



# Mindset: A Key to Student Motivation

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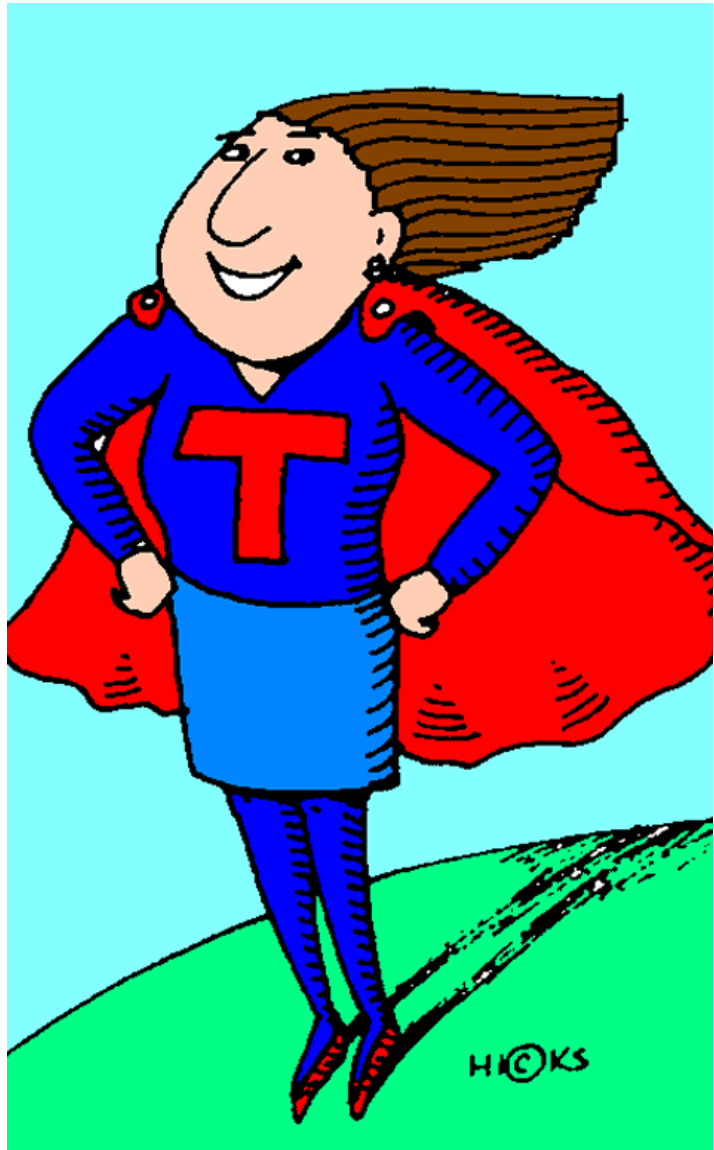
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# Today

- Mindsets - Fixed vs. Growth Mindsets
- How it applies to Language Learning and Student Motivation
- The Role of Instructors
- Some hands-on activities
- Questions?



Disclaimer




# MINDSET SELF-ASSESSMENT

**Add up your points.  
You will get a score  
sheet to take home  
at the end of the  
workshop.**

# The Problem

- experience teaching in a post-graduate program - 4 cohorts
- lack of interest/unmotivated
- little improvement in skills, no effort
- realization that it wasn't the smartest students who learned but the ones who persevered despite failure and challenges...



“Good evening Teacher, Today in the cultural refection I got 50% . Respected , Teacher please tell me my mistakes so that i will not repeat the same in next assignment . You are very motivational teacher as you told me my weak points in writing . Now, I am doing good efforts for overcome this. Thank you for this from my core of my heart.”

# Researching the Problem

Readings:

- motivation
- positive psychology (grit)
- neuroscience (growth mindset)
- education
- SLA (role of T in Ss motivation)
- growth mindset approach in 3<sup>rd</sup> cohort...

# End of Semester Reflection

“Thank you for the book. It's been always your words, which motivates me to work hard. I will try to work hard and continue to put more effort to improve my writing skills”.

“I am grateful. I will put my best efforts to get good marks in future writings and will not disappoint you. I hope to get support, help and encouragement from you”.



# End of Semester Reflection

“Change in life is necessary and a positive change is always better. In the end, I want to say that “Efforts equals to Results”. I have a positive attitude to learning. I love to gain new experiences and knowledge (growth mindset)”.

# End of Semester Reflection

“I have a positive attitude to learning. I love to gain new experiences and knowledge and a growth mindset”.

“I learnt through this that, although do many attempts, but never give up as tiredness at the final end stage”.

“The biggest thing I realized on each step is efforts = result. I am thankful to you for motivating and encouraging me”.

# GRIT

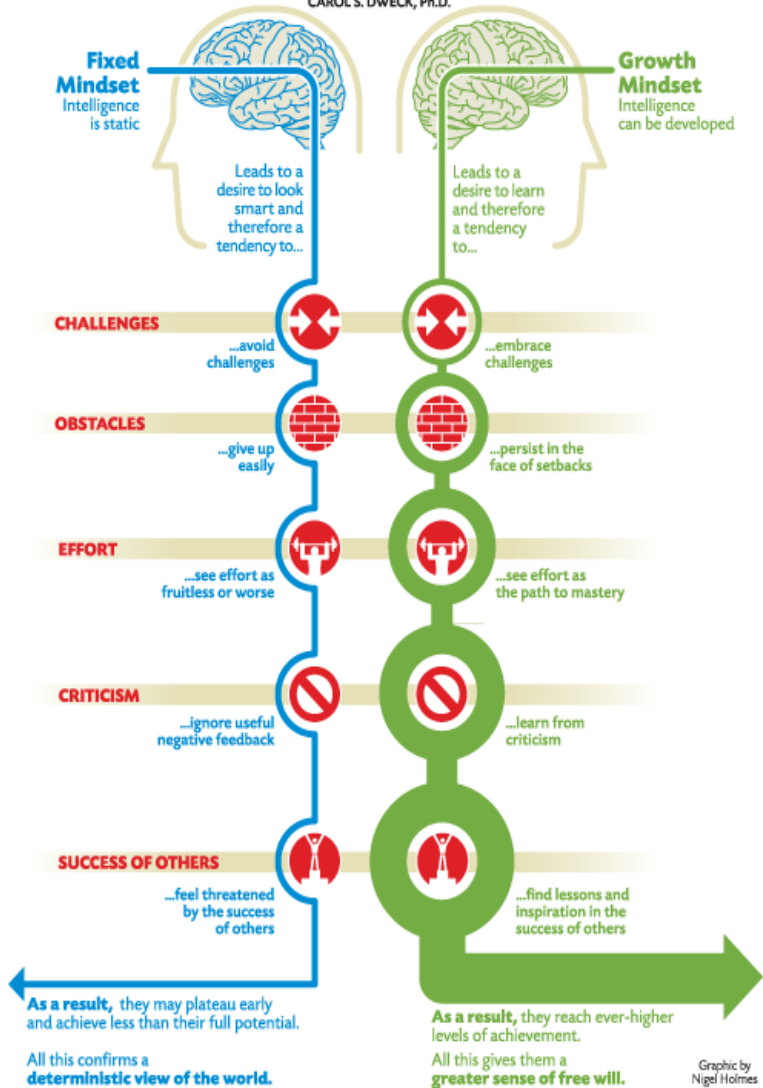
- leading grit researcher Angela Duckworth defines grit as **“perseverance and passion for long-term goals.”**
- students with high levels of grit are more successful in both academic and non-academic and non-academic pursuits
- research in the area of grit suggests that IQ is not necessarily a predictor of academic success however grit is
- “the gritty individual approaches achievement as a marathon...his or her advantage is stamina”... and “stays the course”

As instructors, we know that language learning is like a marathon. It requires learners to persevere for a long time

(Duckworth, Peterson, Matthews & Kelly, 2007)

## TWO MINDSETS

CAROL S. DWECK, Ph.D.



# HOW IS GRIT DEVELOPED?

Research suggests that grit can be developed through a growth mindset

# Malleable Intelligence Theory

*Malleable:* means that you can shape or change something

*Intelligence:* means your ability to learn, reason, and problem solve

This means that if you **WORK HARD...** you will **GET SMART!!!**

(based on research in neuroscience)



## YOU CAN GROW YOUR OWN BRAIN!

Every time you work hard, stretch yourself and learn something new your brain forms new connections and over time you actually become smarter.



# EXERCISE your brain and you WILL get smarter

Dweck (2007) “a growth mindset creates motivation and resilience” and that “the growth mindset message appeared to unleash students’ motivation”



# Mindsets

## Growth Mindset

People believe they can develop their brain, abilities, and talent. This view creates **a love for learning, a drive for growth** and a resilience that is essential for great accomplishments.

## Fixed Mindset

People believe their basic qualities, such as intelligence and **abilities are fixed, and can't be developed.**

Talent alone creates success, and see effort as a sign of weakness rather than as a positive element of life needed to reach one's full potential.



# Talent vs Effort

## FIXED MINDSET:

- Intelligent people are born that way
- See further effort as undermining their genius
- Talent and intelligence is everything
- hard to cope with setbacks

## GROWTH MINDSET:

- Understands that no matter what your natural aptitude effort is essential to improve and achieve
- Persistently committed and motivated
- I can get better with effort and hard work

# Responding to setbacks

## FIXED MINDSET:

- Avoids trying something new
- Finds it extremely hard to cope with setbacks
- Seeks to blame others for their setbacks

## GROWTH MINDSET:

- Setbacks highlight issues/problems that need to be dealt with and learnt from
- Actively seek out learning opportunities

# Famous Failures

## Michael Jordan

After being cut from his high school basketball team, he went home locked himself in his room and cried.



## The Beatles

Rejected by Decca Recording studios, who said "we don't like their sound" \_ "They have no future in show business"



## Steve Jobs

At 30 years old he was left devastated and depressed after being unceremoniously removed from the company he started.

## Eminem

A High School dropout, whose personal struggles with drugs and poverty culminated in an unsuccessful suicide attempt.



## Walt Disney

Fired from a newspaper for "lacking imagination" and "having no original ideas"...



## Oprah Winfrey

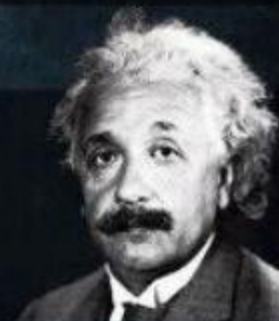
Was demoted from her job as a news anchor because she... "Wasn't fit for television."



If you've  
**NEVER FAILED.**  
You've  
**NEVER TRIED**  
anything new

## Albert Einstein

He wasn't able to speak until he was almost 4 years old and his teachers said he would "never amount to much"



# How you want to appear to others

## FIXED MINDSET:

- Respond poorly to feedback from others
- Jealous of the success of others
- Seek to put people down

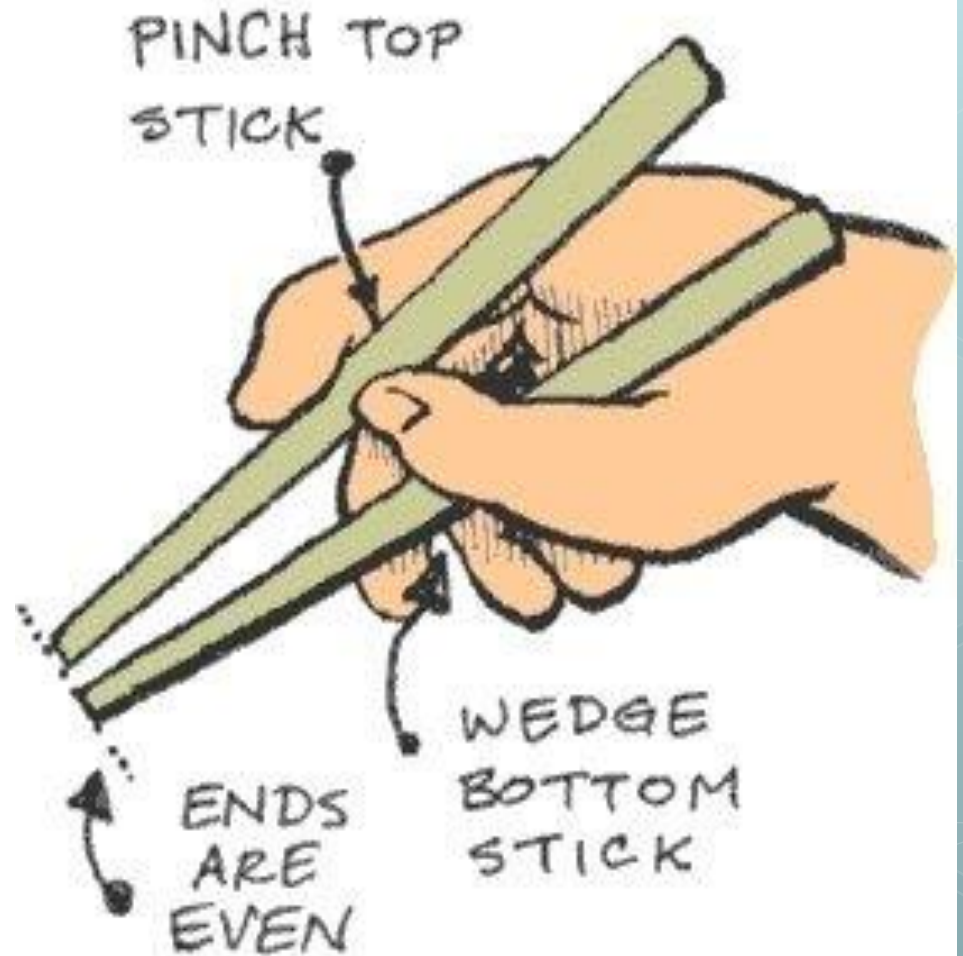
## GROWTH MINDSET:

- Learn from criticism and suggestions
- Seek strategies to improve
- Act on teacher feedback



# Activity 1

Use your chopsticks to pick up the chocolate kisses. You have two minutes.



# Post Activity – THINK-PAIR-SHARE

- How did you feel before you started this activity? (excited, stressed, interested, inept...)
- What did you feel and say to yourself during the activity? (this is fun, I'm not very good at this...)
- How did you feel and speak to yourself after the activity?
- What would have helped you be more successful? (feedback, a mentor, positive reinforcement)
- How can we relate this to our students' language learning experiences?

# Growth Mindset and SLA

- Attaining the level of English required to study at a post-secondary level requires language learners to invest a significant amount of time and effort over a long time
- Research in the area of SLA suggests that it takes between 7 to 10 years to reach a level of language competency in order to study at a post-secondary level (Collier, 1987, Hakuta, Butler, and Witt, 2000)

# Growth Mindset & SLA & Motivation

- Second language motivation is the driving force that enables learners to expend continuous sustained effort (Moskovsky, Alrabai, Paolini, & Ratcheva, 2012).
- Second language motivation is also relates to achievement and without motivation even the most capable and competent learners may be unable to accomplish their long term language learning goals (Moskovsky et al., 2012).
- Unless motivation is maintained during the lengthy process of second language learning, the tendency is often for learners to lose sight of their goal which could result in a decrease in their initial motivation (Celce-Murcia, Brinton, & Snow, 2014).

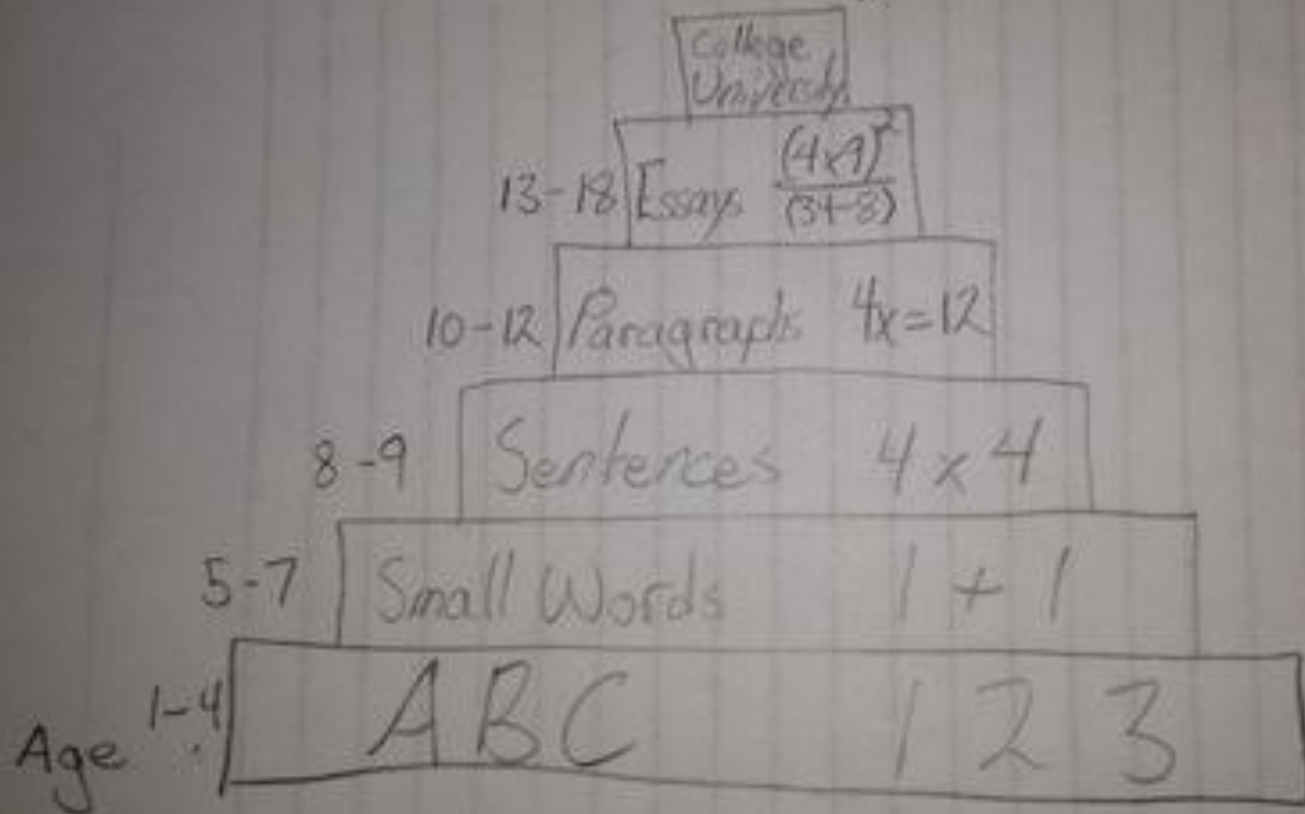


# Teachers & Learner Motivation

- language learners can be successful if they are highly motivated and learn in a supportive environment (Marinova-Todd, Marshall, & Snow, 2000)
- language instructors can play a significant role in providing an environment that sustains students' motivation (Moskovsky et al.)
- Research conducted by Guilloteaux and Dörnyei, (2008) defines two categories of motivational strategies in SLA: instructional interventions applied by the teacher; and self-regulating strategies used by learners to manage their own motivation

- a strong positive correlation between teachers' motivational teaching practices and their learners' learning motivation (Guilloteaux et al., 2008)
- participants in this study ranked motivational strategies such as the **teacher recognizing students' effort and achievement and consistently encouraging students by believing in their effort to learn and succeed**

# Endless Possibilities



# SUCCESS IS AN ICEBERG



SUCCESS

People see this.

RISKS  
FOCUS  
GOALS  
PERSISTENCE  
FAILURE  
MASSIVE ACTION  
SACRIFICE  
HABITS  
HARD WORK

What really happens.



# GROWTH MINDSET ATTRIBUTES

Understand that no matter what your natural aptitude; **effort** is essential to improve and achieve  
Persistently committed and motivated  
I can get better with **effort** and hard work



EFFORT

Seek **strategies** to improve  
Setbacks highlight issues/problems that need to be dealt with and learnt from



STRATEGIES

Learn from criticism and suggestions  
Act on teacher **feedback**




FEEDBACK

# Final Activity

- Work in small groups. Brainstorm some ways that teachers and students can develop a growth mindset.
- Come and get paper and markers
- Share your ideas with the larger group.





“no matter what your ability is, effort is what ignites that ability and turns it into accomplishment.”

— Carol S. Dweck, *Mindset: The New Psychology Of Success*

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Thank you for attending.

I appreciate your  
participation and interest.