



# WHAT IS BEHIND THE **MOTIVATION** OF TEENS IN EDUCATION?

Vinicius Nobre

ELTNGL.com  
A part of Cengage



**Vinicius Nobre** is a managing partner at Troika. He has been in English Language Teaching since 1995 and has worked as a teacher, teacher educator, academic coordinator, international examiner, education manager and content developer in a range of contexts. Vinnie is a course book writer and has coauthored three methodology books: “Getting into Teacher Education: a handbook” and “Getting into ELT Assessment” both with Cengage Learning, and “Teaching English Today: Contexts and Objectives” (SBS/DELI). He is a CELTA tutor and assessor, a DELTA tutor, past president of BRAZ-TESOL and member of their advisory board, a professor for post graduation courses, a tutor for the University of Chichester MA program, and a member of the New Routes Advisory Board. Vinnie has also published several articles on a variety of topics, written chapters in academic publications and spoken as a guest in many international conferences in Brazil and abroad.



# intrinsic & extrinsic motivation reward systems



*"sorry, pal, right metaphor,  
wrong motivation."*



locus of control  
self-efficacy  
learned helplessness



# locus of control

According to Rotter (1966), locus of control is an individual's sense of Personal control over events in their life. This disposal can be divided into two types:

**internal**

**you control the outcomes**

**your own hard work and skills will shape your  
experiences**

**you hold the knowledge and skills to be successful**

**you do not need to seek reassurance from others**

**before taking action**

**you take full responsibility for your actions**

**less likely to  
conform to social  
influences**

# locus of control

According to Rotter (1966), locus of control is an individual's sense of Personal control over events in their life. This disposal can be divided into two types:

## external

**you believe that outcomes are out your control**  
**your experiences are the result of luck or chance**  
**you are uncertain about your own skills or knowledge**  
**you seek reassurance from others before taking action**  
**your actions are likely to be influenced by others around you**

**more likely to conform to social influences**

# determining efficacy judgements

## ***performance outcomes***

positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task (Bandura, 1977)

## ***Vicarious experiences***

people can develop high or low self-efficacy vicarious through other people's performances. A person can watch another perform and then compare their own competence with The other individual's competence. (Bandura, 1977)

*self-efficacy*

Self-efficacy is influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform. (Redmond, 2010)

## ***verbal persuasion***

people experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy. (Bandura, 1977)

## ***physiological feedback***

Learners who have repeated experiences of success have higher self-efficacy than those students who experience repeated failure.

The background of the slide is a photograph of a museum exhibit. It features several tall, vertical poles of various colors (red, green, blue, yellow) with different patterns (stars, stripes, solid colors). A person's legs and feet are visible in the lower right corner, standing on a circular platform. The text is overlaid on a black rectangular area.

locus of control

self-efficacy

learned helplessness

extrinsic factors?



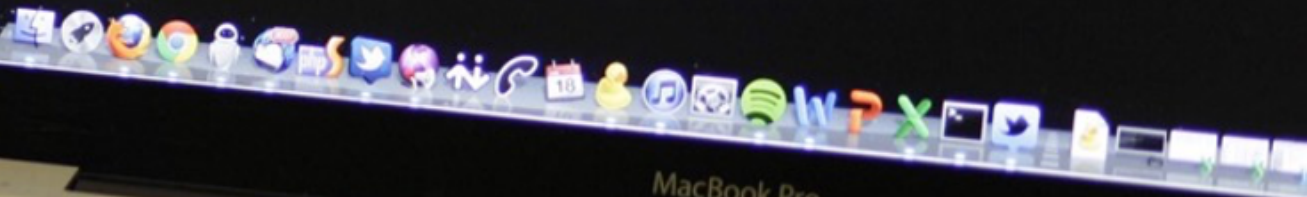
WIKIPEDIA  
WIKIPEDIA

## Imagine a World Without Free Knowledge


For over a decade, we have spent millions of hours building the largest encyclopedia in human history. Right now, the U.S. Congress is considering legislation that could fatally damage the free and open Internet. For 24 hours, to raise awareness, we are blacking out Wikipedia. [Learn more.](#)

Contact your representatives.

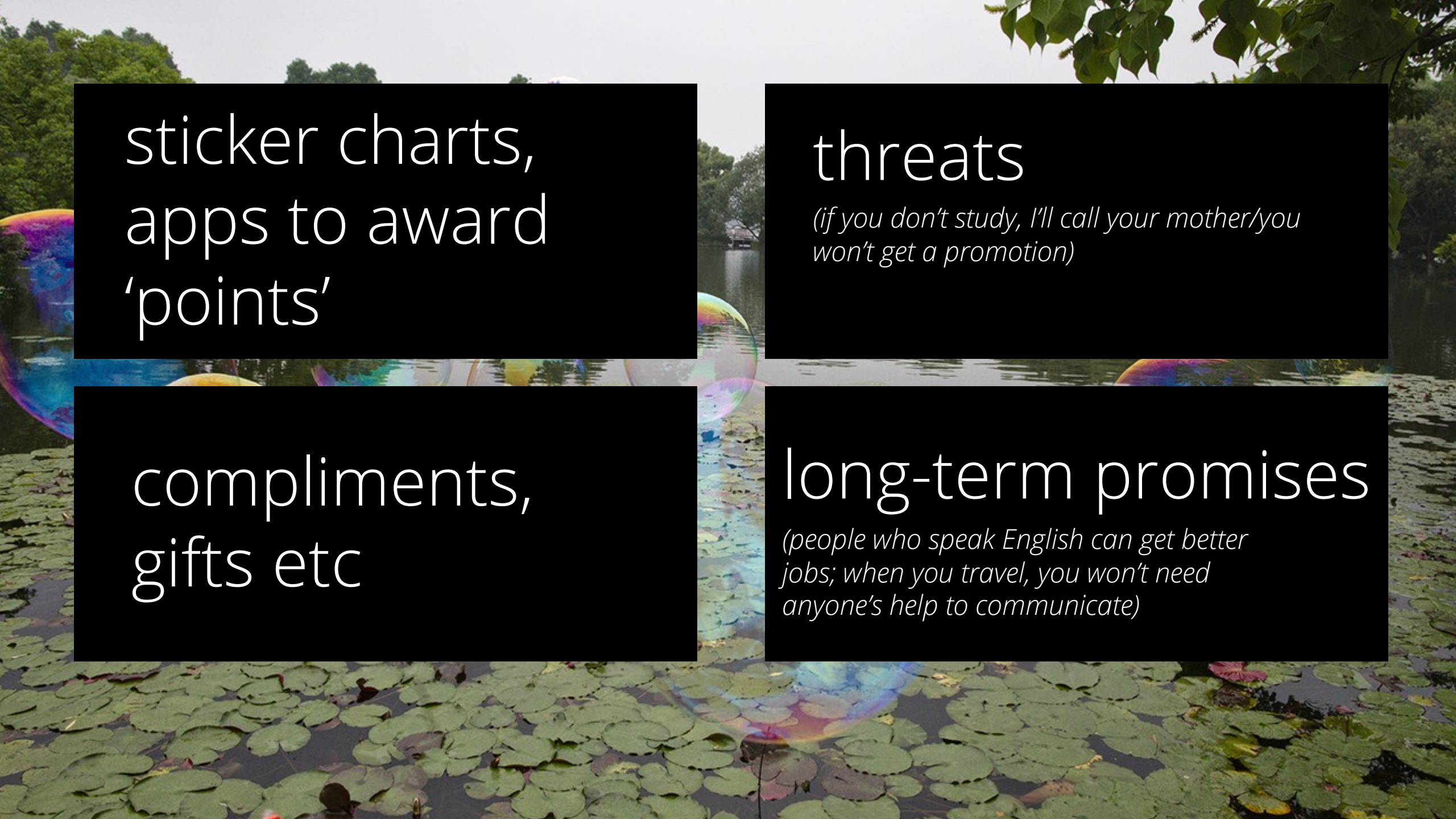
Your ZIP code:



MacBook Pro

A photograph of four young women sitting on a light-colored wooden floor in a classroom. They are all looking towards the woman on the right, who is gesturing with her hand while speaking. The woman on the far left has long dark hair and is wearing a white shirt. The woman next to her has long dark hair and is wearing a dark jacket over a white shirt. The woman in the middle has long dark hair and is wearing a white shirt under a dark jacket. The woman on the right has short dark hair and is wearing a white t-shirt with a red logo and dark shorts. A smartphone is lying on the floor near the woman in the middle. In the background, there is a whiteboard with some papers pinned to it.

What are the  
“extrinsic motivators”  
that we use in  
our classes?

The background of the entire image is a photograph of a pond. The water is dark, and the surface is covered with numerous green lily pads. Several large, iridescent soap bubbles are floating in the air above the pond, reflecting light in various colors like purple, blue, and yellow. In the distance, there are green trees and a small building on the shore.

sticker charts,  
apps to award  
'points'

threats

*(if you don't study, I'll call your mother/you won't get a promotion)*

compliments,  
gifts etc

long-term promises

*(people who speak English can get better jobs; when you travel, you won't need anyone's help to communicate)*

the over-justification hypothesis

51 preschoolers | 3 groups



the expected reward decreased the amount of spontaneous interest the children in drawing.

those who had previously like drawing were less motivated once they expected to be rewarded for the activity.

In summary, we can identify seven flaws  
in the *theory of carrots and whips*

they eliminate intrinsic motivation

they impact performance negatively

they sabotage creativity

they affect good behavior

they encourage cheating, shortcuts and

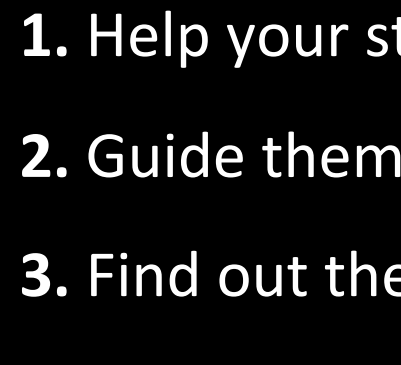
unethical attitude

they become an addiction

they revolve around short-term thinking





- 
1. Help your students become accountable for every moment of learning
  2. Guide them beyond their fears of mistakes or failure
  3. Find out their assumptions about teaching and learning
  4. Harness their internal strength as individuals
  5. Try to silence their internal critic and lower their affective filter
  6. Correct their misconceptions about luck and about success in communication
  7. Show them their strengths and weaknesses in the learning process
  8. Celebrate their achievements, however small they might seem

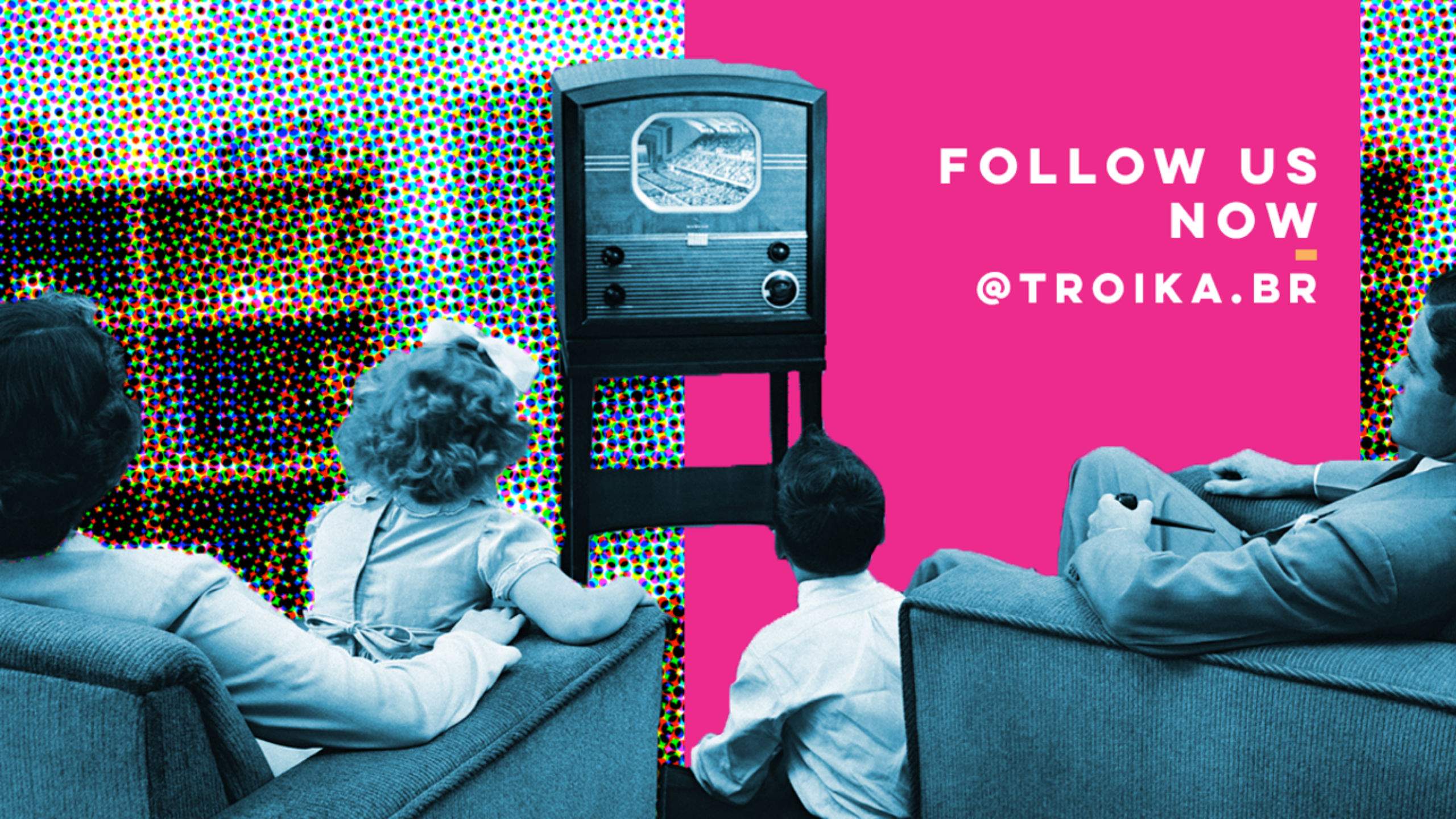


autonomy • mastery • purpose



one looks back with appreciation  
to the brilliant teachers,  
but with gratitude to those  
who touched our human feelings.

Carl Jung



**FOLLOW US  
NOW**  
**@TROIKA.BR**

Join National Geographic  
Learning!

webinars

[ELTNGL.com/webinars](https://ELTNGL.com/webinars)



in focus


[ELTNGL.com/infocus](https://ELTNGL.com/infocus)



<https://eltngl.com/assets/html/digitalresources/>



English Learning

 Search Products

Browse the Catalog

Contact Sales Rep

Technical Support

Ordering

About

Watch

FOR LIVE LESSONS

FOR SELF STUDY

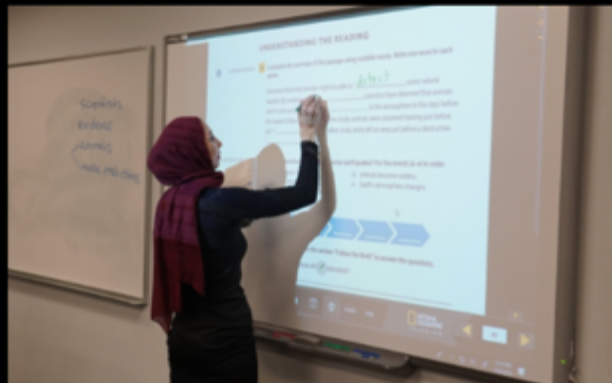
**DIGITAL COMPONENTS**

FOR HOMEWORK

FOR ASSESSMENT

**National Geographic Learning programs include digital components for teachers and students, ideal for online classrooms and blended learning environments.**

[Contact your local National Geographic Learning representative to learn more.](#)



FOR LIVE LESSONS

## CLASSROOM PRESENTATION TOOLS

Teach live lessons and encourage whole class participation, featuring digital versions of core instructional materials, audio, video, interactive activities, and answer keys.

 **LEARN MORE**

 **WATCH** Teaching Live Lessons Online: Part 1

FOR SELF STUDY

**STUDENT'S EBOOKS**

