



Build, Sustain, Repair – Motivation in the Chinese classroom

Lucy Wicks, Head of Chinese and SLE
Didcot Girls' School, Oxfordshire
lwicks@didcotgirls.oxon.sch.uk

First, an introduction... A bit about me 😊

18 years of teaching German, Spanish, Mandarin and French (also Business Studies) in 3 UK comprehensive schools

1 year of teaching English in Beijing (and many years of self-study of Chinese since then)

Currently teach on Oxford University MFL PGCE programme

SLE – assisting other schools to set up and teach Chinese, develop curriculums for KS2 to KS5





AIMS OF THIS SESSION:

- Find out which problems we can (and can't) solve in this workshop!
- Introduce you to Self-Determination Theory (SDT) of motivation and how it can be useful to understand student motivation to learn languages
- Find out about the 3 basic psychological needs and how they can be thwarted and supported in language lessons
- Dos and Don'ts in the classroom

How will we do this?

首先

- Online poll –finding out about you and your students

然后

- Brief outline of Self-Determination theory.
- Key findings from my research on motivation.

最后

- What I was doing (wrong) and why
- Strategies to enhance motivation

Please vote



What would you most like to learn from this workshop? (reorder according to your needs)

3 



Select options from the list below.

- How to get the few unmotivated students to put in more effort without being forced to
- To improve the amount of students putting effort into homework
- To increase uptake of Chinese at GCSE or A-level
- To increase engagement from all students in my class
- To generally increase enjoyment in lessons



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Controlled Motivation

Autonomous Motivation

Lower motivational quality
Poor performance & personal wellness

Higher motivational quality
Good performance and personal wellness

AMOTIVATION

EXTRINSIC MOTIVATION

INTRINSIC
MOTIVATION

Amotivation

*Impersonal
Fully external*

- Lack of (perceived) competence
- Lack of value
- High (perceived) cost

External Regulation

External

- External rewards and punishments
- Compliance with authority
- Reactance to the environment

Introjected Regulation

Somewhat external

- Focus on approval from both self and others
- Pride
- Shame
- Ego involvement

Identified Regulation

Somewhat internal

- Personal importance
- Conscious value
- Self-endorsement
- Goal driven

Integrated Regulation

Internal

- Congruence with the self
- Synthesis and consistency with personal values

Intrinsic Regulation

Fully internal

- Interest
- Enjoyment
- Inherent satisfaction

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Personal wellness

Why do we have to do languages?

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I had to take a language
and this seemed the best

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I want people to think I'm good at languages

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I want to be able to use a new language in the future

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I am the kind of person who
learns languages

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Higher motivation
Quality of wellness

Learning a language is worthwhile and enjoyable

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Autonomy

The need to have independence, volition, and personal control over one's own behaviour and choices.

Freedom to make decisions and act in accordance with one's values, interests, and goals.



Competence

The need to feel effective, capable, and proficient

A belief that you are developing and mastering skills, experiencing a sense of accomplishment,

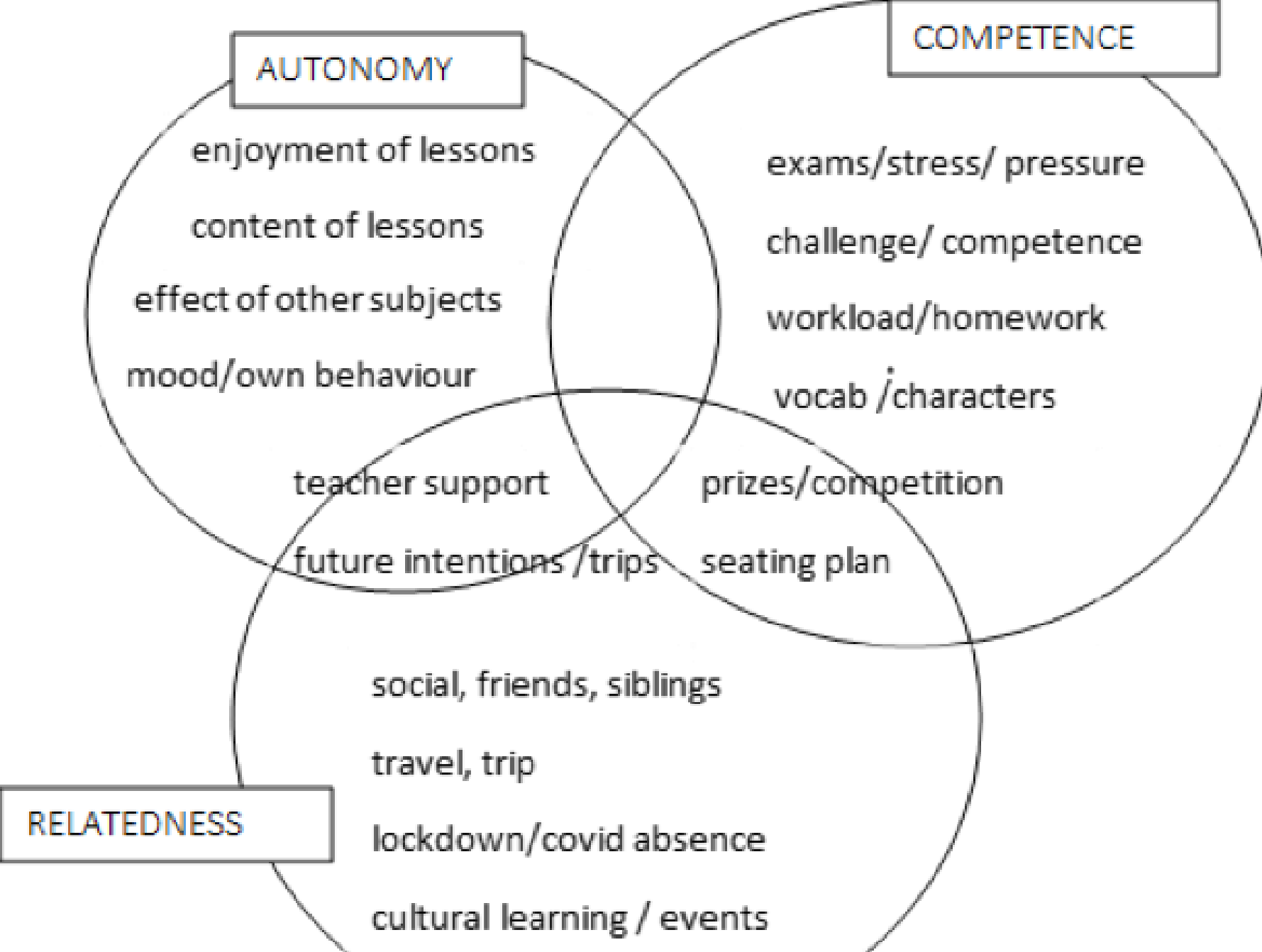
Feeling capable of achieving desired outcomes



Relatedness

The need for social connections, belongingness, and meaningful relationships with others.

Feeling understood, cared for, and connected to others in a way that satisfies the desire.

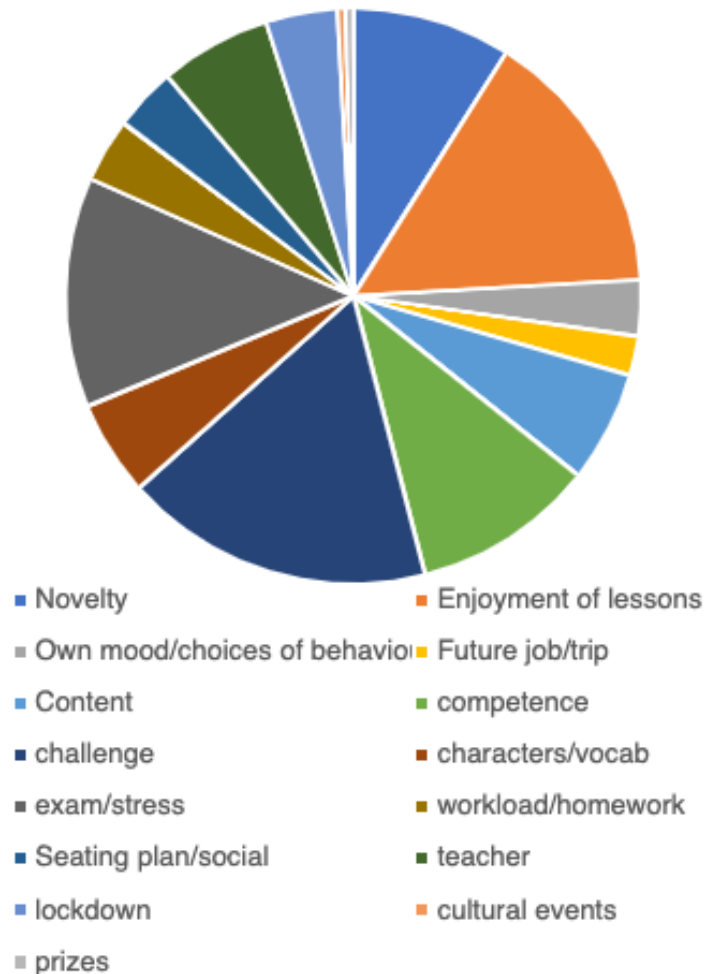


My research

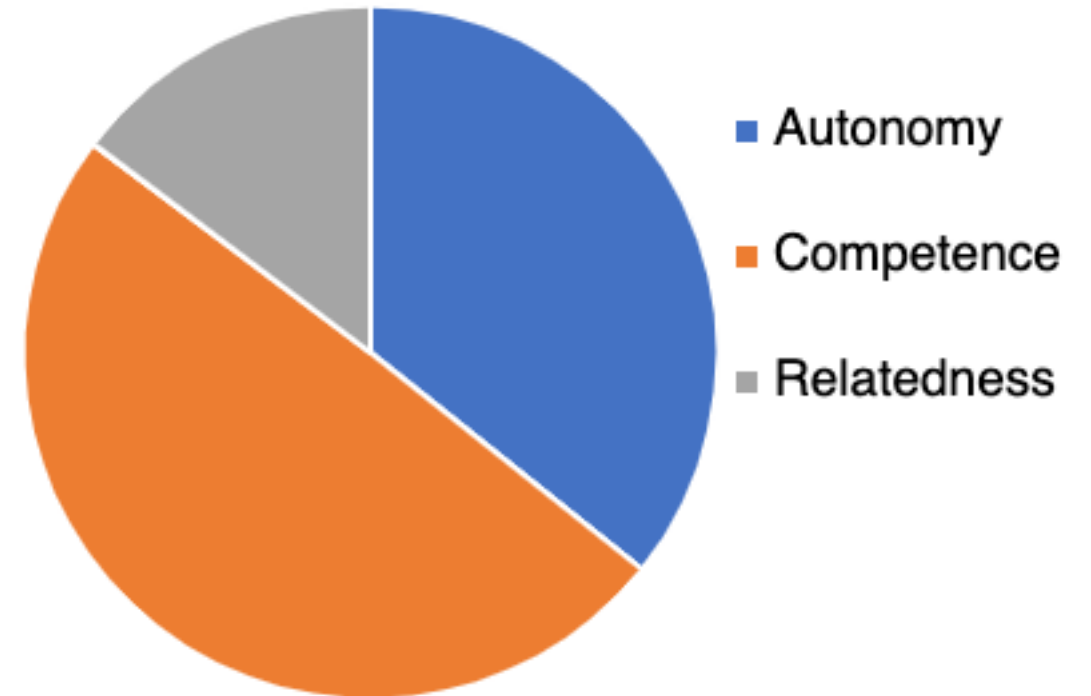
- Student comments about what raises or lowers their motivation were coded and categorised according to psychological needs.

Comments relating to the need for COMPETENCE made up almost 50% of the comments, eg. "Character writing is hard!"

Student Attributions of Motivation



Student Attributions for Motivation SDT version



Student Quotes.

**My dad said it would
look good on my CV!**

It's quite a social
thing

**My mum signed me
up**



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THE TEACHER EFFECT:

"Autonomy Supporting" Vs "Autonomy Thwarting (controlling)"

My self-reflections on **what I had been doing WRONG:**

- Too much mention of 'exam'/'assessment' for KS4 and towards end of year/topic tests
 - Too much focus on rote learning and homework (followed by vocab tests with a detention for those with a poor score!)
 - Rewards: if you do X,Y then I will give you Z
 - Too little 'compelling' content
 - The viewpoint that "This student is unmotivated"
- 



AUTONOMY

DOs



- 1) Include student choice/input* (Eg. Story-Asking /TPRS)
- 2) Give compelling rationales for tasks*
- 3) Student-paced work*
- 4) Seek 'student voice'
- 5) Variety of activities* -some choice about how to present work, how to learn etc.
- 6) Provide extra optional resources for independent learning*

DON'Ts



- 1) Use pressuring language
- 2) Activities that exclude some (eg. Stay quiet when finished)
- 3) Pressuring deadlines
- 4) Use praise as contingent reward
- 5) Give answers instead of students working it out

COMPETENCE

DOs



- 1) Optimal challenge
- 2) Specific feedback /feedback aimed at improvement
- 3) Praise effort/improvement
- 4) Praise fairly, in private
- 5) Students set own goals, self-monitor*
- 6) Clear instructions, modelling
- 7) Display hope, optimism and encourage
- 8) Active learning
- 9) Use pupils as positive role models*

DON'Ts



- 1) Criticise (in public, 'fixed' quality, no hint of how to get better)
- 2) Chaotic/absent teaching
- 3) Competition
- 4) Grouping by ability

RELATEDNESS

DOs



- 1) Unconditional positive regard
- 2) Ask about welfare/progress/feelings
- 3) Warmth and kindness, enthusiasm
- 4) Promote cooperation*
- 5) Understand (empathise with) student views*
- 6) Group students with similar interests, find out about students
- 7) Promote interaction with young people from China*


DON'Ts



- 1) Conditional regard
- 2) Ignore students when distressed
- 3) Rude/names
- 4) Unfair punishments/rewards
- 5) Yell/harsh tone
- 6) Sarcasm

Year 2 plan... SDT Intervention + Cooperation with colleagues

Implement and measure the impact of new SDT-friendly methodologies in my own and a colleagues' classroom including (but not limited to:)

- Task Based Language Teaching (student choice, self-paced learning, own goals, cooperation, use students as role models)
 - Story-Asking / TPRS (student choice, find out about students, optimal challenge –repetition, rationale –fluency)
 - More comprehensible input (eg. Weekend chat, calendar talk, movie talk, special person interviews)
 - Reading Diaries (self-paced, own goals, compelling input)
 - Compelling input – The Chairman's Bao/ authentic reading materials (optimal challenge, students interests, rationale)
- 

Further Reading / Listening

- The Motivated Classroom Podcast (Liam Printer)
- Comprehensible Input techniques:
 - Diane Neubauer's Youtube channel and e-book
 - Comprehensible Mandarin Youtube channel
- Published papers: https://selfdeterminationtheory.org/research/language_learning
- Me! Please ask me questions via email and I will respond!
- <https://app.sli.do/event/71PZ9K39PmV38XvLFTESvn>



Any questions?

