New Realities for 2013 WL Teacher Preparation: A Research-Based Perspective

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Agenda

- Overview/Introduction of the Study
- Purpose, Hypotheses
- Review of the Literature
- Subjects
  - Teacher ED programs: UT and SUNY Buffalo
- Instruments (pre, mid, end-of-year/exit surveys)
- Results of exit surveys compared with pre- and mid-surveys
- Questions, Discussion, Considerations
Introduction

- Call for attending to intrinsic motivation (IM) in teacher education (Calderhead & Shorrock, 1997)
- Undermining IM results in more controlling and coercion up and down the chains, from administrators to teachers to students (Pelletier, Levesque, & Legault, 2002).
- **What is IM?** In self-determination theory (SDT) defined as "the prototypic manifestation of the human tendency toward learning and creativity" (Deci & Ryan, 2000, p. 69)
- Distinguished from extrinsic motivation as “an inner endorsement of one’s action—the sense that an action is freely initiated and emanates from within one’s self" (Reeve, 2002, p. 196).
Introduction

- Noels (2001), on IM in language educational contexts, reports a sense of “inherent pleasure and interest in the activity” (p. 45), as well as a sense of volition and competence.

- Three subtypes advanced by Vallerand, Pelletier and Koestner (2008):
  
  *Intrinsic-Knowledge* (pure curiosity),
  *Intrinsic-Accomplishment* (satisfaction in task mastery) and,
  *Intrinsic-Stimulation* (aesthetic, flow appeal).
Purpose of the Study

- To investigate the IM of world language education teaching candidates at the beginning, middle and end stages of practicum (i.e., student teaching/intern) experiences in two Teacher ED programs, with a focus on their perceptions of three needs postulated to be important in the promotion of IM:
  - Competence,
  - Autonomy, and
  - Relatedness
Hypotheses

- **H1** - with regard to the three IM needs...
  a) Needs across the practicum shift from beginning, middle to end
  b) Needs shifts are stable across practicum program models, geographic contexts, level

- **H2** - Autonomy, *usually* the most important factor in IM, will not consistently come out on top as a factor in promoting candidates’ IM.

- **H3** - Master’s-level candidates (i.e., interns at UT) will be less *needy* than those enrolled in a bachelor's-level program (i.e., SUNY Buffalo).
Hypotheses

- **H1** - with regard to the three IM needs...
  a) Needs across the practicum shift from beginning, middle to end.
  b) Needs shifts are stable across practicum program models, geographic contexts, level.

- **H2** - Autonomy, usually the most important factor in IM, will *not* consistently come out on top as a factor in promoting candidates’ IM.

- **H3** - Master’s-level candidates will be less *needy* than those enrolled in a bachelor's-level program.
Review of the Literature: Rise of Self Determination Theory (SDT) in Ed Research

- SDT is a good fit with critical pedagogies (Ryan and Niemiec, 2009)
- SDT and *cultural relativity* criticism (Chircov, 2009) are: correlated positively with measures of world language learning (Noels, 2001; Noels, Clément, & Pelletier, 2001; Noels, Pelletier, & Vallerand, 2000).
- Language students respond favorably to teachers who support IM (Noels, 2001).
Review of the Literature: Is IM Stable or Variable?

- Candidates’ goal orientation is stable throughout program---predicted success (Malmberg, 2006).
- Candidates whose own teachers are not supportive of IM paid it forward with their own students (Malberg, 2006; Reeve, Bolt & Cai, 1999).
- IM is variable over time (Ambrose & Horne, 2001).
- IM is subject to school context (Pelletier, Levesque, & Legault, 2002).
Review of the Literature: Cognitive Evaluation Theory

**Autonomy:** "being the author of one's actions--acting in accordance with one's true inner self" (Deci & Flaste, 1995, p. 4);

- *Antithesis:* Feelings of alienation and coercion (Deci & Flaste, 1995; Reeve & Halusic, 2009).
- Need for choice and challenge (Deci & Ryan, 2000)
- Undermined by assessment culture (Niemiec & Ryan, 2009)
- Empathy, patience, rationales, opportunities to vent (Reeve & Halusic, 2009).
- Authenticity (Deci & Flaste, 1995)
Review of the Literature: Cognitive Evaluation Theory

Competency (Bandura, 1977; White, 1959)

- Need for structure and feedback (Deci & Flaste, 1995)
- Candidates’ feelings of competency come more from field partners than university supervisors (Anderson, Walker & Ralph, 2009).
Review of the Literature: The Practicum

- **Relatedness** (Baumeister & Leary 1995)
- *Belongingness Hypothesis* (Baumeister & Leary, 1995): "human beings have a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships" (p. 497).
- Confirmation of decision to teach ultimately depended on quality of relationships with field teachers (Sinclair, 2008).
Review of the Literature: School Settings and IM

- Schools are *generally not conducive* to IM (Sarõçoban, 2010).
- Anti-IM chains exist between student, teacher and administrator behavior (Fernet, Guay, Senécal & Austin, 2012; Pelletier, Levesque, & Legault, 2002; Ryan & Brown, 2005).
- Student teachers [interns] are not immune to this *toxic* chain (Hoy & Woolfolk, 1990).
Instrument:
Entrance and Mid-Term*

MOTIVATIONAL NEEDS AND THE TEACHING PRACTICUM

• Same instrument given
• 5 sets of multiple choice questions
• 1 open-ended question
• One level of demographic identity asked

*given to subjects in August and early November
1. Autonomy Needs: Check off the statements that CURRENTLY apply to your experience of the practicum …

______ “I may be expected to complete a certain activity, but I have some flexibility in how or what I do to complete tasks.”
______ “I understand how this subject area and course tasks are relevant or important.”
______ “I am rarely pressured or coerced.”
______ “I get useful and timely feedback that is more informative than coercive; it helps me manage my own learning.”
______ “I’m in this class for reasons that are important to me.”
______ “I can engage in this class without all the choices being made for me.”
______ “The instructors are committed to helping me find MY way into the subject area.”
______ “The instructors acknowledge the student perspective, including negative feelings, when they arise.”
______ “The instructors promote my authentic engagement in the subject area by providing fun and individualized activities.”
______ “The content does not have a ‘dumbed-down’ feel; the instructors respect my capability.”
2. Competency Needs: Check off the statements that CURRENTLY apply to your experience of the practicum…

_____ The content is rarely too easy or too difficult; just right.

_____ “There is an enjoyable, coherent flow to the course content and tasks that puts me at ease.”

_____ “I know how I will be expected to demonstrate what I know.”

_____ “I know what is expected of me in this class. The instructors tell me what I need to know in order to be successful.”

_____ “I understand and possess skills to use what the instructors are teaching.”
3. Relatedness Needs: Check off the statements that CURRENTLY apply to your experience of the practicum…

_____¨My presence is acknowledged and valued¨

_____¨I know that my learning and my progress matter to my instructors¨

_____¨I feel attended to and valued by my instructors.¨

_____¨I feel attended to and valued by my fellow students.¨

_____¨My contributions to the class are noticed and valued by others.¨

_____¨I have confidence in the availability and dependability of those I may need for assistance in learning.¨

_____¨If I need support, others are available to help.¨

_____¨My instructors care about my success in the course.¨

_____¨I can expect peers to behave similarly/predictably from one time to the next.¨

_____¨I may be expected to complete a certain activity, but I have some flexibility in how or what I do to complete tasks.¨

_____¨The support my instructors give is responsive to what I need.¨

_____¨The instructors care about connecting me to native speakers of the language I am learning.¨
4. At this stage of the practicum, how would you rank your motivational needs?

A) Autonomy, Competency, Relatedness
B) Autonomy, Relatedness, Competency
C) Competency, Relatedness, Autonomy
D) Competency, Autonomy, Relatedness
E) Relatedness, Autonomy, Competency
F) Relatedness, Competency, Relatedness
5. Which of the following statements BEST represents your OVERALL attitude toward the practicum

A) “It’s something that I’m required to do, and I don’t want to let people down.”
B) “I’m genuinely extremely interested in this course and what it represents.”
C) “I identify with what the goals that this course seeks to address.”
D) “I identify so much with the aims of this course that I would say that they are part of my core self-concept.”
E) “I appreciate the validation or fear the rejection of others who evaluate me in this course.”
F) “I feel totally helpless in this course. What’s the point of even trying?”
Please let us know anything that might help or undermine your sense of intrinsic motivation as you enter into the practicum.

I am an: _____intern
_____following a prescribed
_____alternative licensure program
_____other:
Instrument: Exit Survey*

MOTIVATIONAL NEEDS AND THE TEACHING PRACTICUM

• 31 multiple choice questions examining Autonomy Needs, Competency and Relatedness Needs

• 1 open-ended question

• One level of demographic identity asked

*SUNY students took EXIT exam after 1 semester in the field

UT students took the EXIT survey after 2 semesters in the field
Subjects: Entrance and Mid-Term

Buffalo State College, SUNY:
  5 practicum students (UG)

The University of Tennessee, Knoxville

  4 WL interns (G)
  1 add-on WL endorsement (G)
  5 alternative licensure/transitional students (PB)
Subjects: End-of-Year Survey

Buffalo State College, SUNY:
5 practicum students (UG)

The University of Tennessee, Knoxville
4 WL interns (G)
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<tr>
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<th>SUNY Buffalo 1 semester student teachers</th>
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<tr>
<td><strong>UT 5th year (grad) interns</strong></td>
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<tr>
<td>- BA in target language</td>
<td>- BS in French/Spanish ED</td>
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<td>- ½ to a year study abroad</td>
<td>- 36 hours in L2</td>
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<tr>
<td>- OPI proficiency: Adv Low</td>
<td>- 12 hours Prof Ed</td>
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<tr>
<td>- Full academic year, all-day, two semester</td>
<td>- 12 hours FLED</td>
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<tr>
<td>internship</td>
<td>- 12 hrs practicum: one semester</td>
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<td>- 36-hour M.S. degree program (Teacher ED)</td>
<td>student teaching experience</td>
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<tr>
<td>with initial licensure</td>
<td>- Adv Low OPI proficiency</td>
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Data Analysis of EXIT Survey:

Questions 1-27
Post (Exit Survey) UT and Post (Exit Survey) SUNY

Relatedness, and Autonomy, Competency
## Total Data Averages: Autonomy

UT and SUNY Combined: Post- N = 9

<table>
<thead>
<tr>
<th>Autonomy</th>
<th>Post % Strongly Agree</th>
<th>Post &amp; Somewhat Agree</th>
<th>Post % Disagree Somewhat</th>
<th>Post % Disagree Strongly</th>
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<td>Question 10</td>
<td><strong>77.5</strong></td>
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</table>
Overall, all subjects agreed most strongly with the following statements:

- Question 4: *I get useful and timely feedback that is more informative than coercive; it helps me manage my own learning.* (90% strongly agree)
- Question 7: *The instructors are committed to helping me find MY way into the subject area.* (77.5% strongly agree)
- Question 10: *The content does not have a “dumbed down” feel; the instructors respect my capability.* (77.5% strongly agree)

Overall, all subjects agreed least strongly with the following statements:

- Question 3: *I am rarely pressured or coerced.* (47.5% agree strongly)
- Question 8: *The instructors acknowledge the student perspective, including negative feelings, when they arise.* (47.5% agree strongly)
Total Data Averages: Competency
UT and SUNY Combined: N = 9

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<tr>
<th>Question</th>
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Competency Totals

Overall, the subjects agreed most strongly with the following statements:

- Question 15: I understand and possess the skills to use what the instructors are teaching. (87.5% strongly agree)

Overall, the participants agreed least strongly with the following statements:

- Question 11: The content is rarely too easy or too difficult; it is just right. (25% strongly agreed)
## Total Data Averages: Relatedness

**UT and SUNY Combined: N = 9**

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</table>
Relatedness Totals

Overall, the subjects strongly agreed with the following statements:

- Question 24: I can expect my peers to behave similarly/predictably from one time to the next. (80% strongly agreed)
- Question 17: I know that my learning and my progress matter to my instructors (77.5% strongly agreed)
- Question 18: I feel attended to and valued by my instructors. (77.5% strongly agreed)

Overall, the participants agreed less strongly with the following statements:

- Question 19: I feel attended to and valued by my fellow students. (45% strongly agreed)
- Question 27: The instructors care about connecting me with native speakers of the language I am learning. (52.5% strongly agreed)
## Autonomy: SUNY and UT

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</table>
Question 3: *I am rarely pressured or coerced*

25% of SUNY participants *strongly agreed*: 75% of UT participants *strongly agreed*
Question 8: The instructors acknowledge the student perspective, including negative feelings, when they arise.

20% of SUNY participants strongly agreed: 75% of UT participants strongly agreed
Question 9: The instructors promote my authentic engagement in the subject area by providing fun and individualized activities.

80% of SUNY participants strongly agreed: 25% of UT participants strongly agreed
# Competence: SUNY and UT

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</table>
Strongly Agreed: SUNY and UT

The averaged scores of *strongly agreed* for these five questions concerning Competency were:

- **SUNY**: 48%
- **UT**: 85%
## Relatedness: SUNY and UT

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Somewhat and Strongly Disagree: Relatedness

SUNY participants disagreed in some form to 6 of the statements.

UT participants disagreed in some form to 1 of the statements.
Question 27: *The instructors care about connecting me to native speakers of the language I am learning.*

*UT students have already spent 1-2 semesters abroad in the L2 country.*
Summary

Pre- and Post-Survey Comparisons
Question 1: Autonomy Needs

- The biggest % differences in response frequency between UT interns and SUNY student teachers in the PRE-TEST were items C (100/20), and D (75/100), E (50/80), and F (100/40).
  - C responses indicate: UT interns are rarely coerced or pressured, compared w/ 20% of SUNY students.
  - D indicates that SUNY students feel they get excellent feedback, compared w/ a more moderate response (20%) by UT interns.
  - E indicates that 50% of UT Students feel that the (practicum) class is less important to them compared with 80% of the SUNY students.
  - F indicates: UT students feel they have more choice (100%) in their college classroom; SUNY = 40%
Comparison of Items C, D, E, F: Autonomy Needs

Q1: Pre-test differences
Items C, D, E, F

Item C | Item D | Item E | Item F
---|---|---|---
UT INTERN Pre | SUNY PRE | UT INTERN Pre | SUNY PRE

The chart shows the comparison of items C, D, E, and F in terms of their autonomy needs for UT INTERN Pre and SUNY PRE.
The biggest % differences in pre- and post-survey responses between UT interns and SUNY student teachers are in item B (100: UT/40:S), and D (75/40).

Item D is particularly interesting because it was of marked difference in the Pre-Survey.

In the post-survey, the response percentages reversed between the two groups.

At the beginning, 75% of UT interns felt they received good feedback, which climbed to 100%. In the beginning, 100% thought that they received good feedback, which was lowered to 50% at the end.
Comparison of Items B and D

Q1: Post-survey
Items B and D
**Question 2: Competency Needs**

- First, the general frequency of responses between pre-survey and mid-survey are interesting. The simple number of responses by the UT interns rose, while the number of responses by the other two groups fell, nearly by 50%. Since responses can be viewed as positive experiences, this could be interpreted as a more positive experience by the UT interns.

- In 5/5 cases, the SUNY percentages fell or remained the same; In 5/5 cases, the Alt. population percentages fell. In 4/5 cases, the UT response percentages rose or remained the same. Only item B, regarding coherence and ease, fell by 25%. Interesting.

- The most frequent response for the UT Interns was D in the pre-survey. *I know what is expected of me.* In the post-survey, 3 items received 100% response, C, D, and E.

- The most frequent response for the UT Alts. and the SUNY group in the pre-test was C. *I know how I must demonstrate what I’ve learned.*

- In the two groups for the post-survey, only one response received 80% or better.
Question 2 Totals

Question 2: UT intern % and SUNY %

- UT Pre
- UTPost
- SUNY Pre
- Suny Post
Question 3: Relatedness Needs

- The SUNY response with the highest frequency was (A) at 100% in the pre-survey. *My presence is acknowledged and valued.* Their response was reduced to 60% in the mid-survey. [Interestingly, the UT non-interns, alternative licensure students, went from 67% to 100% perception of value.]

- The highest responses for Interns on the pre-survey, at 100%, were items H, J, and K. *Instructor’s concern for student success, instructor’s support, and flexibility in completing tasks.* Concern (H) and Flexibility (K) remained at 100% in the mid-survey, while support (J) dropped to 50%.
Response A: *My presence is acknowledged and valued.*
Question 4: Ranking Motivational Needs

The RESPONSES are well dispersed. There are no clear trends in the data.
Question 5:

- SUNY students were unanimous in their pre-survey response, that of (B), 100% selecting that *they were genuinely interested in the course.*
- The SUNY response however changed from 100% agreement with (B) to 50% agreement with (B), and 50% agreement with (D) *the goals have become part of my core self-concept.*
Pre-SUNY/Post-SUNY to response B
Questions → Discussion → Considerations
References


