MOTIVATION
James Chapman
Massey University

The Triple Alliance for Learning
- cognition
- metacognition
- motivation

WHAT IS MOTIVATION?
Force that energises, sustains, and directs behaviour toward a goal.
Task commitment and perseverance

Inspiration
Encouragement
Coercion
Motivation is an inside thing!

Factors involved in motivation
- Curiosity
- Desire and need to understand
- Goals
- Self-perceptions
Role of the Self-System

“Appears to underlie the development of the metacognitive system and helps determine the quality of academic achievement”

Borkowski et al., 1990.

Self-system factors “energize the self-regulating executive skills necessary for strategy selection, implementation, and monitoring.”


Self-System Factors include:

• Self-concept
• Self-esteem
• Self-efficacy
• Self-confidence
• Causal attributions
• Achievement expectations

Self-concept

Beliefs
Views
Perceptions
Attitudes

About Ourselves

What we THINK about ourselves

I am good at reading
I find maths difficult
My teacher thinks I write good stories
My friends are better at spelling than I am
**Self-Concept Structure**

- General Self-Concept
  - Evaluation
  - Feelings
  - About Ourselves
  - What we FEEL about ourselves

**Self-esteem**

- Evaluations
- Feelings

**Self-efficacy**

- Beliefs about our ability to succeed on specific tasks.
- Beliefs that we can influence or control the results or outcomes.

**I am unhappy with my writing**
- I am a failure in school
- I feel happy with my schoolwork
- I feel good about my maths

**How sure are you that you can?**

- Read a Dr Seuss book by yourself
- Count backwards from 100 to 1

**When you are reading and come to a word you don’t know, do you:**

- Try to work out what the word is
- OR
- Do you ask someone to tell you
Attributions

Beliefs  Views  Perceptions

About what causes learning outcomes

Whether or not we believe we can control learning outcomes

When you do well in Social Studies

Is it because:

someone helped you

or

you worked hard

When you get something wrong in Maths

Is it usually because:

You are no good at maths

or

You didn’t check your work

Development of negative motivation

Most children start school with positive attitudes and expectations

Negative motivation usually arises from ongoing experiences of difficulty

Difficulty in reading one of most common causes of learning difficulties and learned helplessness

Problems in reading usually “leak” out into other areas
Stanovich:
Weakness in phonological sensitivity delays early progress in learning to read and
“initiates the cascade of interacting achievement of failures and motivational problems.”

Compounding problems affecting skills, knowledge and motivation if attempts at learning result in failure.

*Once children have entered the ‘swamp’ of negative expectations, lowered motivation, and limited practice, it becomes increasingly difficult for them to get back on the road of proficient reading.*

When Year 1 children experience difficulties & frustration learning to read, their effort attributions support expenditure of additional effort.

When Year 3 children face difficulties or haven't learned to read at levels comparable to their peers, they tend to interpret their problems as evidence of lack of ability.
Reading failure associated with ineffective strategies for identifying unfamiliar words in text.

Failure to rapidly identify unfamiliar words results in poor comprehension.

RESEARCH

When you come across a word you don’t know, what do you do?

End of Year 1

End of Year 2

Word level:
“sound it out”; “hear all the letters”;
“think of the sounds”

Text level:
“guess”; “read it over again”;
“ask someone”; “I leave it”;
“look at the picture”

52% Year 1 children gave word-level strategies
66% Year 2 children gave word-level strategies

Word-level children better readers in Years 2 and 3
Children in Reading Recovery 6½ times more likely to use text-level strategies

Only children who had letter-sound knowledge were able to benefit from sentence context.

Good decoders:
• not need to rely on context as often
• when they used context better able to use context

Children identified as having reading problems, without exception, experienced difficulties in detecting phonological sequences in spoken words and relating them to letters in printed words.
Pressley (1998):
the scientific evidence is simply overwhelming that letter-sound cues are more important in recognizing words than sentence context or language prediction cues.

Heavy reliance on context described by Pressley as “disastrous”.

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Word predictability:
Content words: 10%

motivation; teaching; learning; student

Function words: 40%
on; to; the

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This means that:

Guessing or using context to predict words is an unreliable strategy.

Unreliable word identification strategies mean:

No guarantee that the strategy will be reasonably effective for identifying unknown words in text.

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Success outcome might not be repeated.

Unsuccessful outcome might not be corrected.

More reliable strategy:
Using word-level information
Grapho-phonemic cues
Familiar spelling patterns
• Alphabetic systems: spelling-to-sound patterns efficient for acquiring word knowledge

• Using systematic links between parts of written and spoken words enables beginning readers to figure out unknown words

Adams & Bruck:

“without the mnemonic support of the spelling-to-sound connections, the visual system must eventually become overwhelmed:

the situation in which these children are left is roughly analogous to learning 50,000 telephone numbers to the point of perfect recall.”

Research on Reading Recovery

Language prediction skills emphasized in RR:

*In efficient rapid word perception the reader relies mostly on the sentence and its meaning and some selected features of the forms of words.* (Clay, 1991, p.8)

Word-level information mainly for confirming language predictions.

1. Most RR children 1 yr below age level on most measures 1 yr after program

[Graph showing context-free word recognition (Burt) scores for Reading Recovery, Comparison, and Normally Developing groups over Middle Year 1 to Middle Year 3 testing occasions.]

Context-Free Word Recognition (Burt) Scores
2. Children who completed RR significantly lower reading and academic self-concepts 1 year following RR program.

3. 15 months after RR program, RR children identified as having greater number of classroom behavior problems than normally developing readers.

RR in whole language context in NZ not as effective as could be because:

- more intense version of regular instruction which emphasizes use of sentence context cues for identifying unfamiliar words
- children who complete RR deficient in sentence context cues following RR
• use of sentence context cues dependent on development of phonological processing skills and strategies

• RR places little emphasis on development of phonological skills and use of word level strategies

MOTIVATION AND STUDENTS WITH LEARNING DIFFICULTIES

• ! avoid work
• ! give up quickly
• ! negative self-concepts
• ! lower expectations
• ! feel responsible for failure
• ! don’t take credit for success
• ! FEEL HELPLESS

WAYS TO MOTIVATE

• choice, control & capabilities
• needs, interests, goals
• level of difficulty with bite
• supportive environment
• room for risk-taking
• teach use of effective strategies

sat
mat
bat
rat
hat
fat
WAYS TO SEGMENT WORDS

SYLLABLES  SOUNDS  LETTERS  ONSET-RIME

Jump:  jú/m/p  jú/m/p  jú/m/p  jú/m/p
House:  hú/s/e  hú/s/e  hú/s/e  hú/s/e

You can remember any new piece of information if it is associated to something you already know or remember.

Harry Lorayne and Jerry Lucas
The Memory Book*
*Published by W.H. Allen, London.

FIRST LETTER MNEMONIC

Roy G Biv

FIRST: Letter Mnemonic Strategy

Form first letters into word (upper case)
Include other letters (lower case)
Rearrange letters
Sentence formation
Try it many times

PEGWORD STRATEGY

1 - sun  6 - sticks
2 - shoe  7 - heaven
3 - tree  8 - gate
4 - door  9 - wine
5 - hive  10 - hen
Rider

R - Read a sentence
I - Imagine a picture of it
D - Describe the picture to yourself
E - Elaborate: clothing, colors, movement, setting
R - Repeat steps 1-4, gradually changing original picture as more information is gained from each new sentence.
(like a movie)

Scorer

S = Schedule your time
C = Look for clue words
O = Omit the difficult questions
R = Read carefully
E = Estimate your answers
R = Review your work

Critical Role of Feedback

- systematic
- reward requirements + effort
- information on performance
- stress cause-effect links
- success = strategy + effort
- “failure” = wrong strategy or no effort

Positive Feedback

- information
- causation
- responsibility

Success Feedback

- strategy
- effort
- ability

Great!
You remembered to say the sound of the letters in your head
Well done!
You used the COPS strategy and stuck with it even though it was hard.
I bet you feel good!
You are pretty clever at this.
When you use the right strategy, your brain does the rest!
No, you got that wrong. Let’s see what the problem was. Oops! You forgot to use the strategy. If you use the strategy, I’m sure you can do it!

It didn’t work out right did it. See if you can work out what happened. If you use a better method and keep going, I’m sure you can figure it out.

Protecting students from failure serves no good educational purpose!

The problem with failure is not poor self-concept.

Rather the problem with failure is how to manage and use it constructively.
Don’t protect from failure