each grade.
- Cloze test designed for each grade levels (1, 3, 4); open-ended answers; rational deletion method deleting 20 words: balance of function/content words (10 content; 10 function); approximately 1/7 words:.
- Correlational analysis with school-based assessment at pilot indicated adequacy and ecological validity of the cloze test as indicator of students' language ability.

CONSTRUCTS

Integrative orientation- a disposition towards the target language group, desiring to communicate with them and to understand and participate in their culture.

Instrumental Orientation (Promotion)- the potential pragmatic gains of language learning, i.e. future career opportunities/ perceived social status.

Instrumental Orientation (Prevention)- a desire to avoid failing or being perceived as failing.

Ideal L2 Self- the projected self and the role of language learning within this vision.

Ought-to L2 self- the role of societal or significant others' expectations in motivating language learning.

Required Orientation- the drive for language learning because it constitutes a form of threshold requirement for further progress.

REGRESSION ANALYSIS

- Model 1: Integrative orientation; Instrumental orientation
- Model 2: Ideal L2 self; Ought-to L2 self
- Model 3: Required orientation
- Interpreting effect size:
 - > .05 = small but meaningful,
 - > .1 = moderate
 - >.25 = large.

> .05 = small but meaningful
> .1 = moderate
> .25 = large

FINDINGS: EMI CONTEXT

1. A significant positive relationship between integrative orientation and language proficiency ($\beta = .09, p < .01$); A significant negative relationship between instrumental prevention orientation and language proficiency ($\beta = -.07, p < .05$).
2. **Significant positive relationship between ideal L2 self and proficiency** ($\beta = .08, p < .05$).
3. Required orientation did not exert significant explanatory power over cloze scores ($\beta = .04, p < .05$, small *ES*).

> .05 = small but meaningful
> .1 = moderate
> .25 = large

FINDINGS: MMI CONTEXT

1. Significant positive relationship between integrative orientation and proficiency ($\beta = .10, p < .01$) and between instrumental promotion and proficiency ($\beta = .08, p < .05$).
2. Significant positive relationship between ideal L2 self and proficiency ($\beta = .15, p > .001$). Significant negative relationship between ought-to L2 self and proficiency ($\beta = -.11, p < .001$).
3. Required orientation was the strongest predictor, positively related to proficiency ($\beta = .29, p < .001$).

> .05 = small but meaningful
> .1 = moderate
> .25 = large

FINDINGS: CMI CONTEXT

- Significant positive relationship between instrumental promotion ($\beta = .14, p < .05$) and proficiency.
- Significant negative relationship between instrumental prevention and proficiency ($\beta = -.11, p < .05$).
- Adding ideal and ought-to L2 self didn't make any difference ($\Delta R^2 = .008, p = .249$).
- Significant positive relationship between required orientation and proficiency ($\beta = .16, p < .01$). Required orientation had above-and-beyond explanatory power in predicting cloze scores.

- In the EMI context, ideal L2 self consistently served as a salient factor, positively predicting cloze scores.
- In CMI settings, ideal and ought-to L2 selves failed to significantly predict cloze scores, either positively or negatively.
- In CMI and MMI settings, but not in EMI, required orientation played a salient role in predicting cloze scores.

SUMMARY

- To what extent do agentive and non-agentive motivational orientations predict language attainment across medium of instruction settings?
 - *Both agentive and non-agentive motivational orientations were seen to predict participants' language attainment*
- To what extent do the relationships between different motivational orientation types and language attainment vary as a function of differences in Mol, as a key feature of the L2 learning experience?
 - *In EMI settings agentive orientations emerged as the more significant predictors, while in MMI and CMI settings non-agentive orientations were more salient predictors.*
- To what extent can non-agentive motivational orientation exert over-and-beyond explanatory power over agentive motivational orientations in predicting language attainment?
 - *In CMI and MMI settings non-agentive orientations exerted over-and-beyond explanatory power over agentive motivational orientation in predicting language attainment.*

Four important messages

Learners with a sense of their own agency are more likely to be engaged and invested in their language learning

Teachers play an essential role in facilitating the development of learner agency by providing opportunities for students to exercise and enhance their agency

Four important messages

Learners with a sense of their own agency are more likely to be engaged and invested in their language learning

Teachers play an essential role in facilitating the development of learner agency by providing opportunities for students to exercise and enhance their agency

Four important messages

Agency does not reside solely in the learner but is negotiated and supported by all stakeholders in an ecology (medium of instruction matters)

Students who develop agency are prepared not only for success as language learners but also for the challenges and opportunities in life beyond the classroom, in the present and the future

Four important messages

Agency does not reside solely in the learner but is negotiated and supported by all stakeholders in an ecology (medium of instruction matters!)

Students who develop agency are prepared not only for success as language learners but also for the challenges and opportunities in life beyond the classroom, in the present and the future

Language teachers' practices and reflections

Teaching practices with high learner agency

Invite students to set learning goals

Students generate learning content

Learning-centred teaching

Teaching responds to emerging learning situations

Principled use of a language other than English

Language teachers' practices and reflections

Teaching practices with high learner agency

Invite students to set learning goals

Students generate learning content

Learning-centred teaching

Teaching responds to emerging learning situations

Principled use of a language other than English

Language learner agency

Language teachers' practices and reflections

Teaching practices with high learner agency

Invite students to set learning goals

Students generate learning content

Learning-centred teaching

Teaching responds to emerging learning situations

Principled use of a language other than English

Language teachers' practices and reflections

Teaching practices with high learner agency

Invite students to set learning goals

Students generate learning content

Learning-centred teaching

Teaching responds to emerging learning situations

Principled use of a language other than English

Language teachers' practices and reflections

Teaching practices with high learner agency

Invite students to set learning goals

Students generate learning content

Learning-centred teaching

Teaching responds to emerging learning situations

Principled use of a language other than English

Language teachers' practices and reflections

Teaching practices with high learner agency

Open-ended activities

Students form learning communities

Teachers and learners explore answers together

Learner-driven feedback

Student teaches (reciprocal teaching)

Etc.

Language teachers' practices and reflections

Teaching practices with high learner agency

Open-ended activities

Students form learning communities

Teachers and learners explore answers together

Learner-driven feedback

Student teaches (reciprocal teaching)

Etc.

Language teachers' practices and reflections

Teaching practices with high learner agency

Open-ended activities

Students form learning communities

Teachers and learners explore answers together

Learner-driven feedback

Student teaches (reciprocal teaching)

Etc.

Language teachers' practices and reflections

Teaching practices with high learner agency

Open-ended activities

Students form learning communities

Teachers and learners explore answers together

Learner-driven feedback

Student teaches (reciprocal teaching)

Etc.

Language teachers' practices and reflections

Teaching practices with high learner agency

Open-ended activities

Students form learning communities

Teachers and learners explore answers together

Learner-driven feedback

Student teaches (reciprocal teaching)

Etc.

Language teachers' practices and reflections

Teaching practices with high learner agency

Encourage students to reflect on their learning progress

Motivate teachers to reflect on their teaching practices

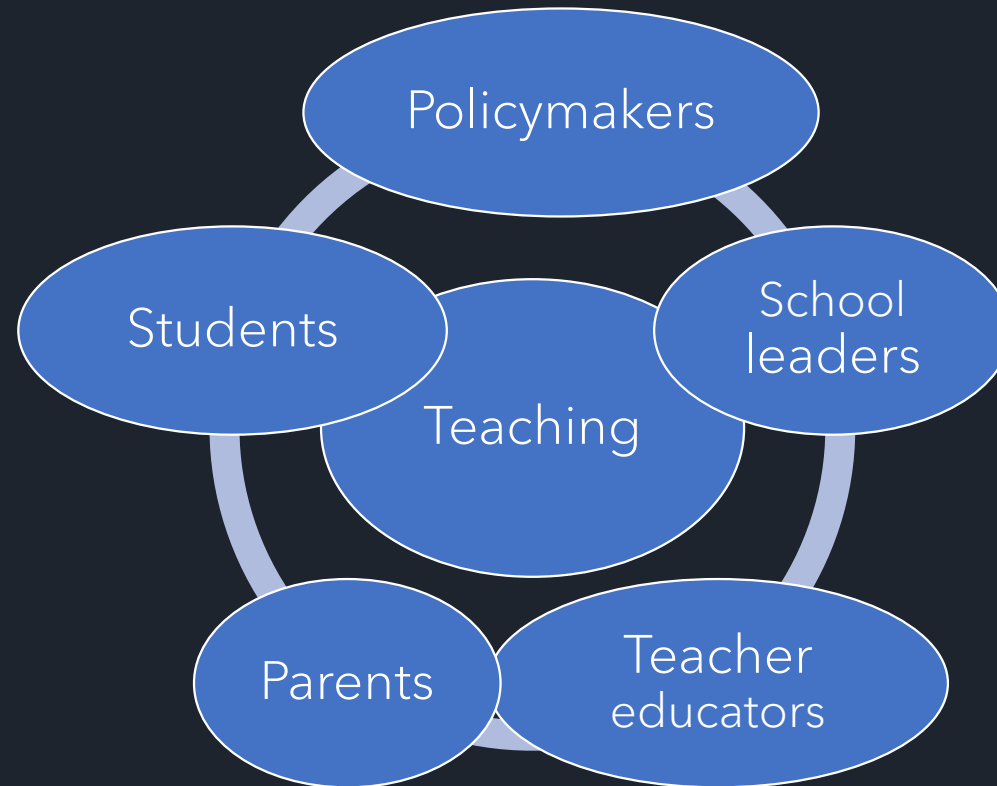
The ecology of learner agency

Learner agency as situated phenomenon



The ecology of learner agency

Stakeholders



The ecology of learner agency

Beliefs and attitudes

Growth mindset

- all learners have the ability to learn and succeed

Mutually respectful relationship

- community building and agency development

Value outside school learning

- synergize formal learning and informal learning

Develop a set of common principles

- build positive collective agency for learners and teachers

The ecology of learner agency

Teaching materials

Teachers

- as mediator between materials and learners

Learners

- as active users of teaching materials
- as creators of (digital) materials

Innovation

- multimodal learning resources

Activities

- promote and facilitate learning by inquiry

Promoting learner agency

Challenges for promoting learner agency

Cultural and social expectations

- cultures of learning

Teacher development

Individual differences of language learners

- age, experience, knowledge of English, attitudes, learner diversity

Contextual conditions and resources

- physical conditions and material resources, high-stakes tests

Promoting learner agency

Possible solutions

Cultural and social expectations

- Engaging students with popular beliefs explicitly through discussion or in search for alternatives

Teacher development

- teacher-led inquiry groups, action research, exploratory practice

Promoting learner agency

Possible solutions

Individual differences of language learners

- developing tailor made, appropriate practices for different students

Contextual conditions and resources

- divide a big class into smaller groups
- use technologies to promote interaction

Learner agency as a pedagogical focus

English language educators are committed to:

Helping language learners
to make a difference in
their lives

Maximizing their potential and
becoming lifelong learners

Learner agency as a pedagogical focus

Language learners and teachers need to respond:

Challenges and opportunities
within and beyond the
classroom

Negotiate complex contextual
process to create enabling
conditions

Learner agency as a pedagogical focus

Language teachers as enablers

Language teachers who promote learner agency recognize that they do not only teach language, they also teach learners (Diane Larsen-Freeman)





IN CLOSING...



METHODS MATTER BUT SO DOES CONTEXT

Activities that fit the precise context and are appropriate to the local educational culture, meeting broader curriculum goals, matching the preferences and interests of particular learner groups, and wherever possible adapted to individual learner needs, wants and identities (present and future).

LEARNER CONTROL

- The paradox of good teaching is that it must be done while allowing learners to feel in control of events.
- Learners need to feel they are learning for their own reasons, in a self-determined way, autonomously, efficaciously, in pursuit of an ideal self perhaps, or at least an internalized goal.
- Research evidence favours 'autonomy-supportive' teaching (Reeve, Deci & Ryan 2004).
- The key question teachers need to ask themselves is not 'how can I motivate my students?' but 'How can I create the conditions under which students will be able to motivate themselves?' (Reeve et al. 2004: 53).

THE PERSONAL IS PARAMOUNT

- The aspects of teacher behaviour which appear to have the most motivational impact on language learners are those that relate to the human side of teaching.
- Strategies most consistently valued by teachers and learners emphasize connections between people: learners respect the teacher, and ideally like them as a person; teacher understands needs, goals and desires learners bring to class from their lives outside and from prior experiences of learning.
- Teacher–student and peer relations have been found to be important to learner motivation in general education (Wentzel 2009), but it is possible that they are even more central to language teaching, which necessarily involves more frequent interpersonal communication.

BUILDING L2-RELATED VISION

1. Initially constructing the desired future self (where it is entirely lacking)
2. Enhancing the image e.g. through classroom visualization exercises
3. Making the image plausible e.g. through ensuring learner goals are realistic
4. Developing an action plan e.g. helping learners set proximal sub-goals
5. Activating the vision to keep it alive e.g. through regularly engaging with learners' evolving identities
6. Counterbalancing the vision e.g. sensitively reminding learners of the dangers of failure.

(Dörnyei & Kubanyiova, 2014; Magid & Chan, 2012; Chan, 2014; Magid, 2014; Sampson, 2012; Menzane, 2013)

For a comprehensive overview of what we know so far about motivational language teaching practice, we recommend:

Lamb, M. (2017). The Motivational Dimension of Language Teaching. *Language Teaching*, 50(3), 301-346.