

Motivation: Theory and Practical Tools in South Korea

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Fear

- ▶ Feel the fear, but do it anyway

Winston Churchill

"When you go through hell, keep going"



Eleanor Roosevelt

- ▶ "We must do the thing we think we cannot"



CS Lewis

- ▶ "Without courage, no other virtue can survive except by accident"



Paul Coffey, NHL Hall of Fame

- ▶ “Nobody's a natural. You work hard to get good. Then you work hard to get better.”



Every Single Day

Every single one of us must start over every single day

“We're all students, we're all teachers.”

- ▶ It's been said that in this journey of life, “We're all students, we're all teachers.”
- ▶ To that end, as teachers and students, we constantly need to find ways to re-energize ourselves, to remind ourselves that every single one of us must start over every single day.
- ▶ And it's not just a one-time thing.

Motivated People are Activated

- ▶ Deci (2000) found that motivated people are activated to the end of a task.
- ▶ This paper gives an overview of some scholarly research on English language student motivation in South Korea, in particular integrative motivation.

Intrinsic and Extrinsic Motivation

- ▶ My view is that a mix of intrinsic and extrinsic motivation are best.
- ▶ This paper contains also contains some practical tools for motivation.

Robert Gardner (2001)

- ▶ Integrativeness is the highest form of motivation
- ▶ Defined as “a genuine interest in learning the second language in order to come closer to the other language community members.
- ▶ Implies an openness to and a respect for the other cultural group and its way of life.

Dornyei expands on Gardner's idea:

- ▶ “The L2 learner must be willing to identify with members of another ethnolinguistic group and take on very subtle aspects of their behavior.
- ▶ L2s need a sincere and personal interest in the people and the culture represented by the other group.”

NOT the Holy Grail of Motivation

- ▶ Integrativeness is NOT the Holy Grail of motivation
- ▶ Gardner's idea drew criticism for being too narrow.

Csizer and Dornyei

- ▶ In a 2005 note, “Although further research is needed to justify any alternative interpretation, we believe that rather than viewing integrativeness as a classic and untouchable concept, scholars need to seek new potential concepts that elaborate on the meaning of the term, without contradicting the large body of relevant empirical data accumulated during the past four decades.”

Ushioda (2001)

- ▶ Another academic, Ushioda cites Deci, who suggests that the agenda for teachers is not “how can people motivate others?”
- ▶ But how can people create the best conditions within which others will motivate themselves.”

Psychologist Edward L. Deci (1996)

- ▶ Self-motivation, or autonomy, is key
- ▶ Challenge traditional thinking
- ▶ We can't really motivate others.
- ▶ Deci says the best way to motivate people—at school, at work, at home—is to support their sense of autonomy.

Daniel Pink

- ▶ The authoritative academic work of Daniel Pink (2009) draws on 40 years of hard science to contest extrinsic carrots-and-sticks motivation.
- ▶ When it comes to extrinsic vs. intrinsic motivation, intrinsic “wins by a knockout,” Pink says. “Rewards by their very nature narrow our focus.”
- ▶ Why? The reward often dulls thinking and blocks creativity. Pink maintains that the three building blocks of true motivation are autonomy, mastery and purpose.
- ▶ Pink defines autonomy as “The deeply human need to direct our own lives, to learn and create new things and to do better by ourselves.”

ESL textbook author Ken Wilson

- ▶ In the end, it's all about teacher enthusiasm.
- ▶ If the teacher is having a good time, nothing else matters.
- ▶ But sustaining that energy level can be draining, so Wilson advocates a lot of student involvement.

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Questions?